Main Criteria: Medieval History-Based Writing Lessons

Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grades: 6, 7, 8

Medieval History-Based Writing Lessons

Lesson 01: Unit 1 Note Taking an Outlines, p. 11-16

Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TTP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

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

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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

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

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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.

INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

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

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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**		
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

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

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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

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Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.

INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

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	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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	6.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
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	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
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	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

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	8.RL.KID.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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	8.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
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	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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	6.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.

INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

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

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Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

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	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

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

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	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

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	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

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	8.RL.KID.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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	8.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Grade **6** - Adopted: **2016**

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

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	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

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	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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	6.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
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	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
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	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

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	8.RL.KID.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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	8.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	8.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

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	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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	6.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**

INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
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	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
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	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
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	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.
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	8.RL.KID.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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	8.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

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

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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.

INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	8.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

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

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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

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Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	7.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

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

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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**

INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TTP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.

INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

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Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.

INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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

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Grade **6** - Adopted: **2016**

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

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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TTP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TTP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.

INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

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Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

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

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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TTP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**

INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

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

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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

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

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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Grade **6** - Adopted: **2016**

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

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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

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

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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**

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

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	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.IKI.7.	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.

INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TTP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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

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Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

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Language Arts

Grade **7** - Adopted: **2016**		
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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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

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Grade **6** - Adopted: **2016**

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

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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

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Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

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Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**

INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**		
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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	7.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	7.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	7.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	7.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	8.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	8.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	8.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**		
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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	**6.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.CS.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	6.RI.IKI.7.	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
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	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.

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	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	7.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of 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	7.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.KID.3.	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	7.RI.CS.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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	7.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RI.KID.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.KID.3.	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
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	8.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
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	8.RI.CS.5.	Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.
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	8.RI.CS.6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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	8.RI.IKI.9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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	8.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
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	6.RI.IKI.7.	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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	6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
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	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade **7** - Adopted: **2016**

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	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.
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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	7.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	7.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	7.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	7.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

INDICATOR	7.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**8.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	8.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	8.W.TP.2.b.	Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension
INDICATOR	8.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	8.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	8.W.TP.2.e.	Craft an effective and relevant conclusion.
INDICATOR	8.W.TP.2.g.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR	8.W.TP.2.h.	Use precise language and domain-specific vocabulary.
INDICATOR	8.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.

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

Tennessee Academic Standards

Language Arts

Grade **6** - Adopted: **2016**

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

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	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
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	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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	6.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

Tennessee Academic Standards

Language Arts

Grade **7** - Adopted: **2016**

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	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

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	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
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	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.
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	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	8.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

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	8.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

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	8.RL.KID.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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	8.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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Language Arts

Grade **6** - Adopted: **2016**

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	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	6.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
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	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
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	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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	6.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.

INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

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

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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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Grade **7** - Adopted: **2016**

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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

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	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
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	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

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	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**

INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.
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	**7.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.
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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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	7.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.
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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.
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	8.RL.KID.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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	8.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.

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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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Language Arts

Grade **6** - Adopted: **2016**

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

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	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	6.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	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite 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	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

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	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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	6.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**6.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.

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	**6.W.TP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.

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	**6.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	6.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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	6.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
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	6.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

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Grade **7** - Adopted: **2016**

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	**7.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	7.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	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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	7.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

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	7.RL.CS.5.	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
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	7.RL.CS.6.	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

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	7.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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	7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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	7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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	**7.W.TTP.1**	**Write arguments to support claims with clear reasons and relevant evidence.**
INDICATOR	7.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TTP.1.i.	Establish and maintain a formal style.

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	**7.W.TTP.2**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	7.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	7.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	7.W.TP.2.j.	Establish and maintain a formal style.

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	**7.W.TTP.3**	**Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**
INDICATOR	7.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	7.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

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	7.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

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	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.

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	7.W.RBPK.7	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.

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	7.W.RBPK.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Tennessee Academic Standards

Language Arts

Grade **8** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.1**	**Conventions of Standard English - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
LEARNING EXPECTATION	**8.L.CSE.1**	**Demonstrate command of the conventions of standard English grammar and usage.**
INDICATOR	8.L.CSE.1.b.	When reading or listening, explain the function of verbs.
INDICATOR	8.L.CSE.1.d.	When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
INDICATOR	8.L.CSE.1.e.	When writing or speaking, produce and use varied voice and mood of verbs.

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	8.L.KL.3	When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.

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	**8.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.**

INDICATOR	8.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	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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	8.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
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	8.RL.KID.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.
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	8.RL.KID.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
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	8.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.
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	8.SL.CC.1	Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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	8.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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	8.W.PDW.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
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	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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	8.W.RBPK.8	Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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