Main Criteria: Structure and Style for Students

Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts
Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Tennessee Academic Standards Language Arts Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

EXPECTATION 10.RI.KID.

2.

STRAND / STANDARD / COURSE

EXPECTATION

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	9-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

10.RI.CS. technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

READING STANDARDS - INFORMATIONAL TEXT

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

EXPECT ATION		level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING STANDARDS

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

INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.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

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

GUIDING QUESTION / LEARNING

EXPECT ATION

WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10

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 9-

EXPECTATION 10.W.RW.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Tennessee Academic Standards Language Arts Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / STANDARD /

COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

LEARNING 9- Determine a central idea of a text and analyze its development; provide an objective or critical summary. EXPECTATION 10.RI.KID.

2.

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 9- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and EXPECTATION 10.RI.CS. technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

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

9-

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

STRAND / STANDARD / **COURSE**

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL SL.0 STRAND / GUIDING QUESTION	CC.1 Con	mprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9- 10.SL.CC. 1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.SL.PKI. 4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECT ATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

 $Write\ informative \textit{l} explanatory\ texts\ to\ analyze\ and\ convey\ complex\ ideas,\ concepts,\ and\ information\ clearly\ and\ accurately\ through\ the\ effective\ selection\ and\ organization\ of\ content.$

LEARNING

9-

EXPECTATION 10.W.TT P.2

INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 2.g.	Establish and maintain a formal style and objective tone.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD	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

W.4

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

WRITING STANDARDS

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

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Tennessee Academic Standards Language Arts

Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

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

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
I FARNING	9-	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary

EXPECTATION 10.RL.KID. Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary

2.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

STRAND / GUIDING	R.KID.3.	Key Ideas and Details - Standard 3
QUESTION		

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	9- 10.RL.KID. 3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RL.CS. 5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9- 10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing

STRAND /	
STANDARD	I
COURSE	

GUIDING QUESTION / LEARNING EXPECTATION

6-12 LANGUAGE STANDARDS

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

LEARNING EXPECTATION	9- 10.SL.CC. 1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.SL.PKI. 4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / STANDARD /		WRITING STANDARDS

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

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56
		Tennessee Academic Standards
		Language Arts Grade 10 - Adopted: 2016
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RL.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RL.KID. 2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	9- 10.RL.KID. 3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
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 larg portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RL.CS. 5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9- 10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.
		READING STANDARDS - LITERATURE
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE

GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STPAND /		6-12 LANGUAGE STANDARDS

6-12 LANGUAGE STANDARDS

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

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

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.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

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RL.IKI.9	Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RI.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD /		READING STANDARDS - INFORMATIONAL TEXT
COURSE		
	R.KID.2.	Key Ideas and Details - Standard 2
COURSE CONCEPTUAL STRAND / GUIDING	R.KID.2.	Key Ideas and Details - Standard 2 Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	9- 10.RI.KID. 2.	Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	9- 10.RI.KID.	Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	9- 10.RI.KID.	Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and analyze its development; provide an objective or critical summary.
COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	9- 10.RI.KID. 2.	Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and analyze its development; provide an objective or critical summary. READING STANDARDS – INFORMATIONAL TEXT

EXPECTATION 10.RI.CS. technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

4.

READING STANDARDS - INFORMATIONAL TEXT

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
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 EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

EXPECT ATION		level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9- 10.SL.CC. 1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.SL.PKI. 4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECT ATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND I 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 EXPECT ATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 2.g.	Establish and maintain a formal style and objective tone.

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

EXPECTATION 10.W.RW. 10

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Tennessee Academic Standards
Language Arts
Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND /

STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RI.KID. 2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
STANDARD /	L.KL.3	6-12 LANGUAGE STANDARDS Knowledge of Language - Standard 3
CONCEPTUAL STRAND / GUIDING	L.KL.3	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	9- 10.L.KL.3	Knowledge of Language - Standard 3 Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	9-	Knowledge of Language - Standard 3 Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	9- 10.L.KL.3	Knowledge of Language - Standard 3 Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	9- 10.L.KL.3	Knowledge of Language - Standard 3 Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 6-12 LANGUAGE STANDARDS

INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LEARNING 9- Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

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INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 2.g.	Establish and maintain a formal style and objective tone.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECT ATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD	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

W.4

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

WRITING STANDARDS

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

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Tennessee Academic Standards Language Arts

Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / STANDARD / COURSE

2.

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

6-12 LANGUAGE STANDARDS

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

INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE

10.W.TTP. 3.b.

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

INDICATOR	9- 10.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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 9-EXPECTATION 10.W.PD W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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 9- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. EXPECTATION 10.W.RW.

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Tennessee Academic Standards
Language Arts
Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND I GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING		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.
EXPECTATION		
LEARNING EXPECTATION	9- 10.RL.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
STANDARD / COURSE	L.VAU.6	6-12 LANGUAGE STANDARDS Vocabulary Acquisition and Use - Standard 6
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	L.VAU.6	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	9-	Vocabulary Acquisition and Use - Standard 6 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
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT AT ION	9- 10.L.VAU.	Vocabulary Acquisition and Use - Standard 6 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. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	9- 10.L.VAU. 6	Vocabulary Acquisition and Use - Standard 6 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. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	9- 10.L.VAU. 6	Vocabulary Acquisition and Use - Standard 6 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. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. WRITING STANDARDS

INDICATOR	9- 10.W.TTP. 3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
INDICATOR	9- 10.W.TTP. 3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6

QUESTION

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / GUIDING QUESTION	
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 9-EXPECTATION 10.RI.KID. Determine a central idea of a text and analyze its development; provide an objective or critical summary.

2.

STRAND / STANDARD / **COURSE**

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / STANDARD / **COURSE**

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECT ATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECT ATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LEARNING EXPECTATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.e.	Use appropriate formatting, graphics, and multimedia to aid comprehension.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 2.g.	Establish and maintain a formal style and objective tone.

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 EXPECT ATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10 W RRP	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiatism and following a standard format for citation

EXPECTATION 10.W.RBP selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

K.8

WRITING STANDARDS

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

STRAND / STANDARD / **COURSE**

WRITING STANDARDS

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

LEARNING 9-EXPECTATION 10.W.RW.

10

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Tennessee Academic Standards Language Arts Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

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STRAND / STANDARD / **COURSE**

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RI.KID. 2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE ST ANDARDS
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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING	9-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

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

STRAND / STANDARD / COURSE

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

LEARNING EXPECTATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE

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

INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	9- 10.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards Language Arts

Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

EXPECT ATION

READING STANDARDS - INFORMATIONAL TEXT

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RI.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RI.KID. 2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND /	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION		

LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION I LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE ST ANDARDS
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

EXPECT ATION

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WRITING STANDARDS

phrase important to comprehension or expression.

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing,

10.L.VAU. speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 EXPECT ATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

CONCEPTUAL W STRAND / GUIDING QUESTION	W.TTP.3 Text Types and Protocol - Standard 3	
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	9- 10.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10

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

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Grade $\textbf{10}\,$ - Adopted: $\textbf{2016}\,$

STRAND / STANDARD / COURSE

EXPECTATION

10.W.RW. 10

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / STANDARD / COURSE 1.

READING STANDARDS - INFORMATIONAL TEXT

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

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

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

LEARNING 9-EXPECTATION 10.I

9- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and 10.RI.CS. technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

4.

STRAND / STANDARD /

LEARNING

9-

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READING STANDARDS - INFORMATIONAL TEXT

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

EXPECTATION 10.L.CSE. effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety

and interest to writing or presentations.

GUIDING

QUESTION / LEARNING EXPECTATION

6-12 LANGUAGE STANDARDS

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

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	9-	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing,
EXPECTATION	10.L.VAU.	speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building
	6	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	0	
	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STRAND / STANDARD / COURSE

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

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	9- 10.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
STRAND /		WRITING STANDARDS
STANDARD / COURSE		WKIT ING STANDARDS
STANDARD /	W.RBPK	Research to Build and Present Knowledge - Standard 8
CONCEPTUAL STRAND / GUIDING		
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		Research to Build and Present Knowledge - Standard 8 Cornerstone: Integrate relevant and credible information from multiple print and digital sources while
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	9- 10.W.RBP	Research to Build and Present Knowledge - Standard 8 Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	9- 10.W.RBP K.8	Research to Build and Present Knowledge - Standard 8 Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	9- 10.W.RBP K.8	Research to Build and Present Knowledge - Standard 8 Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. WRITING STANDARDS

 ${\tt EXPECTATION} \qquad {\tt 10.W.RBP} \quad {\tt informational\ texts, applying\ grade\ band\ 9-10\ standards\ for\ reading\ to\ source\ material.}$

K.9

WRITING STANDARDS

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

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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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING		Cornerations, Apply knowledge of language to understand how language functions in different
QUESTION / LEARNING EXPECT ATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECT ATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2

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

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

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
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		Tennessee Academic Standards Language Arts
		Grade 10 - Adopted: 2016
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10 BL KID	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to

EXPECTATION 10.RL.KID. support conclusions.

1.

READING STANDARDS - LITERATURE

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	9- 10.RL.KID. 3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
STANDARD /	R.CS.5.	Craft and Structure - Standard 5
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	R.CS.5.	
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	9-	Craft and Structure - Standard 5 Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	9- 10.RL.CS.	Craft and Structure - Standard 5 Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	9- 10.RL.CS. 5.	Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	9- 10.RL.CS. 5.	Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. READING STANDARDS - LITERATURE

EXPECTATION TC.10. and proficiently.

GUIDING

QUESTION / LEARNING EXPECTATION

word meanings.

6-12 LANGUAGE STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.5	Vocabulary Acquisition and Use - Standard 5

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

LEARNING EXPECTATION	9- 10.L.VAU. 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING		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.

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

10.W.TTP. 2.g.

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 EXPECT ATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.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

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

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 th text.
LEARNING EXPECTATION	9- 10.RL.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING 9- Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. EXPECTATION 10.RL.KID.

2.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING 9- Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact EXPECTATION 10.RL.KID. meaning.

3.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

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

LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RL.CS. 5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9- 10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.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.
EXI ECT ATION		
LEARNING EXPECTATION	9- 10.RI.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RI.KID. 2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND /	
STANDARD	I
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6-12 LANGUAGE STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE ST ANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEDIUM	W.PDW.	Production and Distribution of Writing - Standard 6
CONCEPTUAL STRAND / GUIDING QUESTION	6	
STRAND / GUIDING	6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	9- 10.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166
		Tennessee Academic Standards Language Arts Grade 10 - Adopted: 2016
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		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.

STRAND / STANDARD /

COURSE

LEARNING

9-

1.

EXPECTATION 10.RI.KID. support conclusions.

READING STANDARDS - INFORMATIONAL TEXT

Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RI.KID. 2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
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.

Analyze a variety of thematically-related texts of historical and literary significance for the way they address related

LEARNING

EXPECTATION 10.RI.IKI.9. topics, facts, and concepts.

LEARNING

9-

EXPECTATION 10.L.KL.3 for meaning or style, and to comprehend more fully when reading or listening.

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

1.f.

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

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

3.e.

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECT ATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.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 I LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	9- 10.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards Language Arts

Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE

EXPECT ATION

READING STANDARDS - INFORMATIONAL TEXT

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RI.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RI.KID. 2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND /	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION		

LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing,

10.L.VAU. speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building

 $vocabulary \ knowledge \ when \ considering \ a \ word \ or \ phrase \ important \ to \ comprehension \ or \ expression.$ WRITING STANDARDS STRAND /

9-

6

LEARNING

EXPECTATION

STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.a.	Introduce precise claim(s).
INDICATOR	9- 10.W.TTP. 1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9- 10.W.TTP. 1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9- 10.W.TTP. 1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND /		
GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
	W.TTP.2	Text Types and Protocol - Standard 2 Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
QUESTION GUIDING QUESTION / LEARNING	9-	Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of
QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING	9- 10.W.TT	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. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information
QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION	9- 10.W.TT P.2 9- 10.W.TTP. 2.g.	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. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

EXPECTATION 10.W.PD advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.6

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING	9-	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text

EXPECTATION

K.8

10.W.RBP selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

LEARNING EXPECTATION 9-

10.W.RW.

10

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Tennessee Academic Standards Language Arts Grade 10 - Adopted: 2016

STRAND / STANDARD / **COURSE**

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTIIAL	R KID 1	Key Ideas and Details - Standard 1
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STRAND /		
GUIDING		
QUESTION		
QUESTION		

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RI.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RI.KID. 2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

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QUESTION / LEARNING EXPECTATION

6-12 LANGUAGE STANDARDS

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

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

LEARNING EXPECT ATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.a.	Introduce precise claim(s).
INDICATOR	9- 10.W.TTP. 1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9- 10.W.TTP. 1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9- 10.W.TTP. 1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	9- 10.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188
		Tennessee Academic Standards Language Arts Grade 10 - Adopted: 2016
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RI.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD /		READING STANDARDS - INFORMATIONAL TEXT

COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING 9-Determine a central idea of a text and analyze its development; provide an objective or critical summary. EXPECTATION 10.RI.KID.

2.

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RI.CS. 5.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		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 10.RI.RRT Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band EXPECTATION C.10. independently and proficiently.

EXPECT ATION

.4

6-12 LANGUAGE STANDARDS

COURSE		
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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LEARNING 9EXPECT ATION 10.L.VAU Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th 10th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	9- 10.L.VAU.	Use context as a clue to the meaning of a word or a phrase.
	4.a.	

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9- 10.W.TT P.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9- 10.W.TTP. 1.a.	Introduce precise claim(s).
INDICATOR	9- 10.W.TTP. 1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9- 10.W.TTP. 1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9- 10.W.TTP. 1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 1.f.	Establish and maintain a formal style and objective tone.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9- 10.W.TTP. 2.e.	Use appropriate formatting, graphics, and multimedia to aid comprehension.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9- 10.W.TTP. 2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9- 10.W.TTP. 3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.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 I GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CTDAND !		WEITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	9- 10.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards Language Arts

Grade 10 - Adopted: 2016

STRAND /

GUIDING QUESTION / LEARNING

EXPECT ATION

READING STANDARDS - LITERATURE

ST AND / ST ANDARD / COURSE		READING STANDARDS - LITERATORE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RL.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RL.KID. 2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	9- 10.RL.KID. 3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4

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

LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RL.CS. 5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9- 10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9

GUIDING QUESTION / LEARNING		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.
EXPECTATION		
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

6-12 LANGUAGE STANDARDS

CONCEPTUAL L.V STRAND / GUIDING QUESTION	.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 9- EXPECTATION 10.1		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR 9- 10.L 4.a.	.L.VAU.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE	6	6-12 LANGUAGE STANDARDS
CONCEPTUAL L.V STRAND / GUIDING QUESTION	.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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 9- EXPECTATION 10.L 6	.L.VAU.	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE	\$	SPEAKING AND LISTENING STANDARDS
CONCEPTUAL SL STRAND / GUIDING QUESTION	L.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 9- EXPECTATION 10.S		Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE	١	WRITING STANDARDS
CONCEPTUAL W. STRAND / GUIDING QUESTION	<i>I</i> .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 9- EXPECTATION 10.1 P.3	.W.TT	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

INDICATOR	9- 10.W.TTP. 3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
INDICATOR	9- 10.W.TTP. 3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade 10 - Adopted: 2016

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9- 10.RL.KID. 1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9- 10.RL.KID. 2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	9- 10.RL.KID.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

STRAND / STANDARD / COURSE

3.

READING STANDARDS - LITERATURE

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

LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RL.CS. 5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9- 10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9

GUIDING QUESTION /		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		
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 EXPECT ATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9- 10.SL.CC. 1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LEARNING
9EXPECTATION 10.W.TT
P.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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 EXPECT ATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STRAND / STANDARD / COURSE

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

INDICATOR	9- 10.W.TTP. 3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

READING STANDARDS - LITERATURE

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

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

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

LEARNING 9-Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. EXPECTATION 10.RL.KID. 2.

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	9-	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact

EXPECTATION 10.RL.KID. meaning.

STRAND / STANDARD / **COURSE**

READING STANDARDS - LITERATURE

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

LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RL.CS. 5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9- 10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9

GUIDING QUESTION / LEARNING		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.
EXPECTATION		
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 EXPECT ATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9- 10.SL.CC. 1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LEARNING
9EXPECTATION 10.W.TT
P.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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WRITING STANDARDS

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

STRAND / STANDARD / COURSE

3.a.

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP.	Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.

INDICATOR	9- 10.W.TTP. 3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

READING STANDARDS - LITERATURE

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

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

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

LEARNING 9-Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. EXPECTATION 10.RL.KID. 2.

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	9-	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact

EXPECTATION 10.RL.KID. meaning.

STRAND / STANDARD / **COURSE**

READING STANDARDS - LITERATURE

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

LEARNING EXPECTATION	9- 10.RL.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9- 10.RL.CS. 5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9- 10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	10.RL.RR TC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9

GUIDING QUESTION / LEARNING		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.
EXPECTATION		
LEARNING EXPECTATION	9- 10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.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	9- 10.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9- 10.L.CSE. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 EXPECT ATION	9- 10.L.VAU .4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th - 10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9- 10.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9- 10.SL.CC. 1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LEARNING
9EXPECTATION 10.W.TT
P.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	9- 10.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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 EXPECT ATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9- 10.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9- 10.W.TTP. 2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9- 10.W.TTP. 2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STRAND / STANDARD / COURSE

3.a.

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP.	Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.

INDICATOR	9- 10.W.TTP. 3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9- 10.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	9- 10.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9- 10.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9- 10.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9- 10.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9- 10.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9- 10.W.RBP K.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9- 10.W.RBP K.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND I GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9- 10.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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READING STANDARDS - INFORMATIONAL TEXT

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9- 10.RI.CS. 4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9- 10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9- 10.L.VAU. 6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
4		
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.

INDICATOR

9- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

10.W.TTP.

1.e.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	9- 10.W.TT P.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9- 10.W.TTP. 2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9- 10.W.TT P.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9- 10.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

LEARNING 9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, EXPECTATION 10.W.PD purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.4

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

K.9

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 9- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

EXPECTATION 10.W.RW. 10