

Tennessee English Language Arts Standards
Effective 2009-2010
English IV
Standard 1 - Language

The English IV (Grade 12) standards do not include Student Performance Indicators (SPIs). SPIs constitute guidelines for assessment of student progress. Since no formal state assessment is conducted at Grade 12, no standard summative criteria are required. Assessment is left to the instructor's discretion.

Course Level Expectations

CLE 3005.1.1 Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling).

CLE 3005.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.

CLE 3005.1.3 Understand and use a variety of sentence structures.

CLE 3005.1.4 Consider language as a reflection of its time and culture.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.1.1** Apply a variety of strategies to correct sentence fragments and run-on sentences.
- ✓ **3005.1.2** Know and apply a variety of sentence-combining techniques.
- ✓ **3005.1.3** Know and use Standard English conventions for punctuation, capitalization, and spelling.
- ✓ **3005.1.4** Be aware of the power of language well-used as a reflection and change agent of its time and culture (e.g., political correctness, ethnic identity, persuasion).
- ✓ **3005.1.5** Use roots and affixes to determine or clarify the meaning of specialized vocabulary across the content areas (e.g., antecedent, antebellum, circumference, millimeter, amphibian, heterogeneous).
- ✓ **3005.1.6** Recognize and use the appropriate word among frequently confused words (e.g., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/elude, elicit/illicit, discrete/discreet, censor/censure/sensor, conscience/conscious, criteria/criterion, emigrate from/immigrate to, imply/infer, percent/percentage, perspective/prospective).

✓ **3005.1.7** Use the origins, history, and evolution of words and concepts to enhance understanding.

✓ **3005.1.8** Demonstrate understanding of foreign words and phrases (e.g., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avant-garde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*, *ad hoc*, *cause célèbre*, *magnum opus*, *persona non grata*, *quid pro quo*, *je ne sais quoi*, *modus operandi*, *nom de plume*, *haute couture*, *mea culpa*, *raison d'être*, *laissez faire*, *bête noire*, *en masse*, *in absentia*, *sub rosa*, *schadenfreude*, *noblesse oblige*, *sine qua non*, *deus ex machina*, *doppelgänger*, *coup d'état*).

Standard 2 - Communication

Course Level Expectations

Listening

CLE 3005.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

CLE 3005.2.2 Summarize, paraphrase, and critique information presented orally by others.

CLE 3005.2.3 Identify the thesis and main points of a complex speech.

CLE 3005.2.4 Analyze the style and structure of a complex speech.

Speaking

CLE 3005.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

CLE 3005.2.6 Deliver effective oral presentations.

CLE 3005.2.7 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **3005.2.1** Follow multi-tasked or multi-dimensional spoken instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems.
- ✓ **3005.2.2** Identify the thesis of a complex speech in which ideas may be abstract, theoretical, and philosophical and in which the organization is not necessarily linear, but may proceed from point to point; distinguish the essential and less important details that may subtly elaborate it.
- ✓ **3005.2.3** Summarize concisely information presented orally by others by including the purposes, major ideas, and supporting details or evidence; demonstrate the ability to distinguish more important from less important details.
- ✓ **3005.2.4** Paraphrase accurately multiple, challenging ideas and information presented orally by others.
- ✓ **3005.2.5** Critique ideas and information presented orally by others.
- ✓ **3005.2.6** Analyze the ways in which the style, structure, and rhetorical devices of a challenging speech support or confound its meaning or purpose, taking into account the speaker's nonverbal gestures, credibility, and point of view.

✓ **3005.2.7** Listen actively in group discussions by asking clarifying, elaborating, and synthesizing questions and by managing internal barriers (e.g., emotional state, prejudices) and external barriers (e.g., physical setting, difficulty hearing, recovering from distractions) to aid comprehension.

Speaking

✓ **3005.2.8** Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively.

✓ **3005.2.9** Organize an oral presentation on a complex topic by breaking the topic into parts accessible to listeners, emphasizing key concepts or points, and closing with a recommendation or observation on the relevance of the subject to a wider context.

✓ **3005.2.10** Utilize an organizational structure that enhances the appeal to the audience and is appropriate for the purpose (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

✓ **3005.2.11** Provide a coherent and effective conclusion that reinforces the presentation in a powerful way, presents the topic in a new light (e.g., as a call to action, placing the topic in context to emphasize its importance) and brings the talk to a clear and logical close.

✓ **3005.2.12** Use effective rhetorical devices such as

- rhetorical questions to engage the audience;
- parallelism and repetition to reinforce ideas;
- analogies to convey complex ideas;
- metaphors and similes to develop ideas on multiple levels;
- alliteration to call attention to ideas and fix them in the audience's minds;
- hyperbole or understatement for humor or impact; and
- antithesis to establish contrasting relationships.

✓ **3005.2.13** Employ presentation skills including good eye contact, correct enunciation, appropriate rate and volume, and effective gestures.

✓ **3005.2.14** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the list below.

Behavior of Individuals within the Group

- Clarify, summarize, and paraphrase essential information from group members' input.
- Contribute relevant and appropriate information that moves the team towards its goals.
- Ask relevant and challenging questions.
- Gain the floor in orderly, respectful ways and listen to and respond with civility to the ideas of others.

Goals and Aims of the Group

- Understand the purpose for working as a team and work according to that purpose.
- Develop and articulate the goals for the teamwork and design tasks and strategies to reach the stated goals.
- Identify the needs of the team or group and evaluate and share various resources (e.g., texts, experts, websites) to respond to those needs.

Group Dynamics and Roles

- Assign and develop roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team.
- Identify and assign task(s) and develop a timeline for completion.
- Establish group agreements and ensure appropriate contributions are respected by the team.
- Use appropriate decision-making processes by coming to a consensus or by following the majority.
- Monitor whether the team dynamics are fostering achievement of the goal (e.g., monitor whether other team members are understanding and following discussion, seek additional ideas, summarize progress).

Standard 3 -Writing

Course Level Expectations

CLE 3005.3.1 Write in a variety of modes for different purposes and audiences.

CLE 3005.3.2 Employ various prewriting strategies.

CLE 3005.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.

CLE 3005.3.4 Revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.

Checks for Understanding (Formative/Summative Assessment)

✓ **3005.3.1** Write in a variety of modes (e.g., a summary; an explanation; a description; a creative expression; a literary analysis, informational, research, or argumentative essay).

✓ **3005.3.2** Create sophisticated, complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the strategies listed below.

- Select a medium or format appropriate to purpose for writing.
- Vary strategies to achieve complex purposes.
- Sustain consistent and effective focus on audience through format, ideas, and word choice.
- Anticipate potential problems, mistakes, and misunderstandings and respond to counterarguments.
- Translate technical language into non-technical English when necessary.
- Provide specific ideas, extended examples, and appropriate comparisons to support the main points in the text.
- Use an organizational strategy appropriate for medium, purpose, and audience.
- Follow customary formats (e.g., use salutation, closing and signature for business letters, and appropriate format for memos).
- Format text purposefully and effectively to support comprehension and enable the reader to find information quickly and easily (e.g., format by designing graphics to convey complex information).
- Employ formatting and varied visual elements to guide the reader (e.g., headings, bulleted lists, effective use of white space on the page).
- Include clear and purposeful illustrative material to support ideas effectively in the text.

✓ **3005.3.3** Develop topics that address unfamiliar and abstract concepts removed from students' personal experiences and that require in-depth analysis.

- ✓ **3005.3.4** Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis.
- ✓ **3005.3.5** Develop and elaborate on ideas as appropriate to audience and anticipate and respond to readers' potential questions and counterarguments.
- ✓ **3005.3.6** Include relevant, specific, and compelling details.
- ✓ **3005.3.7** Employ organizational structures and support, and incorporate multiple patterns when appropriate (e.g., combine question-answer with comparison-contrast and utilize cause/effect as one type of comparison).
- ✓ **3005.3.8** Create text features (e.g., headings subheadings, formatting) as appropriate to signal important points.
- ✓ **3005.3.9** Use transitions to signal organizational patterns and to connect and contrast ideas.
- ✓ **3005.3.10** Use precise language appropriate to audience and purpose (e.g., connotative words in essays, exact terminology in technical writing).
- ✓ **3005.3.11** Use compelling verbs and a variety of figurative language (e.g., irony, caricature, symbols, allusions) to address the needs of audience and purpose.
- ✓ **3005.3.12** Use clear sentence structure in developing increasingly complex syntax (e.g., combining short sentences, varying sentence beginnings, using a variety of sentence types, incorporating parallel structures).
- ✓ **3005.3.13** Employ grammar, usage, and mechanics as rhetorical tools, using incorrect structures as appropriate for effect (e.g., utilize short sentences or fragments for effect or include a single-sentence paragraph for effect).
- ✓ **3005.3.14** When other sources are used or referenced (e.g., in research, informational, or literary essays), adhere to the list below.
 - Skillfully acknowledge source material (create a reliable bibliography, list of works cited, and/or works consulted).
 - Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.
 - Strategically and skillfully quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
 - Incorporate ideas and quotations effectively and correctly within text.
 - Embed quotations and graphics from other sources, when appropriate.
- ✓ **3005.3.15** Generate notes while collecting information.
- ✓ **3005.3.16** Create a detailed outline based on research, note-taking, or some other method of generating content.

- ✓ **3005.3.17** Edit writing for mechanics (e.g., punctuation, capitalization), spelling, grammar (e.g., pronoun-antecedent relationship, use of modifying phrases), style (e.g., eliminating verbiage), and tone and mood as appropriate to audience, purpose, and context.
- ✓ **3005.3.18** Based on readers' comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.
- ✓ **3005.3.19** Use software (e.g., Photoshop, Acrobat, Dreamweaver, Pagemaker) to incorporate both basic and specialized effects into writing.
- ✓ **3005.3.20** Determine how and when to employ technology effectively in written communication.

Standard 4 - Research

Course Level Expectations

CLE 3005.4.1 Define and narrow a problem or research topic.

CLE 3005.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

CLE 3005.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.

CLE 3005.4.4 Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate.

CLE 3005.4.5 Use a standard format to arrange text, to cite sources correctly, and to document quotations, paraphrases, and other information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.4.1** Focus on a complex topic that is sufficiently narrow to examine in depth and that has adequate information available.
- ✓ **3005.4.2** Take and organize notes on relevant knowledge, identifying multiple perspectives and areas for research.
- ✓ **3005.4.3** Focus on factual and relevant data that are complex and theoretical.
- ✓ **3005.4.4** Reference relevant primary, secondary, and tertiary sources, demonstrating a systematic search of resources that are recent and important and are written by authorities to a well-informed audience.
- ✓ **3005.4.5** Select reliable resources using appropriate criteria and avoiding the overuse of any one source.
- ✓ **3005.4.6** Collect evidence in varied ways to answer the research question (e.g., gathering relevant reasons, examples, and facts; defining key terms; setting up comparisons; analyzing relationships such as cause/effect).
- ✓ **3005.4.7** Craft an introductory section including the limits of a research question, the perspective of the paper, a definition of terms, and a statement of the thesis.
- ✓ **3005.4.8** Maintain coherence through the consistent and effective use of connective transitions.
- ✓ **3005.4.9** Create an effective organizing structure based on complex research information, sometimes using multiple organizing structures within the essay.

- ✓ **3005.4.10** Craft an effective conclusion by answering the research question, explaining the significance of the research findings, making appropriate recommendations, and suggesting future research needs.
- ✓ **3005.4.11** Skillfully acknowledge source material (create a reliable bibliography or list of works cited and/or works consulted).
- ✓ **3005.4.12** Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.
- ✓ **3005.4.13** Skillfully and strategically quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
- ✓ **3005.4.14** To support a research topic, follow a standard format and use appropriate technology to embed text graphics, including a title, an abstract, numbered pages, and a bibliography.

Standard 5 - Logic

Course Level Expectations

CLE 3005.5.1 Use logic to make inferences and draw conclusions in a variety of complex oral and written contexts.

CLE 3005.5.2 Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions.

CLE 3005.5.3 Evaluate an argument, considering false premises, logical fallacies, and quality of evidence presented.

CLE 3005.5.4 Analyze the logical features of an argument.

CLE 3005.5.5 Analyze written and oral communication for persuasive devices.

CLE 3005.5.6 Analyze deductive and inductive arguments.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.5.1** Construct and complete challenging word analogies.
- ✓ **3005.5.2** Analyze text for stated or implied cause/effect relationships.
- ✓ **3005.5.3** Describe the structure of a multi-faceted argument with an unstated main claim and explicit or implicit premises.
- ✓ **3005.5.4** Evaluate the relevance, quality, and sufficiency of evidence used to support or oppose an argument.
- ✓ **3005.5.5** Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions.
- ✓ **3005.5.6** Distinguish between evidence which is directly stated and evidence which is implied within an argument.
- ✓ **3005.5.7** Identify false premises and explain the role they play in argumentation.
- ✓ **3005.5.8** Analyze common logical fallacies (e.g., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority, *post hoc*, straw man, begging the question, red herring).
- ✓ **3005.5.9** Differentiate among evidence, inferences, assumptions, and claims in argumentation (e.g., explain and evaluate opinion editorials, commercials, political cartoons, philosophical arguments).

✓ **3005.5.10** Analyze and explain how a variety of logical arguments reach different and possibly conflicting conclusions on the same topic.

✓ **3005.5.11** Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer, card stacking).

Standard 6 - Informational Text

Course Level Expectations

CLE 3005.6.1 Comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate them.

CLE 3005.6.2 Analyze the organizational structures of complex informational and technical texts.

CLE 3005.6.3 Read, interpret, and analyze graphics that support complex informational and technical texts.

Checks for Understanding (Formative/Summative Assessments)

- ✓ **3005.6.1** Summarize in a concise and well-organized way the main ideas, supporting details, and relationships among ideas in complex informational and technical texts.
- ✓ **3005.6.2** Summarize, paraphrase, and critique information in texts (informational, technical, and literary).
- ✓ **3005.6.3** Recognize clear or subtle and implied relationships among ideas (e.g., cause/effect, comparative, sequential) in complex informational and technical texts.
- ✓ **3005.6.4** Synthesize information across multiple complex informational and technical texts.
- ✓ **3005.6.5** Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
- ✓ **3005.6.6** Evaluate the ways in which the unconventional organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
- ✓ **3005.6.7** Comprehend and evaluate complex information presented graphically.
- ✓ **3005.6.8** Evaluate complex informational and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal.
- ✓ **3005.6.9** Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.

Standard 7 - Media

Course Level Expectations

CLE 3005.7.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.

CLE 3005.7.2 Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.

CLE 3005.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.

CLE 3005.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.7.1** Analyze and evaluate the effects on the audience of the sounds, visuals, and language used in a wide array of media.
- ✓ **3005.7.2** Identify, analyze, and evaluate the effectiveness of the relationship between visual elements (e.g., media images, painting, film, and graphic arts) and verbal messages in virtually any media, emphasizing the cultural context, audience, and purpose.
- ✓ **3005.7.3** Evaluate the effectiveness of conventional and unconventional visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film; layout, pictures, and typeface in newspapers, magazines, and print advertisements; layout, navigation, links, and interactive features on websites) to achieve specific purposes and deliver specific messages.
- ✓ **3005.7.4** Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas.
- ✓ **3005.7.5** Understand the transactional nature of media by considering audience in preparing productions.
- ✓ **3005.7.6** Employ conventional and unconventional visual images, text, graphics, music, and/or sound effects to achieve the purposes in complex media presentations.

Standard 8 -Literature

In Tennessee, British literature is customarily taught at the senior level.

Course Level Expectations

CLE 3005.8.1 Demonstrate knowledge of significant works of British literature from the Anglo-Saxon period to the present and make relevant comparisons.

CLE 3005.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

CLE 3005.8.3 Recognize the conventions of various literary genres and understand how they articulate the writer's vision.

CLE 3005.8.4 Analyze works of British literature for what is suggested about the historical period in which they were written.

CLE 3005.8.5 Know and use appropriate literary terms to derive meaning and comprehension from various literary genres.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3005.8.1** Analyze a literary work, using the characteristics of the literary time period that it represents.
- ✓ **3005.8.2** Compare and contrast the elements (e.g., form, language, plot, and characters) of two works representing different literary periods (e.g., *Beowulf* and *Paradise Lost*).
- ✓ **3005.8.3** Analyze how plot developments determine characters' conflicts and dilemmas.
- ✓ **3005.8.4** Analyze function and effect of plot structure in complex literary texts.
- ✓ **3005.8.5** Analyze the role and function of characters (major/minor, protagonists/antagonists) and determine ways in which the author reveals those characters (e.g., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
- ✓ **3005.8.6** Identify how setting and changes in setting can affect the literary elements (e.g., plot, character, theme, tone) in complex literary texts.
- ✓ **3005.8.7** Analyze the narration and point of view (e.g., first person, third-person objective, third-person limited, third-person omniscient) in complex literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators and/or with some characters serving as unreliable narrators.
- ✓ **3005.8.8** Consider the characteristics of genre and the limitations of form when interpreting complex texts.

- ✓ **3005.8.9** Identify, analyze, and evaluate the effect and use of metrics (especially iambic pentameter), rhyme scheme (e.g., end, internal, slant, eye), rhythm, alliteration, and other conventions of verse in complex poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry).
- ✓ **3005.8.10** Recognize and identify the characteristics of lyric poetry, blank verse, free verse, epics, sonnets, dramatic poetry, and ballads.
- ✓ **3005.8.11** Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside).
- ✓ **3005.8.12** Identify elements of literary drama (e.g., dramatic irony, soliloquy, stage direction, dialogue) and evaluate the ways in which they articulate a playwright's vision in complex plays.
- ✓ **3005.8.13** Identify, analyze, and explain the multiple levels of theme(s) within a complex literary text and of similar or contrasting themes across two or more texts.
- ✓ **3005.8.14** Analyze works of literature as reflections of the historical period in which they were written.
- ✓ **3005.8.15** Analyze texts to identify the author's attitudes, viewpoints, and beliefs and to critique how these relate to the larger historical, social, and cultural context of the texts.
- ✓ **3005.8.16** Identify and analyze the use of literary elements such as irony, paradox, symbol, and foreshadowing.
- ✓ **3005.8.17** Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole).
- ✓ **3005.8.18** Use prior knowledge and explicit study to identify the meaning of biblical, classical, cultural, historical, and literary allusions, especially those which may be more obscure or extended (e.g., references to Phaeton and Icarus in Dante's *Inferno*).
- ✓ **3005.8.19** Identify the meaning of metaphors based on common literary allusions and conceits (e.g., the dogs of war, a face that launched a thousand ships, flying too close to the sun).