

Tennessee English Language Arts (ELA) Standards

Effective 2029-2030 – 2036-2037 School Years

Table of Contents

Introduction.....	2
Foundational K-5 Literacy Standards	5
Language 6-12 Standards	24
Reading K-12 Standards	31
Speaking and Listening K-12 Standards.....	55
Writing K-12 Standards.....	67
English Language Arts (ELA) Elective Courses	89
Advanced Creative Writing: Grades 10-12.....	91
Bible: Grades 9-12	93
Creative Writing: Grades 9-12	95
Etymology and Linguistics: Grades 9-12.....	96
Genre Literature: Grades 9-12	97
Journalism I: Grades 9-12	99
Journalism II: Grades 9-12	100
Journalism III: Grades 10-12	101
Journalism IV: Grades 10-12	102
Mythology: Grades 9-12.....	104
Speech and Communications: Grades 9-12.....	105
Visual Literacy: Grades 9-12	106
Glossary	108
References	118

Introduction

The Tennessee English Language Arts (ELA) Standards aim to equip students with the literacy skills necessary to thrive as effective communicators in their communities, workplaces, and postsecondary pursuits. These standards emphasize the importance of teaching students to read and write proficiently, fostering their ability to participate as informed and engaged citizens, while equipping them with the skills to navigate the ever-changing ways we communicate in our interconnected world.

As students progress through the grades, they should develop a mastery of reading, writing, and listening skills and also a command of academic English, idioms, and figurative language. With this foundation, they enhance their vocabulary, enabling them to express themselves with authenticity and sophistication.

The standards are thoughtfully designed to align with students' developmental stages of English language arts mastery:

- **Grades K–5:** Establish the critical foundations for literacy.
- **Grades 6–8:** Build upon the critical foundations with increasing complexity in text selection and tasks.
- **Grades 9–12:** Focus on refinement, sophistication, and style.

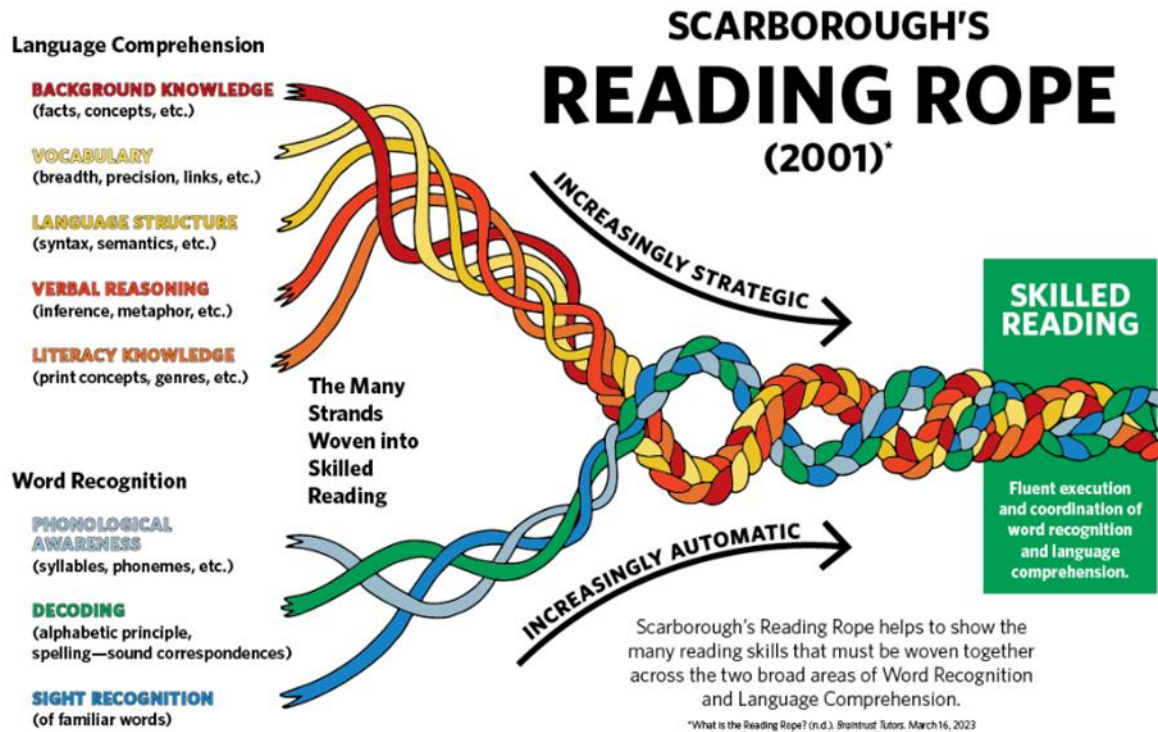
Literacy is a gateway to creativity and critical thinking. It fuels discovery, innovation, and well-being, driving personal and public health and economic progress (Wolf, 2016). However, unlike speech, reading is not an innate process. Research has shown that while the human brain naturally develops speech, learning to read requires explicit instruction and practice (Dehaene, 2009, 2020).

The science of reading provides evidence-based strategies to guide effective instruction. Models such as the Simple View of Reading and Scarborough's Reading Rope below highlight the interconnectedness of decoding skills and language comprehension in developing proficient readers (Gough & Tunmer, 1986; Hoover & Gough, 1990; Scarborough, 2001).

Scarborough's Reading Rope illustrates how various strands, such as background knowledge, vocabulary, and phonological awareness, interweave to create a strong foundation for reading proficiency. Explicit instruction, particularly during early elementary years, is critical to making these skills automatic and strategic over time.

The Tennessee ELA Standards are built on these research-based principles, bridging the gap between knowing and doing by empowering educators to translate scientific insights into engaging classroom practices. These standards provide students with the tools they need to become confident, capable, and literate members of society. Furthermore, these standards work in conjunction with the standards for other subjects, encouraging interdisciplinary connections that help students apply their literacy skills across diverse academic and real-world contexts.

Figure 1 Scarborough's Reading Rope (Scarborough, 2021)



Coding

The standards are coded using the grade level, title of the strand, category within the strand, and number within the strand. In a few cases, a letter might also be used to delineate substandards.

Example:

K.FL.PC.1

K is the grade level.

Foundational Literacy (FL) is the strand.

Print Concepts (PC) is the category.

1 is the number of the standard within the strand.

Terminology

Term	Definition	Example	Interpretation
"e.g."	Meaning "for example," examples that could be used, but they are not exhaustive of the possibilities and are designed to promote educator clarity.	3.RL.CS.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue vs. the color blue).	Feeling blue vs. the color blue is just one example of an instance in which a word possesses both a literal and nonliteral meaning. Students should learn to distinguish between the literal and nonliteral meanings of other words in other instances.
"including"	Emphasizes the importance of something as part of a group but may not indicate the entire group	6.L.CAE.2: Demonstrate command of the conventions of academic English capitalization and punctuation. When reading or writing, demonstrate understanding of the functions of commas, including combining clauses.	Students must demonstrate correct usage of commas generally, but they should pay particular attention to correctly combining clauses using commas.
"specifically"	Indicates that something to follow is required in teaching the standard	6.W.TTP.3.c: Cite multiple pieces of relevant and sufficient evidence (specifically, facts, examples, quotes).	Students must cite facts, examples, and quotes to demonstrate knowledge of relevant and sufficient evidence in argumentative texts.

Foundational K-5 Literacy Standards

Cornerstones	
1	Demonstrate understanding that written language carries meaning and that certain features of print ensure that texts are understood.
2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
3	Know and apply grade-level phonics and word analysis skills when decoding and encoding words in isolation and in context.
4	Read with sufficient accuracy and fluency to support comprehension.
5	Demonstrate command of the conventions of academic English grammar and usage when speaking and writing.
6	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.
7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
8	Acquire and use accurately a range of general academic words and phrases, as well as language specific to disciplines and subjects, sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering knowledge when considering a word or phrase important to comprehension or expression.

The Foundational Literacy Standards are the base upon which subsequent literacy skills are constructed. Drawing an analogy to Scarborough's Reading Rope model, educators find themselves holding multiple strands of literacy skills, with the ultimate objective of intertwining these components to develop proficient readers, writers, and communicators.

While there is a tendency to emphasize the lower strands of the rope, specifically phonological awareness, decoding, and sight word recognition, it is important to establish a robust foundation across literacy

domains, including those not explicitly depicted in the Reading Rope model, such as writing. These K-5 Foundational Literacy Standards bridge with the Language Standards for grades 6-12, underscoring the importance of early literacy development.

Literacy begins with understanding the sounds in language. It is essential to recognize that decoding and encoding are symbiotic processes that educators should teach together. To read with expression, the student must read words efficiently and break the text into meaningful syntactic and semantic units. These units form the vocabulary of our language, so students can understand orally, at complex levels, prior to reading or writing the words independently. With a comprehensive approach to these foundational skills, educators lay the groundwork for students to become adept in navigating the complexities of the English language in the classroom, boardroom, control room, and the various rooms they grace.

FOUNDATIONAL LITERACY STANDARDS:
Print Concepts – Standard 1
FL.PC.1

Cornerstone: Demonstrate understanding that written language carries meaning and that certain features of print ensure that texts are understood.

GRADE	STANDARDS
5	
4	
3	
2	
1	<p>1.FL.PC.1: Demonstrate understanding of the organization and advanced features of print.</p> <p>a. Understand application of the distinguishing features of a sentence, such as capitalization and ending punctuation; know the purpose of each punctuation type.</p> <p>b. Locate and know the purpose of more advanced features of print and how they contribute to understanding (e.g., table of contents, glossary, captions, quotations, charts, infographics).</p>
K	<p>K.FL.PC.1: Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters to convey meaning; know that visuals also convey meaning and help support print.</p> <p>c. Demonstrate one-to-one correspondence between voice and print.</p> <p>d. Recognize the distinguishing features of a sentence, such as first word capitalization, word spacing, and ending punctuation.</p> <p>e. Locate the title, author, illustrator, and visuals of a text; understand their purpose or roles.</p> <p>f. Recognize and name all uppercase and lowercase letters of the alphabet in isolation and in connected text.</p>

FOUNDATIONAL LITERACY STANDARDS:
Phonological Awareness – Standard 2
FL.PA.2

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE	STANDARDS
5	
4	
3	
2	
1	<p>1.FL.PA.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) briefly in isolation orally and primarily in application to decoding and encoding to support the alphabetic principle.</p> <ul style="list-style-type: none"> a. Count, blend, segment, and delete syllables in spoken words, including multisyllabic words. b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words. c. Produce alliterative words (e.g., dog, dig, den). d. Blend and segment up to five phonemes in single-syllable spoken words, including words with consonant blends and digraphs. e. Add, delete, and substitute phonemes at the beginning or end of a word up to five phonemes; produce the resulting word. f. Distinguish long from short vowel sounds in spoken, single-syllable words. g. Identify the phoneme substitution in words up to six phonemes. h. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds in words (e.g., /sip/ vs. /zip/), using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.
K	<p>K.FL.PA.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) briefly in isolation orally and primarily in application to decoding and encoding.</p> <ul style="list-style-type: none"> a. Count the number of words in a spoken sentence. b. Recognize alliterative spoken words (e.g., go, gum, gorilla). c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words. d. Count, pronounce, blend, segment, and delete syllables in spoken words, including compound words. e. Blend and segment onsets and rimes of single-syllable spoken words. f. Identify and pronounce the initial, final, and medial sounds of two- and three-phoneme VC and CVC words, excluding CVC words ending with /l/, /r/, or /x/. g. Blend and segment up to four phonemes in single-syllable spoken words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to

make new words.

i. Distinguish between commonly confused individual cognate consonant sounds (e.g., /p/ [voiceless] vs. /b/ [voiced]), using knowledge of voiced and unvoiced sounds and manner of articulation.

FOUNDATIONAL LITERACY STANDARDS:
Decoding and Encoding– Standard 3
FL.DE.3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding and encoding words in isolation and in context.

GRADE	DECODING STANDARDS	ENCODING STANDARDS
5	<p>5.FL.D.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (specifically, roots, affixes) to read unfamiliar multisyllabic words accurately in and out of context.</p> <p>b. Read grade-appropriate high-frequency words, including those with regular phonetic patterns and those with irregular spellings.</p> <p>c. Consult print and digital reference materials as needed to clarify pronunciation.</p> <p>d. Read cursive writing.</p>	<p>5.FL.E.3: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (specifically, roots, affixes) to spell unfamiliar multisyllabic words accurately in and out of context (e.g., base words/roots flect/flex, ped/pod, mit/miss, tend/tens, ten/tain, pic/ply, fer, aud, vis; silent s after i in words like island, debris).</p> <p>b. Spell grade-appropriate decodable and irregular words by referencing up to fifth grade’s decoding standards.</p> <p>c. Consult print and digital references as needed to correct spelling.</p> <p>d. Write legibly in manuscript.</p> <p>e. Write legibly in cursive.</p>
4	<p>4.FL.D.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (specifically, roots, affixes) to read unfamiliar multisyllabic words accurately in and out of context.</p> <p>b. Read grade appropriate high-frequency words, including those with regular phonetic patterns and those with irregular spellings.</p> <p>c. Consult print and digital reference materials as needed to clarify pronunciation.</p> <p>d. Read cursive writing with support.</p>	<p>4.FL.E.3: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (specifically, roots, affixes) to spell unfamiliar multisyllabic words accurately in and out of context (e.g., ch = /k/; silent letters ps, rh; y = short /i/; prefixes bi-, tri-, uni-, circum-, inter-, super-, mal-, trans-, intra-; derivational suffixes -ology, -sion, -ary, -or, -al; base words/roots port, form, tract, script, rupt, spect, struct, ject, dict).</p> <p>b. Spell grade-appropriate decodable and irregular words by referencing up to fourth grade's decoding standards.</p> <p>c. Consult print and digital references as needed to correct spelling.</p>

		<p>d. Write legibly in manuscript.</p> <p>e. Write legibly in cursive.</p>
3	<p>3.FL.D.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences and syllable patterns to read grade-level multisyllabic words accurately in and out of context (e.g., de-fend-er).</p> <p>b. Identify and define the meaning of common prefixes and derivational suffixes when reading (e.g., dis-, in-, ex-, con-, com-, per-, -tion, -ive, -age, -ic, ity, -ible).</p> <p>c. Read words with common Latin affixes and roots (e.g., fore-, anti-, post-, sub-, -hood, -er, -or, port, ject, form, dict).</p> <p>d. With prompting and support, consult reference materials as needed to clarify pronunciation.</p> <p>e. Read grade appropriate high-frequency words, including those with regular phonetic patterns and those with irregular spellings.</p>	<p>3.FL.E.3: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (specifically, roots, affixes) to spell unfamiliar multisyllabic words accurately in and out of context (e.g., gh = /f/; silent letters t after s as in listen, -bt, -mn; vowel teams and diphthongs eu, ew, ue, ui, eight, ough, aigh; VCe ore, are, ure, ire, ere; cle final stable syllable; phonics oddities and schwa spellings; syllable division rules applied for VC/CV, V/CV, VC/V, CV/VC words; suffix addition rules review; prefixes dis-, in-, ex-, con-, per-; derivational suffixes -tion, -ive, -age, -ic, -ity, -ible; multisyllabic Anglo-Saxon base words like friendship, sidewalk; contractions with have, would, will).</p> <p>b. Spell grade-appropriate decodable and irregular words by referencing up to third grade’s decoding standards.</p> <p>c. Consult reference materials including a dictionary, thesaurus, and digital resource to check and correct spelling.</p> <p>d. Write legibly in manuscript;</p> <p>e. Write all uppercase and lowercase cursive letters.</p>
2	<p>2.FL.D.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Read regularly spelled multisyllabic words with common syllable patterns, including closed, open, vowel-e, vowel-r, common vowel teams, consonant-le, and schwa syllables (e.g., the first and last syllables in ba-nan-a).</p> <p>b. Using knowledge of multisyllabic words</p>	<p>2.FL.E.3: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words including position-based patterns (e.g., ce, ci, cy = /s/; ge, gi, gy = /j/), complex ending consonants (e.g., -ge, -dge) and trigraphs (e.g., -tch), complex consonant blends (e.g., shr-, tr, squ-), less common vowel teams for long vowels and diphthongs (e.g., igh, au, aw, oi, oy, ou, ow,</p>

	<p>construction and syllabication to read grade-level multisyllabic words (e.g., VC/CV [rab-bit], V/CV [o-pen], VC/V [cab-in], CV/V [li-on]).</p> <p>c. Read words with triple letter blends, trigraphs and above (e.g., spr-, -tch, -dge, igh), and words with silent letter combinations (e.g., know, lamb).</p> <p>d. Read words with variable vowel teams and diphthongs (e.g., ee, ay, ai, oa, oe, ea, igh, ie, ow, au, aw, oo, ew, ue, igh, ou, oy).</p> <p>e. Read words with vowel-r combinations (e.g., ar, air, are, ear, er, eer, ere, eir, ir, or, oar, ore, our, ur).</p> <p>f. Read words that follow the -ild, -ost, -old, -olt, and -ind patterns.</p> <p>g. Read words that contain both hard and soft sounds for both c = /s/ and g = /j/ (e.g., cell, gem).</p> <p>h. Read words with common prefixes and suffixes (e.g., pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, -ing, -es, -er, -est, -en, -y, -ly).</p> <p>i. Read homophones and contractions with am, is, has, not, have, would, and will.</p> <p>j. Identify words with inconsistent but common spelling-sound correspondences (e.g., mint vs. pint) when reading.</p> <p>k. Read words with the consonant doubling rule and dropped e and y to i changes for suffix addition (e.g., patting, dining, puppies).</p> <p>l. Read grade-appropriate high-frequency words, including those with regular phonetic patterns and those with irregular spellings.</p> <p>m. Read grade-level decodable texts with purpose and understanding.</p>	<p>oo), vowel-r combinations (e.g., oar, air, ear, war, wor), silent letters (e.g., kn, gn, wr, lk), contractions with base words that remain unchanged (e.g., don't), homophones (e.g., to, too, two), plurals, and possessives.</p> <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes (e.g., un-, re-, mis-) and derivational suffixes (e.g., -less, -ness, -ful, -ly, -ment).</p> <p>c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.</p> <p>d. Spell grade-appropriate decodable and irregular words by referencing up to second grade's decoding standards.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p>f. Print legibly in manuscript.</p> <p>g. Write many uppercase and lowercase letters in cursive.</p>
--	--	---

<p>1</p>	<p>1.FL.D.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Know the sound-spelling correspondence for consonant digraphs when reading (e.g., ch, ck, ng, ph, sh, th, wh).</p> <p>b. Read regularly spelled one-syllable words with a variety of spelling patterns (e.g., VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including words with blends in the initial and final position.</p> <p>c. Know the final -e and common vowel team conventions for representing long vowel sounds (e.g., ee, ea, oa, ai, ay), including r-controlled vowels (specifically, ar, er, ir, or, ur).</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, along with the syllable type (e.g., open, closed, final -e, r-controlled vowels)</p> <p>e. Read two-syllable words following basic patterns by breaking the words into syllables with knowledge of syllable types (e.g., closed, open, final -e, r-controlled vowels) and compound words.</p> <p>f. Read contractions with am, is, has, and not.</p> <p>g. Read words following the FLOSS rule (e.g., fluff, fell, kiss, buzz).</p> <p>h. Read words with vowel y in the final position in words, distinguishing between y = long /i/ in single syllable words and long = /e/ in multisyllabic words (e.g., sky, penny).</p> <p>i. Read words with a after w when a says /o/ (e.g., walk, wash).</p> <p>j. With prompting and support, read words with common prefixes (e.g., re-, un-, pre-, dis-, in-, mis-, non-, ex-), and inflectional suffixes (e.g., -s, -ing, -ed, -es, -er, est).</p> <p>k. With prompting and support, read words with silent letter combinations (e.g., kn, wr, mb, gh, gn).</p> <p>l. With prompting and support, read words that contain soft sounds for both c = /s/</p>	<p>1.FL.E.3: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters (e.g., fluff, fell, kiss, buzz), and initial and final consonant blends.</p> <p>b. Use conventional spelling for one-syllable words with common vowel spelling patterns including final -e, common vowel teams, final -y, and r-controlled vowels.</p> <p>c. Spell words with inflectional endings (specifically, -s, -ing, -ed, -es, -er, -est).</p> <p>d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>f. Write many common, frequently used words and some irregular words.</p> <p>g. Spell grade-level appropriate decodable and irregular words by referencing up to first grade's decoding standards.</p> <p>h. Print all uppercase and lowercase letters legibly with proper spacing of written words in sentences.</p>
----------	---	--

	<p>and g = /j/ (e.g., cell, gem).</p> <p>m. Read grade-appropriate high-frequency words, including those with regular phonetic patterns and those with irregular spellings.</p> <p>n. Read grade-level decodable texts with purpose and understanding.</p>	
K	<p>K.FL.D.3: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p> <p>b. Associate the long and short phonemes with common spellings for the five major vowels when reading.</p> <p>c. Blend letter sounds to read simple one-syllable words, including regularly spelled high-frequency VC, CV, and CVC words, and short vs. long vowel patterns found in open-syllable (e.g., me) vs. closed-syllable (e.g., sit, at) words.</p> <p>d. Distinguish between similarly spelled words by identifying the letters that differ when reading.</p> <p>e. Establish the connection that the digraphs ch, ck, ng, sh, th (voiced and unvoiced), and the combination qu are two letter graphemes that make one sound when reading.</p> <p>f. With prompting and support, introduce reading words with suffix -s, distinguishing between unvoiced /s/ and voiced /z/ for the letter s (e.g., cats vs. dogs).</p> <p>g. Read grade-appropriate high-frequency words, including those with regular phonetic patterns and those with irregular spellings.</p> <p>h. With prompting and support, read grade-level decodable texts with purpose and understanding.</p>	<p>K.FL.E.3: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Represent phonemes first to last in simple words using letters (graphemes) such as rop or rope.</p> <p>b. Spell VC (e.g., at, in) and CVC (e.g., pet, mud) words with short vowels; spell V (specifically, a, I) and CV (e.g., be, go) words with long vowels.</p> <p>c. Identify the letters used to represent vowel phonemes and those used to represent consonants; know every syllable has a vowel.</p> <p>d. Write some common, frequently used words (e.g., am, and, like, the).</p> <p>e. With prompting and support, spell grade-level appropriate decodable and irregular words by referencing kindergarten's decoding skills.</p> <p>f. Print all uppercase and lowercase letters from memory if given the most common consonant and short vowel sounds; use proper grip and formation techniques.</p>

FOUNDATIONAL LITERACY STANDARDS:
Fluency – Standard 4
FL.F.4

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

GRADE	STANDARDS
5	<p>5.FL.F.4: Read grade-appropriate texts with accuracy, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary, to support comprehension.</p> <p>Demonstrate fluency when:</p> <ul style="list-style-type: none"> a. Reading, writing, and speaking in response to grade-level literary and informational texts, including stories, dramas, poetry, and cross-curricular texts. b. Reading words with irregular and regular spelling patterns in and out of context. c. Using context to confirm or self-correct word recognition and understanding of words, rereading as necessary. d. Reading a variety of unfamiliar grade-level texts with increasing accuracy. e. Reading grade-level prose and poetry orally on successive readings.
4	<p>4.FL.F.4: Read grade-appropriate texts, with pauses, phrasing, stress, intonation, rate, and integration to support comprehension.</p> <p>Demonstrate fluency when:</p> <ul style="list-style-type: none"> a. Reading grade-level texts and responding through writing and speaking. b. Reading words with irregular and regular spelling patterns in and out of context. c. Using context to confirm or self-correct word recognition and understanding of words, rereading as necessary. d. Reading a variety of unfamiliar grade-level texts with increasing accuracy. e. Reading grade-level prose and poetry orally on successive readings.
3	<p>3.FL.F.4: Read and reread grade-appropriate texts accurately, automatically, and with meaningful expression at a rate that supports comprehension.</p> <p>With sufficient accuracy and fluency:</p> <ul style="list-style-type: none"> a. Apply previously taught phoneme-grapheme correspondences to multisyllabic words in and out of context. b. Read high-frequency words commonly found in grade-appropriate texts. c. Read a wide range of grade-level texts with appropriate prosody (specifically, phrasing, expression, juncture/pause, intonation) to demonstrate understanding. d. Read grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression. e. Use context to confirm or self-correct word recognition and understanding of words, rereading as necessary.

2	<p>2.FL.F.4: Read and reread grade-appropriate texts accurately, automatically, and with meaningful expression at a rate that supports comprehension.</p> <p>With increasing accuracy and automaticity:</p> <ol style="list-style-type: none"> Apply previously taught phoneme-grapheme correspondences to multisyllabic words in and out of context. Read high-frequency words commonly found in grade-appropriate texts. Read a wide range of grade-level texts with appropriate prosody (specifically, phrasing, expression, juncture/pause, intonation) to demonstrate understanding. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme. Self-correct while reading texts silently or aloud to improve comprehension and fluency, rereading as necessary.
1	<p>1.FL.F.4: Orally read and reread grade-appropriate decodable texts with accuracy and expression at an appropriate rate to support comprehension; read familiar texts chorally with appropriate volume and rate with purpose and understanding.</p> <p>With increasing accuracy and automaticity:</p> <ol style="list-style-type: none"> Apply previously taught phoneme-grapheme correspondences to decodable words in and out of context. Recognize and read grade-appropriate high-frequency words. Read a wide range of grade-level texts with appropriate prosody (specifically, phrasing, expression, juncture/pause, intonation). Participate in poetry reading, noticing phrasing, rhythm, and rhyme.
K	<p>K.FL.F.4: Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension; read familiar texts chorally with appropriate volume and rate with purpose and understanding.</p> <p>With increasing accuracy and automaticity:</p> <ol style="list-style-type: none"> Produce the most frequent sound of all individual letters. Name all upper and lowercase letters in nonsequential order; be familiar with alphabetical order. Produce digraph sounds (e.g., /sh/, /th/, /ch/, /wh/). Apply previously taught phoneme-grapheme correspondences to decodable words in and out of context. Recognize and read grade-appropriate high-frequency words.

FOUNDATIONAL LITERACY STANDARDS:
Sentence Composition – Standard 5
FL.F.5

Cornerstone: Demonstrate command of the conventions of academic English grammar and usage when speaking and writing.

GRADE	STANDARDS
5	<p>5.FL.SC.5: Demonstrate command of the conventions of academic English grammar and usage when speaking and writing.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Produce simple, compound, and complex sentences; recognize and correct inappropriate fragments and run-ons.
4	<p>4.FL.SC.5: Demonstrate command of the conventions of academic English grammar and usage when speaking and writing.</p> <ul style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs (e.g., can, may, must) to clarify meaning. d. Form and use prepositional phrases. e. Produce simple, compound, and complex sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence.
3	<p>3.FL.SC.5: Demonstrate command of the conventions of academic English grammar and usage when speaking and writing.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses.

	<ul style="list-style-type: none"> f. Ensure subject-verb and pronoun-antecedent agreement. g. When speaking, form and use prepositional phrases. h. Form and use comparative and superlative adjectives and adverbs correctly. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences. k. Capitalize appropriate words in titles. l. Use commas in addresses to separate city and state. m. Use commas and quotation marks in dialogue. n. Form and use singular and plural possessives.
2	<p>2.FL.SC.5: Demonstrate command of the conventions of academic English grammar and usage when speaking and writing.</p> <ul style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs. e. Use many frequently occurring prepositions. f. Use adjectives and adverbs correctly. g. Produce, expand, and rearrange simple and compound sentences. h. Use common coordinating conjunctions. i. Capitalize holidays, product names, and geographic names. j. Use commas in the greeting and closing of a letter or digital communication. k. Use commas to separate items in a series. l. Use an apostrophe to form contractions and frequently occurring singular possessives.
1	<p>1.FL.SC.5: Demonstrate command of the conventions of academic English grammar and usage when speaking and with prompting and support when writing.</p> <p>When speaking:</p> <ul style="list-style-type: none"> a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Produce and expand simple and compound sentences in response to prompts. <p>When writing:</p> <ul style="list-style-type: none"> k. Capitalize names of people and dates. l. End sentences with correct punctuation. m. Use commas in dates.
K	<p>K.FL.SC.5: Demonstrate command of the conventions of academic English grammar and usage when speaking and when writing with adult support.</p> <p>When speaking:</p>

- a. With modeling or verbal prompts, orally produce complete sentences.
- b. Follow one-to-one correspondence between voice and print when writing a sentence.
- c. Use frequently occurring nouns and verbs when speaking and in shared language activities.
- d. Form regular plural nouns when speaking and in shared language activities.
- e. Understand and use question words (interrogatives) when speaking and in shared language activities.
- f. Use the most frequently occurring prepositions when speaking and in shared language activities.
- g. Produce and expand complete sentences in shared language activities.

When writing:

- h. Capitalize the first word in a sentence and the personal pronoun I.
- i. Recognize and name end punctuation.

FOUNDATIONAL LITERACY STANDARDS:
Vocabulary Acquisition and Use– Standard 6
FL.VAU.6

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.

GRADE	STANDARDS
5	<p>5.FL.VAU.6: Determine or clarify the meaning of unknown and multiple meaning words and phrases, including nuances in meanings, based on fifth grade reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Establish the semantic relationship between known and unknown words to understand new meaning.</p> <p>d. Consult print or digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
4	<p>4.FL.VAU.6: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, including word relationships and nuances in meanings, based on fourth grade reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Demonstrate understanding of synonyms, antonyms, and common homophones.</p> <p>c. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>d. Consult print or digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
3	<p>3.FL.VAU.6: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, based on third grade reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use print or digital reference materials to determine or clarify the precise meaning of key words and phrases.</p>
2	<p>2.FL.VAU.6: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading and content, choosing flexibly from various strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>e. Use reference materials to determine or clarify the meaning of words and phrases.</p>
1	<p>1.FL.VAU.6: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on first grade reading and content, choosing flexibly from various strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words and their inflectional forms.</p>

K	<p>K.FL.VAU.6: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten conversations, reading, and content.</p> <ul style="list-style-type: none">a. Identify new meanings for familiar words and apply them accurately.b. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (e.g., un- means not, -s means more than one).
---	---

FOUNDATIONAL LITERACY STANDARDS:
Vocabulary Acquisition and Use – Standard 7
FL.VAU.7

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

GRADE	STANDARDS
5	<p>5.FL.VAU.7: Demonstrate understanding of figurative language.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs.</p>
4	<p>4.FL.VAU.7: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs.</p>
3	<p>3.FL.VAU.7: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>b. Identify real-life connections between words and their uses.</p> <p>c. Distinguish shades of meaning among related words that describe states of mind, degrees of certainty, or levels of intensity.</p>
2	<p>2.FL.VAU.7: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their uses.</p> <p>b. Distinguish shades of meaning among closely related words.</p> <p>c. Distinguish differences in intensity among closely related verbs.</p>
1	<p>1.FL.VAU.7: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes.</p> <p>c. Identify real-life connections between words and their uses.</p> <p>d. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>

FOUNDATIONAL LITERACY STANDARDS:
Vocabulary Acquisition and Use – Standard 8
FL.VAU.8

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

GRADE	STANDARDS
5	5.FL.VAU.8: Acquire and use accurately grade-appropriate general academic words and phrases, including transition words and phrases that signal contrast, addition, and other logical relationships, as well as language specific to disciplines and subjects.
4	4.FL.VAU.8: Acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are relevant to a particular topic, as well as language specific to disciplines and subjects.
3	3.FL.VAU.8: Acquire and use accurately grade-appropriate conversational and general academic words and phrases, including transition words and phrases that signal spatial and time relationships, as well as language specific to disciplines and subjects.
2	2.FL.VAU.8: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
1	1.FL.VAU.8: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
K	K.FL.VAU.8: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Language 6-12 Standards

Cornerstones	
1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
3	Determine or clarify the denotative 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.
4	Acquire and use accurately a range of general academic words and phrases, as well as language specific to disciplines and subjects, 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.
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The Language Standards are intricately connected to the other strands of Scarborough's Reading Rope, including foundational literacy, writing, speaking and listening, and reading. Each strand complements the others, creating a holistic approach to developing comprehensive literacy skills.

Foundational literacy is the bedrock of reading and writing. It includes basic skills, such as phonemic awareness and phonics, to allow learners to decode words. Mastery of these skills enables students to apply the Language Standards effectively. For instance, understanding how to recognize and manipulate sounds aids in spelling and using punctuation correctly, both of which are essential for crafting coherent sentences.

Writing, speaking, and listening further enhance the language standards by providing opportunities for practical application. In writing, the mastery of grammar and vocabulary provides clarity and precision, while effective speaking and listening skills promote active engagement and comprehension in conversations. When students can articulate their thoughts clearly and interpret others' messages accurately, they reinforce their

understanding of language constructs. Reading, on the other hand, feeds back into the language standards, as exposure to varied texts enriches vocabulary and comprehension skills, fostering a continual cycle of learning and refinement. Together, these interconnected standards create a strong framework for developing effective communication, recognizing that students are not just passive users of language but also active innovators who shape it.

6-12 LANGUAGE STANDARDS:
Conventions of Academic English – Standard 1
L.CAE.1

Cornerstone: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.L.CAE.1: Demonstrate cumulative understanding of the conventions of academic English grammar and usage through proficient utilization in context when writing or speaking about grade-level texts and tasks.
EI-EII	EI-EII.L.CAE.1: Demonstrate proficient use of the conventions of academic English grammar and usage when writing or speaking. a. When writing or speaking, use and analyze effective phrases and clauses to convey specific meaning and add variety and interest. b. When writing or speaking, identify and use parallel structure. c. When writing or speaking, use and analyze active and passive voice.
8	8.L.CAE.1: Demonstrate command of the conventions of academic English grammar and usage. a. Use and analyze phrases and clauses. b. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. c. When writing or speaking, identify and use active and passive voice.
7	7.L.CAE.1: Demonstrate command of the conventions of academic English grammar and usage. a. Use phrases and clauses with effectively placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.
6	6.L.CAE.1: Demonstrate command of the conventions of academic English grammar and usage conventions. a. Use dependent and independent clauses. b. When writing or speaking, use simple, compound, and complex sentences.

6-12 LANGUAGE STANDARDS:
Conventions of Academic English – Standard 2
L.CAE.2

Cornerstone: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.L.CAE.2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing; when reading and writing, demonstrate understanding of overall punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
EI-EII	EI-EII.L.CAE.2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing; when reading and writing, demonstrate understanding of the functions of semicolons, colons, and/or dashes to separate related ideas; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
8	8.L.CAE.2: Demonstrate command of the conventions of academic English capitalization and punctuation. When reading or writing, demonstrate understanding of the functions of colons and dashes.
7	7.L.CAE.2: Demonstrate command of the conventions of academic English capitalization and punctuation. When reading or writing, demonstrate understanding of the functions of semicolons.
6	6.L.CAE.2: Demonstrate command of the conventions of academic English capitalization and punctuation. When reading or writing, demonstrate understanding of the functions of commas, including combining clauses.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 3
L.VAU.3

Cornerstone: Determine or clarify the denotative 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.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.L.VAU.3: Determine or clarify the denotative meaning of unknown and multiple-meaning words and phrases based on English III and English IV texts by choosing flexibly from a range of tools, including context clues; morphological elements; reference resources, both print and digital; and etymological, regional, cultural, and spelling patterns within and across words.
EI-EII	EI-EII.L.VAU.3: Determine or clarify the denotative meaning of unknown and multiple-meaning words and phrases based on English I and English II texts by choosing flexibly from a range of tools, including context clues; morphological elements; reference resources, both print and digital; and etymological, regional, cultural, and spelling patterns within and across words.
8	8.L.VAU.3: Determine or clarify the denotative meaning of unknown and multiple-meaning words and phrases based on 8th grade-level texts by choosing flexibly from a range of strategies. a. Use context as a clue to the denotative meaning of a word or a phrase. b. Use common grade-appropriate roots and affixes as clues to the denotative meaning of a word or a phrase. c. Consult reference materials (print or digital) to locate information such as spelling and pronunciation, or to clarify the precise denotative meaning.
7	7.L.VAU.3: Determine or clarify the denotative meaning of unknown and multiple-meaning words and phrases based on 7th grade-level texts by choosing flexibly from a range of strategies. a. Use context as a clue to the denotative meaning of a word or a phrase. b. Use common grade-appropriate roots and affixes as clues to the denotative meaning of a word or a phrase. c. Consult reference materials (print or digital) to locate information such as spelling and pronunciation, or to clarify the precise denotative meaning.
6	6.L.VAU.3: Determine or clarify the denotative meaning of unknown and multiple-meaning words and phrases based on 6th grade-level texts by choosing flexibly from a range of strategies. a. Use context as a clue to the denotative meaning of a word or a phrase. b. Use common grade-appropriate roots and affixes as clues to the denotative meaning of a word or a phrase. c. Consult reference materials (print or digital) to locate information such as spelling and pronunciation, or to clarify the precise denotative meaning.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 4
L.VAU.4

Cornerstone: Acquire and use accurately a range of general academic words and phrases, as well as language specific to disciplines and subjects, 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.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.L.VAU.4: Acquire and accurately use general academic words and phrases, as well as language specific to disciplines and subjects, sufficient for communication at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge in context through a variety of tools and strategies.
EI-EII	EI-EII.L.VAU.4: Acquire and accurately use general academic words and phrases, as well as language specific to disciplines and subjects, sufficient for communication at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge in context through a variety of tools and strategies.
8	8.L.VAU.4: Acquire and accurately use grade-appropriate general academic words and phrases, as well as language specific to disciplines and subjects; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7	7.L.VAU.4: Acquire and accurately use grade-appropriate general academic words and phrases, as well as language specific to disciplines and subjects; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6	6.L.VAU.4: Acquire and accurately use grade-appropriate general academic words and phrases, as well as language specific to disciplines and subjects; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 5
L.VAU.5

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

GRADE	STANDARDS
EIII-EIV	EIII-EIV.L.VAU.5: When reading, listening, writing, and speaking, explain the function of figurative language, analogies, figures of speech, and nuances in word meanings in English III and English IV texts; analyze connotation in the meaning of words with similar denotations and use them effectively.
EI-EII	EI-EII.L.VAU.5: When reading, listening, writing, and speaking, explain the function of figurative language, analogies, figures of speech, and nuances in word meanings in English I and English II texts; analyze connotation in the meaning of words with similar denotations and use them effectively.
8	8.L.VAU.5: When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation in eighth grade-level texts and use them correctly and effectively.
7	7.L.VAU.5: When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation in seventh grade-level texts and use them correctly and effectively.
6	6.L.VAU.5: When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation in sixth grade-level texts and use them correctly and effectively.

Reading K-12 Standards

Cornerstones	
1	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the supporting details and ideas.
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4	Interpret words and phrases as they are used in a text, including connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
5	Analyze how and why texts are structured as they are and explain the structure's impact on meaning or purpose.
6	Analyze how perspective, point of view, and purpose shape the content and style of a text.
7	Evaluate and synthesize content presented in diverse formats and media.
8	Evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
10	Read and comprehend complex literary and informational texts from a variety of diverse cultures independently and proficiently.

When students begin to see themselves as readers, they more fully engage with the world around them. The Reading Standards provide our emerging scholars with the practice needed to foster a genuine interest in reading. Scarborough's Reading Rope eloquently illustrates this concept; however, we recognize that additional

reading models are relevant and always evolving through research.

The literature and informational texts presented to students should reflect a wide range of perspectives and incorporate student agency in text selection, empowering students to better understand themselves, others, and the broader world. Agency in text selection also expands students' knowledge beyond their immediate experiences, encouraging rigor, empathy, and intellectual growth. These skills are inherently transferable to other life experiences and the workforce.

The Reading Standards gradually progress from early childhood through high school, while the core tenets are consistent throughout the K-12 continuum, building on key concepts across grade levels. They demonstrate how the understanding of content and context evolves over time. By emphasizing student choice and adept literary analysis skills, Tennessee educators can nurture a generation of informed readers equipped to lead with insight and purpose.

READING STANDARDS: Key Ideas and Details – Standard 1

R.KID.1

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.

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.KID.1: Analyze what a text says explicitly and draw inferences from the text; support conclusions by citing and incorporating relevant and thorough textual evidence.	EIII-EIV.RI.KID.1: Analyze what a text says explicitly and draw inferences from the text; support conclusions by citing and incorporating relevant and thorough textual evidence.
EI-EII	EI-EII.RL.KID.1: Analyze what a text says explicitly and draw inferences from the text; support conclusions by citing and incorporating relevant and thorough textual evidence.	EI-EII.RI.KID.1: Analyze what a text says explicitly and draw inferences from the text; support conclusions by citing and incorporating relevant and thorough textual evidence.
8	8.RL.KID.1: Analyze what a text says explicitly and draw logical inferences; cite several pieces of relevant textual evidence to support conclusions.	8.RI.KID.1: Analyze what a text says explicitly and draw logical inferences; cite several pieces of relevant textual evidence to support conclusions.
7	7.RL.KID.1: Analyze what a text says explicitly and draw logical inferences; cite several pieces of relevant textual evidence to support conclusions.	7.RI.KID.1: Analyze what a text says explicitly and draw logical inferences; cite several pieces of relevant textual evidence to support conclusions.
6	6.RL.KID.1: Analyze what a text says explicitly and draw logical inferences; cite relevant textual evidence to support conclusions.	6.RI.KID.1: Analyze what a text says explicitly and draw logical inferences; cite relevant textual evidence to support conclusions.
5	5.RL.KID.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.KID.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RL.KID.1: Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	4.RI.KID.1: Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.

3	3.RL.KID.1: Ask and answer questions to demonstrate understanding of a text; refer to specific textual evidence as a basis for the answers.	3.RI.KID.1: Ask and answer questions to demonstrate understanding of a text, referring to specific textual evidence as a basis for the answers.
2	2.RL.KID.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.KID.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1	1.RL.KID.1: Ask and answer questions about key details in a text to demonstrate understanding.	1.RI.KID.1: Ask and answer questions about key details in a text to demonstrate understanding.
K	K.RL.KID.1: With prompting and support, ask and answer questions about key details in a text to demonstrate understanding.	K.RI.KID.1: With prompting and support, ask and answer questions about key details in a text to demonstrate understanding.

READING STANDARDS: Key Ideas and Details – Standard 2
R.KID.2

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

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.KID.2: Determine multiple themes or central ideas of a text and analyze their development; provide a critical summary.	EIII-EIV.RI.KID.2: Determine multiple central ideas of a text and analyze their development; provide a critical summary.
EI-EII	EI-EII.RL.KID.2: Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	EI-EII.RI.KID.2: Determine a central idea of a text and analyze its development; provide an objective or critical summary.
8	8.RL.KID.2: Determine a theme of a text and analyze how it is developed throughout the text; provide an objective summary.	8.RI.KID.2: Determine a central idea of a text and analyze how it is developed throughout the text; provide an objective summary.
7	7.RL.KID.2: Determine a theme of a text and analyze how it is developed throughout the text; provide an objective summary.	7.RI.KID.2: Determine a central idea of a text and analyze how it is developed throughout the text; provide an objective summary.
6	6.RL.KID.2: Determine a theme of a text and analyze how it is developed throughout the text; provide an objective summary.	6.RI.KID.2: Determine a central idea of a text and analyze how it is developed throughout the text; provide an objective summary.
5	5.RL.KID.2: Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	5.RI.KID.2: Determine the central idea of a text and explain how it is supported by key details; summarize the text.
4	4.RL.KID.2: Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	4.RI.KID.2: Determine the central idea of a text and explain how it is supported by key details; summarize the text.

3	3.RL.KID.2: Determine the central message or moral of fables, folktales, and myths from diverse cultures and explain how it is conveyed through key details in the text; recount their essential elements in chronological order.	3.RI.KID.2: Determine the central idea of a text; retell the key details and explain how they support the central idea.
2	2.RL.KID.2: Identify the central message or moral of stories, fables, and folktales from diverse cultures; recount their essential elements in chronological order.	2.RI.KID.2: Identify the central idea of a text; retell the focus of specific paragraphs.
1	1.RL.KID.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RI.KID.2: Identify the main topic and retell key details of a text; with prompting and support, orally identify the main topic and retell key details of a text.
K	K.RL.KID.2: With prompting and support, orally retell familiar stories, including key details.	K.RI.KID.2: With prompting and support, orally identify the main topic and retell key details of a text.

READING STANDARDS: Key Ideas and Details – Standard 3
R.KID.3

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

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.KID.3: Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact overall meaning. Use the methods of characterization to analyze character development over the course of a text.	EIII-EIV.RI.KID.3: Analyze how an author's choices regarding the introduction and development of ideas and connections among ideas impact overall meaning or support author's purpose.
EI-EII	EI-EII.RL.KID.3: Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact overall meaning. Use the methods of characterization to analyze character development over the course of a text.	EI-EII.RI.KID.3: Analyze how an author presents and develops key ideas and events to impact overall meaning or support author's purpose.
8	8.RL.KID.3: Analyze how and why particular lines of dialogue or events in a story propel the action, reveal aspects of a character, or provoke a decision.	8.RI.KID.3: Analyze the connections among individuals, events, or ideas in a text and how these impact meaning or support the author's purpose.
7	7.RL.KID.3: Analyze how and why specific characters develop as a story or drama unfolds, as well as how these developments propel the plot forward.	7.RI.KID.3: Analyze the connections among individuals, events, and/or ideas in a text and how these impact meaning or support the author's purpose.
6	6.RL.KID.3: Analyze how and why the plot of a story or drama unfolds, as well as how the characters respond to or change as a result of the unfolding plot.	6.RI.KID.3: Analyze how and why a key individual, event, or idea is introduced, illustrated, and developed in a text.
5	5.RL.KID.3: Describe in depth characters, settings, or events in a story or drama, drawing on specific details in a text; explain how they contribute to the plot of a story.	5.RI.KID.3: Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

4	4.RL.KID.3: Describe in depth a character in a story or drama, drawing on specific details in a text. Explain how a character's thoughts, words, or actions contribute to the sequence of events in a story.	4.RI.KID.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
3	3.RL.KID.3: Describe characters in a story and explain how their actions contribute to the sequence of events.	3.RI.KID.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
2	2.RL.KID.3: Describe characters in a story and explain how their actions contribute to the sequence of events.	2.RI.KID.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
1	1.RL.KID.3: Describe characters, settings, and major events in a story using key details.	1.RI.KID.3: Describe the connections between two individuals, events, ideas, or pieces of information in a text.
K	K.RL.KID.3: With prompting and support, orally identify characters, setting, and major events in a story.	K.RI.KID.3: With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

READING STANDARDS: Craft and Structure – Standard 4
R.CS.4

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

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.CS.4: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., distinct style and traits of the author's voice); interpret the meaning of figurative and connotative words and phrases and interpret the intent of allusions used in a text.	EIII-EIV.RI.CS.4: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., distinct style and traits of the author's voice); interpret the meaning of figurative and connotative words and phrases and the intent of allusions used in a text.
EI-EII	EI-EII.RL.CS.4: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a literary or historical context); interpret the meaning of figurative and connotative words and phrases and the intent of allusions used in a text.	EI-EII.RI.CS.4: Analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a literary or historical context); interpret the meaning of figurative and connotative words and phrases and the intent of allusions used in a text.
8	8.RL.CS.4: Analyze the impact of author's specific word choice on meaning and tone; interpret the meaning of figurative language (e.g., repetition, simile, metaphor, personification, hyperbole, imagery, verbal irony).	8.RI.CS.4: Analyze the impact of author's specific word choice on meaning and tone; interpret the meaning of figurative language.
7	7.RL.CS.4: Analyze the impact of author's specific word choice on meaning and tone; interpret the meaning of figurative language (e.g., repetition, simile, metaphor, personification, hyperbole, imagery).	7.RI.CS.4: Analyze the impact of author's specific word choice on meaning and tone; interpret the meaning of figurative language.
6	6.RL.CS.4: Analyze the impact of author's specific word choice on meaning and tone; interpret the meaning of figurative language (e.g., repetition, simile, metaphor, personification, hyperbole).	6.RI.CS.4: Analyze the impact of author's specific word choice on meaning and tone; interpret the meaning of figurative language.

5	5.RL.CS.4: Determine the meaning of words and phrases as they are used in a text, including figurative language, with an emphasis on similes, metaphors, idioms, and proverbs; analyze the impact of sound devices (e.g., alliteration, repetition) on meaning, mood, and tone.	5.RI.CS.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, relevant to a fifth grade topic or subject area.
4	4.RL.CS.4: Determine the meaning of words and phrases as they are used in a text, including figurative language, with an emphasis on similes, metaphors, idioms, and proverbs.	4.RI.CS.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, relevant to a fourth grade topic or subject area.
3	3.RL.CS.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue vs. the color blue).	3.RI.CS.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, relevant to a third grade topic or subject area.
2	2.RL.CS.4: Determine the meaning of unknown words and phrases in texts, and describe how words and phrases supply meaning in a story, poem, or song.	2.RI.CS.4: Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.
1	1.RL.CS.4: Determine the meaning of unknown words and phrases in texts, and identify words and phrases that suggest feelings or appeal to the senses.	1.RI.CS.4: Determine the meaning of words and phrases in a text relevant to a first grade topic or subject area.
K	K.RL.CS.4: With prompting and support, ask and answer questions about unknown words and phrases in texts, and identify words and phrases that suggest feelings or appeal to the senses.	K.RI.CS.4: With prompting and support, ask and answer questions about the meaning of words and phrases in a text relevant to a kindergarten topic or subject area.

READING STANDARDS: Craft and Structure – Standard 5
R.CS.5

Cornerstone: Analyze how and why texts are structured as they are and explain the structure's impact on meaning or purpose.

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.CS.5: Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and effect on the reader.	EIII-EIV.RI.CS.5: Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.
EI-EII	EI-EII.RL.CS.5: Analyze how an author's choices concerning plot structure and/or time manipulation contribute to the text's meaning and effect on the reader.	EI-EII.RI.CS.5: Analyze how an author's ideas or claims are developed and refined by the ordering or sequencing of text elements.
8	8.RL.CS.5: Analyze how the placement of a particular sentence, paragraph, or stanza fits into the overall plot structure and contributes to the development of theme.	8.RI.CS.5: Analyze the structure an author uses to organize a text (e.g., sequential, cause/effect), including how the major sections contribute to the whole and to the development and refinement of ideas.
7	7.RL.CS.5: Analyze how a particular sentence, paragraph, or stanza fits into the overall plot structure and contributes to the development of theme.	7.RI.CS.5: Analyze the structure an author uses to organize a text (e.g., sequential, cause/effect), including how the major sections contribute to the whole and to the development of ideas.
6	6.RL.CS.5: Analyze how the placement of a particular sentence, paragraph, or stanza fits into the overall plot structure and contributes to the development of theme.	6.RI.CS.5: Analyze the structure an author uses to organize a text (e.g., sequential, cause/effect), including how the placement of a particular sentence, paragraph, chapter, or section fits into the overall structure and contributes to the development of ideas.
5	5.RL.CS.5: Explain how a series of chapters, scenes, or stanzas work together to provide the overall plot structure and contribute to the overall meaning of the text.	5.RI.CS.5: Compare and contrast the overall structure of events, ideas, and information in two or more texts.

4	4.RL.CS.5: Explain how structural elements of poems, dramas, and stories differ from each other.	4.RI.CS.5: Describe the overall structure of events, ideas, and information in a text or part of a text.
3	3.RL.CS.5: Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	3.RI.CS.5: Use text features effectively to locate information relevant to a given topic.
2	2.RL.CS.5: Describe the overall structure of stories, dramas, and poems, including how the beginning introduces the story and the ending concludes the action.	2.RI.CS.5: Identify and use various text features to locate key facts or information in a text.
1	1.RL.CS.5: Explain major differences between genres (e.g., fiction, nonfiction, poetry).	1.RI.CS.5: Identify text features to locate key facts or information in a text.
K	K.RL.CS.5: Identify common genre types (e.g., fiction, nonfiction, poems).	K.RI.CS.5: Identify various text features in a text.

READING STANDARDS: Craft and Structure – Standard 6
R.CS.6

Cornerstone: Analyze how perspective, point of view, and purpose shape the content and style of a text.

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.CS.6: Analyze how the perspective of the narrator or speaker shapes the content, meaning, and style of diverse texts; distinguish what is directly stated and what is implied (e.g., satire).	EIII-EIV.RI.CS.6: Analyze an author’s perspective and/or purpose in a text; determine how style and content contribute to the text's effectiveness.
EI-EII	EI-EII.RL.CS.6: Analyze how the perspective of the narrator or speaker shapes the content, meaning, and style of diverse texts.	EI-EII.RI.CS.6: Analyze how an author’s perspective and/or purpose shape content and style; if applicable, determine how rhetoric is used to advance the author's perspective and/or purpose.
8	8.RL.CS.6: Analyze how similarities and differences in the perspective of the audience and the perspectives of the characters contribute to the text's effect on the reader.	8.RI.CS.6: Determine an author’s perspective and/or purpose in a text; if applicable, analyze how an author acknowledges and responds to conflicting evidence and/or perspectives.
7	7.RL.CS.6: Analyze how an author establishes, conveys, and contrasts the perspectives of different characters and/or narrators in a text.	7.RI.CS.6: Determine an author’s perspective and/or purpose in a text and, if applicable, analyze how an author distinguishes his or her perspective from the perspectives of others.
6	6.RL.CS.6: Explain how an author establishes and conveys the point of view of the narrator or speaker and the perspectives of characters in a text.	6.RI.CS.6: Determine an author’s perspective and/or purpose in a text and explain how they are conveyed.
5	5.RL.CS.6: Compare and contrast the effect of the point of view from which different stories are narrated.	5.RI.CS.6: Compare and contrast the perspectives in multiple accounts of the same event or topic.
4	4.RL.CS.6: Distinguish between point of view and perspective; identify the point of view of a text; describe how a	4.RI.CS.6: Describe the differences in focus when comparing and contrasting two accounts of the same event or

	narrator's or speaker's perspective influences how events are depicted.	topic.
3	3.RL.CS.6: Distinguish the reader's perspective from the perspectives of the characters.	3.RI.CS.6: Distinguish the reader's perspective from the perspective of the author.
2	2.RL.CS.6: Determine when characters have different perspectives.	2.RI.CS.6: Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
1	1.RL.CS.6: Identify who is telling the story at various points in a text.	1.RI.CS.6: Distinguish between information provided by photographs or other visuals and information provided by words in the text.
K	K.RL.CS.6: With prompting and support, identify who is telling the story at various points in a text.	K.RI.CS.6: With prompting and support, distinguish between information provided by photographs or other visuals and information provided by the words in a text.

READING STANDARDS: Synthesis of Knowledge and Ideas – Standard 7
R.SKI.7

Cornerstone: Evaluate and synthesize content presented in diverse formats and media.

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.SKI.7: Evaluate and synthesize content presented in two or more diverse formats or media (e.g., texts, visuals).	EIII-EIV.RL.SKI.7: Evaluate and synthesize content presented in two or more diverse formats or media (e.g., texts, data).
EI-EII	EI-EII.RL.SKI.7: Evaluate and synthesize content presented in two or more diverse formats or media (e.g., texts, visuals).	EI-EII.RL.SKI.7: Evaluate and synthesize content presented in two or more diverse formats or media (e.g., texts, data).
8	8.RL.SKI.7: Compare and contrast the experience of reading a written version of a story, drama, or poem to the experience of listening to or viewing a multimedia version; evaluate the effects of techniques unique to each medium.	8.RI.SKI.7: Compare and contrast the experience of reading a written version of a text to the experience of listening to or viewing a multimedia version; evaluate each medium's portrayal of the content.
7	7.RL.SKI.7: Compare and contrast the experience of reading a written version of a story, drama, or poem to the experience of listening to or viewing a multimedia version; analyze the effects of techniques unique to each medium.	7.RI.SKI.7: Compare and contrast the experience of reading a written version of a text to the experience of listening to or viewing a multimedia version; analyze each medium's portrayal of the content.
6	6.RL.SKI.7: Compare and contrast the experience of reading a written version of a story, drama, or poem to the experience of listening to or viewing a multimedia version.	6.RI.SKI.7: Compare and contrast the experience of reading a written version of a text to the experience of listening to or viewing a multimedia version.
5	5.RL.SKI.7: Explain how multimedia elements contribute to the meaning, mood, or tone of a text.	5.RI.SKI.7: Synthesize information from multiple print and digital sources to answer questions and solve problems.

4	4.RL.SKI.7: Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	4.RI.SKI.7: Interpret information or data presented visually or orally and explain how the information or data contributes to an understanding of the text in which it appears.
3	3.RL.SKI.7: Explain how illustrations in a text contribute to and clarify what is conveyed by the words.	3.RI.SKI.7: Use information gained from visuals and the words in a text to demonstrate understanding.
2	2.RL.SKI.7: Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RI.SKI.7: Identify and explain how visuals and words contribute to the meaning of a text.
1	1.RL.SKI.7: Orally and/or in writing, describe the relationship between the illustrations and the characters, setting, or events.	1.RI.SKI.7: Orally and/or in writing, use the visuals and words in a text to describe its key ideas.
K	K.RL.SKI.7: With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	K.RI.SKI.7: With prompting and support, orally describe the relationship between visuals and the text in which they appear.

READING STANDARDS: Synthesis of Knowledge and Ideas – Standard 8
R.SKI.8

Cornerstone: Evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	<p style="text-align: center;">Standard 8 is not applicable to literature.</p>	<p>EIII-EIV.RI.SKI.8: Trace and evaluate the argument and specific claims in a text, assessing whether the claims are supported by sound reasoning and relevant, sufficient evidence; analyze refutations of counterclaims, false statements, and fallacious reasoning.</p>
EI-EII		<p>EI-EII.RI.SKI.8: Trace and evaluate the argument and specific claims in a text, assessing whether the claims are supported by sound reasoning and relevant, sufficient evidence; identify refutations of counterclaims, false statements, and fallacious reasoning.</p>
8		<p>8.RI.SKI.8: Identify and evaluate the argument and specific claims and/or counterclaims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is logical.</p>
7		<p>7.RI.SKI.8: Identify and explain the argument and specific claims and/or counterclaims in a text, assessing whether the evidence is relevant and sufficient to support the claims.</p>
6		<p>6.RI.SKI.8: Identify and explain the argument and claims and/or counterclaims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
5		<p>5.RI.SKI.8: Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.</p>
4		<p>4.RI.SKI.8: Explain how an author uses reasons and evidence to support particular points in a text.</p>

3		3.RI.SKI.8: Explain how reasons support specific points an author makes in a text.
2		2.RI.SKI.8: Explain how reasons support specific points an author makes in a text.
1		1.RI.SKI.8: Identify the reasons an author provides to support points in a text.
K		K.RI.SKI.8: With prompting and support, identify the reasons an author provides to support points in a text.

READING STANDARDS: Synthesis of Knowledge and Ideas – Standard 9
R.SKI.9

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.

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	EIII-EIV.RL.SKI.9: Analyze two or more thematically related texts in order to evaluate the approaches each author takes; consider how texts draw on, allude to, or transform source material.	EIII-EIV.RI.SKI.9: Analyze two or more topically related texts in order to evaluate the approaches each author takes; consider how texts draw on or allude to source material.
EI-EII	EI-EII.RL.SKI.9: Analyze two or more thematically related texts in order to evaluate the approaches each author takes; consider how texts draw on, allude to, or transform source material.	EI-EII.RI.SKI.9: Analyze two or more topically related texts in order to evaluate the approaches each author takes; consider how texts draw on or allude to source material.
8	8.RL.SKI.9: Analyze two or more thematically related texts in order to compare each author's approach.	8.RI.SKI.9: Analyze how two or more texts provide conflicting information on the same topic and identify where the texts diverge.
7	7.RL.SKI.9: Compare and contrast texts in different genres in terms of their approaches to similar themes and topics.	7.RI.SKI.9: Analyze how two or more authors writing about the same topic shape their presentations of key information.
6	6.RL.SKI.9: Compare and contrast a historical account with a fictional portrayal of the same time, place, or character.	6.RI.SKI.9: Compare and contrast two or more authors' presentations of the same topic or event.
5	5.RL.SKI.9: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	5.RI.SKI.9: Synthesize information from two or more texts on the same topic that align with the Tennessee Science or Social Studies Standards in order to build content knowledge.
4	4.RL.SKI.9: Compare and contrast the ways authors approach similar themes, topics, and plots in stories from different	4.RI.SKI.9: Synthesize information from two texts on the same topic that align with the Tennessee Science or Social Studies Standards in order to write or

	cultures.	speak about the subject knowledgeably.
3	3.RL.SKI.9: Compare and contrast the themes, settings, and plots of stories written about the same or similar characters.	3.RI.SKI.9: Compare and contrast the most important points and key details presented in two texts on the same topic that align with the Tennessee Science or Social Studies Standards.
2	2.RL.SKI.9: Compare and contrast two or more versions of the same story by different authors or different cultures.	2.RI.IKI.9: Compare and contrast the most important points presented by two texts on the same topic that align with the Tennessee Science or Social Studies Standards.
1	1.RL.SKI.9: In writing and/or illustrations, compare and contrast the experiences of characters in stories.	1.RI.SKI.9: In writing and/or illustrations, compare and contrast basic similarities and differences between two texts on the same topic that align with the Tennessee Science or Social Studies Standards.
K	K.RL.SKI.9: With prompting and support, orally compare and contrast the experiences of characters in familiar stories.	K.RI.SKI.9: With prompting and support, orally compare and contrast basic similarities and differences between two texts on the same topic that align with the Tennessee Science or Social Studies Standards.

READING STANDARDS: Range of Reading and Level of Text Complexity – Standard 10
R.RRTC.10

Cornerstone: Read and comprehend complex literary and informational texts from a variety of diverse cultures independently and proficiently.

GRADE	LITERATURE	INFORMATIONAL TEXT
EIII-EIV	<p>EIII-EIV.RL.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for English III and IV, including multiple extended and/or complete works and a variety of shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>	<p>EIII-EIV.RI.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary nonfiction and informational texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for English III and IV, including multiple extended and/or complete works and a variety of shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>
EI-EII	<p>EI-EII.RL.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for English I and II, including multiple extended and/or complete works and a variety of shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>	<p>EI-EII.RI.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary nonfiction and informational texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for English I and II, including multiple extended and/or complete works and a variety of shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>
8	<p>8.RL.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary texts to consider a wide range of narrative and authorial voices, experiences, and</p>	<p>8.RI.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary nonfiction and informational texts to consider a wide range of narrative and</p>

	<p>diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for eighth grade, including multiple extended and/or complete works and a variety of shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>	<p>authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for eighth grade, including a variety of extended and/or complete works and shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>
7	<p>7.RL.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for seventh grade, including multiple extended and/or complete works and a variety of shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>	<p>7.RI.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary nonfiction and informational texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for seventh grade, including a variety of extended and/or complete works and shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>
6	<p>6.RL.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for sixth grade, including multiple extended and/or complete works and a variety of shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>	<p>6.RI.RRTC.10: Read and comprehend, both independently and collectively, a multimodal variety of literary nonfiction and informational texts to consider a wide range of narrative and authorial voices, experiences, and diverse cultural perspectives across places and times.</p> <p>a. Read texts of appropriate complexity and literary merit for sixth grade, including a variety of extended and/or complete works and shorter texts and/or excerpts.</p> <p>b. Read both curriculum-dependent and student-chosen texts.</p>
5	<p>5.RL.RRTC.10: With prompting and support, read a variety of literary genres of appropriate complexity and literary merit for fifth grade.</p>	<p>5.RI.RRTC.10: With prompting and support, read informational texts of appropriate complexity and literary merit for fifth grade.</p>

	<p>a. Consider one's own perspective and other perspectives from diverse cultures through literary texts.</p> <p>b. Select literary texts of personal interest.</p>	<p>a. Consider one's own perspective and other perspectives from diverse cultures through informational texts.</p> <p>b. Select informational texts of personal interest.</p>
4	<p>4.RL.RRTC.10: With prompting and support, read a variety of literary genres of appropriate complexity and literary merit for fourth grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through literary texts.</p> <p>b. Select literary texts of personal interest.</p>	<p>4.RI.RRTC.10: With prompting and support, read informational texts of appropriate complexity and literary merit for fourth grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through informational texts.</p> <p>b. Select informational texts of personal interest.</p>
3	<p>3.RL.RRTC.10: With prompting and support, read a variety of literary genres of appropriate complexity and literary merit for third grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through literary texts.</p> <p>b. Select literary texts of personal interest.</p>	<p>3.RI.RRTC.10: With prompting and support, read informational texts of appropriate complexity and literary merit for third grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through informational texts.</p> <p>b. Select informational texts of personal interest.</p>
2	<p>2.RL.RRTC.10: With prompting and support, read a variety of literary genres of appropriate complexity and literary merit for second grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through literary texts.</p> <p>b. Select literary texts of personal interest.</p>	<p>2.RI.RRTC.10: With prompting and support, read informational texts of appropriate complexity and literary merit for second grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through informational texts.</p> <p>b. Select informational texts of personal interest.</p>
1	<p>1.RL.RRTC.10: With prompting and support, read a variety of literary genres of appropriate complexity and literary merit for first grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through literary texts.</p> <p>b. Select literary texts of personal interest.</p>	<p>1.RI.RRTC.10: With prompting and support, read informational texts of appropriate complexity and literary merit for first grade.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through informational texts.</p> <p>b. Select informational texts of personal interest.</p>

K	<p>K.RL.RRTC.10: With prompting and support, read a variety of literary genres of appropriate complexity and literary merit for kindergarten.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through literary texts.</p> <p>b. Select literary texts of personal interest.</p>	<p>K.RI.RRTC.10: With prompting and support, read informational texts of appropriate complexity and literary merit for kindergarten.</p> <p>a. Consider one's own perspective and other perspectives from diverse cultures through informational texts.</p> <p>b. Select informational texts of personal interest.</p>
---	---	--

Speaking and Listening K-12 Standards

Cornerstones	
1	Prepare for and participate effectively in a range of conversations and collaborations with varied partners, peers, and adults, building on others' ideas and expressing one's own ideas clearly and persuasively.
2	Evaluate and synthesize information presented in diverse media formats while assessing a speaker's perspective, reasoning, and use of evidence and rhetoric.
3	Listen to gather information to enhance understanding.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; ensure the organization, development, and style are appropriate to task, purpose, and audience.
5	Make strategic use of multimedia components to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts, communicative tasks, purposes, and audiences, demonstrating command of academic English when indicated or appropriate.

Speaking and listening have traditionally been the most developed linguistic skills students bring to the classroom since the acquisition begins from birth. Contemporary students must effectively hone these skills, and teachers must develop individuals who listen to and engage in public discourse.

The Speaking and Listening Standards, often undervalued within the broader literacy landscape, are integral components facilitating cross-curricular connections. Speaking and listening serve as a foundation upon which reading and writing proficiencies are constructed, functioning not in isolation but in direct connection with other standards. The majority of Scarborough's Reading Rope's components can be communicated through speaking and listening; further, hearing what others say helps solidify learning.

It is noteworthy that many students may prefer online communication, including audio-visual formats, which further underscores the value of speaking and listening skills. Moreover, the workplace

increasingly demands adept communicators who can verbally convey complex concepts with confidence and clarity.

Therefore, it is incumbent upon educators to prioritize the development of these critical skills, equipping students with the tools necessary for success across personal, professional, and academic outcomes. By fostering strong speaking and listening skills, we better prepare students to navigate the present age.

SPEAKING AND LISTENING STANDARDS:
Comprehension and Collaboration– Standard 1
SL.CC.1

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, peers, and adults, building on others' ideas and expressing one's own ideas clearly and persuasively.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.SL.CC.1: Prepare for and participate effectively in collaborative English III and IV academic conversations that build on others' ideas and express one's own ideas clearly and persuasively.
EI-EII	EI-EII.SL.CC.1: Prepare for and participate effectively in collaborative English I and II academic conversations that build on others' ideas and express one's own ideas clearly and persuasively.
8	8.SL.CC.1: Prepare for collaborative discussions on eighth grade-level topics and texts in order to engage effectively with varied partners and peers, building on others' ideas and expressing one's own ideas clearly.
7	7.SL.CC.1: Prepare for collaborative discussions on seventh grade-level topics and texts in order to engage effectively with varied partners and peers, building on others' ideas and expressing one's own ideas clearly.
6	6.SL.CC.1: Prepare for collaborative discussions on sixth grade-level topics and texts in order to engage effectively with varied partners and peers, building on others' ideas and expressing one's own ideas clearly.
5	5.SL.CC.1: Prepare for and contribute to collaborative discussions on fifth grade-level topics and texts; engage effectively with varied partners and peers, building on others' ideas and expressing one's own ideas clearly.
4	4.SL.CC.1: Prepare for and contribute to collaborative discussions on fourth grade-level topics and texts; engage effectively with varied partners and peers, building on others' ideas and expressing one's own ideas clearly.
3	3.SL.CC.1: Prepare for and contribute to collaborative discussions on third grade-level topics and texts; engage effectively with varied partners and peers, building on others' ideas and expressing one's own ideas clearly.
2	2.SL.CC.1: Participate with varied peers and adults in collaborative conversations in small or large groups about second grade topics and texts.
1	1.SL.CC.1: Participate with varied peers and adults in collaborative conversations in small or large groups about first grade topics and texts.

K	K.SL.CC.1: Participate with varied peers and adults in collaborative conversations in small or large groups about kindergarten topics; demonstrate appropriate conversational interactions, including taking turns, listening, speaking, answering questions, and allowing wait time.
---	---

SPEAKING AND LISTENING STANDARDS:
Comprehension and Collaboration– Standard 2
SL.CC.2

Cornerstone: Evaluate and synthesize information presented in diverse media formats while assessing a speaker's perspective, reasoning, and use of evidence and rhetoric.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.SL.CC.2: Evaluate a variety of media for a speaker's perspective, reasoning, credibility, and use of evidence and rhetorical techniques; assess the stance, premises, links among ideas, word choice, points of emphasis, bias, and tone; synthesize speakers' ideas.
EI-EII	EI-EII.SL.CC.2: Evaluate a variety of media for a speaker's perspective, reasoning, credibility, and use of evidence and rhetorical techniques; identify fallacious reasoning and exaggerated or distorted evidence.
8	8.SL.CC.2: Evaluate the purpose and motives—social, commercial, and political—of information presented in diverse formats; analyze a speaker's argument and claims, assessing the soundness of the reasoning and the relevance and sufficiency of the evidence while identifying any irrelevant or misleading information.
7	7.SL.CC.2: Analyze the central ideas and supporting details in diverse formats to clarify a topic, text, or issue; explain a speaker's argument and specific claims, assessing the soundness, relevance, and sufficiency of the reasoning presented.
6	6.SL.CC.2: Interpret information in diverse formats and explain how it contributes to a topic, text, or issue; distinguish between evidence and persuasive techniques; analyze a speaker's argument and specific claims, distinguishing those supported by reasons and evidence from unsupported claims.
5	5.SL.CC.2: Summarize information presented in diverse formats (e.g., visual, quantitative, oral) by identifying the key points, explaining how each point is supported by reasons, evidence, and persuasive techniques and synthesizing ideas across different mediums.
4	4.SL.CC.2: Paraphrase portions of a text presented in diverse formats (e.g., visual, quantitative, oral) while identifying the reasons, evidence, and persuasive techniques a speaker uses to support key points.
3	3.SL.CC.2: Orally describe the central ideas and key details of a text presented in diverse media formats (e.g., visual, quantitative, oral) by asking and answering questions about the information, offering appropriate elaboration and detail.

2	2.SL.CC.2: Retell or describe key ideas and details from a text or information presented orally or through other media, while asking and answering questions to gather information or clarify understanding.
1	1.SL.CC.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media to gather additional information or clarify understanding.
K	K.SL.CC.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, seeking help as needed, or gathering information.

SPEAKING AND LISTENING STANDARDS:
Comprehension and Collaboration– Standard 3
SL.CC.3

Cornerstone: Listen to gather information to enhance understanding.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.SL.CC.3: Listen to spoken/auditory communication; record organized notes of the central ideas and supporting details for the purpose of academic discussions, presentations, or writing; using multiple examples, evaluate the effectiveness of the speaker's delivery.
EI-EII	EI-EII.SL.CC.3: Listen to spoken/auditory communication; record organized notes of the central ideas and supporting details for the purpose of academic discussions, presentations, or writing; using multiple examples, evaluate the effectiveness of the speaker's delivery.
8	8.SL.CC.3: Listen to spoken/auditory communication; record organized notes of the central ideas and supporting details for the purpose of academic discussions, presentations, or writing; using multiple examples, evaluate the effectiveness of the speaker's delivery.
7	7.SL.CC.3: Listen to spoken/auditory communication; take organized notes that include the central idea and multiple supporting details; using multiple examples, evaluate the effectiveness of the speaker's delivery.
6	6.SL.CC.3: Listen to spoken/auditory communication; take organized notes that include the central idea and multiple supporting details; using multiple examples, evaluate the effectiveness of the speaker's delivery.
5	5.SL.CC.3: Listen to spoken/auditory communication; take organized notes that include the central idea and multiple supporting details; using one example, evaluate the effectiveness of the speaker's delivery.
4	4.SL.CC.3: Listen to spoken/auditory communication; organize notes about the central idea and supporting details for use in class discussions or writing.
3	3.SL.CC.3: Listen to spoken/auditory communication; write about the central idea and two or more supporting details.
2	2.SL.CC.3: Listen to spoken/auditory communication; write about the central idea and one or more supporting detail(s).
1	1.SL.CC.3: Listen to spoken/auditory communication; write about and draw a picture to show the central idea of what was heard.

K	K.SL.CC.3: Listen to spoken/auditory communication; retell at least one point about the topic during classroom discussions.
---	---

SPEAKING AND LISTENING STANDARDS:
Presentation of Knowledge and Ideas– Standard 4
SL.PKI.4

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

GRADE	STANDARDS
EIII-EIV	EIII-EIV.SL.PKI.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective while addressing alternative perspectives, so that the audience can follow the line of reasoning; ensure the organization, development, and style are appropriate to task, purpose, and audience.
EI-EII	EI-EII.SL.PKI.4: Present information, findings, and supporting evidence clearly, concisely, and logically, so that the audience can follow the line of reasoning; ensure the organization, development, and style are appropriate to task, purpose, and audience.
8	8.SL.PKI.4: Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
7	7.SL.PKI.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
6	6.SL.PKI.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
5	5.SL.PKI.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas.
4	4.SL.PKI.4: Report on a topic or text, tell a story, or retell an experience in an organized manner, using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace.
3	3.SL.PKI.4: Report on a topic or text, tell a story, or retell an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
2	2.SL.PKI.4: Tell a story or retell an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
1	1.SL.PKI.4: Orally describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

K	K.SL.PKI.4: Orally describe familiar people, places, things, and events; with prompting and support, provide additional detail.
---	---

SPEAKING AND LISTENING STANDARDS:
Presentation of Knowledge and Ideas– Standard 5
SL.PKI.5

Cornerstone: Make strategic use of multimedia components to express information and enhance understanding of presentations.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.SL.PKI.5: Integrate purposeful and effective multimedia resources into presentation to clarify information, strengthen claims and evidence, and add interest.
EI-EII	EI-EII.SL.PKI.5: Integrate purposeful multimedia resources into presentation to clarify information, strengthen claims and evidence, and add interest.
8	8.SL.PKI.5: Integrate multimedia components into presentations to clarify information, strengthen claims and evidence, and add interest.
7	7.SL.PKI.5: Use multimedia components in presentations to clarify claims and findings and to emphasize major points.
6	6.SL.PKI.5: Use multimedia components in presentations to clarify information or claims.
5	5.SL.PKI.5: Use multimedia components in oral presentations, when appropriate, to enhance or explain the development of central ideas or themes.
4	4.SL.PKI.5: Use multimedia components in oral presentations, when appropriate, to enhance or explain the development of central ideas or themes.
3	3.SL.PKI.5: Use multimedia components with oral descriptions, when appropriate, to emphasize or enhance certain facts or details.
2	2.SL.PKI.5: Use multimedia components with oral retellings of stories or experiences, when appropriate, to clarify ideas, thoughts, and feelings.
1	1.SL.PKI.5: Use visual displays with oral descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
K	K.SL.PKI.5: Use visual displays with oral descriptions, when appropriate, to provide additional detail.

SPEAKING AND LISTENING STANDARDS:
Presentation of Knowledge and Ideas– Standard 6
SL.PKI.6

Cornerstone: Adapt speech to a variety of contexts, communicative tasks, purposes, and audiences, demonstrating command of academic English when indicated or appropriate.

GRADE	STANDARDS
EIII-EIV	EIII-EIV.SL.PKI.6: Speak in a variety of real-world contexts and formalized settings, demonstrating command of academic English when appropriate to task, purpose, and audience.
EI-EII	EI-EII.SL.PKI.6: Speak in a variety of real-world contexts and formalized settings, demonstrating command of academic English when appropriate to task, purpose, and audience.
8	8.SL.PKI.6: Speak to a variety of contexts and tasks, demonstrating command of academic English when indicated or appropriate.
7	7.SL.PKI.6: Speak to a variety of contexts and tasks, demonstrating command of academic English when indicated or appropriate.
6	6.SL.PKI.6: Speak to a variety of contexts and tasks, demonstrating command of academic English when indicated or appropriate.
5	5.SL.PKI.6: Speak in a manner appropriate to audience and purpose, and, when indicated or appropriate, use academic English grammar.
4	4.SL.PKI.6: Speak in a manner appropriate to audience and purpose, and, when indicated or appropriate, use academic English grammar.
3	3.SL.PKI.6: Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.
2	2.SL.PKI.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
1	1.SL.PKI.6: With prompting and support, speak in complete sentences when appropriate to task and situation.
K	K.SL.PKI.6: With guidance and support, express thoughts, feelings, and ideas through speaking.

Writing K-12 Standards

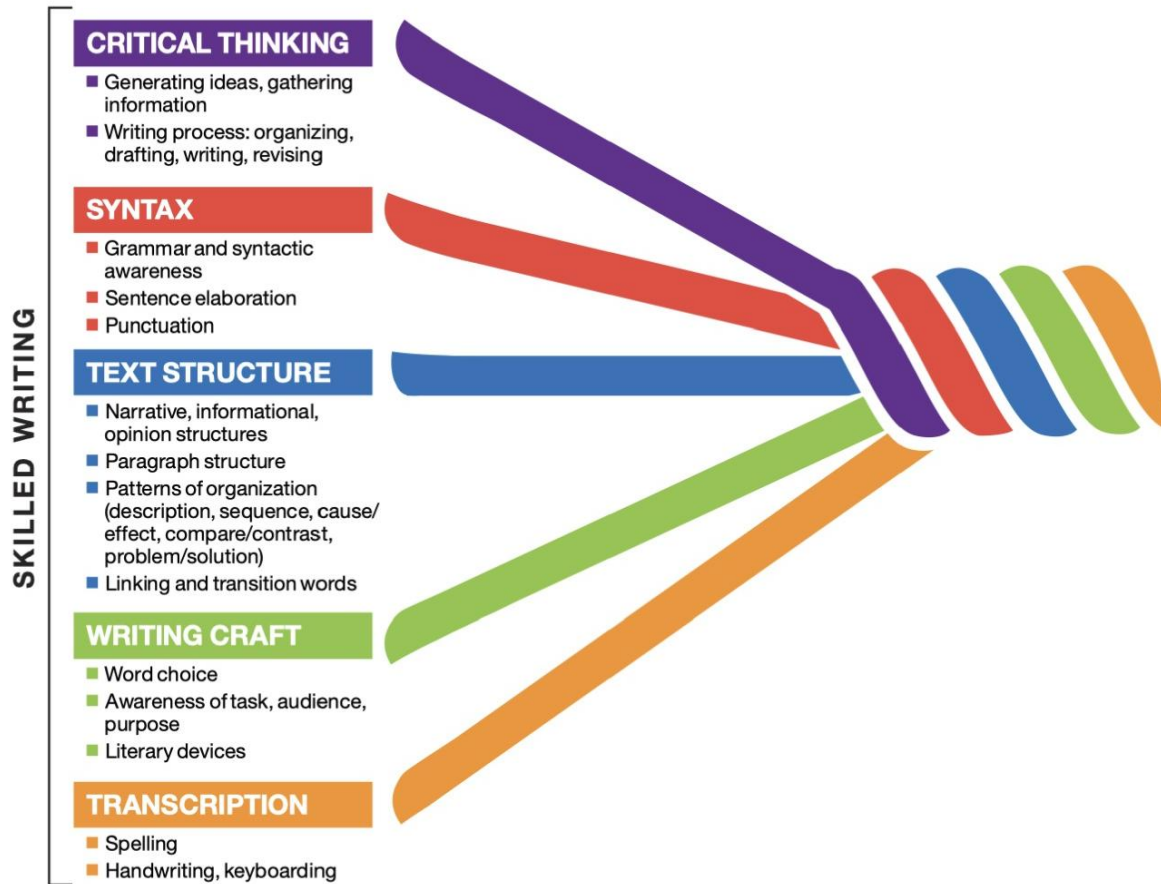
Writing Cornerstones	
1	Write informational texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
3	Write argumentative texts to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5	Conduct short and more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
6	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Whether engaging in personal or academic writing, we must teach students to harness the transformative power that strong writing brings to their lives. Writing is one of the most effective methods for personal development and reinforcing reading and communication skills. Sedita's (2019) Writing Rope model serves as an invaluable framework to illustrate the multifaceted nature of writing skills.

While the syntax and transcription components of the Writing Rope are primarily addressed within the Foundational Literacy and Language Standards, it is crucial to recognize that illustrated areas, including critical thinking, text structure, and writing style, must coalesce to develop skilled writers. This holistic approach underscores the interconnected nature of literacy development.

As technology advances, it is imperative to emphasize that writing remains a vital skill. Rather than viewing technology as a competitor, educators should focus on instructing students to leverage digital tools to enhance their writing when appropriate. Such an approach includes developing students' abilities to evaluate the credibility of information and properly cite sources. By fostering this understanding, educators can develop writers who are confident communicators and well-equipped to navigate the complexities of the classroom and beyond.

Figure 2 The Writing Rope (Sedita, 2019)



From: The Writing Rope: The strands that are woven into skilled writing. (c) 2019 by Joan Sedita. All rights reserved.
(Graphic in The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects, by Joan Sedita. (2023); Paul H. Brookes Publishing Co., Inc.)

WRITING STANDARDS:
Text Types and Protocol– Standard 1
W.TTP.1

Cornerstone: Write informational texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE	STANDARDS
EIII-EIV	<p>EIII-EIV.W.TTP.1: Write multi-paragraph informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>b. Organize and synthesize ideas, concepts, and information using effective strategies, including the major types of text structure, to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete examples, details, quotations, or other information appropriate to the audience’s knowledge of the topic.</p> <p>d. Explain the relevance and elaborate on the evidence provided thoroughly and accurately, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Use appropriate transitional words, phrases, clauses, and sentences to create cohesion and clarify the relationships among ideas and concepts within and between paragraphs.</p> <p>f. Select and use precise language, discipline- and subject-specific vocabulary, and stylistic choices that distinguish a writer's voice to support reader understanding of the topic and manage the complexity of the topic, establishing and maintaining a formal style and objective tone as appropriate.</p> <p>g. Provide a relevant concluding statement and/or section that follows from and supports the information or explanation presented.</p>
EI-EII	<p>EI-EII.W.TTP.1: Write multi-paragraph informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>b. Organize and synthesize ideas, concepts, and information using effective strategies, including the major types of text structure, to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete examples, details, quotations, or other information appropriate to the audience’s knowledge of the topic.</p> <p>d. Explain the relevance and elaborate on the evidence provided thoroughly and accurately, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Use appropriate transitional words, phrases, clauses, and sentences to create cohesion and clarify the relationships among ideas and concepts within and between</p>

	<p>paragraphs.</p> <p>f. Select and use precise language and discipline- and subject-specific vocabulary to support reader understanding of the topic and manage the complexity of the topic, establishing and maintaining a formal style and objective tone as appropriate.</p> <p>g. Provide a relevant concluding statement and/or section that follows from and supports the information or explanation presented.</p>
8	<p>8.W.TTP.1: Write multi-paragraph informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using a well-organized introduction to engage and prepare the reader for what is to follow; include a relevant thesis.</p> <p>b. Organize and synthesize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic by synthesizing multiple pieces of evidence (e.g., relevant facts, definitions, concrete details, quotations, or other information).</p> <p>d. Explain the relevance and elaborate on the evidence provided thoroughly and accurately, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Use appropriate transitional words, phrases, clauses, and sentences to create cohesion and clarify the relationships among ideas and concepts.</p> <p>f. Use precise language, varied sentence structure, and an appropriate style to enhance meaning and clarity.</p> <p>g. Craft an effective and relevant conclusion that restates the thesis statement.</p>
7	<p>7.W.TTP.1: Write multi-paragraph informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using a well-organized introduction to engage and prepare the reader for what is to follow; include a relevant thesis.</p> <p>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic by citing multiple pieces of evidence (e.g., relevant facts, definitions, concrete details, quotations, other information).</p> <p>d. Explain the relevance and elaborate on the evidence provided thoroughly and accurately, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Use appropriate transitional words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts.</p> <p>f. Use precise language, varied sentence structure, and an appropriate style to enhance meaning and clarity.</p> <p>g. Craft an effective and relevant conclusion that restates the thesis statement.</p>

6	<p>6.W.TTP.1: Write multi-paragraph informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to engage and prepare the reader for what is to follow; include a relevant thesis. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic by citing multiple pieces of evidence (e.g., relevant facts, definitions, concrete details, quotations, other information). d. Explain the relevance and elaborate on the evidence provided thoroughly and accurately, demonstrating a clear understanding of the topic and the source material. e. Use appropriate transitional words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts. f. Use precise language, varied sentence structure, and an appropriate style to enhance meaning and clarity. g. Craft an effective and relevant conclusion.
5	<p>5.W.TTP.1: Write multi-paragraph informational texts to examine a topic and convey ideas and information from text(s).</p> <ol style="list-style-type: none"> a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Develop the topic with facts, definitions, concrete details, quotations, or other information, citing textual evidence. d. Link ideas within and across categories of information using transitional words, phrases, and clauses. e. Provide a concluding statement or section related to the information or explanation presented. f. Use precise language and discipline- and subject-specific vocabulary to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy Standards.
4	<p>4.W.TTP.1: Write at least three-paragraph informational texts to examine a topic and convey ideas and information from text(s).</p> <ol style="list-style-type: none"> a. Introduce a topic. b. Group related information in paragraphs and sections. c. Develop the topic with facts, definitions, concrete details, quotations, or other information, citing textual evidence. d. Link ideas within categories of information using transitional words and phrases. e. Provide a concluding statement or section related to the information or explanation presented. f. Use precise language and discipline- and subject-specific vocabulary to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy Standards.

3	<p>3.W.TTP.1: Write at least two-paragraph informational texts to examine a topic and convey ideas and information from text(s).</p> <ol style="list-style-type: none"> a. Introduce a topic. b. Group related information in an organized and logical way. c. Develop the topic with facts, definitions, and details, citing textual evidence. d. Link ideas within categories of information using transitional words and phrases. e. Provide a conclusion. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy Standards.
2	<p>2.W.TTP.1: Write at least one-paragraph informational texts.</p> <ol style="list-style-type: none"> a. Introduce a topic. b. Use facts and definitions to provide information. c. Link ideas within categories of information using transitional words. d. Provide a concluding statement or section. e. Apply language standards addressed in the Foundational Literacy Standards.
1	<p>1.W.TTP.1: With prompting and support, write informational texts.</p> <ol style="list-style-type: none"> a. Name a topic. b. Supply facts about the topic. c. Provide a concluding statement. d. Apply language standards addressed in the Foundational Literacy Standards.
K	<p>K.W.TTP.1: With prompting and support, use a combination of drawing, dictating, and/or writing to compose informational texts.</p>

WRITING STANDARDS:
Text Types and Protocol– Standard 2
W.TTP.2

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

GRADE	STANDARDS
EIII-EIV	<p>EIII-EIV.W.TTP.2: Write multi-paragraph narrative fiction and literary nonfiction to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Develop complex characters or figures who change over the course of the narrative. e. Use narrative techniques (e.g., dialogue, pacing, description) when appropriate to develop experiences, events, and characters or figures. f. Use a variety of transition words, phrases, clauses, and sentences to convey sequence, signal shifts, and show the relationships among experiences and events within and between paragraphs. g. Intentionally use precise words and phrases, relevant descriptive details, and sensory language to vividly convey experiences and events. h. Craft an effective and relevant conclusion that demonstrates the significance of the narrated experiences or events within a broader context.
EI-EII	<p>EI-EII.W.TTP.2: Write multi-paragraph narrative fiction and literary nonfiction to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Develop characters or figures who change over the course of the narrative. e. Use narrative techniques (e.g., dialogue, pacing, description) when appropriate to develop experiences, events, and characters or figures. f. Use a variety of transition words, phrases, clauses, and sentences to convey sequence, signal shifts, and show the relationships among experiences and events within and between paragraphs. g. Intentionally use precise words and phrases, relevant descriptive details, and sensory language to vividly convey experiences and events. h. Craft an effective and relevant conclusion that demonstrates the significance of the narrated experiences or events within a broader context.

8	<p>8.W.TTP.2: Write multi-paragraph narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a speaker or narrator and characters or figures. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Develop characters or figures who change over the course of the narrative. e. Use narrative techniques (e.g., dialogue, pacing, description) when appropriate to develop experiences, events, and characters or figures. f. Use a variety of transition words, phrases, clauses, and sentences to convey sequence, signal shifts, and show the relationships among experiences and events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. h. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
7	<p>7.W.TTP.2: Write multi-paragraph narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a speaker or narrator and characters or figures. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Develop characters or figures who change over the course of the narrative. e. Use narrative techniques (e.g., dialogue, pacing, description) when appropriate to develop experiences, events, and characters or figures. f. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. h. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
6	<p>6.W.TTP.2: Write multi-paragraph narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a speaker or narrator and characters or figures. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Develop characters or figures who change over the course of the narrative. e. Use narrative techniques (e.g., dialogue, pacing, description) when appropriate to develop experiences, events, and characters or figures. f. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. g. Use precise words and phrases, relevant descriptive details, and sensory language

	<p>to convey experiences and events.</p> <p>h. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p>
5	<p>5.W.TTP.2: Write multi-paragraph narratives to develop real or imagined experiences or events, using effective techniques (e.g., descriptive details, clear sequence of events).</p> <p>a. Orient the reader by establishing a situation, using a narrator, and introducing characters or figures.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques (e.g., dialogue, pacing, description) to develop experiences and events.</p> <p>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>e. Use precise words, phrases, and sensory details to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. Apply language standards addressed in the Foundational Literacy Standards.</p>
4	<p>4.W.TTP.2: Write at least three-paragraph narratives to develop real or imagined experiences or events, using an effective technique (e.g., descriptive details, clear event sequences).</p> <p>a. Orient the reader by establishing a situation, using a narrator, and introducing characters or figures.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques (e.g., dialogue, description) to develop experiences or events or show the responses of characters or figures to situations.</p> <p>d. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>e. Use precise words, phrases, and sensory details to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. Apply language standards addressed in the Foundational Literacy Standards.</p>
3	<p>3.W.TTP.2: Write at least two-paragraph narratives to develop real or imagined experiences or events using an effective technique (e.g., descriptive details, clear event sequences).</p> <p>a. Establish a situation by using a narrator, including characters or figures, and organizing an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show the response of characters or figures to situations.</p> <p>c. Use transitional words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>e. Apply language standards addressed in the Foundational Literacy Standards.</p>
2	<p>2.W.TTP.2: Write at least one-paragraph narratives retelling the essential elements in chronological order in an event or short sequence of events.</p> <p>a. Include details to describe actions, thoughts, and feelings.</p> <p>b. Use transitional words that indicate the order of events.</p> <p>c. Provide a sense of closure.</p>

	d. Apply language standards addressed in the Foundational Literacy Standards.
1	1.W.TTP.2: With prompting and support, write narratives retelling an event. a. Include some details to describe actions, thoughts, and feelings. b. Use time-order words to signal event order. c. Provide a concluding statement. d. Apply language standards addressed in the Foundational Literacy Standards.
K	K.W.TTP.2: With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

WRITING STANDARDS:
Text Types and Protocol– Standard 3
W.TTP.3

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

GRADE	STANDARDS
EIII-EIV	<p>EIII-EIV.W.TTP.3: Write multi-paragraph argumentative texts to support a thesis with clear claims, relevant evidence, and valid reasoning in an analysis of substantive topics or texts.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to engage and prepare the reader for what is to follow; include a precise thesis. b. Support the thesis with supporting claims and logical reasoning; acknowledge the strengths and limitations of the claims, anticipating the audience's knowledge level and concerns. c. Address an alternate or opposing claim, acknowledging the strengths and limitations of the claim and anticipating the audience's knowledge level and concerns; refute the alternate or opposing claim. d. Cite multiple pieces of relevant and sufficient evidence (e.g., facts, examples, quotes, paraphrasing, summarizing). e. Organize the claims and evidence clearly and clarify the relationships among the thesis and claims. f. Synthesize credible sources and demonstrate an understanding of the topic or source material. g. Use precise language and discipline- and subject-specific vocabulary. h. Use appropriate transitional words, phrases, clauses, and sentences to create cohesion and clarify the relationships among ideas and concepts within and between paragraphs. i. Use precise language, varied sentence structure, and an appropriate style to enhance meaning and clarity. j. Craft an effective and relevant conclusion that restates the claim.
EI-EII	<p>EI-EII.W.TTP.3: Write multi-paragraph argumentative texts to support a thesis with clear claims, relevant evidence, and valid reasoning in an analysis of substantive topics or texts.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to engage and prepare the reader for what is to follow; include a precise thesis. b. Support the thesis with supporting claims and logical reasoning; acknowledge the strengths and limitations of the claims, anticipating the audience's knowledge level and concerns. c. Address an alternate or opposing claim, acknowledging the strengths and limitations of the claim and anticipating the audience's knowledge level and concerns; refute the alternate or opposing claim. d. Cite multiple pieces of relevant and sufficient evidence (e.g., facts, examples, quotes, paraphrasing, summarizing).

	<p>e. Organize the claims and evidence clearly and clarify the relationships among the thesis and claims.</p> <p>f. Synthesize credible sources and demonstrate an understanding of the topic or source material.</p> <p>g. Use precise language and discipline- and subject-specific vocabulary.</p> <p>h. Use appropriate transitional words, phrases, clauses, and sentences to create cohesion and clarify the relationships among ideas and concepts within and between paragraphs.</p> <p>i. Use precise language, varied sentence structure, and an appropriate style to enhance meaning and clarity.</p> <p>j. Craft an effective and relevant conclusion that restates the claim.</p>
8	<p>8.W.TTP.3: Write multi-paragraph argumentative texts to support a thesis with clear claims, relevant evidence, and logical reasoning.</p> <p>a. Introduce a topic clearly, using the introduction to engage and prepare the reader for what is to follow; include a relevant thesis.</p> <p>b. Support the thesis with supporting claims and logical reasoning; address and refute an alternate or opposing claim.</p> <p>c. Cite multiple pieces of relevant and sufficient evidence (specifically, facts, examples, quotes, paraphrasing).</p> <p>d. Organize the claims and evidence clearly and clarify the relationships among the thesis and claims through the use of logical reasoning.</p> <p>e. Synthesize credible sources and demonstrate an understanding of the topic or source material.</p> <p>f. Use precise language and discipline- and subject-specific vocabulary.</p> <p>g. Use appropriate transitional words, phrases, clauses, and sentences to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language, varied sentence structure, and an appropriate style to enhance meaning and clarity.</p> <p>i. Craft an effective and relevant conclusion that restates the thesis.</p>
7	<p>7.W.TTP.3: Write multi-paragraph argumentative texts to support a thesis with clear claims, relevant evidence, and logical reasoning.</p> <p>a. Introduce a topic clearly, using the introduction to engage and prepare the reader for what is to follow; include a relevant thesis.</p> <p>b. Support the thesis with supporting claims and logical reasoning; acknowledge and refute an alternate or opposing claim.</p> <p>c. Cite multiple pieces of relevant and sufficient evidence (specifically, facts, examples, quotes, paraphrasing).</p> <p>d. Organize the claims and evidence clearly and clarify the relationships among the thesis and claims through the use of logical reasoning.</p> <p>e. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>f. Use precise language and discipline- and subject-specific vocabulary.</p> <p>g. Use appropriate transitional words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language, varied sentence structure, and an appropriate style to</p>

	<p>enhance meaning and clarity.</p> <p>i. Craft an effective and relevant conclusion that restates the thesis.</p>
6	<p>6.W.TTP.3: Write multi-paragraph argumentative texts to support a thesis with clear claims, relevant evidence, and logical reasoning.</p> <p>a. Introduce a topic clearly, using the introduction to engage and prepare the reader for what is to follow; include a relevant thesis.</p> <p>b. Support the thesis with supporting claims and logical reasoning; briefly acknowledge an alternate or opposing claim.</p> <p>c. Cite multiple pieces of relevant and sufficient evidence (specifically, facts, examples, quotes).</p> <p>d. Organize the claims and evidence clearly and clarify the relationships among the thesis and claims through the use of logical reasoning.</p> <p>e. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>f. Use precise language and discipline- and subject-specific vocabulary.</p> <p>g. Use appropriate transitional words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language, varied sentence structure, and an appropriate style to enhance meaning and clarity.</p> <p>i. Craft an effective and relevant conclusion.</p>
5	<p>5.W.TTP.3: Write multi-paragraph opinion pieces on topics or texts, supporting a perspective with reasons and information from the text(s).</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion through logically-ordered reasons that are supported by citing textual evidence.</p> <p>c. Organize related ideas to support the writer's purpose.</p> <p>d. Link opinion and reasons using transitional words, phrases, and clauses.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. Use precise words and phrases, including discipline- and subject-specific vocabulary as appropriate.</p> <p>g. Apply language standards addressed in the Foundational Literacy Standards.</p>
4	<p>4.W.TTP.3: Write at least three-paragraph opinion pieces on topics or texts, supporting a perspective with reasons and information from the text(s).</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion with reasons that are supported by citing textual evidence.</p> <p>c. Organize related ideas to support the writer's purpose.</p> <p>d. Link opinion and reasons using transitional words and phrases.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. Use precise words and phrases, including discipline- and subject-specific vocabulary as appropriate.</p> <p>g. Apply language standards addressed in the Foundational Literacy Standards.</p>

3	<p>3.W.TTP.3: Write at least two-paragraph opinion pieces on topics or texts, supporting a perspective with reasons.</p> <ol style="list-style-type: none"> a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion, citing textual evidence. c. Organize related ideas to list supporting reasons. d. Link the opinion and reasons using transitional words and phrases. e. Provide a concluding statement or section. f. Apply language standards addressed in the Foundational Literacy Standards.
2	<p>2.W.TTP.3: Write at least one-paragraph opinion pieces on topics or texts.</p> <ol style="list-style-type: none"> a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use transitional words to connect the reasons to the opinion. e. Provide a concluding statement or section. f. Apply language standards addressed in the Foundational Literacy Standards.
1	<p>1.W.TTP.3: With prompting and support, write opinion pieces.</p> <ol style="list-style-type: none"> a. Introduce the topic or text. b. State an opinion. c. Supply a reason for the opinion. d. Provide a concluding statement. e. Apply language standards addressed in the Foundational Literacy Standards.
K	<p>K.W.TTP.3: With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p>

WRITING STANDARDS:
Production and Distribution of Writing– Standard 4
W.PDW.4

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

GRADE	STANDARDS
EIII-EIV	<p>EIII-EIV.W.PDW.4: Use digital tools appropriately to produce, publish, and refine writing.</p> <p>a. Produce and present written work using available digital tools appropriately and ethically.</p> <p>b. Develop writing by organizing ideas, revising content, and editing to improve clarity and to ensure the task has been addressed.</p> <p>c. Edit writing to show command of grade-level conventions of academic English.</p> <p>d. Effectively and purposefully integrate original or existing multimedia components and visuals into written work.</p>
EI-EII	<p>EI-EII.W.PDW.4: Use digital tools appropriately to produce, publish, and refine writing.</p> <p>a. Produce and present written work using available digital tools appropriately and ethically.</p> <p>b. Develop writing by organizing ideas, revising content, and editing to improve clarity and to ensure the task has been addressed.</p> <p>c. Edit writing to show command of grade-level conventions of academic English.</p> <p>d. Effectively and purposefully integrate multimedia components and visuals into written work.</p>
8	<p>8.W.PDW.4: Use digital tools appropriately to produce, publish, and refine writing.</p> <p>a. Produce and present written work using available digital tools appropriately and ethically.</p> <p>b. Develop writing by organizing ideas, revising content, and editing to improve clarity and to ensure the task has been addressed.</p> <p>c. Edit writing to show command of grade-level conventions of academic English.</p> <p>d. Integrate multimedia components and visuals into written work.</p>
7	<p>7.W.PDW.4: Use digital tools appropriately to produce, publish, and refine writing.</p> <p>a. Produce and present written work using available digital tools appropriately and ethically.</p> <p>b. Develop writing by organizing ideas, revising content, and editing to improve clarity and to ensure the task has been addressed.</p> <p>c. Edit writing to show command of grade-level conventions of academic English.</p> <p>d. Integrate multimedia components and visuals into written work.</p>
6	<p>6.W.PDW.4: Use digital tools appropriately to produce, publish, and refine writing.</p> <p>a. Produce and present written work using available digital tools appropriately and ethically.</p> <p>b. Develop writing by organizing ideas, revising content, and editing to improve clarity</p>

	<p>and to ensure the task has been addressed.</p> <p>c. Edit writing to show command of grade-level conventions of academic English.</p> <p>d. Integrate multimedia components and visuals into written work.</p>
5	<p>5.W.PDW.4: With guidance and support from adults, and in collaboration with peers:</p> <p>a. Produce and publish writing by using a variety of digital tools and other resources responsibly and appropriately.</p> <p>b. Use formats, features, illustrations, and media as needed in writing.</p> <p>c. Respond to questions and suggestions from others.</p> <p>d. Focus on a specific topic in writing.</p> <p>e. Edit to demonstrate command of all Foundational Literacy Standards for fifth grade.</p> <p>f. Strengthen writing using available tools as needed by adding details, revising content, and editing for clarity and correctness.</p>
4	<p>4.W.PDW.4: With guidance and support from adults, and in collaboration with peers:</p> <p>a. Produce and publish writing by using a variety of digital tools and other resources responsibly and appropriately.</p> <p>b. Use formats, features, illustrations, and media as needed in writing.</p> <p>c. Respond to questions and suggestions from others.</p> <p>d. Focus on a specific topic in writing.</p> <p>e. Edit to demonstrate command of all Foundational Literacy Standards for fourth grade.</p> <p>f. Strengthen writing using available tools as needed by adding details, revising content, and editing for clarity and correctness.</p>
3	<p>3.W.PDW.4: With guidance and support from adults, and in collaboration with peers:</p> <p>a. Produce and publish writing by using a variety of digital tools and other resources responsibly and appropriately.</p> <p>b. Use illustrations as needed in writing.</p> <p>c. Respond to questions and suggestions from others.</p> <p>d. Focus on a specific topic in writing.</p> <p>d. Edit to demonstrate command of all Foundational Literacy Standards for third grade.</p> <p>f. Strengthen writing using available tools as needed by adding details, revising content, and editing for clarity and correctness.</p>
2	<p>2.W.PDW.4: With guidance and support from adults, and in collaboration with peers:</p> <p>a. Explore a variety of digital tools and/or other resources to produce and publish writing.</p> <p>b. Respond to questions and suggestions from others.</p> <p>c. Focus on a specific topic in writing.</p> <p>d. Edit to demonstrate command of all Foundational Literacy Standards for second grade.</p> <p>e. Strengthen writing using available tools as needed by adding details, revising content, and editing for clarity and correctness.</p>

1	<p>1.W.PDW.4: With guidance and support from adults, and in collaboration with peers:</p> <ul style="list-style-type: none">a. Explore a variety of digital tools and/or other resources to produce and publish writing.b. Respond to questions and suggestions from others.c. Add details to strengthen writing as needed.d. Edit to demonstrate command of all Foundational Literacy Standards for first grade.
K	<p>K.W.PDW.4: With guidance and support from adults, and in collaboration with peers:</p> <ul style="list-style-type: none">a. Explore a variety of digital tools and/or other resources to produce and share writing.b. Respond to questions and suggestions from others.c. Add details to strengthen writing as needed.d. Edit to demonstrate command of all Foundational Literacy Standards for kindergarten.

WRITING STANDARDS:
Research to Build and Present Knowledge– Standard 5
W.RBPK.5

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

GRADE	STANDARDS
EIII-EIV	<p>EIII-EIV.W.RBPK.5: Conduct short and more sustained research projects.</p> <p>a. Explore self-selected topics of interest or curiosity that extend learning from the classroom to real-world contexts.</p> <p>b. Gather and organize relevant information while assessing the credibility of sources and synthesizing multiple sources, when applicable.</p> <p>c. Build knowledge through investigation on diverse topics and provide effective and relevant textual evidence and analysis.</p> <p>d. Format writing and cite sources using a style guide appropriate to the content (e.g., MLA, APA, Chicago); avoid plagiarism and academic dishonesty through proper citations and attribution of sources.</p> <p>e. Utilize and incorporate feedback as needed to improve content, formatting, or style.</p>
EI-EII	<p>EI-EII.W.RBPK.5: Conduct short and more sustained research projects.</p> <p>a. Explore self-selected topics of interest or curiosity that extend learning from the classroom to real-world contexts.</p> <p>b. Gather and organize relevant information while assessing the credibility of sources and synthesizing multiple sources, when applicable.</p> <p>c. Build knowledge through investigation on diverse topics and provide effective and relevant textual evidence and analysis.</p> <p>d. Format writing and cite sources using a style guide; avoid plagiarism and academic dishonesty through proper citations and attribution of sources.</p> <p>e. Utilize and incorporate feedback as needed to improve content, formatting, or style.</p>
8	<p>8.W.RBPK.5: Conduct research by gathering and integrating information from credible sources, developing further questions, and supporting analysis with evidence.</p> <p>a. Avoid plagiarism by using quotations and paraphrasing.</p> <p>b. Integrate relevant data and insights from print and digital sources.</p> <p>c. With guidance and support, follow a provided format for citing sources.</p> <p>d. Support analysis and reflections with evidence from literature or informational texts.</p>
7	<p>7.W.RBPK.5: Conduct research by gathering and integrating information from credible sources, developing further questions, and supporting analysis with evidence.</p> <p>a. Avoid plagiarism by using quotations and paraphrasing.</p> <p>b. Integrate relevant data and insights from print and digital sources.</p> <p>c. With guidance and support, follow a provided format for citing sources.</p> <p>d. Support analysis and reflections with evidence from literature or informational</p>

	texts.
6	<p>6.W.RBPK.5: Conduct research by gathering and integrating information from credible sources, developing further questions, and supporting analysis with evidence.</p> <p>a. Avoid plagiarism by using quotations.</p> <p>b. Integrate relevant data and insights from print and digital sources.</p> <p>c. Provide a list of sources.</p> <p>d. Support analysis and reflections with evidence from literature or informational texts.</p>
5	<p>5.W.RBPK.5: Conduct short research projects that support analysis and reflection.</p> <p>a. Gather evidence from relevant sources and/or experiences to build knowledge and investigate different aspects of a topic.</p> <p>b. Summarize or paraphrase information in notes and finished work.</p> <p>c. Provide a list of sources.</p> <p>d. Draw evidence from literary and informational texts, applying fifth grade Reading Standards.</p>
4	<p>4.W.RBPK.5: Conduct short research projects that support analysis and reflection.</p> <p>a. Gather evidence from relevant sources and/or experiences to build knowledge and investigate different aspects of a topic.</p> <p>b. Take notes and categorize information.</p> <p>c. Provide a list of sources.</p> <p>d. Draw evidence from literary and informational texts, applying fourth grade Reading Standards.</p>
3	<p>3.W.RBPK.5: Conduct short research projects.</p> <p>a. Gather evidence from relevant sources and/or experiences to build general knowledge about a topic.</p> <p>b. Take brief notes and sort evidence into provided categories.</p> <p>c. Provide a list of sources.</p> <p>d. Draw evidence from literary and informational texts, applying third grade Reading Standards.</p>
2	<p>2.W.RBPK.5: Participate in shared research and writing projects.</p> <p>a. Gather information from provided sources and/or relevant experiences to answer a question (e.g., explore a number of books on a single topic, engage in science experiments to produce a report).</p> <p>b. Draw evidence from literary and informational texts, applying second grade Reading Standards.</p>
1	<p>1.W.RBPK.5: Participate in shared research and writing projects.</p> <p>a. With guidance and support from adults, gather information from provided sources and/or relevant experiences to answer a question (e.g., explore “how to” books on a given topic and use them to write a sequence of instructions).</p> <p>b. Draw evidence from literary and informational texts, applying first grade Reading Standards.</p>

K	<p>K.W.RBPK.5: Participate in shared research and writing projects.</p> <ul style="list-style-type: none">a. With guidance and support from adults, gather information from provided sources and/or relevant experiences to answer a question (e.g., reading books by a favorite author and expressing opinions about them).b. Draw evidence from literary and informational texts, applying kindergarten Reading Standards.
---	---

WRITING STANDARDS:
Range of Writing– Standard 6
W.RW.6

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

GRADE	STANDARDS
EIII-EIV	EIII-EIV.W.RW.6: Write routinely over varied time frames for a range of tasks, purposes, and audiences, incorporating personal choice in topic, format, or perspective to enhance engagement and ownership of the writing process.
EI-EII	EI-EII.W.RW.6: Write routinely over varied time frames for a range of tasks, purposes, and audiences, incorporating personal choice in topic, format, or perspective to enhance engagement and ownership of the writing process.
8	8.W.RW.6: Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences, incorporating personal choice in topic, format, or perspective to enhance engagement and ownership of the writing process.
7	7.W.RW.6: Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences, incorporating personal choice in topic, format, or perspective to enhance engagement and ownership of the writing process.
6	6.W.RW.6: Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences, incorporating personal choice in topic, format, or perspective to enhance engagement and ownership of the writing process.
5	5.W.RW.6: Write routinely over varied time frames to: a. Promote writing fluency. b. Engage in writing for a variety of purposes and audiences. c. Engage in self-selected writing purposes.
4	4.W.RW.6: Write routinely over varied time frames to: a. Promote writing fluency. b. Engage in writing for a variety of purposes and audiences. c. Engage in self-selected writing purposes.
3	3.W.RW.6: Write routinely over varied time frames to: a. Promote writing fluency. b. Engage in writing for a variety of purposes and audiences. c. Engage in self-selected writing purposes.
2	2.W.RW.6: With guidance and support from adults, engage routinely in writing activities to: a. Promote writing fluency. b. Engage in writing for a variety of purposes and audiences.

	c. Engage in self-selected writing purposes.
1	<p>1.W.RW.6: With guidance and support from adults, engage routinely in writing activities to:</p> <p>a. Build writing fluency and stamina.</p> <p>b. Engage in writing for a variety of purposes and audiences.</p> <p>c. Engage in self-selected writing purposes.</p>
K	<p>K.W.RW.6: With guidance and support from adults, engage routinely in writing activities to:</p> <p>a. Build writing fluency and stamina.</p> <p>b. Engage in writing for a variety of purposes and audiences (e.g., lists, messages, labeling).</p> <p>c. Engage in self-selected writing purposes.</p>

English Language Arts (ELA) Elective Courses

The purpose of elective courses is to allow students to explore their interests in a specific discipline with greater depth. The following ELA electives offered in the permanent state catalog provide a range of options for students who enjoy exploration in the language arts. While many disciplines rely on strong reading, writing, and communication skills, these electives focus on the study and production of texts. Genre Literature, Mythology, Etymology and Linguistics, and Visual Literacy study patterns in literature and language. Visual Literacy, Journalism, Creative Writing, and Advanced Creative Writing ask students to produce content to communicate for a variety of audiences and situations. In all the elective courses, students should read and analyze a variety of model texts and excerpts.

Course Standards Guidance

Course	Grades	Half Credit	Full Credit
Advanced Creative Writing (ACW)	10-12	Not Available	Teach all standards
Bible (B)	9-12	Teach all standards	Teach all standards in greater depth and/or teach more than one religious text in a nonsectarian manner
Creative Writing (CW)	9-12	Teach all standards	Teach all standards in greater depth
Etymology and Linguistics (EL)	9-12	Etymology Standards <u>or</u> Linguistic Standards	Teach all standards
Genre Literature (GL)	9-12	Teach all standards	Teach all standards in greater depth and/or teach more than one genre of literature
Journalism I (JI)	9-12	Not Available	Teach all standards
Journalism II (JII)	9-12	Not Available	Teach all standards
Journalism III (JIII)	10-12	Not Available	Teach all standards
Journalism IV (JIV)	10-12	Not Available	Teach all standards
Mythology (M)	9-12	Teach all standards	Teach all standards in greater depth and/or teach more than one type of mythology

Speech and Communications (SC)	9-12	Not Available	Teach all standards
Visual Literacy (VL)	9-12	Not Available	Teach all standards

If the course is offered to students multiple times for more than one credit, the tasks and/or focus area for each iteration of the course should be distinctly different; however, students can build upon work from one iteration of the course to the next. For example, if a student takes a Genre Literature course focused on historical fiction, the student could take another iteration of the course focused on young adult literature.

Advanced Creative Writing: Grades 10-12

Pre-requisite: Creative Writing

Course Description:

Students in Advanced Creative Writing will focus on the imaginative aspects of writing fiction, poetry, and literary nonfiction. They will engage in lectures, discussions, workshops, and feedback sessions to improve their own craft, and they will study exemplars of various genres, including drama, to explore possibilities and examine others' creative endeavors. Within advanced creative writing, students will deepen their abilities and understanding of effective techniques and genres for creative expression, as well as craft extended written products that are revised and honed over longer periods of time.

Content Standards:

Advanced Creative Writing expands on the Writing Standards and Speaking and Listening standards. The student will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and/or nonfiction. While this course is most directly applicable to narrative writing, students will work through the other modes and may find that blending the modes leads to more sophisticated creations.

ACW.1: Study the structure of a two-character scene and create an original scene.

ACW.2: Study the role of conflict for characters and how writers use conflict to develop a theme.

ACW.3: Create character motivation statements to give reason behind a character's behaviors and actions in a given scene or throughout a story.

ACW.4: Write detailed biographical sketches for characters.

ACW.5: Develop soliloquies and inner monologues for characters.

ACW.6: Practice character development by writing letters from a character to other characters.

ACW.7: Compare and contrast the role of stage directions in works by multiple playwrights; write two versions of a set of stage directions, mimicking the style of two different writers.

ACW.8: Analyze the role of set design, costume decisions, and directions in a script; evaluate two different directors' decisions on set design, costumes, and staging on the same play or scene.

ACW.9: Explore non-traditional and experimental writing forms.

ACW.10: Develop writing and explore applicable ways to publish or publicly share this writing.

ACW.11: Create a public service announcement (PSA) and share it with relevant audience(s).

ACW.12: Create a compilation of various forms on a single theme or topic.

ACW.13: Engage in collaborative discussions to provide peer feedback and reflect on one's own strengths and weaknesses as a writer.

ACW.14: Develop fluency, logic, clarity, and creativity with writing.

ACW.15: Write for a variety of audiences.

ACW.16: Explore diverse modes and genres of writing.

ACW.17: Revise writing effectively.

ACW.18: Evaluate peer writing effectively using a provided system.

ACW.19: Use digital tools in the creative process.

Bible: Grades 9-12

Course Description:

The purpose of this course is to enable students to acquire a literary understanding of the Bible. The course will include the study of the Bible as literature in its sociological, artistic, and cultural contexts, and its impact on later cultures, societies, and texts. As stated in T.C.A. § 49-6-1026, this course is to be taught “in an objective and nondevotional manner with no attempt made to indoctrinate students,” instead allowing students to explore the literary elements of a complex text. Also, as aligned with T.C.A. § 49-6-1026, this course covers “the impact of the Bible on literature, art, music, culture, and politics.”

Content Standards:

Bible expands on the Reading Standards and Writing Standards. The structure, organization, and progression of this course may be used as an example of how additional nonsectarian elective courses could be developed that focus on other religious texts as literature.

Strand	Standard
Literature	B.L.1: Identify, analyze, and apply knowledge of text structures, genres, symbols, themes, motifs, uses of language (e.g., figurative language, diction), and additional literary elements to support and create meaning within biblical texts.
Literature	B.L.2: Analyze and provide evidence of how point of view, perspective, and purpose shape content, meaning, and style within writing of the biblical texts.
Literature	B.L.3: Analyze a complex set of ideas or sequence of events, and explain how specific characters, figures, events, or ideas develop and interact within biblical texts.
Literature	B.L.4: Explore a story or account across multiple biblical texts, exploring similarities and differences in theme, perspective, form, purpose, and/or meaning.
Literature	B.L.5: Explore the influence of biblical texts on classic and contemporary drama, poetry, prose, and other media.
Literature	B.L.6: Demonstrate an understanding of biblical genres (e.g., narratives, poetry, law codes, historical writing) and explore how they are used in literature.
Context	B.C.1: Compare and contrast two or more biblical texts by examining how historical events and cultural settings influenced their creation, literary style, and purpose.
Context	B.C.2: Analyze continuities and changes in the versions of biblical texts over time.
Context	B.C.3: Create a comparative analysis between a biblical text and a text on the same subject from another culture produced in the same time period.
Context	B.C.4: Analyze one or more tradition(s) found in the Bible and their influence(s) on contemporary culture(s).
Context	B.C.5: Using appropriate research skills, identify and use different forms of evidence (specifically, primary and secondary sources) to investigate and explain traditions found in the Bible and their influences.
Context	B.C.6: Analyze how biblical texts have been interpreted over time and how these interpretations reflect different historical periods and purposes.

Art	B.A.1: Analyze artistic presentations of biblical texts in music, theater, visual arts, and writing from various cultural and historical perspectives.
Art	B.A.2: Interpret ideas, subjects, symbols, and themes found in music, theater, visual arts, and writing derived from biblical texts.
Art	B.A.3: Create a response to biblical texts through a variety of methods (e.g., music, theater, visual arts, writing).

Creative Writing: Grades 9-12

Course Description:

Students in Creative Writing will focus on the imaginative aspects of writing fiction, poetry, and literary nonfiction. They will engage in lectures, discussions, workshops, and feedback sessions to improve their own craft, studying exemplars of various genres to explore possibilities and examine others' creative elements.

Content Standards:

Creative Writing expands on the Writing Standards and Speaking and Listening Standards. Students will be given the opportunity to develop a creative outlet through additional writing experiences in fiction and/or nonfiction. While this course is most directly applicable to narrative writing, students will work through the other modes and may find that blending the modes leads to more sophisticated creations.

CW.1: Explore strategies and resources for accessing memory and expanding knowledge to inform writing.
CW.2: Create a clear image using sensory imagery and specific details.
CW.3: Analyze the text and illustrations in children's picture books.
CW.4: Plan, organize, and create a children's picture book.
CW.5: Explore a range of poetic forms and be able to explain the opportunities and limitations of each.
CW.6: Analyze personal essays and memoirs for structure and style.
CW.7: Plan, organize, and create a personal essay.
CW.8: Analyze various short story techniques and create a short story incorporating one or more of the techniques.
CW.9: Capture dialogue from real-life situations and analyze conversational patterns.
CW.10: Create biographical sketches from dialogue.
CW.11: Develop distinct characterization within a short story.
CW.12: Participate in collaborative workshops to review peer work.
CW.13: Develop fluency, logic, clarity, and creativity with writing.
CW.14: Write for a variety of audiences.
CW.15: Explore diverse modes and genres of writing.
CW.16: Revise writing effectively.
CW.17: Evaluate peer writing effectively using a provided system.
CW.18: Use digital tools in the creative process.

Etymology and Linguistics: Grades 9-12

Course Description:

Students of etymology study the origin and development of words, recognizing that their history affects their current meaning and use. Additionally, linguistics focuses on the structure of language. Together, these two areas build students' conceptual knowledge of language, reading comprehension, and writing proficiency.

Content Standards:

Etymology and Linguistics expands on the Language Standards and Writing Standards. Students not only develop accuracy with the conventions and word choice, but they also understand the logic behind the constructs and build sophistication in their own writing.

Strand	Standard
Etymology	EL.E.1: Trace how the English language has changed from its origins to the present day.
Etymology	EL.E.2: Trace how American English became identifiable from other countries and how history, peoples, and geography shaped regional dialects throughout the country.
Etymology	EL.E.3: Explore how social, political, economic, and technological influences shape the language.
Etymology	EL.E.4: Use research skills to identify language origins and trace word developments.
Etymology	EL.E.5: Apply knowledge of Latin and Greek origins to the study of English words and word families across content areas.
Etymology	EL.E.6: Study the connotative and denotative meanings of words in a variety of contexts.
Linguistics	EL.L.1: Trace the morphological elements of language (specifically, words and morphemes, neologisms, inflections, derivations, exceptions).
Linguistics	EL.L.2: Analyze phonetics of language with a focus on speech sounds and their physiological production and acoustic qualities.
Linguistics	EL.L.3: Trace the phonology of language, including intonation and the organization of letters and/or sounds into words.
Linguistics	EL.L.4: Analyze the elements of syntax (specifically, competence, performance, structure, ambiguity, constituent structure, transformations, and phrase structure).
Linguistics	EL.L.5: Analyze sentence structure using grammatical rules.
Linguistics	EL.L.6: Analyze the role semantics play in language development, with a specific focus on theories of meaning.
Linguistics	EL.L.7: Analyze the effects pragmatics (specifically, rules of conversation, speech acts, language of persuasion) have on language development.

Genre Literature: Grades 9-12

Course Description:

Students often experience one or two texts from various literary genres but have little time to develop a thorough study of the themes embedded in specific genres. This course will provide students with the time and opportunity to study a specific genre in depth. Genre Literature allows them to explore the intricate aspects, thematic elements, and various styles and plot elements of a literary genre.

Content Standards:

Genre Literature expands on the Reading Standards and Writing Standards. The student will be given the opportunity to develop deeper thematic critical reading skills through additional reading experiences.

GL.1: Explore the intricate aspects that define the genre.
GL.2: Read extensively in the genre.
GL.3: Develop presentations or projects about specific elements of the genre, text, or media studied.
GL.4: Study the thematic element(s) of the genre.
GL.5: Explore various styles, settings, characters, figures, structures, and plot elements of the genre.
GL.6: Analyze, evaluate, and compare works in the genre.
GL.7: Explain and study the relationship of geography, culture, and setting to the development of the genre.
GL.8: Participate in collaborative conversations about works in the genre.
GL.9: Write about the genre to create a new understanding of the genre.

Suggested Literary Genres to Choose for the Topic(s) of a Class:

The following course topics are suggestions and ideas that can be built upon in the local context to garner student interest and teacher expertise in the genre.

- Ancient Literature
- Classical Literature
- Contemporary Literature
- Mystery/Thriller
- Historical Fiction
- Conflict Literature
- Science Fiction
- Fantasy
- Westerns
- Young Adult Literature
- Graphic Novels
- Poetry (e.g., spoken word, written, ancient)
- Essays and Articles (on a specific theme or topic)
- Postcolonial Literature
- Women's Literature
- African American Literature
- Hispanic/Latin(x)(e) Literature
- Asian American and Pacific Islander (AAPI) Literature
- Diasporic Literature
- Writing on the Natural World
- Stories of Journeys
- Heroes and Villains
- Historical Narratives
- Epics of the World
- Lyrics as Text
- Pen Pals: Letters Across Time
- Short Stories

- Indigenous Literature
- Author Study (e.g., Edgar Allen Poe,

Jane Austen, Toni Morrison, James Baldwin)

Journalism I: Grades 9-12

Course Description:

This course provides an introductory exploration of skills necessary in media writing and publishing. In addition to hands-on engagement in communication skills, students will explore ethics, paying close attention to plagiarism and disinformation. Journalism programs should provide students opportunities to strengthen speech, research, grammar, interviewing, and content creation skills, along with practicing production for publications, broadcast, and digital media.

Content Standards:

Journalism I expands on the Language Standards, Reading Standards, Writing Standards, and Speaking and Listening Standards. The student will understand and use oral, written, digital, and visual communication.

Jl.1: Demonstrate speaking, listening, and research skills to facilitate interviewing and other oral communication.
Jl.2: Model appropriate language skills, demeanor, and attire to build rapport with the subject or audience.
Jl.3: Use appropriate interviewing techniques.
Jl.4: Apply terms and expressions common in the industry to speaking, listening, writing, and content creation.
Jl.5: Apply legal and ethical journalistic standards.
Jl.6: Demonstrate appropriate language conventions for the audience and situation.
Jl.7: Demonstrate appropriate journalistic writing styles for various media and audiences.
Jl.8: Recognize the difference between fact, opinion, and bias; use them appropriately in writing and content creation (e.g., sportswriting, digital commentary, opinion editorials).
Jl.9: Use digital tools as needed to create, edit, and revise work for publication.
Jl.10: Gather information, research, and report ethically.
Jl.11: Demonstrate editing and revision techniques to produce content suitable for publication and/or production.
Jl.12: Demonstrate knowledge of roles, management procedures, and production techniques within various media.
Jl.13: Demonstrate knowledge of business operations, including advertising, promotion, distribution, and accounting procedures.
Jl.14: Identify and use multimedia elements that adhere to a style to enhance visual appeal (e.g., graphic design, design procedures, layout, video production).

Journalism II: Grades 9-12

Pre-Requisite: Journalism I

Course Description:

This course provides a continued exploration of skills necessary in media writing and publishing. In addition to hands-on engagement in communication skills, students will explore ethics, paying particularly close attention to plagiarism and disinformation. Journalism programs should provide students with opportunities to strengthen speech, research, grammar, interviewing, and content creation skills, along with practicing production for publications, broadcast, and digital media.

Content Standards:

Journalism II expands on the Language Standards, Reading Standards, Writing Standards, and Speaking and Listening Standards. The student will understand and use oral, written, digital, and visual communication.

JII.1: Demonstrate speaking, listening, and research skills to facilitate interviewing and other oral communication.
JII.2: Model appropriate language skills, demeanor, and attire to build rapport with the subject or audience.
JII.3: Use appropriate interviewing techniques.
JII.4: Apply terms and expressions common in the industry to speaking, listening, writing, and content creation.
JII.5: Apply legal and ethical journalistic standards.
JII.6: Demonstrate appropriate language conventions for the audience and situation.
JII.7: Demonstrate appropriate journalistic writing styles for various media and audiences.
JII.8: Recognize the difference between fact, opinion, and bias; use them appropriately in writing and content creation (e.g., sportswriting, digital commentary, opinion editorials).
JII.9: Use digital tools as needed to create, edit, and revise work for publication.
JII.10: Gather information, research, and report ethically.
JII.11: Demonstrate editing and revision techniques to produce content suitable for publication and/or production.
JII.12: Demonstrate knowledge of roles, management procedures, and production techniques within various media.
JII.13: Demonstrate knowledge of business operations, including advertising, promotion, distribution, and accounting procedures.
JII.14: Identify and use multimedia elements that adhere to a style to enhance visual appeal (e.g., graphic design, design procedures, layout, video production).

Journalism III: Grades 10-12

Pre-Requisites: Journalism I and II

Course Description:

This course provides in-depth and hands-on work in journalism. Activities in this class should include production techniques for broadcast and publication. Students will also coach peers in important journalistic concepts and research and understand the work environment and vocational opportunities in journalism fields.

Content Standards:

Journalism III expands on the Language Standards, Reading Standards, Writing Standards, and Speaking and Listening Standards. The student will understand and use oral, written, digital, and visual communication.

JIII.1: Coach peers on speaking, listening, and research skills to facilitate interviewing and other oral communication.
JIII.2: Coach peers on appropriate language skills, demeanor, and attire to build rapport with the subject or audience.
JIII.3: Coach peers on appropriate interviewing techniques.
JIII.4: Coach peers on terms and expressions common in the industry to speaking, listening, writing, and content creation.
JIII.5: Coach peers on legal and ethical journalistic standards.
JIII.6: Demonstrate appropriate language conventions for the audience and situation.
JIII.7: Demonstrate innovative and appropriate journalistic writing styles for various media and audiences.
JIII.8: Recognize the difference between fact, opinion, and bias; use them appropriately in writing and content creation (e.g., sportswriting, digital commentary, opinion editorials).
JIII.9: Use digital tools as needed to create, edit, and revise work for publication.
JIII.10: Gather information, research, and report ethically.
JIII.11: Demonstrate advanced editing and revision techniques to produce content suitable for publication and/or production.
JIII.12: Demonstrate knowledge of roles, management procedures, and production techniques within various media.
JIII.13: Demonstrate knowledge of business operations, including advertising, promotion, distribution, and accounting procedures.
JIII.14: Identify and use multimedia elements that adhere to a style to enhance visual appeal (e.g., graphic design, design procedures, layout, video production).
JIII.15: Identify student journalism contests and entry-level media work experiences, research educational paths within these industries, and research how careers in these industries are evaluated for job performance.

Journalism IV: Grades 10-12

Pre-Requisite: Journalism I, II, and III

Course Description:

This course provides students with hands-on production training in various areas of journalism. Activities in this class should include production techniques for broadcast and publication. Students will also coach peers in important journalistic concepts, manage production alongside their teacher and/or administration, and research and understand the work environment, vocational opportunities, and leadership expectations in the field of journalism.

Content Standards:

Journalism III expands on the Language Standards, Reading Standards, Writing Standards, and Speaking and Listening Standards. The student will understand and utilize oral, written, digital, and visual communication.

JIV.1: Coach peers on speaking, listening, and research skills to facilitate interviewing and other oral communication.
JIV.2: Coach peers on appropriate language skills, demeanor, and attire to build rapport with the subject or audience.
JIV.3: Coach peers on appropriate interviewing techniques.
JIV.4: Coach peers on terms and expressions common in the industry to speaking, listening, writing, and content creation.
JIV.5: Along with the teacher and/or administration, evaluate legal and ethical journalistic standards.
JIV.6: Along with the teacher and/or administration, evaluate appropriate language conventions for the audience and situation.
JIV.7: Along with the teacher and/or administration, evaluate innovative and appropriate journalistic writing styles for various media and audiences.
JIV.8: Along with the teacher and/or administration, evaluate the difference among fact, opinion, and bias; use them appropriately in writing and content creation (e.g., sportswriting, digital commentary, opinion editorials).
JIV.9: Use digital tools as needed to create, edit, and revise work for publication.
JIV.10: Gather information, research, and report ethically.
JIV.11: Demonstrate advanced editing and revision techniques to produce content suitable for publication and/or production.
JIV.12: Along with the teacher and/or administration, manage roles and procedures and demonstrate knowledge of production techniques to create various media.
JIV.13: Along with the teacher and/or administration, manage business operations, including advertising, promotion, distribution, and accounting procedures.

JIV.14: Identify and use multimedia elements that innovate and adhere to a style to enhance visual appeal (e.g., graphic design, design procedures, layout, video production).

JIV.15: Identify student journalism contests and entry-level media work experiences, research educational paths within these industries, and research how careers in these industries are evaluated for job performance.

Mythology: Grades 9-12

Course Description:

In the Mythology course, high schoolers study ancient stories and their archetypal patterns that often inspire modern narratives. When students recognize mythological allusions, they can recognize and layer meaning otherwise missed. A course in mythology builds students' knowledge base, bringing them into the world of the patterns, symbols, or ideas of the ancient storytellers, giving them access to a world of ancient literature and a better understanding of works today.

Content Standards:

Mythology expands on the Reading Standards and Writing Standards. Recognizing and analyzing allusions and archetypes requires a broad and deep reading of various mythologies. This course provides students with a chance to explore one or multiple mythologies.

M.1: Identify the purpose and structure of the mythological world.
M.2: Analyze the structure, purposes, and symbolism of critical myth stories from the mythological world.
M.3: Develop presentations about important members of the mythological world and explain the relationships of the major members.
M.4: Distinguish the hierarchy within the mythological culture and explain how the hierarchy drives the culture and traditions.
M.6: Explain and study the relationship of the geography and culture of the region in relation to the development of mythology.
M.8: Create an original myth that reflects the culture and its environment.
M.9: Explain the significance of the physical and psychological challenges faced by successful and unsuccessful heroes in relation to the lesson each provides.
M.5: Analyze the relationships between the deities or higher entities and the common person in the mythological world.
M.7: Form inquiries and theories about the origin and development of the mythology.
M.10: Evaluate current societal concerns and use mythological stories to offer solutions that address them.
M.11: Identify common mythological elements in the mythology.

Suggested Mythologies for Study:

- Celtic Mythology
- Egyptian Mythology
- Greek Mythology
- Japanese Mythology
- Indigenous Mythologies
- Mayan Mythology
- Mesopotamian Mythology
- Norse Mythology
- Zoroastrianism Mythology
- Modern Mythologies (e.g., novels, comic universes, game universes)

Speech and Communications: Grades 9-12

Course Description:

Students will explore a variety of speaking situations, such as informative, small group, persuasive, and special event speaking. They will also investigate different types of communication, including interpersonal, small group, and public communication. This exploration will use a variety of digital media, including text, audio, and visual forms, in both formal and informal settings.

Content Standards:

Speech and Communications expands on the Writing Standards and Speaking and Listening Standards. The student will develop the skills to generate ideas, research topics, organize information, and create and evaluate oral presentations.

Note: These learning expectations for this course reflect student performance requirements for grades nine through twelve. Students in sixth through eighth grade may participate in programs with similar learning expectations with minor adaptations.

SC.1: Integrate multiple sources of information presented in diverse media formats.
SC.2: Evaluate the credibility and accuracy of each source and note any discrepancies among the data.
SC.3: Initiate and participate effectively in a range of conversations and collaborations on appropriate topics, texts, and issues with varied partners, peers, and adults, building on others' ideas and expressing one's own ideas clearly and persuasively.
SC.4: Present information, findings, and supporting evidence. a. Convey a clear and distinct perspective that is relevant to purpose, audience, and task. b. Provide a cohesive line of reasoning. c. Address alternative or opposing perspectives. d. Provide organization, development, content, and style appropriate to the task.
SC.5: Make strategic use of digital media and visual displays in presentations to enhance understanding of conclusions, reasoning, and evidence.
SC.6: Adapt speech to a variety of contexts and tasks, demonstrating command of academic English when indicated or appropriate.
SC.7: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.
SC.8: Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SC.9: Use digital tools strategically to find and evaluate information, connect and collaborate with others, and produce and share content.
SC.10: Initiate and participate in both in-person and digital communication.
SC.11: Demonstrate digital citizenship.

Visual Literacy: Grades 9-12

Course Description:

The goal of this course is to interpret visual media and to analyze and evaluate the effectiveness of various types. Visual forms of media can include film, print, photography, stage productions, short videos, and graphic design. Students will improve their ability to understand messages conveyed visually. Throughout the course, students will examine and analyze the effect of various forms of media in order to broaden their cultural literacy.

Content Standards:

Visual Literacy expands on the Reading Standards and Speaking and Listening Standards. The student will evaluate and analyze visual forms of media.

VL.1: Identify questions raised by the visual text.
VL.2: Identify the literal content both inside and outside of the frame of the visual text.
VL.3: Use research skills when appropriate to analyze the historical, social, cultural, and/or political origins or impacts of the visual text.
VL.4: Analyze the relationship between the image and any displayed text.
VL.5: Evaluate the effectiveness of the visual text against a set of criteria.
VL.6: Compare an original and altered visual text; evaluate the ethics of the alterations to the visual text.
VL.7: Analyze the author, purpose, and/or intended audience of the visual text.
VL.8: Using discipline-specific language, discuss the techniques used to create the visual text.
VL.9: Compare and contrast presentations of the same subject, theme, or topic through similar and different media formats.
VL.10: Analyze the impact of propaganda techniques and/or bias on the presentation and reception of the visual text.
VL.11: Analyze the role of parody and satire in the creation of specific visual texts.
VL.12: Analyze the role of symbolism in a visual text.
VL.13: Analyze the artist's perspective on the subject of a visual text.
VL.14: Respond verbally and in writing to various visual texts.
VL.15: Evaluate the effect of a visual text.
VL.16: Write a film or book review for a full-length film or a graphic novel.
VL.17: Compile and analyze a variety of visual texts on a common theme or in answer to a specific prompt or question.

Suggested Formats for Study:

- Pictures
- Painting
- Sculpture
- Architecture

- Photography
- Magazine Covers
- Billboards
- Commercial and Political Advertising
- Manipulated Photos
- Scenes from Film
- Film Shorts
- Film (whole films should be the exception, not the rule)
- Parody
- Cartoons
- Visual News on Television and Online Content
- Graphic Novels
- Digital Art
- Reels and Short Form Content

Glossary

The purpose of this glossary is to provide clarification on terms embedded in the Tennessee ELA Standards.

Academic Conversation/Discussion: student-led discussions surrounding academic content, characterized by collaboration and usage of academic vocabulary.

Academic Dishonesty: attempting to present another person's work as one's own, whether in part or in whole. It also refers to any action that would undermine academic integrity (e.g., plagiarism, purchasing a pre-written essay, accidental citation errors, unauthorized use of AI).

Academic Language/English: language that adheres to conventional rules of usage and that is appropriate for an academic setting.

Active Voice: the subject performs the action expressed by the verb.

Accuracy: in reading fluency, "accuracy" means the ability to read words correctly, identifying letters and letter patterns precisely to decode words without making mistakes.

Acknowledge: to admit or accept something as true or to recognize the existence or authority of someone or something.

Address: direct one's attention to something through spoken or written content.

Affix: a morpheme or meaningful part of a word attached before or after a root to modify its meaning; a category that subsumes prefixes, suffixes, and infixes.

Allusion: a textual reference to another literary, political, mythological, or religious contemporary work, text, or event.

Argumentative: a style of writing where the author takes a clear stance on an issue and supports it with evidence and reasoning. Its goal is to persuade the audience by presenting logical arguments and addressing counterclaims.

Author's Choice: intentional decisions by an author that may impact meaning, style, development, formatting, conventions, and/or plot progression.

Automaticity: an attribute of reading fluency reflecting effortless word recognition as a product of automatic decoding.

Base Word: a free morpheme to which an affix can be added.

Central Idea: a broad concept that can apply to a larger body of text and emphasizes the core message the author wants to convey.

Characterization: the way a narrator or author develops individual characters in a text, including details about their physical attributes, personalities, actions, interaction with others, their internal thoughts, and their words.

Citation: the means of acknowledging the source of evidence; this refers to both in-text parenthetical citations, as well as the works cited section at the end of the paper. The style of *citation* (e.g., APA, MLA, Chicago) should reflect the discipline of the topic.

Cite: to quote or refer to a source, as used to support a statement or claim.

Claim: to state or assert something is true; in essay writing, a claim is used to provide direction and must be supported by evidence.

Clause: a group of words containing a subject and a predicate.

Cognate Consonant Sounds: two consonant sounds that are produced similarly except one is voiced, and the other is voiceless (e.g., /p/ [voiceless], /b/ [voiced]).

Cohesion: the action of creating a unified whole.

Complex Sentence: a sentence with one or more dependent clauses with an independent *clause*.

Compound Sentence: a sentence with two equally weighted, independent clauses often joined by a conjunction or semicolon.

Conjunction: a word (such as those in the acronym FANBOYS: *for, and, nor, but, or, yet, so*) that joins parts of a sentence together.

Connotation: adds to the specificity of the definition of a word by suggesting a more precise meaning.

Consonant: a phoneme (speech sound) that is not a vowel, and that is formed with obstruction of the flow of air with the teeth, lips, or tongue; also called a closed sound. The English language has 21 consonant letters and 25 consonant phonemes.

Consonant Digraph: a consonant letter combination that represents one speech sound that is not represented by either consonant letter alone. Note: Can include more than two letters in trigraphs, etc. (e.g., /tch/).

Craft: the study of the purposeful choice of vocabulary, sentence formation, voice, and tone.

Critical Summary: a concise review of a text (e.g., article, book, digital text) that combines an objective summary (to convey main ideas and key supporting details) and a critical comment that involves analysis and evaluation of the text.

CV: *Consonant-Vowel* patterns present within words.

CVC: *Consonant-Vowel-Consonant* patterns present within words.

CVCC: *Consonant-Vowel-Consonant-Consonant* patterns present within words.

CCVCC: *Consonant-Consonant-Vowel-Consonant-Consonant* patterns present within words.

CVCe: *Consonant-Vowel-Consonant-e* patterns present within words.

Decodable Text: text in which a high proportion (80-90 percent) of words comprise sound-symbol relationships that have already been taught; used for the purpose of providing practice with specific phonics or word-recognition skills; text that provides opportunities to apply learned phonics skills during reading.

Denotation: the technical meaning of the words; the literal meaning.

Demonstratives: pronouns representing a specific person, place, thing, or idea.

Dependent Clause: a subject and predicate joined with a subordinating conjunction to the main or independent clause. This clause cannot stand alone or convey a complete thought.

Digital Tools: digital tools are those technological tools approved by teachers and used by students in the classroom setting.

Digraphs: a two-letter consonant combination that stands for a single phoneme in which neither letter represents its usual sound (e.g., "th," "ph").

Diphthong: a vowel sound produced by the tongue shifting position during articulation; a vowel feels as if it has two parts, especially the vowels spelled out "ou" and "oi"; some linguistics texts also classify tense (long) vowels as diphthongs.

Distorted Evidence: Distortion happens when writers change or exaggerate an idea, event, or concept, altering it so it appears different from reality. This could be done to portray it negatively or to present it in a new way.

Diverse Formats/Media: the variety of outlets or tools used to communicate information or data. Examples of media include but are not limited to print (books, magazines, newspapers), music, video, and works of art.

Diverse Texts: a variety of texts in terms of complexity, genre, length, style, and authors.

Edit: to address problems with spelling, grammar, and punctuation on a sentence level.

Effectiveness: a measure of quality, not quantity; accomplishing a task well.

Encoding: producing written symbols for spoken language; also, spelling by sounding out.

Etymology: the study of the origins of words and the way in which their meanings have changed throughout history.

Evidence: quotes or references to a passage supporting claims or statements.

Fallacious Reasoning: fallacious means to base a claim on a mistaken belief or flaw in logic. A fallacy is a deceptive or misleading line of reasoning. Examples of fallacious reasoning include the slippery slope fallacy, the red herring fallacy, and the ad hominem fallacy.

Figurative Language: words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images.

Fluency: the ability to read a text accurately, at an appropriate pace, with expression, to support meaning making.

Formal Style: style characterized by complex, objective, and precise use of language.

Formatting: the organization and presentation of content to clarify information for the reader; the organization and citation of information according to a particular style guide, such as MLA, APA, etc.

Function of: students are asked to consider “the function of” various grammatical structures. When students are taught to understand how grammatical constructs function to clarify, specify, and enhance meaning, they are able to make intentional choices about their own language usage.

General Academic Words and Phrases: high-frequency words used by mature language users; typically found in writing (as opposed to domain-specific words, which are integral to specific content areas).

Genre: term can refer broadly to the general category a literary work falls into (e.g., drama, poetry, fiction, nonfiction) or more specifically to a certain subset of literary works grouped together on the basis of similar characteristics.

Grapheme: a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., *e*, *ei*, *igh*, *eigh*).

High-Frequency Words: common words that appear often in written and spoken language, essential for fluent reading and comprehension: can be decodable, partially decodable, or irregular.

Idioms: phrases or fixed expressions with figurative or nonliteral meanings (e.g., “It’s raining cats and dogs.”).

Indefinite Pronouns: pronouns that refer to a non-specific person or thing (e.g., anything, everywhere, and somebody).

Independent Clause: a complete sentence made up of a noun phrase and a verb phrase that can stand alone and convey a complete thought.

Inference: process of using evidence from the text and one’s own perceptions to come to a conclusion about information that is not explicitly stated.

Informative: a style of writing providing facts, explanations, or details about a specific topic. Its purpose is to inform or educate the reader without expressing personal opinions.

Interpretations: explanations of meanings; they depend on inferences (perceptions of meanings that are unstated) and on stated meanings.

Intonation: how the voice rises and falls in speech.

Irregular Word: a word whose spelling or pronunciation does not conform to the system of sound-symbol correspondence or syllable patterns.

Literary Merit: in the ELA classroom, for a text to be considered of literary merit, it must possess sophisticated creativity as well as artistic craft and stylistic choices, providing students with rich and diverse concepts they must analyze and/or comprehend.

Literary Nonfiction: a genre of literature in which literary techniques are employed in the development of nonfiction texts such as the personal essay, personal memoir, and works of creative nonfiction.

Logical Reasoning: employing a systematic approach to developing or evaluating an argument using concepts such as reliability, credibility, or validity.

Main Topic: the content of what the selection is about; often expressed in one word or a few words.

Media: texts, images, audio, and visual mediums.

Medium: a particular format for conveying information; a digital medium could include blogs, podcasts, and a variety of platforms for communication.

Metaphor: implied comparisons; comparisons between two different things in order to show how they are similar (e.g., heart of stone, river of tears, the world is a stage).

Modifiers: words or phrases that make another word's meaning more specific.

Mood: the feeling the writer creates for the reader through imagery and diction; not to be confused with tone.

Morpheme: an indivisible unit of meaning; a prefix, suffix, root, or base.

Morphology: the study of meaningful units in language and how they are combined.

Multimedia: the combination of differing forms of communication from a variety of audio and visual outputs, such as images, full-motion videos, sound recordings, audio, visual, written, and/or digital media; can also indicate the use of more than one form of expression or communication.

Multimodal: using several modes of literature, methods, or techniques.

Multisyllabic: having more than one syllable.

Narrative: a text telling about the sequence of events, usually with the structure of a story, fiction or nonfiction; often contrasted with expository text, which reports factual information and the relationship among ideas (Example of nonfiction narratives: memoir, research methodology, personal statement for applications).

Objective Summary: a conveying of the main ideas of a text (or part of a text) that remains neutral and unbiased (i.e., does not convey the writer's opinion).

Onset and Rime: the natural division of a syllable into two parts, the onset coming before the vowel and the rime including the vowel and what follows it (e.g., *pl - an*, *shr - ill*).

Orient the Reader: in narrative writing, establishing a situation and introducing a narrator.

Paraphrase: to express the meaning of (the writer or speaker or something written or spoken) using one's own words, especially to achieve greater clarity.

Passive Voice: in passive voice, the one performing the action is named after the verb or not named at all (e.g., "The book was read by the students"; "The coffee cup was drained").

Perspective: perspective refers to the unique stance an author and/or character adopts within a text; perspective is influenced by one's personal beliefs, experiences, and cultural background.

Phoneme: a speech sound that combines with others in a language system to make words.

Phoneme-Grapheme Correspondences: the rules and patterns by which letters and letter combinations represent speech sounds.

Phonics: the study of the relationships between letters and the sounds they represent.

Phonological Awareness: metalinguistic awareness of the levels of a language's speech-sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes.

Phonology: the rule system within a language by which phonemes can be sequenced and uttered to make words.

Phrase: a natural group of words working together to fill a slot within a sentence frame.

Plot Structure: the sequence of events in a story.

Point of View: to provide a clear distinction between a story's point of view and the narrator's perspective, this definition identifies who is telling it and the narrator's relationship to the characters in the story. There are three types of point of view (first-person, second-person, and third-person) that are often taught, with first- and third-person points of view being the most commonly used literary viewpoints.

Prefix: a morpheme that precedes a root and that contributes to or modifies the meaning of a word; a common linguistic unit in Latin-based words.

Premise: an accepted idea or assumption that a writer or speaker uses as a foundation for a line of reasoning leading to a conclusion.

Print Concepts the understanding that print carries meaning, that books contain letters and words. The concept of words is the understanding that meaning is conveyed through words; that printed words are separated by spaces.

Prompting and Support: when the teacher uses questions, prompts, and cues to guide the student to mastery.

Prosody: reading with expression to support meaning making (e.g., reading aloud with feeling, proper timing, phrasing, pauses, emphasis, intonation).

Proverb: an old or well-known saying that expresses a truth.

Publish: to prepare and issue a document or assignment for publication or readership.

Purpose: the reason for writing a text, and/or the author's intent and message. It is the varied purposes of a rhetorical situation that determine how an author communicates a text and how audiences receive a text. Most texts are written to fill a broader purpose (e.g., to persuade, to inform, to argue, to define, to describe).

Reading Fluency: speed, accuracy, prosody, and phrasing of oral reading; the ability to read text with sufficient speed to support comprehension.

Real-World Contexts: the authentic environments and situations where learning takes place, allowing students to connect what is learned with practical applications.

Refute: to disprove a claim.

Retell: an informal, oral recollection of a literary text, including key details.

Revise: to review the paper as a whole, considering strengths and weaknesses, arguments, focus and organization, support, and voice.

Rhetoric: a style of speaking or writing, especially the language of a particular subject; verbal communication, discourse.

Rhetorical Techniques: a writer's or speaker's linguistic and/or presentation choices that are meant to advance the purpose of the work.

Rhyme: a word pattern that reflects the same sound sequence at the ends of words (e.g., *tail/pail/sale; hat/cat/bat*).

Root: a bound morpheme, usually of Latin origin, that cannot stand alone but that is used to form a family of words with related meanings.

Satire: the use of irony, sarcasm, and/or ridicule to expose and denounce evil, greed, foolish behavior, and/or lack of judgment; a literary work in which human foolishness or vice is attacked through irony, derision, or wit.

Schwa: the “empty” vowel in an unaccented syllable, such as the last syllables of *circus* and *bagel*.

Semantics: the study of words and phrase meanings.

Sensory Language: making references and appealing to the senses through word choice and details.

Sentence Structure: the system of permissible word order and structures in a language; also known as syntax.

Simple Sentence: one independent clause with a subject and predicate.

Sound Devices: literary techniques utilized by writers to make distinctive efforts through the sound of words to add rhythm, emphasis, and sensory imagery to the text.

Source/Source Material: a text (e.g., book, article, letter, interview transcript) that supplies information; used largely for informational purposes, as in research.

Stance: the perspective of a writer or speaker concerning a particular issue or topic.

Student-chosen Texts: texts selected by the student for independent reading. The text may be from a list of texts provided by the teacher or one chosen by the student with or without teacher approval.

Sufficient: enough to accomplish the task.

Suffix: a derivational morpheme added to a root or base that often changes the word’s part of speech and modifies its meaning.

Summary: a brief statement of the main points or events in the text; requires students to go beyond chronological order and determine the main points in a text and evaluate which supporting details most strongly support the main points (Example from *Charlotte’s Web*: “After having his life spared by Fern, pet pig Wilbur grows up in Uncle Zuckerman’s farm where he meets a spider named Charlotte who becomes his friend and ultimately saves his life.”).

Syllable: the unit of pronunciation that is organized around a vowel; it may or may not have *consonants* before or after a word.

Syntax: the system of permissible word order and sentence structures in a language.

Synthesize: to combine a number of ideas or information into a coherent whole.

Text: a created work that can be analyzed and/or interpreted to determine its meaning; a text can be written, visual, or auditory.

Text Complexity: the level of sophistication in a text (in terms of content, intellectual engagement, and student readiness); text complexity can be measured through a three-part assessment that pairs qualitative and quantitative measures with reader-task considerations.

Text Elements: the essential components of a text, such as key events or topics.

Text Features: components which bring attention to important information in texts (e.g., fiction, nonfiction, digital), and include, but are not limited to, table of contents, glossary, index, chapter titles, headings, captions, footnotes, etc.

Text Structures: organizational patterns found within various text types (e.g., argumentative texts may have a compare/contrast structure; informational/expository texts may have a sequence, problem/solution structure; narrative texts may have a chronological or dramatic structure).

Textual Evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis; should appear in a form and be derived from a *source* widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Theme: the overarching message, abstract idea, or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. (Example from *Charlotte's Web*: "True friendship can endure challenges") The theme is sometimes called the lesson that the author wants the reader to learn.

Thesis Statement: a one or two-sentence statement expressing the purpose or main assertion in an essay.

Time Manipulation: in narrative writing, the writer's choice to alter the sequence of events/chronological sequence by using devices such as flashback, etc.

Tone: the author's attitude toward the subject.

Trace: to be able to follow and/or articulate the progression of ideas in a text.

VC: *Vowel-Consonant* patterns present within words.

VCC: *Vowel-Consonant-Consonant* patterns present within words.

Verbal Irony: a figure of speech that occurs when a speaker or character says one thing but means something else, or when what is said is the opposite of what is expected, creating a noticeable incongruity. Sarcasm is one form of verbal irony with the express purpose of being derisive.

Visual: a means of communicating information that uses anything one can view (e.g., images, drawings, infographics, graphs, video, photographs, performance, art); also referred to as “display” or “visual elements.”

Voice: in grammar, the quality of a verb that indicates whether its subject acts (active voice) or is acted upon (passive voice). In writing, voice is the quality that makes an author’s writing unique and conveys an author’s attitude, personality, and character. In literature, voice is the characteristic speech and thought patterns of a first-person narrator or a persona.

Vowel: one of 15-18 vowel phonemes in English, not including vowel-r combinations; an open phoneme that is the nucleus of every syllable; classified by tongue position and height (e.g., high- low, front-back).

“With guidance and support”: following explicit instruction and modeling, students practice with continued guidance and support from adults.

Word Choice: the vocabulary a writer chooses to convey meaning; usually refers to the use of sensory/figurative language (e.g., simile, metaphor), descriptive words, and appropriate, relevant vocabulary to convey purpose, meaning, and *tone* to various audiences.

Writing Fluency: the ability to write accurately, quickly, and with expression.

References

- Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. Viking Penguin.
- Dehaene, S. (2020). *How we learn: Why brains learn better than any machine... for now*. Penguin Random House.
- Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*(1), 6–10. <https://doi.org/10.1177/074193258600700104>
- Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing, 2*(2), 127–160. <https://doi.org/10.1007/BF00401799>
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97–110). Guilford Press.
- Sedita, J. (2022). *The writing rope: A framework for explicit writing instruction in all subjects*. Brookes Publishing.
- Tenn. Code Ann. § 49-6-1026
- Wolf, M. (2016). *Reader, come home: The reading brain in a digital world*. Harper.