

# Tennessee English Language Arts Standards

## ENGLISH I

### Standard 1 - Language

#### Conceptual Strand 1

*Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.*

#### Guiding Question 1

*How does language usage reflect mastery of Standard English and its conventions?*

#### Course Level Expectations

**CLE 3001.1.1** Demonstrate correct use of Standard English through sentence structure, including sentence fragments and fused sentences, phrases and clauses; parts of speech, along with verbals ; and appropriate punctuation.

**CLE 3001.1.2** Recognize the etymology of words; use word roots, affixes, cognates, morphemes, connotations, and denotations to determine the meanings of unfamiliar words; use context to aid understanding.

**CLE 3001.1.3** Demonstrate an ability to use resources, such as dictionaries, thesauruses, and glossaries, to determine the definition, pronunciation, spelling, and correct use of words.

**CLE 3001.1.4** Identify, use, and explain common idioms and literary classical and biblical allusions.

**CLE 3001.1.5** Recognize nuances of words; use prewriting, editing and revising techniques to select those which precisely enhance communication.

**CLE 3001.1.6** Use Standard English, employing the correct use of pronouns and assuring that subjects and verbs agree.

**CLE 3001.1.7** Use context to determine the appropriate meaning of words, phrases, or statements in uncomplicated and challenging passages; select the correct way to revise sentences from among several choices.

### **Check for Understanding (Formative/Summative Assessment)**

- ✓ **3001.1.1** Choose the sentence that uses correct punctuation, capitalization, and grammar skills.
- ✓ **3001.1.2** Employ decoding strategies and/or spelling patterns to discern the meaning of an unfamiliar word.
- ✓ **3001.1.3** Use a thesaurus to determine the most appropriate synonym.
- ✓ **3001.1.4** Explain the significance of an allusion in a text.
- ✓ **3001.1.5** Discern subtle nuances among words to select the most appropriate choice.
- ✓ **3001.1.6** Employ standard English to choose correct pronouns, subjects, and verbs; distinguish among infinitives, gerunds, and participles and identify their appropriate use.
- ✓ **3001.1.7** Use context clues to revise a sample sentence.
- ✓ **3001.1.8** Maintain consistent verb tense and pronoun/antecedent agreement.
- ✓ **3001.1.9** Use sentence combining techniques, effectively avoiding comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or compound verbs.
- ✓ **3001.1.10** Use commas to set off parenthetical phrases. Recognize and delete unnecessary commas.
- ✓ **3001.1.11** Demonstrate the knowledge of word origin and structure, including foreign words and phrases.

### **State Performance Indicators**

**SPI 3001.1.1** Demonstrate correct use of Standard English through sentence structure, parts of speech, and appropriate punctuation.

**SPI 3001.1.2** Demonstrate the ability to use a root word, prefix, or suffix to determine word meaning.

**SPI 3001.1.3** Choose the correct paraphrase of a given dictionary definition.

**SPI 3001.1.4** Identify an idiom or allusion in written text.

**SPI 3001.1.5** Select the word that best fits the meaning of the underlined portion of a sentence.

**SPI 3001.1.6** Choose the correct pronoun usage in a sentence.

**SPI 3001.1.7** Use context clues to determine the best sentence revision.

## Standard 2 - Communication

### Conceptual Strand 2

*Effective communication through clear and persuasive expression and through attentive listening is necessary for success in the workplace, school, and the larger community.*

### Guiding Question 2

*What communication skills are essential to achieve success in the workplace and in leisurely pursuits?*

### Course Level Expectations

**CLE 3001.2.1** Give and follow spoken instructions to perform specific tasks, answer questions, and solve problems.

**CLE 3001.2.2** Summarize and paraphrase information presented orally by others.

**CLE 3001.2.3** Identify the thesis of a speech and the essential elements that elaborate it; analyze how style and structure support or confound the meaning of a speech.

**CLE 3001.2.4** Develop and incorporate the use of graphic organizers to determine success in meeting the criteria established for presentations.

**CLE 3001.2.5** Create and deliver skilled oral presentations.

**CLE 3001.2.6** Participate productively in self-directed work teams for a particular purpose, such as to interpret literature, write or critique a proposal, solve a problem, or make a decision.

### Check for Understanding (Formative/Summative Assessment)

- ✓ **3001.2.1** Solve a problem by following instructions and answering questions.
- ✓ **3001.2.2** Restate information presented orally by someone else.
- ✓ **3001.2.3** Identify the thesis of a speech or piece of writing, analyzing how style and structure support or confound it.
- ✓ **3001.2.4** Use a graphic organizer to structure an oral presentation.
- ✓ **3001.2.5** Give a 3-5 minute speech on an assigned topic, including smooth transitions, a coherent introduction and conclusion, and delivery skills (i.e., eye contact, speaking rate, volume, enunciation, inflection, and gestures).

- ✓ **3001.2.6** Work in self-directed teams to solve a problem by listening to the ideas of others, consulting the text, exhibiting respect, defining roles, and acknowledging the ideas and contributions of others.

### **State Performance Indicators**

**SPI 3001.2.1** Predict the outcome of following a set of instructions.

**SPI 3001.2.2** Select the best paraphrase of a speech.

**SPI 3001.2.3** Select the appropriate thesis for a given essay.

**SPI 3001.2.4** Select an effective graphic organizer to build a written argument.

**SPI 3001.2.5** Judge a sample speech for structure, coherence, transitions, and details.

**SPI 3001.2.6** Evaluate the effectiveness of a sample work team using specific criteria, such as effective group dynamics.

## Standard 3 – Writing

### Conceptual Strand 3

*The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.*

### Guiding Question 3

*How will students demonstrate their ability to write effectively for a variety of purposes and audiences?*

### Course Level Expectations

**CLE 3001.3.1** Demonstrate an understanding of the appropriate use of tone, mechanics, grammar, and usage by choosing suitable text sources to guide note taking, writing, editing, evaluating, and revising of own and others' writing.

**CLE 3001.3.2** Avoid plagiarism by citing print or electronic sources when paraphrasing or summarizing information, quoting, or using graphics in a research product.

**CLE 3001.3.3** Identify and determine when to use different types of electronic and print media in order to present information that is best understood visually.

**CLE 3001.3.4** Understand the difference between work-related text for personal and business applications.

**CLE 3001.3.5** Use a variety of pre-writing templates to help create and organize ideas.

**CLE 3001.3.6** Learn and use regularly the State of Tennessee writing assessment rubric when evaluating one's own and others' writing.

### Check for Understanding (Formative/Summative Assessment)

- ✓ **3001.3.1** Determine genre, audience, and purpose for writing, as well as edit and proofread one's own writing and the writing of a peer, for Standard English conventions, including usage, mechanics, spelling, and sentence structure.
- ✓ **3001.3.2** Prepare research texts that demonstrate techniques of summarization, paraphrasing, quotations, citation of sources, and web-based content.
- ✓ **3001.3.3** Organize information through note-taking by planning, developing, writing, and presenting a multi-media presentation that uses a combination of print and nonprint media appropriate for a research product, such as Internet websites, computer software, charts and maps, news articles, photos, magazines, and video and audio clips.

- ✓ **3001.3.4** Write an academic essay that demonstrates precise language by using sensory details that support the theme, a variety of sentence structures, smooth transitions, fluency, and respect for readers; compose written drafts using narration, description, persuasion, exposition, and personal experiences.
- ✓ **3001.3.5** Write for personal and business applications, as well as write for contest judges, publication editors, college admissions officers, and peers.
- ✓ **3001.3.6** Use a variety of prewriting templates to help create and organize ideas before putting work into its final form.

### **State Performance Indicators**

**SPI 3001.3.1** Demonstrate the ability to select a particular genre for writing and show the ability to write using Standard English conventions.

**SPI 3001.3.2** Utilize paraphrasing skills by rewriting context and citing sources used to gather information for a research project.

**SPI 3001.3.3** Demonstrate the ability to devise and present a multimedia presentation that is appropriate for the selected topic.

**SPI 3001.3.4** Demonstrate the ability to write a focused paragraph that supports the theme with strong details, uses a variety of sentences with transitions that add fluency to the written paragraph, and depicts the ability to persuade, describe, expound, and narrate on a specific idea.

**SPI 3001.3.5** Select specific forms for business and personal communication.

**SPI 3001.3.6** Choose the correct prewriting template in order to gather information for the writing assignment.

## Standard 4 - Research

### Conceptual Strand 4

*Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.*

### Guiding Question 4

*How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?*

### Course Level Expectations

**CLE 3001.4.1** Generate open-ended questions to select a topic, establish a focus for research, and design a research plan to answer a specific question.

**CLE 3001.4.2** Determine the purpose of using different research tools to access multiple sources and use a variety of sources to gather information.

**CLE 3001.4.3** Assess the credibility of authors and reliability of sources and information gathered from Web sites (e.g., author credentials, author biases, and copyright dates) and discern between fact and opinion.

**CLE 3001.4.4** Distinguish between primary and secondary sources.

**CLE 3001.4.5** Avoid plagiarism by citing quoted sources.

**CLE 3001.4.6** Summarize, paraphrase, and/or quote relevant information.

**CLE 3001.4.7** Use a style manual, such as MLA or APA, to organize information and create note cards or a formal outline, Works Cited page or resource sheet, and a thesis statement, within a prescribed time frame and/or length requirements as appropriate.

**CLE 3001.4.8** Create research products, such as oral presentations, reports, or essays that structure ideas in a sustained and logical fashion.

### Check for Understanding (Formative/Summative Assessment)

- ✓ **3001.4.1** Choose a topic and narrow it by generating a list of open-ended questions for research and organize a plan to answer the guiding question.
- ✓ **3001.4.2** Distinguish differences among research tools, provide a list of possible sources, and use a variety of sources to gather information.
- ✓ **3001.4.3** Discriminate fact from opinion and validity of sources using a list of authors, sources, and information on a specified topic.

- ✓ **3001.4.4** Construct a chart that delineates differences between primary and secondary sources on a specified topic.
- ✓ **3001.4.5** Integrate quotations and citations into written text to avoid plagiarism; show proper attribution of direct and paraphrased quotes.
- ✓ **3001.4.6** Produce work that uses relevant summarized, paraphrased, and quoted material.
- ✓ **3001.4.7** Produce note cards or a formal outline, Works Cited page or resource sheet, and a thesis statement, according to MLA or APA style.
- ✓ **3001.4.8** Write and present a variety of products that are focused and follow a logical order.

### **State Performance Indicators**

**SPI 3001.4.1** Choose a question that addresses the narrowed topic from a written text.

**SPI 3001.4.2** Evaluate the validity of sources for use in research.

**SPI 3001.4.3** Evaluate the validity of web pages as sources of information.

**SPI 3001.4.4** Evaluate reliability by choosing from primary and secondary sources.

**SPI 3001.4.5** Identify the correct citation form from written text.

**SPI 3001.4.6** Discern irrelevant or improperly used research material from written text.

**SPI 3001.4.7** Identify the correct research product form (e.g., note cards, formal outline, Works Cited page, or resource sheet).

**SPI 3001.4.8** Rearrange the order of supporting paragraphs within written text.

## Standard 5 - Logic

### Conceptual Strand 5

*Logic develops the life skills of reasoning soundly, thinking critically, arguing persuasively, and drawing conclusions appropriately.*

### Guiding Question 5

*How can students develop and demonstrate the ability to apply logic in a sound and systematic way?*

### Course Level Expectations

**CLE 3001.5.1** Demonstrate the ability to distinguish fact from opinion and evidence from inference.

**CLE 3001.5.2** Discern a false premise within an argument.

**CLE 3001.5.3** Evaluate a given argument by identifying its claims and the evidence it presents; judge the soundness of its evidence, inferences, and claims and the links between them.

**CLE 3001.5.4** Evaluate evidence used to support or oppose an argument in terms of its scope and viability.

**CLE 3001.5.5** Recognize common logical fallacies and understand why they obscure or confuse the point being argued.

**CLE 3001.5.6** Analyze persuasive devices found in various oral or written texts.

**CLE 3001.5.7** Understand the distinction between a deductive argument and inductive argument.

### Check for Understanding (Formative/Summative Assessment)

- ✓ **3001.5.1** Correctly identify evidence in text.
- ✓ **3001.5.2** Identify and explain a given syllogism.
- ✓ **3001.5.3** Read a text of a closing argument in a famous court case (i.e., *Dred Scott v. Sandford* or *Brown v. Board of Education of Topeka, Kansas*) and chart the flow of the argument on a graphic organizer.
- ✓ **3001.5.4** Rate evidence used to either support or oppose an argument as limited or extensive, viable or ineffective.
- ✓ **3001.5.5** After viewing a political advertisement, identify logical fallacies being used, such as the appeal to pity, the personal attack, the appeal to common opinion, and false dilemma.

- ✓ **3001.5.6** Construct an original short speech that uses two or more persuasive devices, such as loaded language (bandwagon, propaganda, emotional appeal, and testimonial), exaggeration, statistical fallacies, skewed reasoning, sarcasm, and loaded questions.
- ✓ **3001.5.7** Speak or write in both deductive and inductive modes; recognize which is the more effective instrument to use in addressing a particular issue.

### **State Performance Indicators**

**SPI 3001.5.1** Draw logical inferences from selected passages.

**SPI 3001.5.2** Identify statements within a text which are false or misleading.

**SPI 3001.5.3** When presented with a case study, evaluate its premise and supporting evidence.

**SPI 3001.5.4** Evaluate the quality of evidence presented in support of, or in opposition to, one side of a given moral/ethical dilemma.

**SPI 3001.5.5** Identify the bias and/or recognize the unstated assumptions found in an example of visual or written text.

**SPI 3001.5.6** Select the appropriate persuasive device used in a given ad (e.g., testimonial, bandwagon, emotional appeal, propaganda).

**SPI 3001.5.7** Choose the most logical conclusion to suit a deductive argument.

## Standard 6 - Informational Text

### Conceptual Strand 6

*Most texts are informational in nature and require a comprehension skill set different from those needed for recreational reading.*

### Guiding Question 6

*What specific strategies and skills must students use in order to understand and interpret various informational texts?*

### Course Level Expectations:

**CLE 3001.6.1** Identify the main ideas, essential elements, and other specific tasks in text in order to answer questions, solve problems, paraphrase, and transfer information to a graphic organizer.

**CLE 3001.6.2** Demonstrate an understanding of text features that further explain the visual components that support them.

**CLE 3001.6.3** Distinguish between a summary and a critique.

**CLE 3001.6.4** Research, critique, draw conclusions, interpret ideas, and make judgments based on sufficient evidence from multiple sources containing informational and technical text in order to create a presentation using a variety of sources.

**CLE 3001.6.5** Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text and explain the effect on the reader.

### Check for Understanding (Formative/Summative Assessment)

- ✓ **3001.6.1** Highlight, circle, underline, and transfer notes that identify the main ideas and other essential elements to a graphic organizer.
- ✓ **3001.6.2** Explain visual components, such as maps, charts, graphs, time lines, tables, and diagrams, which support the informational text.
- ✓ **3001.6.3** Use a graphic organizer to compare/contrast the differences among critiques, summaries, and other forms of essays.
- ✓ **3001.6.4** Research print and nonprint text on a particular topic in order to critique, draw conclusions, interpret ideas, and make judgments based on sufficient evidence from multiple sources in order to create a presentation using these resources.
- ✓ **3001.6.5** Recognize the effect paradox, ambiguity, contradiction, irony, incongruities, overstatement, or understatement have on the reader.

**State Performance Indicators:**

**SPI 3001.6.1** Use the information highlighted, circled, and paraphrased in informational text in order to write an essay that demonstrates an understanding of the ability to find the main ideas and supporting details.

**SPI 3001.6.2** Describe the text features that are used to elaborate the text and their importance in enhancing understanding of the information presented.

**SPI 3001.6.3** Demonstrate an understanding of the differences between a summary and a critique by writing a critique and a summary of a literary work.

**SPI 3001.6.4** Synthesize the information gathered from research to write an essay depicting the ability to critique, draw conclusion, and interpret ideas.

**SPI 3001.6.5** Expand writing skills and metacognition by writing a response explaining the effect paradox, ambiguity, contradiction, irony, incongruities, overstatement, or understatement have on the reader.

## Standard 7 - Media

### Conceptual Strand 7

*An ability to understand and analyze media and technology will be vital ongoing life skills.*

### Guiding Question 7

*What strategies will help students become thoughtful users of information coming from a wide variety of media?*

### Course Level Expectations

**CLE 3001.7.1** Judge the advantages and limitations of a variety of media used to create, display, and present information.

**CLE 3001.7.2** Determine the accuracy, validity, and reliability of various media resources through their treatment of the same event.

**CLE 3001.7.3** Recognize and analyze the effects of production elements used in print and nonprint media.

**CLE 3001.7.4** Analyze, interpret, and evaluate print and nonprint texts through spoken language, incorporating these texts in various oral presentations.

**CLE 3001.7.5** Explain similarities and contradictions between visual images (i.e., painting, film, and graphic arts) and verbal descriptions.

**CLE 3001.7.6** Judge the overall impact of broadcast, print, and Internet media on daily life.

**CLE 3001.7.7** Analyze how visual and sound techniques/design (i.e., special effects, camera angles, and music) impact media messages.

**CLE 3001.7.8** Create and present products incorporating multimedia components for specific audiences and purposes and demonstrate a distinctive point of view on a given topic.

### Check for Understanding (Formative/Summative Assessment)

- ✓ **3001.7.1** Choose the most effective of three media – television, radio, or print – to convey a public service announcement, and justify the choice.
- ✓ **3001.7.2** Using at least three different forms of media, analyze the coverage of a major current event to determine the accuracy and reliability of the sources.

- ✓ **3001.7.3** Demonstrate the impact of technical elements upon the final media products, using a magazine and a short film.
- ✓ **3001.7.4** Show control of production aspects, such as font, color, layout, graphics, lighting, and sound.
- ✓ **3001.7.5** Give a speech which demonstrates understanding of the overall effect of both a printed campaign ad and a televised campaign ad.
- ✓ **3001.7.6** Describe a famous photograph in words, then write an analysis of the components of the photograph.
- ✓ **3001.7.7** Trace from the initial stages, and write about, a major news event which first broke over the Internet.
- ✓ **3001.7.8** Analyze the use of camera angle in three different films to reinforce characterization and theme.
- ✓ **3001.7.9** Produce a video that presents a clear viewpoint on an assigned topic.
- ✓ **3001.7.10** Evaluate how sound imparts or influences a media message.

### **State Performance Indicators**

**SPI 3001.7.1** Choose the best statement of the message presented by a print advertisement.

**SPI 3001.7.2** Pair a given historical event with the media resource that best reports its impact.

**SPI 3001.7.3** Explain the effectiveness of the use of graphics in a front-page newspaper layout.

**SPI 3001.7.4** Choose the text of a speech that best interprets a cultural trend.

**SPI 3001.7.5** Identify the point where visual media and verbal descriptions begin to diverge.

**SPI 3001.7.6** Identify the audiovisual impact upon media of the “expert witness.”

**SPI 3001.7.7** Choose a visual image that best reinforces a viewpoint.

## Standard 8 - Literature

### Conceptual Strand 8

*Educated members of adult society gain knowledge of themselves and of the human community through the study of literature, thus becoming critical readers and lifelong members of literary communities.*

### Guiding Question 8

*What skills and strategies are necessary for students to understand literary texts and to make appropriate connections among themselves, the text, and the human community?*

### Course Level Expectations

**CLE 3001.8.1** Demonstrate knowledge of foundational works of world literature (e.g., Homer's Odyssey, Shakespeare's Romeo and Juliet, George Orwell's Animal Farm, Charles Dickens' A Tale of Two Cities, Elie Wiesel's Night).

**CLE 3001.8.2** Analyze foundational world documents for historical and literary significance (e.g., Mary Wollstonecraft's "Vindication of the Rights of Women," John Locke's "Second Treatise on Government," "The Nuremberg Laws," the "Universal Declaration of Human Rights," and William Faulkner's Nobel Prize acceptance speech); incorporate interpretation from secondary sources to build evidence and support judgments.

**CLE 3001.8.3** Interpret significant literary works from various genres and identify their characteristics.

**CLE 3001.8.4** Determine the impact of literary elements on texts by analyzing the effectiveness of literary devices used.

**CLE 3001.8.5** Demonstrate mastery of figurative language in poetry and understand poetic structure.

**CLE 3001.8.6** Identify how elements of drama (e.g., dramatic, verbal, and situational irony, soliloquy, aside, stage direction, the pyramidal pattern, dialogue, and use of a foil) demonstrate the purposes and perspectives of a playwright.

**CLE 3001.8.7** Show an understanding of gender and ethnic diversity in language use, patterns, and dialects, as well as for the development of the English language through different historical periods.

**CLE 3001.8.8** Articulate moral and ethical quandaries addressed by authors in works of literature and analyze how motivations influence characters' behavior choices.

**CLE 3001.8.9** Identify and explain the themes and archetypal images/symbolism found in a single work of literature and demonstrate how similar devices are incorporated into other literary works.

**CLE 3001.8.10** Use a variety of metacognitive strategies to understand and interpret increasingly challenging texts, both personal and academic.

**CLE 3001.8.11** Read independently for a variety of purposes.

**Check for Understanding (Formative/Summative Assessment)**

- ✓ **3001.8.1** Demonstrate understanding of the content and significance of a pivotal passage from a work of world literature.
- ✓ **3001.8.2** Apply literary criticism (secondary sources) to the study of a foundational document in order to draw deeper conclusions about the document's impact.
- ✓ **3001.8.3** Employ reading strategies appropriate to texts from different literary genres.
- ✓ **3001.8.4** Identify and interpret literary elements and figurative language.
- ✓ **3001.8.5** Explain a poet's use of figures of speech, such as simile, metaphor, onomatopoeia, personification, paradox, allusion, hyperbole, and apostrophe.
- ✓ **3001.8.6** Apply scansion to a given poem and identify its rhyme scheme.
- ✓ **3001.8.7** Demonstrate an understanding of dramatic, verbal, and/or situational irony as used in a particular scene or act of a play.
- ✓ **3001.8.8** Identify multicultural, gender, and ethnic differences in language use, patterns, and dialects.
- ✓ **3001.8.9** Make inferences and recognize unstated assumptions, based upon evidence in a text, about a character's values or beliefs.
- ✓ **3001.8.10** Identify and articulate theme(s) in a work of literature.
- ✓ **3001.8.11** Demonstrate facility in the use of prediction, inference, and graphic organizers when approaching new text.
- ✓ **3001.8.12** Choose reading material based on personal interest.
- ✓ **3001.8.13** Show facility in the identification of plot and subplot, characterization, setting, theme, point of view, speaker, tone, symbolism, and irony.

- ✓ **3001.8.14** Recognize the influence of an author's background, biases, gender, environment, and life experience upon the style used in a literary work.

### **State Performance Indicators**

**SPI 3001.8.1** Determine the significance/meaning of a passage from a foundational work.

**SPI 3001.8.2** Demonstrate the ability to place a document in its historical context in terms of theme and cultural impact.

**SPI 3001.8.3** Identify the literary genre of a selected passage.

**SPI 3001.8.4** Identify an author's point of view (first or third person limited, third person omniscient), as well as the use of speaker and tone, to enhance meaning.

**SPI 3001.8.5** Use scansion and rhyme scheme to demonstrate a grasp of the technical aspects of a poem; correctly identify metaphor and alliteration in a sample poem.

**SPI 3001.8.6** Identify conventions of drama, such as dramatic irony and soliloquy.

**SPI 3001.8.7** Interpret a passage to demonstrate knowledge of multicultural, gender, and ethnic differences in literature by analyzing language use, patterns, or dialects.

**SPI 3001.8.8** Articulate moral and ethical decisions faced by characters in a literary work, and explain how these dilemmas affect the characters' actions.

**SPI 3001.8.9** Select the paraphrase of a given passage which most accurately reflects its theme.

**SPI 3001.8.10** Recognize the difference between a text read for pleasure and one read for statistical information.