



Color-Coded for the 6 Traits of Writing

IDEAS = blue

ORGANIZATION = green

VOICE = pink

WORD CHOICE = red

SENTENCE FLUENCY = orange

CONVENTIONS = purple



TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS

IDEAS = blue

ORGANIZATION = green

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CONVENTIONS = purple

FOUNDATIONAL LITERACY STANDARDS: FL.SC.6

Sentence Composition – Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

GRADE SPAN

STANDARDS

5

- 5.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
 - Form and use the perfect verb tense.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.
 - Use correlative conjunctions.
 - Use punctuation to separate items in a series.
 - Use a comma to separate an introductory element from the rest of the sentence.
 - 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.
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Write multiple cohesive paragraphs on a topic.

4

- 4.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- Use relative pronouns and relative adverbs.
 - Form and use progressive verb tenses.
 - Use auxiliary verbs, such as *can*, *may*, and *must*, to clarify meaning.
 - Form and use prepositional phrases.
 - Produce complete sentences; recognize and correct inappropriate fragments and run-ons.
 - Use correct capitalization.
 - Use commas and quotation marks to mark direct speech and quotations from a text.
 - Use a comma before a coordinating conjunction in a compound sentence.
 - Write several cohesive paragraphs on a topic.

3

- 3.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns.
 - Form and use regular and irregular verbs.
 - Form and use simple verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs correctly.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
 - Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Write a cohesive paragraph with a main idea and detailed structure.

<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p>	<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns, such as myself and ourselves. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Produce, expand, and rearrange simple and compound sentences. g. Use common coordinating conjunctions. h. Capitalize holidays, product names, and geographic names. i. Use commas in the greeting and closing of a letter. j. Use an apostrophe to form contractions and frequently occurring possessives. k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
<p style="text-align: center; font-size: 2em; font-weight: bold;">1</p>	<p>1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol 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, such as during, beyond, and toward. i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Capitalize names of people and dates. k. End sentences with correct punctuation. l. Use commas in dates and to separate single words in a series.
<p style="text-align: center; font-size: 2em; font-weight: bold;">K</p>	<p>K.FFL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <ol style="list-style-type: none"> 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. h. Capitalize the first word in a sentence and the pronoun I. i. Recognize and name end punctuation.



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

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

GRADE SPAN	STANDARDS
11-12	11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
9-10	9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
8	8.L.C SE.1 Demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> When reading or listening, analyze the use of phrases and clauses within a larger text. When reading or listening, explain the function of verbs. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. When writing or speaking, produce and use varied voice and mood of verbs.
7	7.L.C SE.1 Demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.
6	6.L.C SE.1 Demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively. When reading and listening, explain the function of phrases and clauses. When writing or speaking, use simple, compound, and complex sentences.



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

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

GRADE SPAN	STANDARDS
11-12	11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of 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.
9-10	9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
8	8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style .
7	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
6	6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.



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6-12 LANGUAGE STANDARDS: Knowledge of Language – Standard 3 L.KL.3

Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE SPAN	STANDARDS
11-12	11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.
9-10	9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
8	8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
7	7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.
6	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.



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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 SPAN	STANDARDS
11-12	11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
9-10	9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
8	8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation 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/denotation 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/denotation and use them correctly and effectively.



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

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

GRADE SPAN	STANDARDS
11-12	11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9-10	9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8	8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7	7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6	6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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

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

GRADE SPAN	STANDARDS
11-12	<p>2 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s). Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone.
9-10	<p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s). Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone.
8	<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s). Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.

7	<p>7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s). Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.
6	<p>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s). Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.
5	<p>5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion through logically-ordered reasons that are supported by facts and details. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words, phrases, and clauses. Apply language standards addressed in the Foundational Literacy standards.
4	<p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion with reasons that are supported by facts and details. Create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words and phrases. Apply language standards addressed in the Foundational Literacy standards.
3	<p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion with reasons that support the opinion. Create an organizational structure that lists supporting reasons. Provide a concluding statement or section. Use linking words and phrases to connect opinion and reasons. Apply language standards addressed in the Foundational Literacy standards.

2	2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.
1	1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
K	K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.



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

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

GRADE SPAN

STANDARDS

11-12

- 11-12.W.TTP.2** Write informative/explanatory texts to **analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
- Provide an introduction that is relevant to the rest of the text and **effectively engages the audience.**
 - Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples **appropriate to the audience’s knowledge of the topic.**
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**
 - Establish and maintain a formal style and objective tone.**

9-10

- 9-10.W.TTP.2** Write informative/explanatory texts to **analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
- Provide an introduction that is relevant to the rest of the text and **effectively engages the audience.**
 - Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples **appropriate to the audience’s knowledge of the topic.**
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - Use appropriate formatting, graphics, and multimedia to aid comprehension.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.**
 - Establish and maintain a formal style and objective tone.**

8

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

<p style="text-align: center; font-size: 2em; font-weight: bold;">7</p>	<p>7.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.
<p style="text-align: center; font-size: 2em; font-weight: bold;">6</p>	<p>6.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style.
<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p>	<p>5.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within and across categories of information using words, phrases, and clauses. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p>	<p>4.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.

<p style="text-align: center;">3</p>	<p>3.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.
<p style="text-align: center;">2</p>	<p>2.W.TP.2 Write informative/explanatory texts.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.
<p style="text-align: center;">1</p>	<p>1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.</p>
<p style="text-align: center;">K</p>	<p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p>



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

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

GRADE SPAN

STANDARDS

11-12

- 11-12.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.
 - Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
 - Create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Use appropriate language and techniques, such as metaphor, simile, and analogy.
 - Establish and maintain an appropriate style and tone.

9-10

- 9-10.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
 - Sequence events so that they build on one another to create a coherent whole.
 - Create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Establish and maintain an appropriate style and tone.

8

- 8.W.TTP.3** Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
 - Organize an event sequence that unfolds naturally and logically.
 - Create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
 - Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

7	<p>7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. Organize an event sequence that unfolds naturally and logically. Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
6	<p>6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. Organize an event sequence that unfolds naturally and logically. Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
5	<p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation, using a narrator, and/or introducing characters. Organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Provide a conclusion that follows from the narrated experiences or events. Use precise words and phrases and use sensory details to convey experiences and events. Apply language standards addressed in the Foundational Literacy standards.
4	<p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation, using a narrator, and/or introducing characters. Organize an event sequence that unfolds naturally and logically. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Provide a conclusion that follows from the narrated experiences or events. Use precise words and phrases and use sensory details to convey experiences and events. Apply language standards addressed in the Foundational Literacy standards.

<p style="text-align: center;">3</p>	<p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ol style="list-style-type: none"> a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.
<p style="text-align: center;">2</p>	<p>2.W.TTP.3 Write narratives recounting an event or short sequence of events.</p> <ol style="list-style-type: none"> a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.
<p style="text-align: center;">1</p>	<p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.</p>
<p style="text-align: center;">K</p>	<p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p>



TENNESSEE ENGLISH LANGUAGE ARTS STANDARDS

IDEAS = blue

ORGANIZATION = green

VOICE = pink

WORD CHOICE = red

SENTENCE FLUENCY = orange

CONVENTIONS = purple

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

Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

GRADE SPAN	STANDARDS
11-12	11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
9-10	9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8	8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7	7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6	6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)
2	2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)
1	1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)
K	K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)



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WRITING STANDARDS: Research to Build and Present Knowledge – Standard 8
W.RBPK.8

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

GRADE SPAN	STANDARDS
11-12	11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-10	9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
8	8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7	7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6	6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
5	5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
4	4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
3	3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.
2	2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.
1	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K	K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



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WRITING STANDARDS: Research to Build and Present Knowledge – Standard 9
W.RBPK.9

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE SPAN	STANDARDS
11-12	11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
9-10	9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
8	8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
7	7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
6	6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
5	5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
4	4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.
3	3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.
2	
1	
K	