

TN ELA Standards - 12th Language

Language Standards: Conventions of Standard English - Standard 1				
	Term 1	Term 2	Term 3	Term 4
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.	X	X	X	X
Language Standards: Conventions of Standard English - Standard 2				
	Term 1	Term 2	Term 3	Term 4
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.	X	X	X	X
Language Standards: Knowledge of Language - Standard 3				
	Term 1	Term 2	Term 3	Term 4
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.	X	X	X	X
Language Standards: Vocabulary Acquisition and Use - Standard 4				
	Term 1	Term 2	Term 3	Term 4
11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.	X	X	X	X
a. Use context as a clue to the meaning of a word or a phrase.	X	X	X	X
b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	X	X	X	X
Language Standards: Vocabulary Acquisition and Use - Standard 5				
	Term 1	Term 2	Term 3	Term 4
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.	X	X	X	X
Language Standards: Vocabulary Acquisition and Use - Standard 6				
	Term 1	Term 2	Term 3	Term 4

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.	X	X	X	X
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TN ELA Standards - 12th Reading

Reading Standards: Key Ideas and Details - Standard 1				
	Term 1	Term 2	Term 3	Term 4
11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	X	X	X	X
11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	X	X	X	X
Reading Standards: Key Ideas and Details - Standard 2				
	Term 1	Term 2	Term 3	Term 4
11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	X	X	X	X
11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	X	X	X	X
Reading Standards: Key Ideas and Details - Standard 3				
	Term 1	Term 2	Term 3	Term 4
11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	X	X	X	X
11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	X	X	X	X
Reading Standards: Craft and Structure - Standard 4				
	Term 1	Term 2	Term 3	Term 4
11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	X	X	X	X
11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	X	X	X	X
Reading Standards: Craft and Structure - Standard 5				
	Term 1	Term 2	Term 3	Term 4

11-12.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 aesthetic impact.	X	X	X	X
11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	X	X	X	
Reading Standards: Craft and Structure - Standard 6	Term 1	Term 2	Term 3	Term 4
11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.				
11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.				
Reading Standards: Integration of Knowledge and Ideas - Standard 7	Term 1	Term 2	Term 3	Term 4
11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.		X		
11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.		X		
Reading Standards: Integration of Knowledge and Ideas - Standard 8	Term 1	Term 2	Term 3	Term 4
11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.			X	
Reading Standards: Integration of Knowledge and Ideas - Standard 9	Term 1	Term 2	Term 3	Term 4
11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.	X	X	X	X
11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.	X	X	X	X
Reading Standards: Range of Reading and Level of Text Complexity - Standard 10	Term 1	Term 2	Term 3	Term 4
12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.	X	X	X	X
12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	X	X	X	X

TN ELA Standards - 12th Speaking & Listening

Speaking and Listening Standards: Comprehension and Collaboration - Standard 1	Term 1	Term 2	Term 3	Term 4
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X
Speaking and Listening Standards: Comprehension and Collaboration - Standard 2	Term 1	Term 2	Term 3	Term 4
11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.				X
Speaking and Listening Standards: Comprehension and Collaboration - Standard 3	Term 1	Term 2	Term 3	Term 4
11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.				X
Speaking and Listening Standards: Presentation of Knowledge and Ideas - Standard 4	Term 1	Term 2	Term 3	Term 4
11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.			X	X
Speaking and Listening Standards: Presentation of Knowledge and Ideas - Standard 5	Term 1	Term 2	Term 3	Term 4
11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				X
Speaking and Listening Standards: Presentation of Knowledge and Ideas - Standard 6	Term 1	Term 2	Term 3	Term 4
11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		X		X

TN ELA Standards - 12th Writing

Writing Standards: Text Types and Protocol - Standard 1	Term 1	Term 2	Term 3	Term 4
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.	X	X	X	
a. Introduce precise claim(s).	X	X	X	X
b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.			X	
c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.			X	
d. Provide a concluding statement or section that follows from and supports the argument presented.	X	X	X	X
e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	X	X	X	X
f. Establish and maintain a formal style and objective tone.	X	X	X	X
Writing Standards: Text Types and Protocol - Standard 2	Term 1	Term 2	Term 3	Term 4
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.	X	X	X	X
a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.	X	X	X	X
b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.	X	X	X	X
c. 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.	X	X	X	X
d. Provide a concluding statement or section that follows from and supports the information or explanation presented.	X	X	X	X
e. Use appropriate formatting, graphics, and multimedia to aid comprehension.			X	X

f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	X	X	X	X
g. Establish and maintain a formal style and objective tone.	X	X	X	X
Writing Standards: Production and Distribution of Writing - Standard 4				
	Term 1	Term 2	Term 3	Term 4
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.)	X	X	X	X
Writing Standards: Production and Distribution of Writing - Standard 5				
	Term 1	Term 2	Term 3	Term 4
11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)	X	X	X	X
Writing Standards: Production and Distribution of Writing - Standard 6				
	Term 1	Term 2	Term 3	Term 4
11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.			X	
Writing Standards: Research to Build and Present Knowledge - Standard 7				
	Term 1	Term 2	Term 3	Term 4
11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	X	X	X	
Writing Standards: Research to Build and Present Knowledge - Standard 8				
	Term 1	Term 2	Term 3	Term 4
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.			X	

Writing Standards: Research to Build and Present Knowledge - Standard 9				
	Term 1	Term 2	Term 3	Term 4
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.	X	X	X	X
Writing Standards: Range of Writing - Standard 10				
	Term 1	Term 2	Term 3	Term 4
11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	X	X	X	X

Major Works by Term

Term 1	Term 2
<i>Hound of the Baskervilles</i> , detective fiction stories, <i>Beowulf</i> , <i>Hamlet</i> (beginning)	<i>Hamlet</i> , three individualized Major Author novels

Term 3

English poetry, individualized secondary research essays and documents, *Canterbury Tales* General Prologue and Tales selections, *Morte d'Arthur* excerpts, ballads

Term 4

English novel (one of the following: *Wuthering Heights*, *Frankenstein, 1984*, *Code of the Woosters*), *Macbeth*, *Pygmalion*

Term 3

Term 4

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