



**Comparison of Draft Tennessee English/Language Arts Standards (TES) to  
Current Tennessee State Standards for English Language Arts  
Grades 6-8  
November 2015**

*Note:* The right-hand column includes a rating of the alignment between TES and the TSS for each statement, along with explanatory notes.

1+ = Exact Match to TSS

1 = Close Match

2 = Close; but issues of clarity or possible revision

3 = Partial Match

4 = No Match; TSS has expectation, TES does not

5 = No Match; TES has expectation, TSS does not

\*\*The 10/8 draft did not include a numbering system. In order to refer to specific statements, the following number system was applied to each standard: State Name.Domain.Grade.Standard Number.

Tennessee State Standards for ELA/Literacy for ELA/Literacy – Grade 6	Draft TES– Grade 6	Alignment Rating/Notes
<b>Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TN.RL.6.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	1=Close Match
<b>TSS.RL.6.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the text.	TN.RL.6.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	1=Close Match  <i>Note:</i> Addition of “objective” is helpful because at this grade level students may struggle between personal response to text vs. summary.  Language in TSS grade 8 might make this clearer to readers: TSS.RL.8.2: ... provide an accurate summary of the text <u>distinct from personal opinions or judgments.</u>
<b>TSS.RL.6.3:</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	TN.RL.6.3. Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	1=Close Match
<i>Craft and Structure</i>		

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<p><b>TSS.RL.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone.</p>	<p>TN.RL.6.4. 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 allusions to other texts.</p>	<p>1=Close Match</p> <p><i>Note:</i> In TSS, reference to “allusions” does not appear until grade 8 in this standard. Will students in grade 6 possess a wide enough background of literary texts to recognize and analyze allusions to other texts?</p> <p><b>TSS.RL.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.</p>
<p><b>TSS.RL.6.5:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>TN.RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>1+=Exact Match</p>
<p><b>TSS.RL.6.6:</b> Explain how an author establishes and develops the point of view of the narrator or speaker in a text.</p>	<p>TN.RL.6.6. Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.</p>	<p>1=Close Match</p>
<p><i>Integration of Knowledge and Ideas</i></p>		
<p><b>TSS.RL.6.7:</b> Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.</p>	<p>TN.RL.6.7. Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.</p>	<p>1=Close Match</p>
<p>(Not applicable to literature)</p>		
<p><b>TSS.RL.6.9:</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>TN.RL.6.9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>1=Close Match</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p><b>TSS.RL.6.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TN.RL.6.10. Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding as needed.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> But did TN intend to specify that students in grade 6 will read texts at the “high end” of the 6-8 band? That seems problematic for grade 6. Does TN want to offer some examples of types of texts?</p>
<p><b>RI: Reading Standards for Informational Text</b></p>		
<p><i>Key Ideas and Details</i></p>		
<p><b>TSS.RI.6.1:</b> Cite textual evidence to support analysis of what the</p>	<p>TN.RI.6.1. Analyze what a text says explicitly and draw logical</p>	<p>1=Close Match</p>

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text says explicitly as well as inferences drawn from the text.	inferences; cite textual evidence to support conclusions.	
<b>TSS.RI.6.2:</b> Determine a central idea of a text and analyze its development over the course of the text; summarize the text.	TN.RI.6.2. Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	1=Close Match  <i>Note:</i> Addition of “objective” is helpful because at this grade level students may struggle between personal response to text vs. summary.
<b>TSS.RI.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	TN.RI.7.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RI.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	TN.RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	3=Partial Match  <i>Note:</i> The analysis of the impact of word choice on meaning and tone is a key element of the TSS statement. The impact of word choice on meaning and tone is included in TN.RL.6.4 so may be an oversight here?
<b>TSS.RI.6.5:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	TN.RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	1+=Exact Match
<b>TSS.RI.6.6:</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	TN.RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.	1+=Exact Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.6.7:</b> Integrate information presented in different formats (e.g., print or digital text, video, multimedia) to develop a coherent understanding of a topic or issue.	TN.RI.6.7. Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	1=Close Match
<b>TSS.RI.6.8:</b> Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	TN.RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	1=Close Match
<b>TSS.RI.6.9:</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	TN.RI.6.9. Compare and contrast two or more authors’ presentation of the same topic or event.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.6.10:</b> By the end of the year, read and comprehend literary	TN.RI.6.10. Read and comprehend a variety of literary nonfiction at	2=Close, with feedback

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nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	the high end of the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding as needed.	<i>Note:</i> But did TN intend to specify that students in grade 6 will read texts at the “high end” of the 6-8 band? That seems problematic for grade 6.
<b>W: Writing Standards</b>		
<i>Text Types and Purposes</i>		
<p><b>TSS.W.6.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented</li> </ul>	<p>TN.W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s).</li> <li>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claims.</li> <li>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>d. Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>e. Craft an effective and relevant conclusion that supports the argument presented.</li> <li>f. Use precise language and content-specific vocabulary.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use varied sentence structure to enhance meaning and reader interest.</li> <li>i. Establish and maintain a formal style.</li> </ul>	<p>1=Close Match</p> <p><i>Note:</i> TN has added to TSS to more fully present the criteria for creating an effective argument and/or evaluating the effectiveness of a written argument. For example, the state defines the elements of an effective conclusion.</p>
<p><b>TSS.W.6.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> </ul>	<p>TN.W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>	<p>1=Close Match</p> <p><i>Note:</i> Again, state goes beyond in trying to define criteria/elements.</p>

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<ul style="list-style-type: none"> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>e. Craft an effective and relevant conclusion.</li> <li>f. Include formatting, graphics, and multimedia when appropriate.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use precise language and domain-specific vocabulary.</li> <li>i. Use varied sentence structure to enhance meaning and reader interest.</li> <li>j. Establish and maintain a formal style.</li> </ul>	
<p><b>TSS.W.6.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b>TN.W.6.3.</b> 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> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Create a smooth progression of experiences or events.</li> <li>d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts and show the relationships among experiences and events.</li> <li>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ul>	1=Close Match
<i>Production and Distribution of Writing</i>		
<b>TSS.W.6.4:</b> Produce clear and coherent writing in which the	TN.W.6.4. Produce clear and coherent writing in which the	1+=Exact Match

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development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<b>TSS.W.6.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)	TN.W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	1+=Exact Match  <i>Note:</i> From the 10-8 draft, it appears that the TN Language strand is just for grades 6-12. Language expectations appear in earlier grades under the Foundational Literacy Standards (TN.F.5.6 and TN.F.4.6, etc.), but not as Language Standards 1-3 before grade 6. So TN will want to edit to reflect this difference between TSS and TN.
<b>TSS.W.6.6:</b> Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.	TN.W.6.6. Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	1=Close Match  <i>Note:</i> Slight difference—TSS focuses on length; TN on on-demand writing expectations.
<i>Research to Build Knowledge</i>		
<b>TSS.W.6.7:</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate	TN.W.6.7. Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	3=Partial Match  <i>Note:</i> TN does not specify short research projects though the language does reflect the idea by focusing on research to answer a question. Is more needed to appropriately show that research should be engaged in often and regularly—not just via one lengthy research report in one grade level?
<b>TSS.W.6.8:</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	TN.W.6.8. 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.	3=Partial Match  <i>Note:</i> TSS specifies that students will “assess the credibility and accuracy of each source” which is particularly important in Internet research. This is not specified by TN. TN focuses on credible information from sources, but starting at the source is an important step.
<b>TSS.W.6.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., —Compare and contrast texts in different forms or genres	TN.W.6.9. Support interpretations, analyses, reflections, or research with evidence found in literature or literary nonfiction texts, applying grade 6 standards for reading.	1=Close Match

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<p>(e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not).</p>		
<i>Range of Writing</i>		
<p><b>TSS.W.6.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TN.W.6.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>1=Close Match</p>
<b>SL: Speaking and Listening: Sixth</b>		
<i>Comprehension and Collaboration</i>		
<p><b>TSS.SL.6.1:</b> Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. With guidance and support from adults, work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>TN.SL.6.1. Prepare for collaborative discussions on 6<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeats the same language across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts. Grade-level texts can’t carry the full weight of the progression because TN is not identifying texts for a grade level, but for a grade band. Students at grade 6 are already expected to read texts at the high level of the grades 6-8 band. So how would this be assessed?</p> <p>Presumably students in grade 3 are not expected to have the same level of discussion skills and teamwork skills as students in grade 8? Also, the intent of the TSS statement here is to include both collaborative discussions <i>and</i> teamwork:</p> <p><b><u>TSS.ELA-LITERACY.CCRA.SL.1</u></b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>So TN may want to consider re-writing the statement as: Prepare for and engage in collaborative discussions and small-group</p>

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		activities, ...
<b>TSS.SL.6.2:</b> Interpret information presented in graphical, oral, visual or multimodal formats and explain how it contributes to a topic, text, or issue under study.	TN.SL.6.2. Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	1=Close Match
<b>TSS.SL.6.3:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	TN.SL.6.3. Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	1+=Exact Match
<i>Presentation of Knowledge and Ideas</i>		
<b>TSS.SL.6.4:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	TN.SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	1+=Exact Match
<b>TSS.SL.6.5:</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	TN.SL.6.5. Include multimedia components and visual displays in presentations to clarify information.	2=Close, with feedback  <i>Note:</i> TN includes a glossary with the standards document, rather than defining terms within the statement.

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<b>TSS.SL.6.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	TN.SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1=Close Match
<b>L: Language Standards: Sixth</b>		
<i>Conventions</i>		
--	TN.L.6.1. Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement).	5=TN has expectation; expectation appears in TSS first in grade 3  <i>Note:</i> Aligns with TSS grade 3: <b>TSS.L.3.1:</b> Observe conventions of grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
--	TN.L.6.1.c. When reading and listening, explain the function of phrases and clauses.	5=TN has expectation; expectation appears in TSS in grade 7  <i>Note:</i> Aligns with TSS grade 7: <b>TSS.L.7.1:</b> Observe conventions of grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.
--	TN.L.6.1.d. When writing or speaking, use simple, compound, and complex sentences.	5=TN has expectation; expectation appears in TSS in grade 7  <i>Note:</i> Aligns with TSS grade 7: <b>TSS.L.7.1:</b> Observe conventions of grammar and usage when writing or speaking. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>TSS.L.6.1:</b> Observe conventions of grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	TN.L.6.1. Demonstrate command of the conventions of standard English grammar and usage. b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.	1=Close Match
b. Use intensive pronouns (e.g., <i>myself, ourselves</i> ).	b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.	1=Close Match

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c. Recognize and correct inappropriate shifts in pronoun number and person.*	b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.	3=Partial Match <i>Note:</i> Inappropriate shifts in pronouns is not in the parenthetical, but “Use pronouns...effectively” includes in appropriate shifts.
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	b. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.	2=Partial Match <i>Note:</i> Vague pronouns are not specified in parenthetical, but “Use pronouns...effectively” includes correcting vague pronouns.
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*		4=No Match <i>Note:</i> This standard was recommended by English language learner experts as helpful to ELs and other low language students.
<b>TSS.L.6.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>b. Spell correctly.</li> </ul>	<b>TN.L.6.2.</b> 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.	1=Close Match
<i>Effective Language Use</i>		
<b>TSS.L.6.3:</b> Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ul>	<b>TN.L.6.3.</b> When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	1=Close Match
<i>Vocabulary Acquisition and Usage</i>		

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<p><b>TSS.L.6.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>TN.L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or a phrase.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> “d” varies but a-c are very close. For “b,” will TN’s audience be familiar with “morphological elements”? The TSS language for “b” seems potentially friendlier to a variety of audiences that will use the document, particularly with the examples in the parenthetical.</p>
<p><b>TSS.L.6.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>TN.L.6.5. When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> TN includes all of the elements in the TSS but in a less user-friendly way in terms of specifically guiding teaching and learning, and providing examples for readers who may be less familiar with the field of ELA.</p>
<p><b>TSS.L.6.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>	<p>TN.L.6.6. 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.</p>	<p>1=Close Match</p> <p><i>Note:</i> TN may want to consider the measurability of the added statement “...develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.” How would it be clear when students meet this expectation? Isn’t the</p>

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		focus of the two standards above on students developing vocabulary knowledge?

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<b>Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TN.RL.7.1. Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	1=Close Match
<b>TSS.RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; summarize the text.	TN.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	1=Close Match
<b>TSS.RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	TN.RL.7.3. Analyze how specific elements of a story or drama interact with and affect each other.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RL.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	TN.RL.7.4. 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 allusions to other texts and repetition of words and phrases.	1=Close, with feedback  <i>Note:</i> The TN statement here is an exact match to RI.7.4. In thinking about what is different between L and I texts, TN may want to consider adding the word “sounds” — “...and repetition of <u>sounds</u> , words and phrases.” This would get at alliteration and rhyme in poetry, rather than strictly repetition of words/phrases (as in MLK “I Have a Dream”).
<b>TSS.RL.7.5:</b> Analyze how a drama’s or poem’s form or structure (e.g. sonnet, soliloquy) contributes to its meaning.	TN.RL.7.5. Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	1=Close Match
<b>TSS.RL.7.6:</b> Analyze how an author establishes and contrasts the points of view of different characters or narrators in a text.	TN.RL.7.6. Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.7.7:</b> Compare and contrast a story, poem, or drama to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	TN.RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	1=Close Match

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(Not applicable to literature)		
<b>TSS.RL.7.9:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	TN.RL.7.9. Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.7.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as necessary at the high end of the range	TN.RL.7.10. Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding as needed.	2=Close, with feedback  <i>Note:</i> See note in grade 6; are all grades at the high end of the complexity band? This reads just the same as the grade 6 standard.
<b>RI: Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TN.RI.7.1. Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	1=Close Match
<b>TSS.RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text and their relationship to one another; summarize the text.	TN.RI.7.2. Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	3=Partial Match  <i>Note:</i> To show progression from grade 6, TSS specifies here that students will analyze two or more central ideas. TN does not.
<b>TSS.RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	TN.RI.7.3. Analyze the relationships and interactions among individuals, events, and ideas in a text.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RI.7.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	TN.RI.7.4. 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 allusions to other texts and repetition of words and phrases.	1=Close Match
<b>TSS.RI.7.5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	TN.RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	1+=Exact Match
<b>TSS.RI.7.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	TN.RI.7.6. Determine an author’s point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	1=Close Match

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<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.7.7:</b> Compare and contrast the experience of reading a text to experiencing an audio, video, or multimedia version of it, analyzing the text’s portrayal in each medium (e.g., how the delivery of a speech affects the impact of the words).	TN.RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium’s portrayal of the subject.	1=Close Match
<b>TSS.RI.7.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims.	TN.RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	3=Partial Match  <i>Note:</i> TN does not include asking students to determine whether the reasoning is sound. In addition, instead of “delineate” in TSS, TN uses “trace.” TN switches to “delineate” in grade 8. If this is supposed to signify an important shift in performance between grades 6 through 8, the state may want to look more closely at whether this shift will be clear to readers.
<b>TSS.RI.7.9:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	TN.RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.7.10:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TN.RI.7.10. Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding as needed.	2=Close, with feedback  <i>Note:</i> See note in grade 6; are all grades at the high end of the complexity band? This reads just the same as the grade 6 standard.
<b>W: Writing Standards: Seventh Grade</b>		
<i>Text Types and Purposes</i>		
<b>TSS.W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and	TN.W.7.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claims. c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of	1=Close Match

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<p>evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<p>the topic or source material.</p> <p>e. Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p>	
<p><b>TSS.W.7.2:</b> Write informative/explanatory 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, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>TN.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>	1=Close Match
<p><b>TSS.W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>TN.W.7.3. 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>	1=Close Match

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<ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Create a smooth progression of experiences or events.</li> <li>d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</li> <li>e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts and show the relationships among experiences and events.</li> <li>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ul>	
<i>Production and Distribution of Writing</i>		
<p><b>TSS.W.7.4:</b> 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.)</p>	<p>TN.W.7.4. 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.)</p>	<p>1+=Exact Match</p>
<p><b>TSS.W.7.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)</p>	<p>TN.W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p>	<p>1+=Exact Match</p> <p><i>Note:</i> Does TN want to include the language standards that appear in Foundations in elementary school?</p>
<p><b>TSS.W.7.6:</b> Use technology, including the Internet, to produce and publish a minimum of four pages of writing as well as to interact and collaborate with others.</p>	<p>TN.W.7.6. Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.</p>	<p>1=Close Match</p> <p><i>Note:</i> Slight difference—TSS focuses on length; TN on on-demand writing expectations.</p>
<i>Research to Build Knowledge</i>		
<p><b>TSS.W.7.7:</b> Conduct short research projects to answer a question,</p>	<p>TN.W.7.7. Conduct research to answer a question, drawing on</p>	<p>3=Partial Match</p>

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drawing on several sources and generating additional related, focused questions for further research and investigation.	multiple sources and generating additional related, focused questions for further research and investigation.	<i>Note:</i> TN does not specify short research projects though the language does reflect the idea by focusing on research to answer a question. Is more needed to appropriately show that research should be engaged in often and regularly—not just via one lengthy research report in one grade level?
<b>TSS.W.7.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TN.W.7.8. 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.	3=Partial Match  <i>Note:</i> TSS specifies that students will “assess the credibility and accuracy of each source” which is particularly important in Internet research. This is not specified by TN. TN focuses on credible information from sources, but starting at the source is an important step.
<b>TSS.W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., —Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history]). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is sufficient to support the claims ).	TN.W.7.9. Support interpretations, analyses, reflections, or research with evidence found in literature, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	1=Close Match
<i>Range of Writing</i>		
<b>TSS.W.7.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TN.W.7.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	1=Close Match
<b>SL: Speaking and Listening: Seventh Grade</b>		
<i>Comprehension and Collaboration</i>		

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<p><b>TSS.SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.</p>	<p>TN.SL.7.1. Prepare for collaborative discussions on 7<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeats the same language across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts. Grade-level texts can’t carry the full weight of the progression because TN is not identifying texts for a grade level, but for a grade band. So are group discussions expected to be different from grade 6 to grade 8? TSS attempts to convey that the conversations will be more student-directed by grade 8. Also, the intent of the TSS statement here is to include both collaborative discussions <i>and</i> teamwork:</p> <p><b>TSS.ELA-LITERACY.CCRA.SL.1</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>So if TN wants to specify the expectation for both, TN may want to consider re-writing the statement as:</p> <p>Prepare for and engage in collaborative discussions and small-group activities, ...</p>
<p><b>TSS.SL.7.2:</b> Analyze the main ideas and supporting details presented in graphical, oral, visual, or multimodal formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>TN.SL.7.2. Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Pronoun reference in TN is slightly unclear—To what does “this” refer?</p>
<p><b>TSS.SL.7.3:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance of the evidence.</p>	<p>TN.SL.7.3. Explain a speaker’s argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.</p>	<p>1=Close Match</p>
<p><i>Presentation of Knowledge and Ideas</i></p>		
<p><b>TSS.SL.7.4:</b> 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.</p>	<p>TN.SL.7.4. 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.</p>	<p>1+=Exact Match</p>
<p><b>TSS.SL.7.5:</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient</p>	<p>TN.SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major</p>	<p>1=Close Match</p>

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points.	points.	
<b>TSS.SL.7.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	TN.SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1=Close Match
<b>L: Language Standards: : Seventh Grade</b>		
<i>Conventions</i>		
<b>TSS.L.7.1:</b> Observe conventions of grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.	TN.L.7.1. Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.	1=Close Match
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	TN.L.7.1. Demonstrate command of the conventions of standard English grammar and usage. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.	1=Close Match
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	TN.L.7.1. Demonstrate command of the conventions of standard English grammar and usage. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.	2=Close, with feedback <i>Note:</i> TN does not specifically deal with correcting misplaced/dangling modifiers.
<b>TSS.L.7.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ). b. Spell correctly.	TN.L.7.2. 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.	1=Close Match
<b>TSS.L.7.3:</b> Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	TN.L.7.3. When writing and speaking, choose precise language to express ideas concisely.	1=Close Match
<i>Vocabulary Acquisition and Usage</i>		

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<p><b>TSS.L.7.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>TN.L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or a phrase.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>1=Close Match</p>
<p><b>TSS.L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>TN.L.7.5. When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> TN includes all of the elements in the TSS but in a less user-friendly way in terms of specifically guiding teaching and learning, and providing examples for readers who may be less familiar with the field of ELA.</p>
<p><b>TSS.L.7.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>	<p>TN.L.7.6. 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.</p>	<p>1=Close Match</p> <p><i>Note:</i> TN may want to consider the measurability of the added statement “...develop vocabulary knowledge when considering a</p>

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		word or phrase important to comprehension or expression.” How would it be clear when students meet this expectation? Isn’t the focus of the two standards above on students developing vocabulary knowledge?

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<b>Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	TN.RL.8.1. Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	3=Partial Match  <i>Note:</i> This standard is close to TN’s grade 7 standard and does not grow much in challenge except as it is applied to more complex texts. The CCCS asks students to cite the evidence that “most strongly supports” the analysis.
<b>TSS.RL.8.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.	TN.RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	1=Close Match
<b>TSS.RL.8.3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	TN.RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	1+=Exact Match
<i>Craft and Structure</i>		
<b>TSS.RL.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.	TN.RL.8.4. 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 allusions to other texts, repetition of words and phrases, and analogies.	2=Close, with feedback  <i>Note:</i> See note in earlier grade re: repetition of <u>sounds</u> , words, and phrases; might be helpful to include sounds here to encompass alliteration and rhyme in poetry and prose.
<b>TSS.RL.8.5:</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	TN.RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	1+=Exact Match
<b>TSS.RL.8.6:</b> Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	TN.RL.8.6. Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	3=Partial Match  <i>Note:</i> The TN revision muddies the intent of this statement—the intent was not to look at similarities and differences between pov of audience and characters but rather to recognize that sometimes humor or suspense are created when we as an audience know something that the character does not. So the use of <u>differences</u> in

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TSS is intentional—and intentionally not similarities and differences.		
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.8.7:</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	TN.RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	1=Close Match
(Not applicable to literature)		
<b>TSS.RL.8.9:</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	TN.RL.8.9. Analyze how contemporary texts are shaped by foundational texts or literary archetypes, and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.8.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently.	TN.RL.8.10. Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	1=Close Match
<b>RI: Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.8.1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	TN.RI.8.1. Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	1=Close Match
<b>TSS.RI.8.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it is conveyed through particular details; provide an accurate summary of the text distinct from personal opinions or judgments.	TN.RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	1=Close Match
<b>TSS.RI.8.3:</b> Analyze how a text makes connections among and distinctions between key individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	TN.RI.8.3. Analyze the techniques used to distinguish between and to make connections among individuals, ideas, or events in a text.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RI.8.4:</b> Determine the meaning of words and phrases as they are used in a text, including analogies or allusions to other texts; analyze the impact of specific word choices on meaning and tone.	TN.RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	2=Close, with feedback  <i>Note:</i> But unsure why TN wants to specify “a specific word choice” instead of “specific word choices.” It is likely more than one word choice that impacts meaning and tone. So with TN wording, you

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		would not pose the question: “What word choices help to create a tone of knowledge and expertise?” You would only ask about the word: “How does the word <i>knickerbockers</i> impact the tone of this section?”
<b>TSS.RI.8.5:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	TN.RI.8.5. Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.	1=Close Match
<b>TSS.RI.8.6:</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	TN.RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	1+=Exact Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.8.7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	TN.RI.8.7. Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	1=Close Match
<b>TSS.RI.8.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced.	TN.RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.	1=Close Match
<b>TSS.RI.8.9:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	TN.RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	1+=Exact Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.8.10:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band independently and proficiently.	TN.RI.8.10. Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	1=Close Match
<b>W: Writing Standards: Eighth Grade</b>		
<i>Text Types and Purposes</i>		
<b>TSS.W.8.1:</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant	TN.W.8.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claims.	1=Close Match

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<p>evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</li> <li>d. Use credible sources and demonstrate an understanding of the topic or source material.</li> <li>e. Craft an effective and relevant conclusion that supports the argument presented.</li> <li>f. Use precise language and content-specific vocabulary.</li> <li>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use varied sentence structure to enhance meaning and reader interest.</li> <li>i. Establish and maintain a formal style.</li> </ul>	
<p><b>TSS.W.8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>TN.W.8.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</li> <li>b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</li> <li>e. Craft an effective and relevant conclusion.</li> <li>f. Include formatting, graphics, and multimedia when appropriate.</li> <li>g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>h. Use precise language and domain-specific vocabulary.</li> <li>i. Use varied sentence structure to enhance meaning and reader interest.</li> </ul>	1=Close Match

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<p><b>TSS.W.8.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<p>j. Establish and maintain a formal style.</p> <p>TN.W.8.3. 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> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</li> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Create a smooth progression of experiences or events.</li> <li>d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.</li> <li>e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</li> <li>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</li> <li>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ul>	<p>1=Close Match</p>
<i>Production and Distribution of Writing</i>		
<p><b>TSS.W.8.4:</b> 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.)</p>	<p>TN.W.8.4. 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.)</p>	<p>1+=Exact Match</p>
<p><b>TSS.W.8.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)</p>	<p>TN.W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p>	<p>1+=Exact Match</p>
<p><b>TSS.W.8.6:</b> Use technology, including the Internet, to produce and publish a minimum of five pages of writing as well as to interact and</p>	<p>TN.W.8.6. Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the</p>	<p>1=Close Match</p>

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collaborate with others.	relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.	<i>Note:</i> Slight difference—TSS focuses on length; TN on on-demand writing expectations.
<i>Research to Build and Present Knowledge</i>		
<b>TSS.W.8.7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	TN.W.8.7. Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.	3=Partial Match  <i>Note:</i> TN does not specify short research projects though the language does reflect the idea by focusing on research to answer a question. Is more needed to appropriately show that research should be engaged in often and regularly—not just via one lengthy research report in one grade level?
<b>TSS.W.8.8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TN.W.8.8. 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.	3=Partial Match  <i>Note:</i> See earlier notes about assessing the credibility of sources.
<b>TSS.W.8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> to literature (e.g., —Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new). b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., —Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and identifying when irrelevant evidence is introduced).	TN.W.8.9. Support interpretations, analyses, reflections, or research with evidence found in literature, 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.	1=Close Match
<i>Range of Writing</i>		
<b>TSS.W.8.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TN.W.8.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	1=Close Match
<b>SL: Speaking and Listening: Eighth Grade</b>		

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<i>Comprehension and Collaboration</i>		
<p><b>TSS.SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Work with peers to set rules for collegial discussions, clear goals and deadlines, and individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.</p>	<p>TN.SL.8.1. Prepare for collaborative discussions on 8<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeats the same language across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts. Grade-level texts can’t carry the full weight of the progression because TN is not identifying texts for a grade level, but for a grade band. So are group discussions expected to be different from grade 6 to grade 8? TSS attempts to convey that the conversations will be more student-directed by grade 8. Also, the intent of the TSS statement here is to include both collaborative discussions <i>and</i> teamwork:</p> <p><b><u>TSS.ELA-LITERACY.CCRA.SL.1</u></b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>So if TN wants to specify the expectation for both, TN may want to consider re-writing the statement as:</p> <p>Prepare for and engage in collaborative discussions and small-group activities, ...</p>
<p><b>TSS.SL.8.2:</b> Determine the purpose of information in graphical, oral, visual, or multimodal formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>TN.SL.8.2. Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.8.3:</b> Delineate a speaker’s argument and specific claims, evaluating the validity of the reasoning and sufficiency of the evidence.</p>	<p>TN.SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.</p>	<p>1=Close Match</p>
<i>Presentation of Knowledge and Ideas</i>		
<p><b>TSS.SL.8.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>TN.SL.8.4. Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.8.5:</b> Integrate multimedia and visual displays into</p>	<p>TN.SL.8.5. Integrate multimedia and visual displays into</p>	<p>1=Close Match</p>

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presentations to clarify information, strengthen claims and evidence, and add interest.	presentations to clarify information, strengthen claims and evidence, and to add interest.	<i>Note:</i> Not sure why TN added “to” before “add interest.”
<b>TSS.SL.8.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See standards 1–3 in Language, pages 53–57, for specific expectations.)	TN.SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1=Close Match
<b>L: Language Standards: Eighth Grade</b>		
<i>Conventions in Writing and Speaking</i>		
<b>TSS.L.8.1:</b> Observe conventions of grammar and usage when writing or speaking.	TN.L.8.1. Demonstrate command of the conventions of standard English grammar and usage.	1=Close Match
	a. When reading or listening, analyze the use of phrases and clauses within a larger text.	5=No Match
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	b. When reading or listening, explain the function of verbs.	3=Partial Match  <i>Note:</i> Although TN statement is broad enough to encompass TSS expectation, taken at a more basic, literal level, readers could assume that grade 8 students are just to explain that verbs are words that describe actions. That is lower level than I think what the state intends for grade 8 students.
	c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.	5=No Match  <i>Note:</i> This is included in grade 7 of the TSS <b>TSS.L.7.1:</b> Observe conventions of grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
	d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.	5=No Match  <i>Note:</i> The TSS does include students using verbs to achieve particular effects but does not ask students to explain the function of those verbs.
b. Form and use verbs in the active and passive voice.	e. When writing or speaking, produce and use varied voice and mood of verbs.	1=Close Match

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c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	e. When writing or speaking, produce and use varied voice and mood of verbs.	1=Close Match
d. Recognize and correct inappropriate shifts in verb voice and mood.*		4=No Match  <i>Note:</i> This seems key—that once students understand voice and mood, they correct inappropriate shifts or do not inappropriately shift.
<b>TSS.L.8.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly</li> </ul>	TN.L.8.2. 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.	1=Close Match  <i>Note:</i> Does TN not want to specify ellipses here?
<i>Effective Language Use</i>		
<b>TSS.L.8.3:</b> Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking. <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>	TN.L.8.3. When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	3=Partial Match  <i>Note:</i> TN does not include the specificity of the TSS expectation. Added statement is unclear; what would readers do to “analyze stylistic choices to determine context”?
<i>Vocabulary Acquisition and Usage</i>		

Tennessee State Standards for ELA/Literacy for ELA/Literacy – Grade 8	Draft TES– Grade 8	Alignment Rating/Notes
<p><b>TSS.L.8.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>TN.L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8<sup>th</sup> grade-level text by choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or a phrase.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>1=Close Match</p>
<p><b>TSS.L.8.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)</p>	<p>TN.L.8.5. When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> TN includes all of the elements in the TSS but in a less user-friendly way in terms of specifically guiding teaching and learning, and providing examples for readers who may be less familiar with the field of ELA.</p>
<p><b>TSS.L.8.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.</p>	<p>TN.L.8.6. 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.</p>	<p>1=Close Match</p> <p><i>Note:</i> TN may want to consider the measurability of the added statement “...develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.” How would it be clear when students meet this expectation? Isn’t the focus of the two standards above on students developing vocabulary knowledge?</p>