

Tennessee English Language Arts Standards
Effective 2009-2010
English III
Standard 1 - Language

Course Level Expectations

CLE 3003.1.1 Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling).

CLE 3003.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.

CLE 3003.1.3 Understand and use a variety of sentence structures.

CLE 3003.1.4 Consider language as a reflection of its time and culture.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.1.1** Apply a variety of strategies to correct sentence fragments and run-on sentences.
- ✓ **3003.1.2** Know and apply a variety of sentence-combining techniques.
- ✓ **3003.1.3** Know and use Standard English conventions for punctuation, capitalization, and spelling.
- ✓ **3003.1.4** Be aware of the power of language well-used as a reflection and change agent of its time and culture (e.g., political correctness, ethnic identity, persuasion).
- ✓ **3003.1.5** Use roots and affixes to determine or clarify the meaning of specialized vocabulary across the content areas (e.g., antecedent, antebellum, circumference, millimeter, amphibian, heterogeneous).
- ✓ **3003.1.6** Recognize and use the appropriate word among frequently confused words (e.g., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/elude, elicit, illicit, discreet/discrete, censor/censure/sensor, conscience/conscious).
- ✓ **3003.1.7** Use the origins, history, and evolution of words and concepts to enhance understanding.
- ✓ **3003.1.8** Consider why certain words have come into the English language or undergone a semantic change within the last fifteen years.

✓ **3003.1.9** Demonstrate understanding of common foreign words and phrases (e.g., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avant-garde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*, *ad hoc*, *cause célèbre*, *magnum opus*, *persona non grata*, *quid pro quo*, *je ne sais quoi*, *modus operandi*, *nom de plume*, *haute couture*, *mea culpa*).

State Performance Indicators

SPI 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

SPI 3003.1.2 From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.

SPI 3003.1.3 Identify the patterns of challenging complex sentences.

SPI 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

SPI 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

SPI 3003.1.6 Select the appropriate word from among frequently confused words (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/elude, elicit, illicit, discreet/discrete, censor/censure/sensor, conscience/conscious).

SPI 3003.1.7 From a given list, choose the word that has entered the English language within the last fifteen years.

SPI 3003.1.8 Choose correctly or incorrectly spelled words.

SPI 3003.1.9 Proofread for errors in capitalization and punctuation.

SPI 3003.1.10 Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

SPI 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

SPI 3003.1.12 Identify the language of origin from which a set of words is borrowed.

SPI 3003.1.13 Identify commonly used foreign words and phrases (i.e., *RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa*).

Standard 2 - Communication

Course Level Expectations

Listening

CLE 3003.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

CLE 3003.2.2 Summarize, paraphrase, and critique information presented orally by others.

CLE 3003.2.3 Identify the thesis and main points of a complex speech.

CLE 3003.2.4 Analyze the style and structure of a complex speech.

Speaking

CLE 3003.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

CLE 3003.2.6 Deliver effective oral presentations.

CLE 3003.2.7 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **3003.2.1** Follow multi-tasked or multi-dimensional spoken instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems.
- ✓ **3003.2.2** Identify the thesis of a complex speech in which ideas may be abstract, theoretical, and philosophical and in which the organization is not necessarily linear, but may proceed from point to point; distinguish the essential and less important details that may subtly elaborate it.
- ✓ **3003.2.3** Summarize concisely information presented orally by others including the purposes, major ideas, and supporting details or evidence, and demonstrate the ability to distinguish more important from less important details.
- ✓ **3003.2.4** Paraphrase accurately multiple, challenging ideas and information presented orally by others.
- ✓ **3003.2.5** Critique ideas and information presented orally by others.
- ✓ **3003.2.6** Analyze the ways in which the style, structure, and rhetorical devices of a challenging speech support or confound its meaning or purpose, taking into account the speaker's nonverbal gestures, credibility, and point of view.

✓ **3003.2.7** Listen actively in group discussions by asking clarifying, elaborating, and synthesizing questions and by managing internal barriers (e.g., emotional state, prejudices) and external barriers (e.g., physical setting, difficulty hearing, recovering from distractions) to aid comprehension.

Speaking

✓ **3003.2.8** Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively.

✓ **3003.2.9** Organize an oral presentation on a complex topic by breaking the topic into parts accessible to listeners, emphasizing key concepts or points, and closing with a recommendation or observation on the relevance of the subject to a wider context.

✓ **3003.2.10** Utilize an organizational structure that enhances the appeal to the audience and is appropriate for the purpose (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

✓ **3003.2.11** Provide a coherent and effective conclusion that reinforces the presentation in a powerful way, presents the topic in a new light (e.g., as a call to action, placing the topic in context to emphasize its importance), and brings the talk to a clear and logical close.

✓ **3003.2.12** Use effective rhetorical devices such as

- rhetorical questions to engage the audience;
- parallelism and repetition to reinforce ideas;
- analogies to convey complex ideas;
- metaphors and similes to develop ideas on multiple levels;
- alliteration to call attention to ideas and fix them in the audience's minds;
- hyperbole or understatement for humor or impact; and
- antithesis to establish contrasting relationships.

✓ **3003.2.13** Employ presentation skills including good eye contact, correct enunciation, appropriate rate and volume, and effective gestures.

✓ **3003.2.14** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the list below.

Behavior of Individuals within the Group

- Clarify, summarize, and paraphrase essential information from group members' input.
- Contribute relevant and appropriate information that moves the team towards its goals.
- Ask relevant and challenging questions.
- Gain the floor in orderly, respectful ways and listen to and respond with civility to the ideas of others.

Goals and Aims of the Group

- Understand the purpose for working as a team and work according to that purpose.
- Develop and articulate the goals for the teamwork and design tasks and strategies to reach the stated goal.
- Identify the needs of the team or group and evaluate and share various resources (e.g., texts, experts, websites) to respond to those needs.

Group Dynamics and Roles

- Assign and develop roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team.
- Identify and assign task(s) and develop a timeline for completion.
- Establish group agreements and ensure appropriate contributions are respected by the team.
- Use appropriate decision-making processes by coming to a consensus or by following the majority.
- Monitor whether the team dynamics are fostering achievement of the goal (e.g., monitor whether other team members are understanding and following discussion, seek additional ideas, summarize progress).

State Performance Indicators

SPI 3003.2.1 Identify the thesis and main points of a complex speech.

SPI 3003.2.2 Distinguish between a summary and a paraphrase.

SPI 3003.2.3 Distinguish between a critique and a summary.

SPI 3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

SPI 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

SPI 3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team towards its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

Standard 3 -Writing

Course Level Expectations

CLE 3003.3.1 Write in a variety of modes, with particular emphasis on persuasion, for different purposes and audiences.

CLE 3003.3.2 Employ various prewriting strategies.

CLE 3003.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.

CLE 3003.3.4 Revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.3.1** Write in a variety of modes (e.g., a summary; an explanation; a description; a creative expression; a literary analysis, informational, research, or argumentative essay).
- ✓ **3003.3.2** Create sophisticated, complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the strategies listed below.
 - Select a medium or format appropriate to purpose for writing.
 - Vary strategies to achieve complex purposes.
 - Sustain consistent and effective focus on audience through format, ideas, and word choice.
 - Anticipate potential problems, mistakes, and misunderstandings and respond to counterarguments.
 - Translate technical language into non-technical English when necessary.
 - Provide specific ideas, extended examples, and appropriate comparisons to support the main points in the text.
 - Use an organizational strategy appropriate for medium, purpose, and audience.
 - Follow customary formats (e.g., use salutation, closing and signature for business letters, and appropriate format for memos).
 - Format text purposefully and effectively to support comprehension and enable the reader to find information quickly and easily (e.g., format by designing graphics to convey complex information).
 - Employ formatting and varied visual elements to guide the reader (e.g., headings, bulleted lists, effective use of white space on the page).
 - Include clear and purposeful illustrative material to support ideas effectively in the text.
- ✓ **3003.3.3** Develop topics that address unfamiliar and abstract concepts removed from students' personal experiences and that require in-depth analysis.

- ✓ **3003.3.4** Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis.
- ✓ **3003.3.5** Develop and elaborate on ideas as appropriate to audience and anticipate and respond to readers' potential questions and counterarguments.
- ✓ **3003.3.6** Include relevant, specific, and compelling details.
- ✓ **3003.3.7** Employ organizational structures and support, and incorporate multiple patterns when appropriate (e.g., combine question-answer with comparison-contrast and utilize cause-effect as one type of comparison).
- ✓ **3003.3.8** Create text features (e.g., headings subheadings, formatting) as appropriate to signal important points.
- ✓ **3003.3.9** Use transitions to signal organizational patterns and to connect and contrast ideas.
- ✓ **3003.3.10** Use precise language appropriate to audience and purpose (e.g., connotative words in essays, exact terminology in technical writing).
- ✓ **3003.3.11** Use compelling verbs and a variety of figurative language (e.g., irony, caricature, symbols, allusions) to address the needs of audience and purpose.
- ✓ **3003.3.12** Use clear sentence structure in developing increasingly complex syntax. (e.g., combining short sentences, varying sentence beginnings, using a variety of sentence types, incorporating parallel structures).
- ✓ **3003.3.13** Employ grammar, usage, and mechanics as rhetorical tools, using incorrect structures as appropriate for effect (e.g., utilize short sentences or fragments for effect or include a single-sentence paragraph for effect).
- ✓ **3003.3.14** When other sources are used or referenced (e.g., in research, informational, or literary essays), adhere to the list below.
 - Skillfully acknowledge source material (create a reliable bibliography, list of works cited, and/or works consulted).
 - Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.
 - Strategically and skillfully quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
 - Incorporate ideas and quotations effectively and correctly within text.
 - Embed quotations and graphics from other sources, when appropriate.
- ✓ **3003.3.15** Generate notes while collecting information.
- ✓ **3003.3.16** Create a detailed outline based on research, note-taking, or some other method of generating content.

- ✓ **3003.3.17** Edit writing for mechanics (e.g., punctuation, capitalization), spelling, grammar (e.g., pronoun-antecedent relationship, use of modifying phrases), style (e.g., eliminating verbiage), and tone and mood as appropriate to audience, purpose, and context.
- ✓ **3003.3.18** Based on readers' comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.
- ✓ **3003.3.19** Use software (e.g., Photoshop, Acrobat, Dreamweaver, Pagemaker) to incorporate both basic and specialized effects into writing.
- ✓ **3003.3.20** Determine how and when to employ technology effectively in written communication.
- ✓ **3003.3.21** Practice writing to a persuasive prompt within a specified time limit.
- ✓ **3003.3.22** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.
- ✓ **3003.3.23** Refine the techniques of a persuasive essay, including logical reasons, coherent organization, rebuttal arguments, rhetorical devices, and relevant illustrations.

State Performance Indicators (see note* at end of SPIs)**

SPI 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

SPI 3003.3.2 Choose the most effective order of sentences in a paragraph.

SPI 3003.3.3 Select the most vivid and compelling word to strengthen a description.

SPI 3003.3.4 Select the most precise word from a given list of synonyms.

SPI 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

SPI 3003.3.6 Revise to correct a nonparallel construction.

SPI 3003.3.7 Select the thesis statement in a writing sample or passage.

SPI 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

SPI 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (comparison-contrast, chronological).

SPI 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

SPI 3003.3.11 Determine the writer's purpose in a writing sample.

SPI 3003.3.12 Identify a statement that reveals the writer's attitude.

SPI 3003.3.13 Identify the targeted audience for a selected passage.

SPI 3003.3.14 Select the proper format to convey a set of work-related information.

*****Writing is also assessed through the writing component of the Tennessee Comprehensive Assessment Program (TCAP). The TCAP Writing Assessment requires students to write a rough draft essay in response to an assigned writing prompt within a limited time period. Fifth-grade students are asked to write a narrative essay, eighth-grade students an expository essay, and eleventh-grade students a persuasive essay. The writing samples are scored holistically.**

Standard 4 - Research

Course Level Expectations

CLE 3003.4.1 Define and narrow a problem or research topic.

CLE 3003.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

CLE 3003.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.

CLE 3003.4.4 Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate.

CLE 3003.4.5 Use a standard format to arrange text, to cite sources, and to document quotations, paraphrases, and other information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.4.1** Focus on a complex topic that is sufficiently narrow to examine in depth and for which adequate information is available.
- ✓ **3003.4.2** Take and organize notes on relevant knowledge, identifying multiple perspectives and areas for research.
- ✓ **3003.4.3** Focus on factual and relevant data that are complex and theoretical.
- ✓ **3003.4.4** Reference relevant primary, secondary, and tertiary sources, demonstrating a systematic search of resources that are recent and important and are written by authorities to a well-informed audience.
- ✓ **3003.4.5** Select reliable resources using appropriate criteria and avoiding the overuse of any one source.
- ✓ **3003.4.6** Collect evidence in varied ways to answer the research question (e.g., gathering relevant reasons, examples, and facts; defining key terms; setting up comparisons; analyzing relationships such as cause/effect).
- ✓ **3003.4.7** Craft an introductory section including the limits of a research question, the perspective of the paper, a definition of terms, and a statement of the thesis.
- ✓ **3003.4.8** Maintain coherence through the consistent and effective use of connective transitions.
- ✓ **3003.4.9** Create an effective organizing structure based on complex research information, sometimes using multiple organizing structures within the essay.

- ✓ **3003.4.10** Craft an effective conclusion by answering the research question, explaining the significance of the research findings, making appropriate recommendations, and suggesting future research needs.
- ✓ **3003.4.11** Skillfully acknowledge source material (create a reliable bibliography or list of works cited and/or works consulted).
- ✓ **3003.4.12** Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.
- ✓ **3003.4.13** Skillfully and strategically quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
- ✓ **3003.4.14** Support a research topic by following a standard format and use appropriate technology to embed text graphics including a title, an abstract, numbered pages, and a bibliography.

State Performance Indicators

SPI 3003.4.1 Select the research topic with the highest degree of focus.

SPI 3003.4.2 Differentiate between primary and secondary sources.

SPI 3003.4.3 Evaluate the reliability and credibility of sources for use in research.

SPI 3003.4.4 Evaluate the validity of Web pages as sources of information.

SPI 3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.

SPI 3003.4.6 Identify information that must be cited or attributed within a writing sample.

Standard 5 - Logic

Course Level Expectations

CLE 3003.5.1 Use logic to make inferences and draw conclusions in a variety of complex oral and written contexts.

CLE 3003.5.2 Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions.

CLE 3003.5.3 Evaluate an argument, considering false premises, logical fallacies, and quality of evidence presented.

CLE 3003.5.4 Analyze the logical features of an argument.

CLE 3003.5.5 Analyze written and oral communication for persuasive devices.

CLE 3003.5.6 Analyze deductive and inductive arguments.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.5.1** Construct and complete challenging word analogies.
- ✓ **3003.5.2** Analyze text for stated or implied cause/effect relationships.
- ✓ **3003.5.3** Describe the structure of a multi-faceted argument with an unstated main claim and explicit or implicit premises.
- ✓ **3003.5.4** Evaluate the relevance, quality, and sufficiency of evidence used to support or oppose an argument.
- ✓ **3003.5.5** Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions.
- ✓ **3003.5.6** Distinguish between evidence which is directly stated and evidence which is implied within an argument.
- ✓ **3003.5.7** Identify false premises and explain the role they play in argumentation.
- ✓ **3003.5.8** Analyze common logical fallacies (e.g., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority, *post hoc*, straw man).
- ✓ **3003.5.9** Differentiate among evidence, inferences, assumptions, and claims in argumentation (e.g., explain and evaluate opinion editorials, commercials, political cartoons, philosophical arguments).

- ✓ **3003.5.10** Analyze and explain how a variety of logical arguments reach different and possibly conflicting conclusions on the same topic.
- ✓ **3003.5.11** Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer, card stacking).

State Performance Indicators

SPI 3003.5.1 Make inferences and draw conclusions based on evidence in text.

SPI 3003.5.2 Choose a logical word to complete an analogy.

SPI 3003.5.3 Evaluate text for fact and opinion.

SPI 3003.5.4 Analyze cause/effect relationships in text.

SPI 3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).

SPI 3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority, *post hoc*, straw man) within a given argument.

SPI 3003.5.7 Differentiate between the implied and stated evidence of a given argument.

SPI 3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.

SPI 3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

SPI 3003.5.10 Identify a false premise in text.

SPI 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

SPI 3003.5.12 Select an additional sentence to add to an argument within a persuasive text.

SPI 3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

SPI 3003.5.14 Distinguish the strongest or weakest point of a given argument.

Standard 6 - Informational Text

Course Level Expectations

CLE 3003.6.1 Comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate them.

CLE 3003.6.2 Analyze the organizational structures of complex informational and technical texts.

CLE 3003.6.3 Read, interpret, and analyze graphics that support complex informational and technical texts.

Checks for Understanding (Formative/Summative Assessments)

- ✓ **3003.6.1** Summarize in a concise and well-organized way the main ideas, supporting details, and relationships among ideas in complex informational and technical texts.
- ✓ **3003.6.2** Summarize, paraphrase, and critique information in texts (informational, technical, and literary).
- ✓ **3003.6.3** Recognize clear or subtle and implied relationships among ideas (e.g., cause/effect, comparative, sequential) in complex informational and technical texts.
- ✓ **3003.6.4** Synthesize information across multiple complex informational and technical texts.
- ✓ **3003.6.5** Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
- ✓ **3003.6.6** Evaluate the ways in which the unconventional organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
- ✓ **3003.6.7** Comprehend and evaluate complex information presented graphically.
- ✓ **3003.6.8** Evaluate complex informational and technical texts for clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal.
- ✓ **3003.6.9** Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.

State Performance Indicators

SPI 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

SPI 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

SPI 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

SPI 3003.6.4 Synthesize information across multiple complex informational or technical texts.

Standard 7 - Media

Course Level Expectations

CLE 3003.7.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.

CLE 3003.7.2 Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.

CLE 3003.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.

CLE 3003.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.7.1** Analyze and evaluate the effects on the audience of the sounds, visuals, and language used in a wide array of media.
- ✓ **3003.7.2** Identify, analyze, and evaluate the effectiveness of the relationship between visual elements (e.g., media images, painting, film, and graphic arts) and verbal messages in virtually any media, emphasizing the cultural context, audience, and purpose.
- ✓ **3003.7.3** Evaluate the effectiveness of conventional and unconventional visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film; layout, pictures, and typeface in newspapers, magazines, and print advertisements; layout, navigation, links, and interactive features on websites) to achieve specific purposes and deliver specific messages.
- ✓ **3003.7.4** Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas.
- ✓ **3003.7.5** Understand the transactional nature of media by considering audience in preparing productions.
- ✓ **3003.7.6** Employ conventional and unconventional visual images, text, graphics, music, and/or sound effects to achieve the purposes in complex media presentations.

State Performance Indicators

SPI 3003.7.1 Draw an inference from a non-print medium.

SPI 3003.7.2 Select the type of conflict represented in a non-print medium.

SPI 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

SPI 3003.7.4 Infer the mood represented in a non-print medium.

SPI 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

SPI 3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

Standard 8 -Literature

In Tennessee, American literature is customarily taught at the junior level.

Course Level Expectations

CLE 3003.8.1 Demonstrate knowledge of significant works of American literature from the colonial period to the present and make relevant comparisons.

CLE 3003.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

CLE 3003.8.3 Recognize the conventions of various literary genres and understand how they articulate the writer's vision.

CLE 3003.8.4 Analyze works of American literature for what is suggested about the historical period in which they were written.

CLE 3003.8.5 Know and use appropriate literary terms to derive meaning and comprehension from various literary genres.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **3003.8.1** Analyze a literary work, using the characteristics of the literary time period that it represents.
- ✓ **3003.8.2** Compare and contrast the elements (e.g., form, language, plot, and characters) of two works representing different literary periods (e.g., *The Scarlet Letter* and *An American Tragedy*).
- ✓ **3003.8.3** Analyze how plot developments determine characters' conflicts and dilemmas.
- ✓ **3003.8.4** Analyze the function and effect of plot elements (e.g., exposition, rising action, climax, falling action, resolution/denouement) in complex literary texts.
- ✓ **3003.8.5** Analyze the role and function of characters (major/minor, protagonists/antagonists) and determine ways in which the author reveals those characters (e.g., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
- ✓ **3003.8.6** Identify how setting and changes in setting can affect the literary elements (e.g., plot, character, theme, tone) in complex literary texts.
- ✓ **3003.8.7** Analyze the narration and point of view (e.g., first person, third-person objective, third-person limited, third-person omniscient) in complex literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators and/or with some characters serving as unreliable narrators.

- ✓ **3003.8.8** Consider the characteristics of genre and the limitations of form when interpreting complex texts.
- ✓ **3003.8.9** Identify, analyze, and evaluate the effect and use of metrics (especially iambic pentameter), rhyme scheme (e.g., end, internal, slant, eye), rhythm, alliteration, and other conventions of verse in complex poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry).
- ✓ **3003.8.10** Recognize and identify the characteristics of lyric poetry, blank verse, free verse, epics, sonnets, dramatic poetry, and ballads.
- ✓ **3003.8.11** Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside).
- ✓ **3003.8.12** Identify elements of literary drama (e.g., dramatic irony, soliloquy, stage direction, dialogue) and evaluate the ways in which they articulate a playwright's vision in complex plays.
- ✓ **3003.8.13** Identify, analyze, and explain the multiple levels of theme(s) within a complex literary text and of similar or contrasting themes across two or more texts.
- ✓ **3003.8.14** Analyze works of literature as reflections of the historical period in which they were written.
- ✓ **3003.8.15** Analyze texts to identify the author's attitudes, viewpoints, and beliefs and to critique how these relate to the larger historical, social, and cultural context of the texts.
- ✓ **3003.8.16** Identify and analyze the use of literary elements such as irony, archetype, allegory, parody, satire, parable, paradox, symbol, and foreshadowing.
- ✓ **3003.8.17** Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole).
- ✓ **3003.8.18** Use prior knowledge and explicit study to identify the meaning of biblical, classical, cultural, historical, and literary allusions, especially those which may be more obscure or extended (e.g., references to Phaeton and Icarus in Dante's *Inferno*).
- ✓ **3003.8.19** Identify the meaning of metaphors based on common literary allusions and conceits (e.g., the dogs of war, a face that launched a thousand ships, flying too close to the sun).

State Performance Indicators

SPI 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

SPI 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

SPI 3003.8.3 Analyze the effect of literary point-of-view (first person, third-person objective, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

SPI 3003.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

SPI 3003.8.5 Identify the symbol of a literary passage and determine the theme it supports.

SPI 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

SPI 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

SPI 3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

SPI 3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

SPI 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.

SPI 3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

SPI 3003.8.12 Locate words or phrases within a passage that provide historical or cultural cues.

SPI 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

SPI 3003.8.14 Identify classical, historical, and literary allusions in context.

SPI 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

SPI 3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).