



**Comparison of Draft Tennessee English/Language Arts Standards (TES) to
Current Tennessee State Standards for English Language Arts (TSS)
Grades 9-12
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, draft TES does not

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

**The 10/8 draft from TN 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.

TSSfor ELA/Literacy – Grades 9-10	Draft TES– Grades 9-10	Alignment Rating/Notes
RL: Reading Standards for Literature		
<i>Key Ideas and Details</i>		
TSS.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TN.RL.9-10.1. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	2=Close, with feedback <i>Note:</i> TN may want to consider the measurability of its language. How will students be evaluated on the <u>strongest</u> , <u>most</u> compelling evidence vs. TSS’s “strong and thorough”?
TSS.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	TN.RL.9-10.2. Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	1=Close Match
TSS.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	TN.RL.9-10.3. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	2=Close, with feedback <i>Note:</i> The TN revision works well, but is slightly less specific than TSS—such as “...to impact meaning” (TN) vs. to “advance the plot or develop the theme.” Revise ending of statement?
<i>Craft and Structure</i>		

TSSfor ELA/Literacy – Grades 9-10	Draft TES– Grades 9-10	Alignment Rating/Notes
<p>TSS.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>TN.RL.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p>	<p>1=Close Match</p>
<p>TSS.RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>TN.RL.9-10.5. Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</p>	<p>1=Close Match</p>
<p>TSS.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>TN.RL.9-10.6. Analyze how point of view and/or author purpose shapes the content and style of diverse texts.</p>	<p>3=Partial Match</p> <p><i>Note:</i> The TSS expectation focuses on the point of view or cultural perspectives from world literature. The TN expectation unclearly references point of view and author’s purpose and references “diverse texts.”</p> <p>The TN statement is somewhat unclear. By “point of view” is what is meant the narration of the text—as it is in TN grade 6:</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>Or, is “point of view” intended to mean the author’s perspective? “Diverse” is unclear—is this diversity in terms of U.S. and world literature? Or diversity in terms of genres (novels, short stories, poetry, drama)? What is the “author purpose”? Is this purpose at the broad level—to entertain, to inform, to persuade? Or purpose on the level of theme—to communicate an idea through literature?</p>
<p><i>Integration of Knowledge and Ideas</i></p>		
<p>TSS.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>TN.RL.9-10.7. Evaluate the topic, subject, and/or theme in two diverse formats or media.</p>	<p>3=Partial Match</p> <p><i>Note:</i> The way that TN is worded, students could evaluate the topic in a painting and then separately evaluate the topic in a song. Is this the intent or is the intent to compare/contrast and synthesize across the works?</p>
<p>(Not applicable to literature)</p>		

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<p>TSS.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>TN.RL.9-10.9. Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p>	<p>1=Close Match</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p>TSS.RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>TN.RL.9.10. Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding as needed.</p> <p>TN.RL.10.10. Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Again, why does grade 9 specify that students will read at the “high end” of the band and not the entire band? Same question as previously about how state will guide educators in selecting texts of the appropriate complexity.</p>
<p>RI: Reading Standards for Informational Text</p>		
<p><i>Key Ideas and Details</i></p>		
<p>TSS.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>TN.RI.9-10.1. Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> TN may want to consider the measurability of its language. How will students be evaluated on the strongest, <u>most</u> compelling evidence vs. TSS’s “strong and thorough”?</p>
<p>TSS.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>TN.RI.9-10.2. Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p>	<p>1=Close Match</p>
<p>TSS.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>TN.RI.9-10.3. Analyze how an author presents and develops key ideas and events to impact meaning.</p>	<p>1=Close Match</p>
<p><i>Craft and Structure</i></p>		
<p>TSS.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>TN.RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>1=Close Match</p>
<p>TSS.RI.9-10.5: Analyze in detail how an author’s ideas or claims are</p>	<p>TN.RI.9-10.5. Analyze how an author’s ideas or claims are</p>	<p>1=Close Match</p>

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developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	developed and refined by particular sentences, paragraphs, or larger portions of a text.	
TSS.RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	TN.RI.9-10.6. Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	1+=Exact Match
<i>Integration of Knowledge and Ideas</i>		
TSS.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	TN.RI.9-10.7. Evaluate the topic or subject in two diverse formats or media.	3=Partial Match <i>Note:</i> TSS is very specific here about various accounts of a subject, while TN is broader. Perhaps TN wants to consider the following: Evaluate the same topic or subject as presented in two or more diverse formats or media. Or Evaluate the presentation of a topic or subject in two diverse formats or media. Also the parenthetical in TSS is helpful to clarify. Otherwise, “two diverse formats” could just mean a text in large font with more spacing vs. one with single space in small font.
TSS.RI.9.10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	TN.RI.9-10.8. Evaluate how reasoning and evidence affects the argument and specific claims in a text.	3=Partial Match <i>Note:</i> Specificity in TSS is important to guide the kinds of activities students should do with written arguments—particularly since they are expected to produce sophisticated arguments in writing themselves and will need models.
TSS.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	TN.RI.9-10.9. Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.	3=Partial Match <i>Note:</i> How will TN guide educators in selecting grade-appropriate and content-rich texts? The parentheticals in the TSS are helpful in providing focus through examples.
<i>Range of Reading and Level of Text Complexity</i>		
TSS.RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary	TN.RI.9.10. Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding as needed.	2=Close, with feedback <i>Note:</i> Again, why does grade 9 specify that students will read at the “high end” of the band? Same question as previously about how

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nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	TN.RI.10.10. Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	state will guide educators in selecting texts of the appropriate complexity.
W: Writing Standards: Grades 9-10		
<i>Text Types and Purposes</i>		
<p>TSS.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>TN.W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s). Develop claim(s) and counterclaims fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaims, reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone. 	1=Close Match
<p>TSS.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 	<p>TN.W.9-10.2. Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ol style="list-style-type: none"> Provide an introduction that is relevant to the rest of the text and effectively engages the audience. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 	<p>1=Close Match</p> <p><i>Note:</i> As noted previously, TN goes beyond TSS in defining specific criteria for effective writing in each mode. Here, for example, addition of specificity around an effective introduction is helpful.</p>

TSSfor ELA/Literacy – Grades 9-10	Draft TES– Grades 9-10	Alignment Rating/Notes
<ul style="list-style-type: none"> b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<ul style="list-style-type: none"> c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone. 	
<p>TSS.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the 	<p>TN.W.9-10.3. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	1=Close Match

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narrative.	g. Establish and maintain an appropriate style and tone.	
<i>Production and Distribution of Writing</i>		
TSS.W.9-10.4: 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.)	TN.W.9-10.4. 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.)	1+=Exact Match
TSS.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)	TN.W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)	1+=Exact Match
TSS.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	TN.W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	1+=Exact Match
<i>Research to Build and Present Knowledge</i>		
TSS.W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	TN.W.9-10.7. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	1=Close Match
TSS.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	TN.W.9-10.8. Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	3=Partial Match <i>Note:</i> As in middle-school grade levels, TN again takes out expectation that students will assess and evaluate their sources.
TSS.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a	TN.W.9-10.9. Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.	3=Partial Match <i>Note:</i> Why does TN specify just “literature” here—and not literary nonfiction as well?

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<p>theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>		
<i>Range of Writing</i>		
<p>TSS.W.9-10.10: 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 tasks, purposes, and audiences.</p>	<p>TN.W.9-10.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p>1=Close Match</p>
<p>SL: Speaking and Listening: Grades 9-10</p>		
<p><i>Comprehension and Collaboration</i></p>		

TSSfor ELA/Literacy – Grades 9-10	Draft TES– Grades 9-10	Alignment Rating/Notes
<p>TSS.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>TN.SL.9-10.1. Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th – 10th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeated the same expectation across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts.</p> <p>TN.SL.6.1. Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p> <p>See notes in the grades 6-8 SBS re: the problem of grade-level texts carrying the weight of the progression.</p> <p>Here in grades 9-10, TN does not include preparation as part of its expectation. See TSS.SL.9-10.1.a. Preparation is essential and may distinguish older students from younger students in terms of their progression. TN uses the word “initiate” but TSS goes beyond that in specifying that students set rules, goals, deadlines, roles. (See b.) TN specifies that students will express their ideas both clearly <u>and persuasively</u>. (With <i>persuasively</i> new in grade 9.) But persuasiveness is not necessarily what shows a more sophisticated ability to engage in group discussion and collaborative work. TSS c and d attempt to unpack that.</p> <p>The specificity of TSS here is intentional—to help teachers and students articulate the elements of effective collaborative participation.</p>
<p>TSS.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>TN.SL.9-10.2. Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</p>	<p>1=Close Match</p> <p><i>Note:</i> TN may want to revise to eliminate the first “evaluate” since that expectation repeats—e.g., “Integrate and evaluate multiple sources of information...; <u>evaluate</u> the credibility...”</p>
<p>TSS.SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>TN.SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</p>	<p>1=Close Match</p>
<i>Presentation of Knowledge and Ideas</i>		
<p>TSS.SL.9-10.4: Present information, findings, and supporting</p>	<p>TN.SL.9-10.4. Present information, findings, and supporting</p>	<p>1+=Exact Match</p>

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evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
TSS.SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	TN.SL.9-10.5. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1=Close Match
TSS.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	TN.SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1+=Exact Match
L: Language Standards: Grades 9-10		
<i>Conventions</i>		
TSS.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	TN.L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	1=Close Match <i>Note:</i> TN did not include a definition of the range of phrases and clauses.
TSS.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	TN.L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	1=Close Match <i>Note:</i> The content and performance aligns here, but does TN want to consider using bullet points for the different ideas here? One challenge with combining everything is then it makes it harder to identify when students meet part of the standard but not all.
<i>Effective Language Use</i>		
TSS.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for</i>	TN.L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	2=Close, with feedback <i>Note:</i> TN does not include TSS expectation re: style manuals.

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<i>Writers) appropriate for the discipline and writing type.</i>		
<i>Vocabulary Acquisition and Usage</i>		
<p>TSS.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</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, its part of speech, or its etymology.</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.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th 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: “d” varies but a-c are very close. For “b,” will TN’s audience be familiar with the phrase “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.</i></p>
<p>TSS.L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>TN.L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p>	<p>1=Close Match</p>
<p>TSS.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TN.L.9-10.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1=Close Match</p>

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
Reading Standards for Literature		
<i>Key Ideas and Details</i>		
TSS.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	TN.RL.11-12.1. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	3=Partial Match <i>Note:</i> What is the intent of the second part of the standard? Are students expected to make an interpretation of a single text by synthesizing relevant textual evidence from multiple sources.
TSS.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	TN.RL.11-12.2. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	3=Partial Match <i>Note:</i> TN makes a distinction between an objective summary and a critical summary and here chooses to expect critical summary—not objective. Because <i>critical summary</i> may be a form that is unfamiliar to readers, it might be useful to somehow highlight that this is defined in the glossary. If the state chooses not to include more parentheticals and in-standard definitions, it could highlight key terms that appear in the glossary throughout. TN also incorporates possibility of multiple texts here.
TSS.RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	TN.RL.11-12.3. Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	1=Close Match
<i>Craft and Structure</i>		
TSS.RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	TN.RL.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	1=Close Match
TSS.RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its	TN.RL.11-12.5. Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	1=Close Match

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<p>aesthetic impact.</p> <p>TSS.RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>TN.RL.11-12.6. Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> The parenthetical in TSS is helpful to clarify the intent of the expectation. In TN, literary point of view could mean narration— does point of view require distinguishing what is explicit and what is implied? Expected performance of students is unclear in TN re-write.</p>
<i>Integration of Knowledge and Ideas</i>		
<p>TSS.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>TN.RL.11-12.7. Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> The focus and intent is shared, but TSS language is clearer. Are students to evaluate multiple interpretations of a similar story or piece of literature?</p>
(Not applicable to literature)		
<p>TSS.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>TN.RL.11-12.9. Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.</p>	<p>3=Partial Match</p> <p><i>Note:</i> How will TN guide educators in selecting grade-appropriate and content-rich texts? TSS specifies knowledge of 18th, 19th, and 20th century American literature.</p>
<i>Range of Reading and Level of Text Complexity</i>		
<p>TSS.RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>TSS.RL.11-12.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>TN.RL.11.10. Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding as needed.</p> <p>TN.RL.12.10. Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Again, why does grade 11 specify that students will read only at the “high end” of the band? Same question as previously about how state will guide educators in selecting texts of the appropriate complexity.</p>
RI: Reading Standards for Informational Text		
<i>Key Ideas and Details</i>		
<p>TSS.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences</p>	<p>TN.RI.11-12.1. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and</p>	<p>3=Partial Match</p>

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
drawn from the text, including determining where the text leaves matters uncertain.	synthesizing relevant textual evidence from multiple sources.	<i>Note:</i> It is unclear how students are to make an interpretation of a single text by synthesizing relevant textual evidence from multiple sources. What is the intent here?
TSS.RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	TN.RI.11-12.2. Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	3=Partial Match <i>Note:</i> TN makes a distinction between an objective summary and a critical summary and here chooses to expect critical summary—not objective.
TSS.RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	TN.RI.11-12.3. Analyze an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	1=Close Match
<i>Craft and Structure</i>		
TSS.RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	TN.RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	1=Close Match
TSS.RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	TN.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1=Close Match
TSS.RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	TN.RI.11-12.6. Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
TSS.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	TN.RI.11-12.7. Evaluate the topic or subject in multiple diverse formats and media.	3=Partial Match <i>Note:</i> Both expectations address information presented in varied media or formats. TSS expects students to integrate across sources to answer a question. In TN it is unclear if the focus is to compare the presentation or to integrate ideas.
TSS.RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and	TN.RI.K11-12.8. Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	3=Partial Match

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<p>use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>		<p><i>Note:</i> Here in TSS the texts are not just parenthetical examples—they are key to the intent of this expectation.</p> <p>How is TN’s statement different from what students were doing in grade 6? 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.</p>
<p>TSS.RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>TN.RI.11-12.9. Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.</p>	<p>3=Partial Match</p> <p><i>Note:</i> How will TN guide educators in selecting grade-appropriate and content-rich texts? The parentheticals in the TSS are helpful in providing examples.</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p>TSS.RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>TSS.RI.11-12.10: By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>TN.RI.11.10. Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding as needed.</p> <p>TN.RI.12.10. Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Again, why does grade 11 specify that students will read only at the “high end” of the band? Same question as previously about how state will guide educators in selecting texts of the appropriate complexity.</p>
<p>W: Writing Standards: Grades 11-12</p>		
<p><i>Text Types and Purposes</i></p>		
<p>TSS.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, 	<p>TN.W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s). Develop claim(s) and counterclaims fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. Create an organization that establishes cohesion and clear 	<p>1=Close Match</p>

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<p>supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone.</p>	
<p>TSS.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>TN.W.11-12.2. Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to, use of appropriate and varied transitions.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>d. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>e. Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>f. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to</p>	<p>1=Close Match</p>

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<ul style="list-style-type: none"> e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<ul style="list-style-type: none"> manage the complexity of the topic. g. Establish and maintain a formal style and objective tone. 	
<p>TSS.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>TN.W.11-12.3. Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Use appropriate language and techniques, such as metaphor, simile, and analogy. h. Establish and maintain an appropriate style and tone. 	1=Close Match
<i>Production and Distribution of Writing</i>		
<p>TSS.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>	<p>TN.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing</p>	1+=Exact Match

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
types are defined in standards 1–3 above.)	types are defined in standards 1-3 above.)	
TSS.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)	TN.W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)	1+=Exact Match
TSS.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	TN.W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products utilizing ongoing feedback, including new arguments and information.	1=Close Match
<i>Research to Build and Present Knowledge</i>		
TSS.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	TN.W.11-12.7. Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	1=Close Match
TSS.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	TN.W.11-12.8. Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering the research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1=Close Match
TSS.W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal	TN.W.11-12.9. Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.	3=Partial Match <i>Note:</i> Why does TN specify just “literature” here—and not literary nonfiction as well?

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<p>U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>		
<i>Range of Writing</i>		
<p>TSS.W.11-12.10: 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 tasks, purposes.</p>	<p>TN.W.11-12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p>1=Close Match</p>
<p>SL: Speaking and Listening: Grades 11-12</p>		
<p><i>Comprehension and Collaboration</i></p>		

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<p>TSS.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>TN.SL.11-12.1. Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeated the same expectation across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts.</p> <p>TN.SL.6.1. Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p> <p>See notes in the grades 6-8 SBS re: the problem of grade-level texts carrying the weight of the progression.</p> <p>Here, TN does not include preparation as part of its expectation. See TSS.SL.11-12.1.a. Preparation is essential and may distinguish more advanced students in terms of their progression.</p> <p>TN uses the word “initiate” but TSS goes beyond that in specifying that students work with peers to set rules, goals, deadlines, roles. (See b.)</p> <p>TN specifies that students will express their ideas both clearly <u>and persuasively</u>. (With <i>persuasively</i> new in grade 9.) But persuasiveness is not necessarily what shows a more sophisticated ability to engage in group discussion and collaborative work. TSS c and d attempt to unpack that.</p> <p>The specificity of TSS here is intentional—to help teachers and students articulate the elements of effective collaborative participation.</p>
<p>TSS.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>TN.SL.11-12.2. Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</p>	<p>1=Close Match</p>
<p>TSS.SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>TN.SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>1=Close Match</p>
<p><i>Presentation of Knowledge and Ideas</i></p>		

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<p>TSS.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>TN.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p>	<p>1=Close Match</p>
<p>TSS.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>TN.SL.11-12.5. Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>1=Close Match</p>
<p>TSS.SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>TN.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>1+=Exact Match</p>
<p>L: Language Standards: Grades 11-12</p>		
<p><i>Conventions</i></p>		
<p>TSS.L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p>TN.L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.</p>	<p>1=Close Match</p> <p><i>Note:</i> It is not exactly clear what students are supposed to do as they “consider” complex and contested matters of usage.</p>
<p>TSS.L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>TN.L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>	<p>1=Close Match</p> <p><i>Note:</i> TN does not specify hyphenation explicitly but expects knowledge and command of punctuation.</p>
<p><i>Effective Language Use</i></p>		
<p>TSS.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>TN.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an</p>	<p>1=Close Match</p>

TSSfor ELA/Literacy – Grades 11-12	Draft TES– Grades 11-12	Alignment Rating/Notes
<p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>understanding of syntax to the study of complex texts.</p>	
<i>Vocabulary Acquisition and Usage</i>		
<p>TSS.L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</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, its part of speech, its etymology, or its standard usage.</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.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.</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 the phrase “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>TSS.L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>TN.L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p>	<p>1=Close Match</p>
<p>TSS.L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>TN.L.11-12.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>1=Close Match</p>

