



**Comparison of Draft Tennessee English/Language Arts Standards (TES) to  
Current Tennessee State Standards for English Language Arts  
Grades K-5  
November 2015**

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

1+ = Exact Match to TSS

1 = Close Match

2 = Close; but issues of clarity or possible revision

3 = Partial Match

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

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

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

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
<b>Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	TN.RL.K.1. With prompting and support, ask and answer questions about key details in a text.	1+=Exact Match
<b>TSS.RL.K.2:</b> With prompting and support, retell familiar stories, including key details.	TN.RL.K.2. With prompting and support, retell familiar stories, including key details.	1+=Exact Match
<b>TSS.RL.K.3:</b> With prompting and support, identify characters, settings, and major events in a story.	TN.RL.K.3. With prompting and support, identify characters, setting, and major events in a story.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RL.K.4:</b> Ask and answer questions about unknown words in a text.	TN.RL.K.4. With prompting and support, ask and answer questions about unknown words in text.	1=Close Match
<b>TSS.RL.K.5:</b> Recognize common types of texts (e.g., storybooks, poems).	TN.RL.K.5. Recognize common types of texts.	2=Close, with feedback <i>Note:</i> Parenthetical in TSS is helpful for establishing level.
<b>TSS.RL.K.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TN.RL.K.6. With prompting and support, define the role of authors and illustrators in the telling of a story.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.K.7:</b> With prompting and support, describe the connection between pictures or other illustrations and the overall story in which they appear.	TN.RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear.	1=Close Match

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
(Not applicable to literature )		
<b>TSS.RL.K.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TN.RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1+= <b>Exact</b> Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.K.10:</b> Actively engage in group reading activities with purpose and understanding.	TN.RL.K.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	3=Partial Match  <i>Note:</i> Both get at level of reading expected—TSS suggests group reading is appropriate for K; TN suggests that students should be reading stories and poems (with support). Again, what guidance will TN provide around what is appropriate text complexity?
<b>Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	TN.RI.K.1. With prompting and support, ask and answer questions about key details in a text.	1+= <b>Exact</b> Match
<b>TSS.RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.	TN.RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	1+= <b>Exact</b> Match
<b>TSS.RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	TN.RI.K.3. With prompting and support, identify the connection between two individuals, events, ideas, or pieces of information in a text.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text.	TN.RI.K.4. With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	1=Close Match
<b>TSS.RI.K.5:</b> Identify the front cover, back cover, and title page of a book.	TN.RI.K.5. Know various text features.	3=Partial Match  <i>Note:</i> “Text features” is a broad, catch-all phrase. Difficult to determine exactly what TN expects here.
<b>TSS.RI.K.6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TN.RI.K.6. With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.K.7:</b> With prompting and support, describe the connection between pictures or other illustrations and the overall text in which they appear.	TN.RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear.	1=Close Match
<b>TSS.RI.K.8:</b> With prompting and support, identify the reasons an	TN.RI.K.8. With prompting and support, identify the reasons an	1=Close Match

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
author gives to support points in a text.	author provides to support points in a text.	
<b>TSS.RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TN.RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.	TN.RI.K.10. With prompting and support, read informational text of appropriate complexity for Kindergarten.	3=Partial Match  <i>Note:</i> Both get at level of reading expected—TSS suggests group reading is appropriate for K; TN suggests that students should be reading informational text (with support). Again, what guidance will TN provide around appropriate text complexity?
<b>Reading Standards: Foundational Skills</b>		
<i>Print Concepts</i>		
<b>TSS.RF.K.1:</b> Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page-by-page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>	TN.F.K.1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page-by-page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.</li> <li>Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.</li> <li>Distinguish between pictures and words.</li> </ol>	1=Close Match
<i>Phonological Awareness</i>		

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
<p><b>TSS.RF.K.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>TN.F.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and begin to produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>1=Close Match</p>
<i>Phonics and Word Recognition</i>		
<p><b>TSS.RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>TN.F.K.3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and begin to produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>4=No Match</p> <p><i>Note:</i> Is this an error in the TN document? It repeats content from TN.F.K.2. These expectations do not seem appropriate for phonics and word analysis. These seem to describe phonological awareness. In fact, this repeats TN.F.K.2.</p>
<p><b>TSS.RF.K.4:</b> Read emergent-reader texts with purpose and understanding.</p>	<p>TN.F.K.5. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read emergent-reader texts with purpose and understanding.</p>	<p>1=Close Match</p>
<b>Writing Standards</b>		
<i>Text Types and Purposes</i>		
<p><b>TSS.W.K.1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p>	<p>TN.W.K.1. With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p>	<p>3=Partial Match</p> <p><i>Note:</i> The detail in TSS is helpful and does not seem overly rigorous for K.</p>

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
<p><b>TSS.W.K.2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TN.W.K.2. With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.</p>	<p>3=Partial Match</p> <p><i>Note:</i> The detail in TSS is helpful and does not seem overly rigorous for K.</p>
<p><b>TSS.W.K.3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>TN.W.K.3. With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN level seems appropriate here though it includes fewer details.</p>
<p><i>Production and Distribution of Writing</i></p>		
<p>(Begins in grade 3)</p>	<p>TN.W.K.4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>5=No Match</p> <p><i>Note:</i> TSS begins this expectation in grade 3. TN may want to consider if this is a realistic expectation for kindergarten students. Clear, coherent, developed, organized, and with style appropriate to a specific audience seem pretty sophisticated for K.</p>
<p><b>TSS.W.K.5:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>TN.W.K.5. With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.</p>	<p>1=Close Match</p>
<p><b>TSS.W.K.6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>TN.W.K.6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p>	<p>1=Close Match</p>
<p><i>Research to Build and Present Knowledge</i></p>		
<p><b>TSS.W.K.7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>TN.W.K.7. Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p>	<p>1=Close Match</p>
<p><b>TSS.W.K.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>TN.W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>1+=<b>Exact</b> Match</p>
<p>(Begins in grade 4)</p>		
<p>(Begins in grade 3)</p>	<p>TN.W.K.10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</p>	<p>5=No Match</p> <p><i>Note:</i> Seems appropriate for inclusion at this grade level to encourage regular writing.</p>
<p><b>Speaking and Listening Standards</b></p>		

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
<i>Comprehension and Collaboration</i>		
<p><b>TSS.SL.K.1:</b> Participate in collaborative conversations about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>TN.SL.K.1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TSS attempts to unpack the specific speaking and listening behaviors that students should demonstrate by grade when participating in collaborative discussions and teamwork situations. TN expectation is that students will collaborate—not <i>how</i> they will do so productively or effectively.</p>
<p><b>TSS.SL.K.2:</b> Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.</p>	<p>TN.SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.K.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>TN.SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>1+=Exact Match</p>
<i>Presentation of Knowledge and Ideas</i>		
<p><b>TSS.SL.K.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>TN.SL.K.4. Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>	<p>1+=Exact Match</p>
<p><b>TSS.SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>TN.SL.K.5. Add drawings or other visual displays of descriptions as desired to provide additional detail.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.K.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>TN.SL.K.6. With guidance and support, express thoughts, feelings, and ideas through speaking.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> TSS includes “speaking audibly.” Regarding TN’s standard: Won’t students naturally express thoughts, feelings, and ideas through speaking?</p>
<b>Language Standards</b>		
<i>Conventions of Standard English</i>		

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
<p><b>TSS.L.K.1:</b> Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>TN.F.K.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Write uppercase and lowercase manuscript letters from memory.</p> <p>...</p> <p>g. Print many upper and lowercase letters.</p> <p>TN.F.K.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. With modeling or verbal prompts, orally produce complete sentences.</p> <p>c. Use frequently occurring nouns and verbs.</p> <p>d. Form regular plural nouns orally by adding -s or -es.</p> <p>e. Understand and use question words (interrogatives).</p> <p>f. Use the most frequently occurring prepositions.</p> <p>g. Produce and expand complete sentences in shared language activities.</p>	<p>1=Close Match</p> <p><i>Note:</i> In TN, what is the distinction between TN.F.K.6.a and TN.F.K.6.g?</p>
	<p>TN.F.K.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>...</p> <p>d. Spell VC (<i>at, in</i>) and CVC (<i>pet, mud</i>) words with short vowels; spell V (<i>a, l</i>) and CV (<i>be, go</i>) words with long vowels.</p> <p>e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</p> <p>f. Write some common, frequently used words (<i>am, and, like, the</i>).</p> <p>...</p>	<p>5=No Match</p>
	<p>TN.F.K.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>b. Follow one-to-one correspondence between voice and print when writing a sentence.</p>	<p>5=No Match</p>

Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
<p><b>TSS.L.K.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p>	<p>TN.F.IK.6</p> <p>h. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>i. Recognize and name end punctuation.</p>	<p>1=Close Match</p>
<p><b>TSS.L.K.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing. (<i>continued</i>)</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>TN.F.K.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>....</p> <p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p>c. Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i>.</p> <p>....</p>	<p>1=Close Match</p>
<i>Knowledge of Language</i>		
(Begins in grade 3)		
<i>Vocabulary Acquisition and Usage</i>		
<p><b>TSS.L.K.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>		<p>4=No Match</p>



Tennessee State Standards for ELA/Literacy – Kindergarten	Draft TES — Kindergarten	Alignment Rating/Notes
<p><b>TSS.L.K.5:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>		4=No Match
<p><b>TSS.L.K.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		4=No Match



**GRADE 1**

Tennessee State Standards for ELA/Literacy – Grade 1	Draft TES – Grade 1	Alignment Rating/Notes
<b>RL: Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.1.1:</b> Ask and answer questions about key details in a text.	TN.RL.1.1. Ask and answer questions about key details in a text.	1+=Exact Match
<b>TSS.RL.1.2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	TN.RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1+=Exact Match
<b>TSS.RL.1.3:</b> Describe characters, settings, and major events in a story, using key details.	TN.RL.1.3. Describe characters, settings, and major events in a story, using key details.	1+=Exact Match
<i>Craft and Structure</i>		
<b>TSS.RL.1.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	TN.RL.1.4. Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	1+=Exact Match
<b>TSS.RL.1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	TN.RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	1+=Exact Match
<b>TSS.RL.1.6:</b> Identify who is telling the story at various points in a text.	TN.RL.1.6. Identify who is telling the story at various points in a text.	1+=Exact Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.1.7:</b> Refer to pictures, illustrations, and details in a story to describe characters, setting, or events.	TN.RL.1.7. Use illustrations and words in a text to describe its characters, setting, or events.	1=Close Match
(Not applicable to literature)		
<b>TSS.RL.1.9:</b> Compare and contrast the adventures and experiences of characters in stories.	TN.RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	1+=Exact Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.1.10:</b> With prompting and support, read appropriately complex prose and poetry for grade 1.	TN.RL.1.10. With prompting and support, read stories and poems of appropriate complexity for grade 1.	2=Close, with feedback  <i>Note: What guidance will TN provide around text complexity?</i>
<b>RI: Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.1.1:</b> Ask and answer questions about key details in a text.	TN.RI.1.1. Ask and answer questions about key details in a text.	1+=Exact Match
<b>TSS.RI.1.2:</b> Identify the main topic and retell key details of a text.	TN.RI.1.2. Identify the main topic and retell key details of a text.	1+=Exact Match
<b>TSS.RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	TN.RI.1.3. Describe the connections between two individuals, events, ideas, or pieces of information in a text.	1+=Exact Match

Tennessee State Standards for ELA/Literacy – Grade 1	Draft TES – Grade 1	Alignment Rating/Notes
<i>Craft and Structure</i>		
<b>TSS.RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	TN.RI.1.4. Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	3=Partial Match <i>Note:</i> Both address understanding words in text.
<b>TSS.RI.1.5:</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	TN.RI.1.5. Know and use various text features to locate key facts or information in a text.	2=Close, with feedback <i>Note:</i> As stated elsewhere, the parentheticals in TSS are helpful to clarify broad terms like “text features.”
<b>TSS.RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	TN.RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1+=Exact Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.1.7:</b> Use pictures, illustrations, and details in a text to describe its key ideas.	TN.RI.1.7. Use the illustrations and words in a text to describe its key ideas.	1=Close Match
<b>TSS.RI.1.8:</b> Identify the reasons an author gives to support points in a text.	TN.RI.1.8. Identify the reasons an author provides to support points in a text.	1=Close Match
<b>TSS.RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	TN.RI.1.9. Identify basic similarities and differences between two texts on the same topic.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.1.10:</b> With prompting and support, read appropriately complex informational texts for grade 1.	TN.RI.1.10. With prompting and support, read informational texts of appropriate complexity for grade 1.	2=Close, with feedback <i>Note:</i> What guidance will TN provide around text complexity?
<b>RF: Foundational Skills: First Grade</b>		
<i>Print Concepts</i>		
<b>TSS.RF.1.1:</b> Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	TN.F.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	1=Close Match
<i>Phonological Awareness</i>		

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<p><b>TSS.RF.1.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>TN.F.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>1=Close Match</p>
<i>Phonics and Word Recognition</i>		
<p><b>TSS.RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TN.F.1.3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>c. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.</p> <p>d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>e. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>4=No Match</p> <p><i>Note:</i> Is this an error in the TN document? These expectations do not seem appropriate for phonics and word analysis. These seem to describe phonological awareness. In fact, b-e match a-d in TN.F.1.2, and recognizing and producing rhyming words is phonological awareness—not phonics and word analysis. TN.F.1.4 specifies that students will write legibly and print all letters and in reading they are reading grade-level texts, so presumably students in grade 1 in TN are working with print?</p>
<i>Fluency</i>		
<p><b>TSS.RF.1.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TN.F.1.5. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>1=Close Match</p>
<b>W: Writing Standards: First Grade</b>		

Tennessee State Standards for ELA/Literacy – Grade 1	Draft TES – Grade 1	Alignment Rating/Notes
<i>Text Types and Purposes</i>		
<b>TSS.W.1.1:</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	TN.W.1.1. With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	1=Close Match <i>Note:</i> Addition in TN of “with prompting and support” seems appropriate for grade 1.
<b>TSS.W.1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	TN.W.1.2. With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	1=Close Match <i>Note:</i> Addition in TN of “with prompting and support” seems appropriate for grade 1.
<b>TSS.W.1.3:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	TN.W.1.3. With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	1=Close Match <i>Note:</i> Addition in TN of “with prompting and support” seems appropriate for grade 1.
<i>Production and Distribution of Writing</i>		
(Begins in grade 3)	TN.W.1.4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	5=No Match <i>Note:</i> TSS begins this expectation in grade 3. TN may want to consider if this is a realistic expectation at grade 1.
<b>TSS.W.1.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	TN.W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	1=Close Match
<b>TSS.W.1.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TN.W.1.6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	1=Close Match
<i>Research to Build and Present Knowledge</i>		
<b>TSS.W.1.7:</b> Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).	TN.W.1.7. Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.	1=Close Match
<b>TSS.W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TN.W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1+=Exact Match
<i>Range of Writing</i>		
(Begins in grade 3)	TN.W.1.10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	5=No Match

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<p><i>Note: Seems appropriate for inclusion at this grade level to encourage regular writing.</i></p>		
<p><b>TSS.SL: Speaking and Listening: First Grade</b></p>		
<p><i>Comprehension and Collaboration</i></p>		
<p><b>TSS.SL.1.1:</b> Participate in collaborative conversations about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>TN.SL.1.1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.</p>	<p>3=Partial Match</p> <p><i>Note: TSS attempts to unpack the specific speaking and listening behaviors that students should demonstrate by grade when participating in collaborative discussions and teamwork situations. TN expectation is that students will collaborate—not how they will do so productively or effectively.</i></p>
<p><b>TSS.SL.1.2:</b> Demonstrate understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and restating key elements.</p>	<p>TN.SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.1.3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>TN.SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>1+=Exact Match</p>
<p><i>Presentation of Knowledge and Ideas</i></p>		
<p><b>TSS.SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>TN.SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>1+=Exact Match</p>
<p><b>TSS.SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TN.SL.1.5. Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.1.6:</b> Produce complete sentences when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)</p>	<p>TN.SL.1.6. With prompting and support, speak in complete sentences when appropriate to task and situation.</p>	<p>1=Close Match</p>
<p><b>L: Language Standards: First Grade</b></p>		
<p><i>Conventions</i></p>		
<p><b>TSS.L.1.1:</b> Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p>	<p>TN.F.1.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>g. Print all upper and lowercase letters.</p>	<p>1=Close Match</p>

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<p><b>TSS.L.1.1:</b> Observe conventions of grammar and usage when writing or speaking. (<i>continued</i>)</p> <ul style="list-style-type: none"> <li>a. ....</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</li> </ul>	<p>TN.F.1.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> <li>a. Use common, proper, and possessive nouns.</li> <li>b. Use singular and plural nouns with correct verbs in basic sentences.</li> <li>c. Use personal, possessive, and indefinite pronouns.</li> <li>d. Use verbs to convey a sense of past, present, and future.</li> <li>e. Use frequently occurring adjectives.</li> <li>f. ....</li> <li>g. Use articles and demonstratives.</li> <li>h. Use frequently occurring prepositions such as <i>during, beyond, and toward</i>.</li> <li>i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p>1=Close Match</p>
<p><b>TSS.L.1.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> </ul>	<p>TN.F.1.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> <li>j. Capitalize names of people and dates.</li> <li>k. End sentences with correct punctuation.</li> <li>l. Use commas in dates and to separate single words in a series.</li> </ul>	<p>1=Close Match</p>
<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>TN.F.1.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> <li>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.</li> <li>b. Use conventional spelling for one-syllable words with common</li> </ul>	<p>1=Close Match</p>

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	vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. ... f. Write many common, frequently used words and some irregular words.	
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	TN.F.1.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1=Close Match
	TN.F.1.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. ... c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.	5=No Match
<i>Knowledge of Language</i>		
(Begins in grade 3)		
<i>Vocabulary Acquisition and Usage</i>		
<b>TSS.L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).		4=No Match



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<p><b>TSS.L.1.5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>		<p>4=No Match</p>
<p><b>TSS.L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>TN.F.1.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>f. Use frequently occurring conjunctions.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> As stated elsewhere, TN lacks focus on acquisition and use of vocabulary in grades K-5.</p>

Tennessee State Standards for ELA/Literacy – Grade 2	Draft TES – Grade 2	Alignment Rating/Notes
<b>RL: Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	TN.RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1+=Exact Match
<b>TSS.RL.2.2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	TN.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	1+=Exact Match
<b>TSS.RL.2.3:</b> Describe how characters in a story respond to major events and challenges.	TN.RL.2.3. Describe how characters in a story respond to major events and challenges.	1+=Exact Match
<i>Craft and Structure</i>		
<b>TSS.RL.2.4:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	TN.RL.2.4. Describe how words and phrases supply meaning in a story, poem, or song.	3=Partial Match  <i>Note:</i> Rhythm is a key focus of TSS here—and the parenthetical examples help clarify the focus of the TSS expectation. What would expected performance of TN grade 2 students be here? Are they defining words? Words and phrases always supply meaning, so when the standards asks for students to describe how they supply meaning, what is intended?
<b>TSS.RL.2.5:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	TN.RL.2.5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	1=Close Match
<b>TSS.RL.2.6:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	TN.RL.2.6. Determine when characters have different points of view.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.2.7:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	TN.RL.2.7. Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	1+=Exact Match
(Not applicable to literature)		
<b>TSS.RL.2.9:</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	TN.RL.2.9. Compare and contrast two or more versions of the same story by different authors or different cultures.	1=Close Match  <i>Note:</i> Should it be “from” different cultures?

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<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.2.10:</b> By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TN.RL.2.10. Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed.	2=Close, with feedback  <i>Note:</i> Why in TN are students in grade 2 expected to read at the high end of the grades 2-3 text complexity band? What guidance will state provide re: text complexity?
<b>RI: Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	TN.RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1+=Exact Match
<b>TSS.RI.2.2:</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	TN.RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	1=Close Match
<b>TSS.RI.2.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	TN.RI.2.3. Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	TN.RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	1+=Exact Match
<b>TSS.RI.2.5:</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	TN.RI.2.5. Know and use various text features to locate key facts or information in a text efficiently.	2=Close, with feedback  <i>Note:</i> The parenthetical in TSS is helpful to define/illustrate “text features” for the reader/user of the standards.
<b>TSS.RI.2.6:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	TN.RI.2.6. Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	1+=Exact Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.2.7:</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	TN.RI.2.7. Identify and explain how illustrations and words contribute to and clarify a text.	2=Close, with feedback  <i>Note:</i> Does TN want to delete “and words”: “Identify and explain how illustrations contribute to and clarify a text.” Typically we don’t think of the words contributing to or clarifying the text—they make up the text and then additional features are added to contribute or clarify.
<b>TSS.RI.2.8:</b> Describe how reasons support specific points the author makes in a text.	TN.RI.2.8. Describe how reasons support specific points an author makes in a text.	1+=Exact Match

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		<p><i>Note:</i> TN may also want to consider its use of the word <i>reasons</i> on its own for how authors support specific points. Even at grade 2 it seems important to reinforce that an effective text is also supported by evidence (facts, citations from text, etc.). Informational texts students will read will likely be texts supported by facts, illustrations, graphics, and so on. This goes for the TSS standard as well that limits the standard to how “reasons” support specific points.</p>
<p><b>TSS.RI.2.9:</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>TN.RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>1=Close Match</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>		
<p><b>TSS.RI.2.10:</b> By the end of the year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>TN.RI.2.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band proficiently, with scaffolding as needed.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Why in TN are students in grade 2 expected to read at the high end of the grades 2-3 text complexity band? What guidance will state provide re: text complexity?</p>
<p><b>RF: Foundational Skills: Second Grade</b></p>		
<p><i>Print Concepts</i></p>		
<p><b>TSS.RF.2.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<p>4=No Match</p> <p><i>Note:</i> TN presents expectations for Print Concepts – Standard #1 in grades K-1.</p> <p><b>TN.F.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.</p>
<p><i>Phonological Awareness</i></p>		
<p><b>TSS.RF.2.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds</p>		<p>4=No Match</p> <p><i>Note:</i> TN presents expectations for Phonological Awareness – Standard #2 in grades K-1.</p> <p><b>TN.F.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>

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<p>(phonemes) in spoken single-syllable words.            d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.            b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.            c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.            d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>
<i>Phonics and Word Recognition</i>		
<p><b>TSS.RF.2.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.            a. Distinguish long and short vowels when reading regularly spelled one-syllable words.            b. Know spelling sound correspondences for additional common vowel teams.            c. Decode regularly spelled two-syllable words with long vowels.            d. Decode words with common prefixes and suffixes.            e. Identify words with inconsistent but common spelling-sound correspondences.            f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>TN.F.2.3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.            a. Distinguish long and short vowels when reading regularly spelled one-syllable words.            b. Know spelling-sound correspondences for additional common vowel teams.            c. Decode regularly spelled two-syllable words with long vowels.            d. Decode words with common prefixes and suffixes.            e. Identify words with inconsistent but common spelling-sound correspondences.            f. Recognize and read grade-appropriate irregularly spelled words.            g. Decode grade-level texts with purpose and understanding.</p>	1=Close Match
<i>Word Composition—Standard #4</i>		
	<p>TN.F.2.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.            f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p>	5=No Match
<i>Fluency</i>		

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<p><b>TSS.RF.2.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TN.F.2.5. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>1=Close Match</p> <p><i>Note:</i> TN addition of “on successive readings” is helpful; perfect fluency is not necessarily expectation with grade-level text on the first read.</p>
<p><b>W: Writing Standards: Second Grade</b></p>		
<p><i>Text Types and Purposes</i></p>		
<p><b>TSS.W.2.1:</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>TN.W.2.1. Write opinion pieces on topics or texts.</p> <p>a. Introduce topic or text.</p> <p>b. State an opinion.</p> <p>c. Supply reasons to support the opinion.</p> <p>d. Use linking words to connect the reasons to the opinion.</p> <p>e. Provide a concluding statement or section.</p>	<p>1=Close Match</p>
<p><b>TSS.W.2.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>TN.W.2.2. Write informative/explanatory texts.</p> <p>a. Introduce a topic.</p> <p>b. Use facts and definitions to provide information.</p>	<p>3=Partial Match</p> <p><i>Note:</i> Why no conclusion in TN? Closure is expected in TN for informative/explanatory texts in grades 1 and 3.</p>
<p><b>TSS.W.2.3:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>TN.W.2.3. Write narratives recounting an event or short sequence of events.</p> <p>a. Include details to describe actions, thoughts, and feelings.</p> <p>b. Use time order words to signal event order.</p> <p>c. Provide a sense of closure.</p>	<p>1=Close Match</p>
<p><i>Production and Distribution of Writing</i></p>		
<p>(Begins in grade 3)</p>	<p>TN.W.2.4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>5=No Match</p> <p><i>Note:</i> TSS begins this expectation in grade 3. TN may want to consider if this is a realistic expectation at grade 2.</p>
<p><b>TSS.W.2.5:</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>TN.W.2.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Does TN feel that grade 2 students will provide helpful questions and peer review? May want to consider if this is a realistic expectation at grade 2.</p>

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<b>TSS.W.2.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	TN.W.2.6. With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	1=Close Match
<i>Research to Build and Present Knowledge</i>		
<b>TSS.W.2.7:</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	TN.W.2.7. Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.	1=Close Match  <i>Note: Missing “as” (such <u>as</u> exploring)</i>
<b>TSS.W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.	TN.W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	1+=Exact Match
(Begins in grade 4)	--	
<i>Range of Writing</i>		
(Begins in grade 3)	TN.W.2.10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	5=No Match  <i>Note: Seems appropriate for inclusion at this grade level to encourage regular writing.</i>
<b>SL: Speaking and Listening: Second Grade</b>		
<i>Comprehension and Collaboration</i>		
<b>TSS.SL.2.1:</b> Participate in collaborative conversations about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	TN.SL.2.1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 <sup>nd</sup> grade topics and texts.	3=Partial Match  <i>Note: TSS attempts to unpack the specific speaking and listening behaviors that students should demonstrate by grade when participating in collaborative discussions and teamwork situations. TN expectation is that students will collaborate—not <i>how</i> they will do so productively or effectively.</i>
<b>TSS.SL.2.2:</b> Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	TN.SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	1=Close Match
<b>TSS.SL.2.3:</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	TN.SL.2.3. Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	1=Close Match
<i>Presentation of Knowledge and Ideas</i>		
<b>TSS.SL.2.4:</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent	TN.SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent	1+=Exact Match

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sentences.	sentences.	
<p><b>TSS.SL.2.5:</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>TN.SL.2.5. Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN does not include TSS expectation around recording of a fluent reading. (This omission seems appropriate, given that TN specifies expectations for fluency elsewhere.)</p>
<p><b>TSS.SL.2.6:</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)</p>	<p>TN.SL.2.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>1=Close Match</p>
<p><b>L: Language Standards: Second Grade</b></p>		
<p><i>Conventions</i></p>		
<p><b>TSS.L.2.1:</b> Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>TN.F.2.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs.</p> <p>e. Use adjectives and adverbs correctly.</p> <p>f. Produce, expand, and rearrange simple and compound sentences.</p> <p>g. Capitalize holidays, product names, and geographic names.</p> <p>h. Use commas in the greeting and closing of a letter.</p> <p>i. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>j. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Statement on cohesive paragraph gets lost here at the end of TN’s long list. Better placed in writing standards?</p>
<p><b>TSS.L.2.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p>		



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<p><b>TSS.L.2.2:</b> <i>(continued)</i></p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>TN.F.2.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.</p> <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p> <p>c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.</p> <p>d. Write most common, frequently used words and most irregular words.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p>f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p>	<p>1=Close Match and 5=No Match with respect to some content.</p>
<i>Knowledge of Language</i>		
(Begins in grade 3)		
<i>Vocabulary Acquisition and Usage</i>		
<p><b>TSS.L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>		<p>4=No Match</p>

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<p><b>TSS.L.2.5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that <i>are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>		<p>4=No Match</p>
<p><b>TSS.L.2.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>TN.F.2.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>e. Use adjectives and adverbs correctly.</p>	<p>3=Partial Match</p> <p><i>Note:</i> As stated elsewhere, TN lacks the focus of TSS on acquisition and use of vocabulary in grades K-5.</p>

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<b>RL: Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TN.RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	1=Close Match
<b>TSS.RL.3.2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	TN.RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.	1=Close Match
<b>TSS.RL.3.3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	TN.RL.3.3. Describe characters in a story and explain how their actions contribute to the sequence of events.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RL.3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	TN.RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	1=Close Match  <i>Note:</i> This is one of the few cases where TN has added in a parenthetical example. These kinds of examples will be helpful to users of the document.
<b>TSS.RL.3.5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	TN.RL.3.5. Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections	1=Close Match
<b>TSS.RL.3.6:</b> Distinguish their own point of view from that of the narrator or those of the characters.	TN.RL.3.6. Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.3.7:</b> Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	TN.RL.3.7. Explain how illustrations in a text contribute to what is conveyed by the words.	1=Close Match
(Not applicable to literature)		
<b>TSS.RL.3.9:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TN.RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	1=Close Match

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<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.3.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.	TN.RL.3.10. Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	2=Close, with feedback  <i>Note:</i> What supporting materials will TN provide around text complexity?
<b>RI: Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TN.RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	1=Close Match
<b>TSS.RI.3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	TN.RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	1+=Exact Match
<b>TSS.RI.3.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	TN.RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	1+=Exact Match
<i>Craft and Structure</i>		
<b>TSS.RI.3.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	TN.RI.3.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	1=Close Match
<b>TSS.RI.3.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	TN.RI.3.5. Use text features to locate information relevant to a given topic efficiently.	2=Close, with feedback  <i>Note:</i> The parenthetical examples are helpful in TSS to define “text features.”
<b>TSS.RI.3.6:</b> Distinguish their own point of view from that of the author of a text.	TN.RI.3.6. Distinguish reader point of view from that of an author of a text.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.3.7:</b> Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	TN.RI.3.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	3=Partial Match  <i>Note:</i> The TN standard is limited to illustrations and does not include visual elements such as maps or photographs.
<b>TSS.2:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	TN.RI.3.8. Explain how reasons support specific points an author makes in a text.	3=Partial Match  <i>Note:</i> Both address the connections between ideas (in TSS how

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		ideas are presented; in TN how points are supported). TN may want to look at overlap with TN.RI.1.8. How is this expectation different? TN may also want to consider its use of the word <i>reasons</i> on its own for how authors support specific points. Even at grade 3 it seems important to reinforce that an effective text is supported by evidence too (facts, citations from text, etc.). Informational texts students will read will likely be texts supported by facts, illustrations, graphics, and so on.
<b>TSS.RI.3.9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	TN.RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	1+=Exact Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.3.10:</b> By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.	TN.RI.3.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	2=Close, with feedback  <i>Note:</i> Again, what information will the state provide regarding text complexity?
<b>RF: Foundational Skills: Third Grade</b>		
<i>Phonics and Word Recognition</i>		
<b>TSS.RF.3.1:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words	TN.F.3.3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as <i>-ly</i> , <i>-less</i> , and <i>-ful</i> . c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	1=Close Match
<i>Word Composition—Standard #4</i>		
	TN.F.3.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d. Write legibly in manuscript; write all lower and uppercase cursive letters.	5=No Match
<i>Fluency</i>		

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<p><b>TSS.RF.3.2:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>TN.F.3.5. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	<p>1=Close Match</p> <p><i>Note:</i> TN addition of “on successive readings” is helpful; perfect fluency is not necessarily expectation with grade-level text on the first read.</p>
<p><b>W:Writing Standards: Third Grade</b></p> <p><i>Text Types and Purposes</i></p>		
<p><b>TSS.W.3.1:</b> Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>TN.W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion with reasons that support the opinion.</p> <p>c. Create an organizational structure that lists supporting reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>e. Use linking words and phrases to connect opinion and reasons.</p> <p>f. Apply language standards addressed in the Foundational Literacy Standards.</p>	<p>1=Close Match</p> <p><i>Note:</i> Again, more comprehensively detailed than TSS; this will be helpful to users of the document.</p>
<p><b>TSS.W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>TN.W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic.</p> <p>b. Group related information together, including illustrations when needed to provide clarity to the reader.</p> <p>c. Develop the topic with facts, definitions, and details.</p> <p>d. Provide a conclusion.</p> <p>e. Use linking words and phrases to connect ideas within categories of information.</p> <p>f. Use precise language to inform about or explain the topic.</p> <p>g. Apply language standards addressed in the Foundational Literacy Standards.</p>	<p>1=Close Match</p> <p><i>Note:</i> See note above.</p>
<p><b>TSS.W.3.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or</p>	<p>TN.W.3.3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>a. Establish a situation by using a narrator, including characters,</p>	<p>1=Close Match</p> <p><i>Note:</i> See note above.</p>

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characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy Standards.	
<i>Production and Distribution of Writing</i>		
<b>TSS.W.3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	TN.W.3.4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	1=Close Match
<b>TSS.W.3.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	TN.W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	1+=Exact Match, with feedback  <i>Note:</i> From the 10-8 draft, it appears that the TN Language strand is just for grades 6-12. Language expectations appear in earlier grades under the Foundational Literacy Standards (TN.F.5.6 and TN.F.4.6, etc.), but not as Language Standards 1-3 before grade 6. So TN will want to edit to reflect this difference between TSS and TN.
<b>TSS.W.3.6:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	TN.W.3.6. With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product as defined in W.1-3 in a single setting.	1=Close Match
<i>Research to Build Knowledge</i>		
<b>TSS.W.3.7:</b> Conduct short research projects that build knowledge about a topic.	TN.W.3.7. Conduct short research projects that build general knowledge about a topic.	1=Close Match
<b>TSS.W.3.8:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	TN.W.3.8. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.	1=Close Match
(Begins in grade 4)	TN.W.3.9. Include evidence from literary or informational texts, applying grade 3 standards for reading.	5=No Match  <i>Note:</i> TN has standard; TSS waits to include until grade 4.
<i>Range of Writing</i>		

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<p><b>TSS.W.3.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TN.W.3.10. Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>	<p>3=Partial Match</p> <p><i>Note:</i> Inclusion of shorter time frames in TSS is intentional to suggest regular, frequent writing. Perhaps this is what is meant by “promote writing fluency” in TN, but this is less clear.</p>
<p><b>SL: Speaking and Listening: Third Grade</b></p>		
<p><i>Comprehension and Collaboration</i></p>		
<p><b>TSS.SL.3.1:</b> Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>c. Explain their own ideas and understanding in light of the discussion</p>	<p>TN.SL.3.1. Prepare for collaborative discussions on 3<sup>rd</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeats the same language across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts. Grade-level texts can’t carry the full weight of the progression.</p> <p>Presumably students in grade 3 are not expected to have the same level of discussion skills and teamwork skills as students in grade 8? What are the differences in the students’ speaking and listening behaviors and expected participation in group discussions and team-based activities? This progression should be the focus of this standard.</p> <p>Also, the intent of the TSS statement here is to include both collaborative discussions <i>and</i> teamwork:</p> <p><b><u>TSS.ELA-LITERACY.CCRA.SL.1</u></b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>So TN may want to consider re-writing the statement as:</p> <p>Prepare for and engage in collaborative discussions and small-group activities, ...</p>
<p><b>TSS.SL.3.2:</b> Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.</p>	<p>TN.SL.3.2. Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>TN.SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>1+=Exact Match</p>
<p><i>Presentation of Knowledge and Ideas</i></p>		



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<p><b>TSS.SL.3.4:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>TN.SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>1+=Exact Match</p>
<p><b>TSS.SL.3.5:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>TN.SL.3.5. Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN does not include TSS expectation around recording of a fluent reading. (This omission seems appropriate, given that TN specifies expectations for fluency elsewhere.)</p>
<p><b>TSS.SL.3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)</p>	<p>TN.SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>1=Close Match</p>
<p><b>L: Language Standards: Third Grade</b></p>		
<p><i>Conventions</i></p>		
<p><b>TSS.L.3.1:</b> Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>TN.F.3.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use simple verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs correctly.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>j. Capitalize appropriate words in titles.</p> <p>k. Use commas in addresses.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Statement on cohesive paragraph gets lost here at the end of TN’s long list. Better placed in writing standards?</p>

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<p><b>TSS.L.3.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize important words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p>	<p>l. Use commas and quotation marks in dialogue.</p> <p>m. Form and use possessives.</p> <p>n. Write a cohesive paragraph with a main idea and detailed structure.</p>	
<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>TN.F.3.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>b. Use conventional spelling for high frequency words, including irregular words.</p> <p>c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.</p> <p>d. Write legibly in manuscript; write all lower and uppercase cursive letters.</p>	1=Close Match
<i>Knowledge of Language</i>		
<p><b>TSS.L.3.3:</b> Use language to achieve particular effects when writing or speaking.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>		4=No Match
<i>Vocabulary Acquisition and Usage</i>		

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<p><b>TSS.L.3.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>		<p>4=No Match</p> <p><i>Note:</i> Students consult references for spelling (see grade 3, TN.F.3.4 in Word Composition—Standard #4).</p> <p>They use prefixes and suffixes to decode words (see Grade 3, TN.F.3.3, in Phonics and Word Recognition—Standard #3).</p> <p>They determine the meaning of words in RN.RL.3.4 and TN.RI.3.4, but TN does not have an equivalent focus on “Vocabulary Acquisition” to TSS in grades K-5.</p>
<p><b>TSS.L.3.5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>TN.RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p>	<p>3=Partial Match</p> <p><i>Note:</i> Again, K-5 in TN lack focus on vocabulary acquisition in TSS.</p>
<p><b>TSS.L.3.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>TN.RI.3.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>TN.W.3.3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>...</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>...</p>	<p>3=Partial Match</p> <p><i>Note:</i> Again, K-5 in TN lack focus on vocabulary acquisition (and use) in TSS.</p>



GRADE 4

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<b>RL: Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TN.RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	1=Close Match
<b>TSS.RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	TN.RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	1+=Exact Match
<b>TSS.RL.4.3:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	TN.RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, such as a character’s thoughts, words, or actions.	1=Close Match <i>Note:</i> Inclusion of parenthetical examples from TSS helps to add clarity to the TN statement here.
<i>Craft and Structure</i>		
<b>TSS.RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ), drawing on a wide reading of classic myths from a variety of cultures and periods.	TN.RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	2=Close, with feedback <i>Note:</i> By taking out the specificity of the TSS statement, TN has created a statement that seems unrealistic for grade 4. We’d expect grade 4 students to build a knowledge of mythology. Do we expect them to have sufficient background knowledge to identify words and phrases that reference “significant characters and situations found in literature and history”?
<b>TSS.RL.4.5:</b> Explain major differences between poems, drama, and prose, and refer to the core structural elements of poems (e.g., stanza, verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, acts, scenes, stage directions) when writing or speaking about a text.	TN.RL.4.5. Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	1=Close Match <i>Note:</i> The parentheticals contained within the TSS will be helpful for teachers.
<b>TSS.RL.4.6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	TN.RL.4.6. Compare and contrast the point of view from which different stories are narrated.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.4.7:</b> Integrate information gained from illustrations and other visual elements in a text with the words to demonstrate understanding of how the characters, setting, and plot interact and	TN.RL.4.7. Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	3=Partial Match <i>Note:</i> Both address connecting / integrating ideas in text and

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develop.		visuals—but TSS focuses on using in-text visuals while TN focuses on connecting print with an oral or visual version of the text.
(Not applicable to literature)		
<b>TSS.RL.4.9:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	TN.RL.4.9. Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	1=Close Match  <i>Note:</i> The TN standard drops the requirement that students read myths and traditional literature.
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.4.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	TN.RL.4.10. Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed.	2=Close, with feedback  <i>Note:</i> Again, why are students in grade 4 expected to read at the high end of the grade band?
<b>RI: Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	TN.RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	1=Close Match
<b>TSS.RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	TN.RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize a text.	1=Close Match
<b>TSS.RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	TN.RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	1+=Exact Match
<i>Craft and Structure</i>		
<b>TSS.RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	TN.RI.4.4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	2=Close, with feedback  <i>Note:</i> It is a shortcoming that TN does not reference academic vocabulary. Research identifies the importance of teachers focusing on academic vocabulary.
<b>TSS.RI.4.5:</b> Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.	TN.RI.4.5. Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	1=Close Match
<b>TSS.RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	TN.RI.4.6. Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		

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<b>TSS.RI.4.7:</b> Interpret factual information presented graphically or visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding the text in which they appear.	TN.RI.4.7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	1=Close Match
<b>TSS.RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.	TN.RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	1+=Exact Match
<b>TSS.RI.4.9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	TN.RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	1+=Exact Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.4.10:</b> By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.	TN.RI.4.10. Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed.	2=Close, with feedback  <i>Note:</i> Again, why are students in grade 4 expected to read at the high end of the grade band?
<b>RF: Foundational Skills: Fourth Grade</b>		
<i>Phonics and Word Recognition</i>		
<b>TSS.RF.4.1:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TN.F.4.3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	1=Close Match
<i>Word Composition—Standard #4</i>		
	TN.F.4.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. ... b. Write legibly in manuscript and cursive.	5=No Match
<i>Fluency</i>		

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<p><b>TSS.RF.4.2:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>TN.F.4.5. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</li> </ul>	<p>1=Close Match</p> <p><i>Note:</i> TN addition of “on successive readings” is helpful; perfect fluency is not necessarily expectation with grade-level text on the first read.</p>
<p><b>W: Writing Standards: Fourth Grade</b></p>		
<p><i>Text Types and Purposes</i></p>		
<p><b>TSS.W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented</li> </ul>	<p>TN.W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop an opinion with reasons that are supported by facts and details.</li> <li>c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> <li>e. Link opinion and reasons using words and phrases.</li> <li>f. Apply language standards addressed in the Foundational Literacy Standards.</li> </ul>	<p>1=Close Match</p>
<p><b>TSS.W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<p>TN.W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic.</li> <li>b. Group related information in paragraphs and sections.</li> <li>c. Include formatting, features, illustrations, and multimedia when needed to provide clarity to the reader.</li> <li>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>e. Provide a conclusion related to the information or explanation presented.</li> <li>f. Link ideas within categories of information using words and phrases.</li> </ul>	<p>1=Close Match</p>

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<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy Standards.</p>	
<p><b>TSS.W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>TN.W.4.3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters, and/or organizing an event sequence that unfolds naturally. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy Standards.</p>	<p>1=Close Match</p>
<p><i>Production and Distribution of Writing</i></p>		
<p><b>TSS.W.4.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TN.W.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>1=Close Match</p>
<p><b>TSS.W.4.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<p>TN.W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<p>1+=Exact Match, with feedback</p> <p><i>Note:</i> From the 10-8 draft, it appears that the TN Language strand is just for grades 6-12. Language expectations appear in earlier grades under the Foundational Literacy Standards (TN.F.5.6 and TN.F.4.6, etc.), but not as Language Standards 1-3 before grade 6. So TN will want to edit to reflect this difference between TSS and TN.</p>
<p><b>TSS.W.4.6:</b> With some guidance and support from adults, use</p>	<p>TN.W.4.6. With some guidance and support from adults, use</p>	<p>1=Close Match</p>



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technology, including the Internet, to produce and publish writing (using the keyboard) as well as to interact and collaborate with others.	technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product as defined in W.1-3 in a single setting.	
<i>Research to Build Knowledge</i>		
<b>TSS.W.4.7:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	TN.W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	1+=Exact Match
<b>TSS.W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	TN.W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	1=Close Match
<b>TSS.W.4.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., —Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text).	TN.W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	1=Close Match
<i>Range of Writing</i>		
<b>TSS.W.4.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TN.W.4.10. Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	3=Partial Match  <i>Note:</i> Inclusion of shorter time frames in TSS is intentional to suggest regular, frequent writing. Perhaps this is what is meant by “promote writing fluency” in TN, but this is less clear.
<b>SL: Speaking and Listening: Fourth Grade</b>		
<i>Comprehension and Collaboration</i>		

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<p><b>TSS.SL.4.1:</b> Engage effectively in range of collaborative discussions (one-on-one and in groups) on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussions.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>TN.SL.4.1. Prepare for collaborative discussions on 4<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeats the same language across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts. Grade-level texts can’t carry the full weight of the progression.</p> <p>Presumably students in grade 3 are not expected to have the same level of discussion skills and teamwork skills as students in grade 8? What are the differences in the students’ speaking and listening behaviors and expected participation in group discussions and team-based activities? This progression should be the focus of this standard.</p> <p>Also, the intent of the TSS statement here is to include both collaborative discussions <i>and</i> teamwork:</p> <p><b>TSS.ELA-LITERACY.CCRA.SL.1</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>So TN may want to consider re-writing the statement as: Prepare for and engage in collaborative discussions and small-group activities, ...</p>
<p><b>TSS.SL.4.2:</b> Paraphrase portions of written texts read aloud or information presented graphically, orally, visually, or multimodally.</p>	<p>TN.SL.4.2. Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p>1=Close Match</p>
<p><b>SL.4.3:</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>TN.SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>1+=Exact Match</p>
<p><i>Presentation of Knowledge and Ideas</i></p>		
<p><b>TSS.SL.4.4:</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>TN.SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>1+=Exact Match</p>
<p><b>TSS.SL.4.5:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>TN.SL.4.5. Add multimedia such as audio and visual elements to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.4.6:</b> Differentiate between contexts that call for formal</p>	<p>TN.SL.4.6. Recognize that different situations call for formal vs.</p>	<p>1=Close Match</p>

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English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations).	informal English, and use formal English when appropriate.	
<b>L: Language Standards: Fourth Grade</b>		
<i>Conventions</i>		
<p><b>TSS.L.4.1:</b> Observe conventions of grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb aspects.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	<p>TN.F.4.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Use relative pronouns and relative adverbs.</p> <p>b. Form and use progressive verb tenses.</p> <p>c. Use auxiliary verbs such as <i>can, may, and must</i> to clarify meaning.</p> <p>d. Form and use prepositional phrases.</p> <p>e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</p> <p>f. Use correct capitalization.</p> <p>g. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>h. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>i. Write several cohesive paragraphs on a topic.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Statement on cohesive paragraphs gets lost here at the end of TN’s long list. Better placed in writing standards?</p>
<p><b>TSS.L.4.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p>		
<p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>TN.F.4.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Spell grade-appropriate words correctly consulting references as needed.</p>	<p>1=Close Match</p>
<i>Knowledge of Language</i>		

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<p><b>TSS.L.4.3</b> Use language to enhance meaning and achieve particular effects when writing or speaking.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p>	<p>TN.W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>TN.W.4.3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>f. Use precise words and phrases and use sensory details to convey experiences and events.</p>	<p>1=Close Match</p>
<p>b. Use punctuation for effect.*</p>		<p>4=No Match</p>
<p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>TN.SL.4.6. Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TSS includes using formal and informal language in writing and speaking, where TN includes at grade 4 under Speaking and Listening.</p>
<p><i>Vocabulary Acquisition and Usage</i></p>		
<p><b>TSS.L.4.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		<p>4=No Match</p> <p><i>Note:</i> Students consult references for spelling (see grade 4, TN.F.4.4 in Word Composition—Standard #4).</p> <p>They use roots and affixes to decode words (see Grade 4, TN.F.4.3, in Phonics and Word Recognition—Standard #3).</p> <p>They determine the meaning of words in RN.RL.4.4 and TN.RI.4.4, but TN does not have an equivalent focus on “Vocabulary Acquisition” to TSS in grades K-5.</p>

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<p><b>TSS.L.4.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>TN.RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.</p> <p>TN.RI.4.4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p>	<p>3=Partial Match</p> <p><i>Note:</i> Again, K-5 in TN lack focus on vocabulary acquisition in TSS and do not include a focus on word relationships and more detailed focus on idioms, adages, and proverbs.</p>
<p><b>TSS.L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and words and phrases basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>TN.RI.4.4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>TN.W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>...</p> <p>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>...</p> <p>TN.W.4.3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>...</p> <p>f. Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>...</p>	<p>3=Partial Match</p> <p><i>Note:</i> Again, K-5 in TN lack focus on vocabulary acquisition and specifically on academic vocabulary in TSS.</p>

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<b>RL: Reading Standards for Literature</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TN.RL.5.1. Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	1=Close Match
<b>TSS.RL.5.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TN.RL.5.2. Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.	1=Close Match
<b>TSS.RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TN.RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	1=Close Match
<i>Craft and Structure</i>		
<b>TSS.RL.5.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	TN.RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	1=Close Match <i>Note: Will audience understand the phrase “sound devices”?</i>
<b>TSS.RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TN.RL.5.5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	1=Close Match
<b>TSS.RL.5.6:</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	TN.RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.	1+=Exact Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RL.5.7:</b> Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction).	TN.RL.5.7. Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	1=Close Match <i>Note: Useful that TN keeps the contents of the parenthetical to offer examples to readers of the document.</i>
(Not applicable to literature)		
<b>TSS.RL.5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TN.RL.5.9. Compare and contrast stories in the same genre on their approaches to similar themes and topics.	1=Close Match
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RL.5.10:</b> By the end of the year, read and comprehend	TN.RL.5.10. Read and comprehend stories and poems at the high	2=Close, with feedback

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literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band independently and proficiently.	end of the grades 4-5 text complexity band independently and proficiently.	
<b>RI: Reading Standards for Informational Text</b>		
<i>Key Ideas and Details</i>		
<b>TSS.RI.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TN.RI.5.1. Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	1=Close Match
<b>TSS.RI.5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TN.RI.5.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3=Partial Match  <i>Note:</i> TSS specifies two or more main ideas; TN just a single main idea.
<b>TSS.RI.5.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	TN.RI.5.3. Explain the relationships and interactions among two or more individuals, events, and ideas in a text.	2=Close, with feedback  <i>Note:</i> The examples in TSS help flesh out the expectation here, particularly the expectation that students will read historical, scientific, and technical text.
<i>Craft and Structure</i>		
<b>TSS.RI.5.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	TN.RI.5.4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.	1=Close Match
<b>TSS.RI.5.5:</b> Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	TN.RI.5.5. Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	2=Close, with feedback  <i>Note:</i> The examples in TSS help flesh out the expectation here, particularly the examples of various organizational structures.
<b>TSS.RI.5.6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TN.RI.5.6. Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.	1=Close Match
<i>Integration of Knowledge and Ideas</i>		
<b>TSS.RI.5.7:</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	TN.RI.5.7. Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	1=Close Match
<b>TSS.RI.5.8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	TN.RI.5.8. Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	1=Close Match
<b>TSS.RI.5.9:</b> Integrate information from several texts on the same	TN.RI.5.9. Integrate information from two or more texts on the	1=Close Match



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topic in order to write or speak about the subject knowledgeably.	same topic in order to build content knowledge.	
<i>Range of Reading and Level of Text Complexity</i>		
<b>TSS.RI.5.10:</b> By the end of the year, read and comprehend informational text, including historical, scientific, and technical texts, in the grades 4–5 text complexity band level independently and proficiently.	TN.RI.5.10. Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	2=Close, with feedback  <i>Note:</i> How is TN defining text complexity?
<b>RF: Foundational Skills: Fifth Grade</b>		
<i>Print Concepts</i>		
None at this Grade Level	None at this Grade Level	
<i>Phonological Awareness</i>		
None at this Grade Level	None at this Grade Level	
<i>Phonics and Word Recognition</i>		
<b>TSS.RF.5.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TN.F.5.3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	1=Close Match
<i>Word Composition</i>		
	TN.F.5.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. .... b. Write legibly in manuscript and cursive.	5=No Match
<i>Fluency</i>		
<b>TSS.RF.5.4:</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TN.F.5.5. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	1=Close Match
<b>W: Writing Standards: Fifth Grade</b>		
<i>Text Types and Purposes</i>		
<b>TSS.W.5.1:</b> Write opinion pieces on topics or texts, supporting a	TN.W.5.1. Write opinion pieces on topics or texts, supporting a	1=Close Match



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<p>point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p>point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop an opinion through logically-ordered reasons that are supported by facts and details.</li> <li>c. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> <li>e. Link opinion and reasons using words, phrases, and clauses.</li> <li>f. Apply language standards addressed in the Foundational Literacy Standards.</li> </ul>	
<p><b>TSS.W.5.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>TN.W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic by providing a general observation and focus.</li> <li>b. Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>d. Provide a conclusion related to the information or explanation presented.</li> <li>e. Link ideas within and across categories of information using words, phrases, and clauses.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Apply language standards addressed in the Foundational Literacy Standards.</li> </ul>	1=Close Match
<p><b>TSS.W.5.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> </ul>	<p>TN.W.5.3. Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters, and organizing an event sequence that unfolds naturally.</li> </ul>	1=Close Match

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<ul style="list-style-type: none"> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>b. Organize an event sequence that unfolds naturally and logically.</li> <li>c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> <li>f. Use precise words and phrases and use sensory details to convey experiences and events.</li> <li>g. Apply language standards addressed in the Foundational Literacy Standards.</li> </ul>	
<i>Production and Distribution of Writing</i>		
<p><b>TSS.W.5.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in #1–3 above.)</p>	<p>TN.W.5.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>1+=Exact Match</p>
<p><b>TSS.W.5.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<p>TN.W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> From the 10-8 draft, it appears that the TN Language strand is just for grades 6-12. Language expectations appear in earlier grades under the Foundational Literacy Standards (TN.F.5.6 and TN.F.4.6, etc.), but not as Language Standards 1-3 before grade 6. So TN will want to edit to reflect this difference between TSS and TN.</p>
<p><b>TSS.W.5.6:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish a minimum of two pages of writing (using the keyboard) as well as to interact and collaborate with others.</p>	<p>TN.W.5.6. With some guidance and support from adults, use technology, including the Internet to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product as defined in W.1-3 in a single setting.</p>	<p>1=Close Match</p>
<i>Research to Build Knowledge</i>		
<p><b>TSS.W.5.7:</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>TN.W.5.7. Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.</p>	<p>1=Close Match</p>

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<p><b>TSS.W.5.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>TN.W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p>	<p>1=Close Match</p>
<p><b>TSS.W.5.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., —Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text ).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).</p>	<p>TN.W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.</p>	<p>1=Close Match</p>
<p><i>Range of Writing</i></p>		
<p><b>TSS.W.5.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TN.W.5.10. Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>	<p>3=Partial Match</p> <p><i>Note:</i> Inclusion of shorter time frames in TSS is intentional to suggest regular, frequent writing. Perhaps this is what is meant by “promote writing fluency” in TN, but this is less clear.</p>
<p><b>SL: Speaking and Listening: Fifth Grade</b></p>		
<p><i>Comprehension and Collaboration</i></p>		

Tennessee State Standards for ELA/Literacy – Grade 5	Draft TES – Grade 5	Alignment Rating/Notes
<p><b>TSS.SL.5.1:</b> Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>TN.SL.5.1. Prepare for collaborative discussions on 5<sup>th</sup> grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p>	<p>3=Partial Match</p> <p><i>Note:</i> TN repeats the same language across grades 3-8, with the only difference that the standard specifies that students will discuss grade-level texts. Grade-level texts can’t carry the full weight of the progression.</p> <p>Presumably students in grade 3 are not expected to have the same level of discussion skills and teamwork skills as students in grade 8? What are the differences in the students’ speaking and listening behaviors and expected participation in group discussions and team-based activities? This progression should be the focus of this standard.</p> <p>Also, the intent of the TSS statement here is to include both collaborative discussions <i>and</i> teamwork:</p> <p><b><u>TSS.ELA-LITERACY.CCRA.SL.1</u></b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>So TN may want to consider re-writing the statement as: Prepare for and engage in collaborative discussions and small-group activities, ...</p>
<p><b>TSS.SL.5.2:</b> Summarize written texts read aloud or information presented graphically, orally, visually, or multimodally.</p>	<p>TN.SL.5.2. Summarize a text presented in diverse media such as visual, quantitative, and oral formats.</p>	<p>1=Close Match</p>
<p><b>TSS.SL.5.3:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>TN.SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>1+=Exact Match</p>
<p><i>Presentation of Knowledge and Ideas</i></p>		
<p><b>TSS.SL.5.4:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>TN.SL.5.4. Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.</p>	<p>2=Close, with feedback</p> <p><i>Note:</i> Unsure why TN does not include expectation that students “speak clearly at an understandable pace”—particularly as this is included in TN in grades 3 and 4.</p>
<p><b>TSS.SL.5.5:</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>TN.SL.5.5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>1=Close Match</p>

Tennessee State Standards for ELA/Literacy – Grade 5	Draft TES – Grade 5	Alignment Rating/Notes
<b>TSS.SL.5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	TN.SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	1=Close Match
<b>L: Language Standards: Fifth Grade</b>		
<i>Conventions</i>		
<b>TSS.L.5.1:</b> Observe conventions of grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> </ul>	TN.F.5.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</li> <li>b. Form and use the perfect verb tense.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> <li>f. Use punctuation to separate items in a series.</li> <li>g. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>h. Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address.</li> <li>i. Use underlining, quotation marks, or italics to indicate titles of works.</li> </ul>	1=Close Match  <i>Note:</i> In terms of progression not sure why grades 3 and 4 in TN include a statement at the end of this long list of lettered bullets that addresses paragraph writing, but a corresponding statement is not provided at grade 5.  See TN.F.4.6.i Write several cohesive paragraphs on a topic.  See TN.F.3.6.i Write a cohesive paragraph with a main idea and detailed structure.
<ul style="list-style-type: none"> <li>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb aspects.</li> </ul>		
<ul style="list-style-type: none"> <li>c. Use verb tense and aspect to convey various times, sequences, states, and conditions.</li> </ul>		
<ul style="list-style-type: none"> <li>d. Recognize and correct inappropriate shifts in verb tense and aspect.*</li> </ul>		
<ul style="list-style-type: none"> <li>e. Use correlative conjunctions.</li> </ul>		
<b>TSS.L.5.2:</b> Observe conventions of capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> </ul>		
<ul style="list-style-type: none"> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> </ul>		
<ul style="list-style-type: none"> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> </ul>		
<ul style="list-style-type: none"> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> </ul>		
<ul style="list-style-type: none"> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	TN.F.5.4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. <ul style="list-style-type: none"> <li>c. Spell grade-appropriate words correctly consulting references as needed.</li> </ul>	1=Close Match
<i>Knowledge of Language</i>		

Tennessee State Standards for ELA/Literacy – Grade 5	Draft TES – Grade 5	Alignment Rating/Notes
<p><b>TSS.L.5.3:</b> Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>		<p>4=No Match</p> <p><i>Note:</i> The following appears in TN.F.2.6:</p> <ul style="list-style-type: none"> <li>f. Produce, expand, and rearrange simple and compound sentences.</li> </ul>
<i>Vocabulary Acquisition and Usage</i>		
<p><b>TSS.L.5.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>		<p>4=No Match</p> <p><i>Note:</i> Students consult references for spelling (see grade 5, TN.F.5.4 in Word Composition—Standard #4).</p> <p>They use roots and affixes to decode words (see Grade 5, TN.F.5.3, in Phonics and Word Recognition—Standard #3).</p> <p>They determine the meaning of words in RN.RL.5.4 and TN.RI.5.4, but TN does not have an equivalent focus on “Vocabulary Acquisition” to TSS in grades K-5.</p>
<p><b>TSS.L.5.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p>TN.RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p>	<p>3=Partial Match</p> <p><i>Note:</i> Again, K-5 in TN lack focus on vocabulary acquisition in TSS.</p>
<p><b>TSS.L.5.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>TN.RI.5.4. Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p>	<p>3=Partial Match</p> <p><i>Note:</i> Again, K-5 in TN lack focus on vocabulary acquisition and academic vocabulary that exists in TSS.</p>