

Tennessee, Grades 11–12

| Tennessee Strand/Standard | Focus of Tennessee Standard | For More Information |
|-----------------------------------|--|----------------------|
| Reading Literature | | |
| RL.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly | R1 pp. 6–11 |
| RL.2 | Determine two or more themes or central ideas and analyze their development; restate and summarize main ideas or events | R2 pp. 12–17 |
| RL.3 | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story | R3 pp. 18–23 |
| RL.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone | R4 pp. 24–29 |
| RL.5 | Analyze how an author’s choices concerning how to structure specific parts of the text contribute to its overall structure and meaning | R5 pp. 30–35 |
| RL.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant | R6 pp. 36–41 |
| RL.7 | Analyze multiple representations of a story, drama, or poem, evaluating how each interprets the source text | R7 pp. 42–47 |
| RL.8 | NA | |
| RL.9 | Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature | R9 pp. 54–59 |
| RL.10 | Read and comprehend a range of literature from a variety of cultures | R10 pp. 60–65 |
| Reading Informational Text | | |
| RI.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly, including where the text leaves matters uncertain | R1 pp. 6–11 |
| RI.2 | Determine two or more central ideas of a text and analyze their development; restate or summarize main ideas or events | R2 pp. 12–17 |
| RI.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop | R3 pp. 18–23 |
| RI.4 | Determine the meaning of words and phrases in a text; analyze how an author uses and refines the meaning of key terms over the course of a text | R4 pp. 24–29 |
| RI.5 | Analyze and evaluate the effectiveness of the structure in an exposition or argument | R5 pp. 30–35 |
| RI.6 | Analyze how an author’s style and content contribute to the power, persuasiveness, or impact of the text | R6 pp. 36–41 |
| RI.7 | Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem | R7 pp. 42–47 |
| RI.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments in works of public policy | R8 pp. 48–53 |
| RI.9 | Analyze 17th, 18th, and 19th century foundational U.S. and world documents of literary significance | R9 pp. 54–59 |
| RI.10 | Read and comprehend literary nonfiction independently and proficiently | R10 pp. 60–65 |
| Writing | | |
| W.1 | Write arguments to support claims, using valid reasoning and relevant and sufficient evidence | W1 pp. 70–77 |
| W.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately | W2 pp. 78–85 |

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| Writing | | |
| W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | W3 pp. 86–91 |
| W.4 | Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience | W4 pp. 92–97 |
| W.5 | Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach | W5 pp. 98–103 |
| W.6 | Use technology to produce, publish, and update individual or shared writing projects | W6 pp. 104–109 |
| W.7 | Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject | W7 pp. 110–115 |
| W.8 | Gather information from multiple sources, using advanced searches effectively; assess strengths and limitations of sources; integrate information, avoiding plagiarism and overreliance on any one source | W8 pp. 116–121 |
| W.9 | Draw evidence from texts to support analysis, reflection, and research | W9 pp. 122–127 |
| W.10 | Write routinely over shorter and extended time frames for a range of audiences, tasks, and purposes | W10 pp. 128–133 |
| Speaking and Listening | | |
| SL.1 | Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively | SL1 pp. 138–143 |
| SL.2 | Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and note discrepancies | SL2 pp. 144–149 |
| SL.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, link among ideas, word choice, emphasis, and tone | SL3 pp. 150–155 |
| SL.4 | Present information, conveying a clear and distinct perspective, address alternative viewpoints; presentation is appropriate to purpose, audience, and task | SL4 pp. 156–161 |
| SL.5 | Make strategic use of digital media in presentations to enhance understanding and to add interest | SL5 pp. 162–167 |
| SL.6 | Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate | SL6 pp. 168–173 |
| Language | | |
| L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking | L1 pp. 178–183 |
| L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | L2 pp. 184–189 |
| L.3 | Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening | L3 pp. 190–195 |
| L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies | L4 pp. 196–201 |
| L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | L5 pp. 202–207 |
| L.6 | Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge | L6 pp. 208–213 |