

# Tennessee English/Language Arts Academic Standards Crosswalk

## Introduction:

The Tennessee English/Language Arts Academic Standards were created by a committee of Tennessee educators with input from thousands of parents, teachers, administrators, and other stakeholders from across the state. These educators envisioned a set of learning outcomes that embrace an overall expectation of 21st century literacy skills necessary to succeed in post-secondary and workforce arenas. The new standards provide appropriate content for all grades, maintain high expectations, and create a logical connection of content across and within grades.

In grades K-5, with the inclusion of Foundational Literacy standards, emphasis is placed on the importance of laying a solid foundation for reading and writing. The middle grades, 6-8, solidify the foundation while increasing the complexity of text selection and tasks. Finally, grades 9-12 focus on sophistication and style. The committee who wrote the standards maintained an intentional focus on the language of the four strands- Language (6-12), Reading, Speaking and Listening, and Writing. Therefore, the standards highlight the role of high quality texts, routine writing, and thoughtful discussion.

## Interpreting the crosswalk:

In an effort to help Bartlett City Schools teachers align their instruction from the Common Core Standards to the Tennessee Academic Standards, the following ELA standards crosswalk was created. The information is broken down by grade level and strand, including Foundational Literacy in K-5. In addition to columns for the previous CCSS information, there are two columns with the codes and wording of the new standards. **Blue text** indicates any additional or revised words, and **bold blue text** indicates a brand new standard or subsection of a standard. The final column of the document gives notes about the changes and the impact on instruction (**green**- minor, **yellow**- moderate, **red**- major).

**Note:** New standards are coded with the grade level, title of the strand, category of the strand, and the number within the strand. In some cases, letters are used to delineate subsections. For example:

**K.FL.PC.1** (new standard code)

**K**- Kindergarten (grade)

**FL**- Foundational Literacy (strand)

**PC**- Print Concepts (category)

**1**- # of standard

TN Academic Standards Crosswalk Kindergarten

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Foundational Literacy</b>					
K	RF.K.1	Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page-by-page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C: Understand that words are separated by spaces in print. D. Recognize and name all upper and lowercase letters of the alphabet	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page-by-page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print; <b>demonstrate one-to-one correspondence between voice and print.</b> D. Recognize and name all upper and lowercase letters of the alphabet <b>in isolation and in connected text.</b> <b>E. Distinguish between pictures and words.</b>	Addition of new subsection (E) and wording for clarity
K	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words, excluding CVC words ending with /l/, /r/, or /x/. E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	K.FL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and begin to produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in <b>two- and</b> three-phoneme ( <b>VC or CVC</b> ) words, excluding CVC words ending with /l/, /r/, or /x/. E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Addition of wording for clarity
K	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) D. Distinguish between similarly spelled words by identifying the letters that differ.	K.FL.PWR.3	Know and apply grade-level phonics and word analysis skills <b>when</b> decoding <b>isolated words and in connected text.</b> A. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. B. Associate the long and short phonemes with common spellings for the five major vowels. C. Read common high-frequency words by sight. D. <b>Decode regularly spelled eve words.</b> E. Distinguish between similarly spelled words by identifying the letters that differ.	Addition of new subsection (H) and wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Kindergarten

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
K	RF.K.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds 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., the, of, to, you, she, my, is, are, do, does)</p> <p>D. Distinguish between similarly spelled words by identifying the letters that differ.</p>	K.FL.WC.4	<p>Know and apply grade-level phonics and word analysis skills when <b>encoding words</b>; <b>write legibly</b>.</p> <p>A. <b>Write uppercase and lowercase manuscript letters from memory</b>.</p> <p>B. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p>C. <b>Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i></b>.</p> <p>D. <b>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.</b></p> <p>E. <b>Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</b></p> <p>F. <b>Write some common, frequently used words (<i>am, and, like, the</i>).</b></p> <p><del>C. Print all upper and lowercase letters</del></p>	New standard and subsections (A, C, E, F), inclusion of some language subsections, and revision of wording for clarity
K	RF.K.4	Read emergent-reader texts with purpose and understanding.	K.FL.F.5	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read emergent-reader texts with purpose and understanding.</p>	New standard
K	L.K.1/ L.K.2	<p>Demonstrate command of the conventions of standard English 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., dog, dogs; wish, wishes).</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>Demonstrate command of the conventions of standard English 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>C: Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>D.</p>	K.FL.SC.6	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English <b>grammar and usage</b>, including capitalization and punctuation, when writing <b>with adult support</b>.</p> <p>A. <b>With modeling or verbal prompts, orally produce complete sentences.</b></p> <p>B. <b>Follow one-to-one correspondence between voice and print when writing a sentence.</b></p> <p>C. Use frequently occurring nouns and verbs <b>when speaking and in shared language activities</b>.</p> <p>D. Form regular plural nouns <b>when speaking and in shared language activities</b>.</p> <p>E. Understand and use question words (interrogatives) <b>when speaking and in shared language activities</b>.</p> <p>F. Use the most frequently occurring prepositions <b>when speaking and in shared language activities</b>.</p> <p>G. Produce and expand complete sentences in shared language activities.</p> <p>H. Capitalize the first word in a sentence and the</p>	Combination of two standards, omission and revision of wording for clarity, adds 2 new standards (A, B).

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Kindergarten

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
K	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. A: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). B: Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word. C: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	K.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten <b>conversations</b> , reading, and content. i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	Omission of wording for clarity; new subsection labeling
K	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. A: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. B: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C: Identify real-life connections between words and their use (e.g., note places at school that are colorful). D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.	K.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. <b>Make</b> real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action.	Omission of wording for clarity; new subsection labeling
K	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K.FL.VA.7c		No change
<b>Reading Literature</b>					
K	RL.K.1	With prompting and support, ask and answer questions about key details in a text.	K.RL.KID.1		No change
K	RL.K.2	With prompting and support, retell familiar stories, including key details.	K.RL.KID.2	With prompting and support, <b>orally</b> retell familiar stories, including key details.	Minor revision of words for clarity
K	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	K.RL.KID.3	With prompting and support, <b>orally</b> identify characters, setting, and major events in a story.	Minor revision of words for clarity
K	RL.K.4	With prompting and support, ask and answer questions about unknown words in text.	K.RL.CS.4		No change
K	RL.K.5	Recognize common types of texts.	K.RL.CS.5		No change

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Kindergarten

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
K	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.	No change
K	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K.RL.IKI.7	With prompting and support, <b>orally</b> describe the relationship between illustrations and the story in which they appear.	Minor revision of words for clarity
K	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RL.IKI.9	With prompting and support, <b>orally</b> compare and contrast the adventures and experiences of characters in familiar stories.	Minor revision of words for clarity
K	RL.K.10	Actively engage in group reading activities with purpose and understanding.	K.RL.RRTC.10	<b>With prompting and support, read stories and poems of appropriate complexity for Kindergarten.</b>	Revision of wording for clarity
<b>Reading Informational</b>					
K	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	K.RI.KID.1		No change
K	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	K.RI.KID.2		No change
K	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RI.KID.3	With prompting and support, <b>orally identify</b> the connection between two individuals, events, ideas, or pieces of information in a text.	Addition of words for clarity
K	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	K.RI.CS.4	With prompting and support, <b>determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.</b>	Revision of wording for clarity
K	RI.K.5	Identify the front cover, back cover, and title page of a book.	K.RI.CS.5	Know various text features.	Rewrite of wording for clarity
K	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RI.CS.6	<b>With prompting and support,</b> define the role of an author and illustrator in presenting the ideas or information in a text.	Omission and revision of wording for clarity
K	RI.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	K.RI.IKI.7	With prompting and support, <b>orally</b> describe the relationship between illustrations and the text in which they appear	Minor revision of words for clarity
K	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	K.RI.IKI.8	With prompting and support, identify the reasons an author <b>provides</b> to support points in a text.	Revision of wording for clarity

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TN Academic Standards Crosswalk Kindergarten

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
K	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	K.RI.IKI.9	With prompting and support, <b>orally</b> identify basic similarities and differences between two texts on the same topic.	Minor revision of wording for clarity
K	RI.K.10	Actively engage in group reading activities with purpose and understanding.	K.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for Kindergarten.	Minor revision of wording for clarity
<b>Writing</b>					
K	W.K.1	Use a combination of drawing, dictating, and/or 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., My favorite book is...).	K.W.TTP.1	<b>With prompting and support</b> , use a combination of drawing, dictating, and/or writing to compose opinion pieces.	Omission and revision of wording for clarity
K	W.K.2	Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.W.TTP.2	<b>With prompting and support</b> , use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	Omission and revision of wording for clarity
K	W.K.3	Use a combination of drawing, dictating, and/or 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.	K.W.TTP.3	<b>With prompting and support</b> , use a combination of drawing, dictating, and/or writing to narrate a single event.	Omission and revision of wording for clarity
K	N/A	N/A	K.W.PDW.4	<b>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.)</b>	New standard
K	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from <b>others</b> , and add details to strengthen writing as needed.	Revision of words for clarity
K	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and <b>share</b> writing.	Revision of wording for clarity
K	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K.W.RBPK.7	Participate in shared research and writing projects, <b>such as reading</b> a number of books by a favorite author and expressing opinions about them.	Revision of wording for clarity

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TN Academic Standards Crosswalk Kindergarten

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
K	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.W.RBPK.8		No change
K	N/A	N/A	K.W.RW.10	<b>With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</b>	New standard
<b>Speaking and Listening</b>					
K	SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups . A: Follow agreed-upon rules for discussions [e.g., listening to others and taking turns speaking about topics and texts under discussion]. B: Continue a conversation through multiple exchanges.	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	Omission and revision of wording for clarity
K	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.	K.SL.CC.2		No change
K	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.SL.CC.3		No change
K	SL.K.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	K.SL.PK1.4		No change
K	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.SL.PK1.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.	Minor revision of wording for clarity
K	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K.SL.PK1.6	<b>With guidance and support</b> , express thoughts, feelings, and ideas through speaking.	Omission and revision of wording for clarity

Blue: Revised/added words

Red: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 1

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
Foundational Literacy					
1st	RF.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.FL.PC.1		No change
1st	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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).	1.FL.PA.2		No change
1st	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know the final -e and common vowel team conventions for representing long vowel sounds. D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. G. Recognize and read grade-appropriate irregularly spelled words.	1.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding <b>isolated</b> words and <b>in connected text</b> . A. Know the sound-spelling correspondence for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know the final -e and common vowel team conventions for representing long vowel sounds, <b>including r controlled vowels</b> . D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. G. Recognize and read grade-appropriate irregularly spelled words. H. Read grade-level decodable text with purpose and understanding.	Addition of new subsection (H) and wording for clarity

Blue: Revised/added words

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TN Academic Standards Crosswalk Grade 1

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
1st	RF.1.3	<p>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 the final -e 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>	1.FL.WC.4	<p>Know and apply grade-level phonics and word analysis skills when <b>encoding words</b>; <b>write legibly</b>.</p> <p>A. Use conventional spelling for <b>one-syllable</b> words with common <b>consonant</b> spelling patterns, <b>including consonant digraphs, double letters, and initial and final consonant blends</b>.</p> <p>B. <b>Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.</b></p> <p>C. <b>Spell words with inflectional endings.</b></p> <p>D. <b>Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.</b></p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>F. <b>Write many common, frequently used words and some irregular words.</b></p> <p>G. Print all upper and lowercase letters.</p>	New standard and subsections (B, C, D, F), inclusion of some language subsections, and revision of wording for clarity
1st	RF.1.4	<p>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 texts 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>	1.FL.F.5	<p>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 texts orally with accuracy, appropriate rate, and expression.</p> <p>C: Use context to confirm or self-correct word recognition and understanding <b>of words</b>; reread as necessary.</p>	Revision of wording for clarity

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TN Academic Standards Crosswalk Grade 1

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
1st	L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A: Print all upper- and lowercase letters.</p> <p>B: Use common, proper, and possessive nouns.</p> <p>C: Use singular and plural nouns with correct verbs in basic sentences.</p> <p>D: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>E: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>F: Use frequently occurring adjectives.</p> <p>G: Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>H: Use determiners (e.g., articles, demonstratives).</p> <p>I: Use frequently occurring prepositions such as during, beyond, and toward.</p> <p>J: Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	1.FL.SC.6	<p>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 common, proper, and possessive nouns.</p> <p>B. Use singular and plural nouns with correct verbs in basic sentences.</p> <p>C. Use personal, possessive, and indefinite pronouns.</p> <p>D. Use verbs to convey a sense of past, present, and future.</p> <p>E. Use frequently occurring adjectives.</p> <p>F. Use frequently occurring conjunctions.</p> <p>G. Use articles and demonstratives.</p> <p>H. Use frequently occurring prepositions such as <i>during</i>, <i>beyond</i>, and <i>toward</i>.</p> <p>I. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>J. Capitalize names of people and dates.</p> <p>K. End sentences with correct punctuation.</p> <p>L. Use commas in dates and to separate single words in a series.</p>	Combination of standards, omission and revision of wording for clarity
1st	L.1.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, 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: Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>C: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	1.FL.VA.7a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p>	Omission of wording for clarity; new subsection labeling

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TN Academic Standards Crosswalk Grade 1

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
1st	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. A: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. B: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). C: Identify real-life connections between words and their use (e.g., note places at home that are cozy). D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	1.FL.VA.7b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.	Omission of wording for clarity; new subsection labeling
1st	L.1.6	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., because).	1.FL.VA.7c	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.	Minor omission of wording
<b>Reading Literature</b>					
1st	RL.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1.RL.KID.1		No change
1st	RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	1.RL.KID.2		No change
1st	RL.1.3	Describe characters, settings, and major events in a story, using key details.	1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story, using key details.	Addition of words for clarity
1st	RL.1.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	1.RL.CS.4		No change
1st	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.RL.CS.5		No change
1st	RL.1.6	Identify who is telling the story at various points in a text.	1.RL.CS.6		No change

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 1

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
1st	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	Addition of words for clarity
1st	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	1.RL.IKI.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	Addition of words for clarity
1st	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.	Revision of wording for clarity
<b>Reading Informational</b>					
1st	RI.1.1	Ask and answer questions about key details in a text.	1.RI.KID.1		No change
1st	RI.1.2	Identify the main topic and retell key details of a text.	1.RI.KID.2		No change
1st	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	Addition of words for clarity
1st	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	Revision of wording for clarity
1st	RI.1.5	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.	1.RI.CS.5	Know and use various text features to locate key facts or information in a text.	Omission of words for clarity
1st	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RI.CS.6		No change
1st	RI.1.7	Use the illustrations and details in a text to describe its key ideas.	1.RI.IKI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	Addition of wording for clarity
1st	RI.1.8	Identify the reasons an author gives to support points in a text.	1.RI.IKI.8	Identify the reasons an author provides to support points in a text.	Revision of wording for clarity
1st	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	Revision of wording for clarity
1st	RI.1.10	With prompting and support, read informational texts of appropriate complexity for grade 1.	1.RI.RRTC.10		No change

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 1

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Writing</b>					
1st	W.1.1	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.	1.W.TTP.1	<b>With prompting and support</b> , write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	Revision of wording for clarity
1st	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.W.TTP.2	<b>With prompting and support</b> , write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	Revision of wording for clarity
1st	W.1.3	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.	1.W.TTP.3	<b>With prompting and support</b> , write narratives recounting <b>an event</b> , including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	Revision of wording for clarity
1st	N/A	N/A	1.W.PDW.4	<b>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.)</b>	New standard
1st	W.1.5	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.	1.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from <b>others</b> , and add details to strengthen writing as needed.	Revision of words for clarity
1st	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	Revision of wording for clarity
1st	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.W.RBPK.7		No change
1st	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.W.RBPK.8		No change
1st	N/A	N/A	1.W.RW.10	<b>With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</b>	New standard

Blue: Revised/added words

Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 1

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Speaking and Listening</b>					
1st	SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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). B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C: Ask questions to clear up any confusion about the topics and texts under discussion.	1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	Omission and revision of wording for clarity
1st	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.SL.CC.2		No change
1st	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.	1.SL.CC.3		No change
1st	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.SL.PKI.4		No change
1st	SL.1.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	1.SL.PKI.5		No change
1st	SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	Omission and revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 2

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Foundational Literacy</b>					
2nd	RF.2.3	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.	2.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding <b>isolated</b> words and <b>in connected text</b> . 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.	Addition of new subsection (G) and wording for clarity
2nd	N/A	N/A	2.FL.WC.4	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> A. <b>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.</b> B. <b>Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</b> C. <b>Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.</b> D. <b>Write most common, frequently used words and most irregular words.</b> E. <b>Consult reference materials, including beginning dictionaries, to check and correct spelling.</b> F. <b>Print legibly in manuscript; write many upper and</b>	New standard and subsections
2nd	RF.2.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level texts orally with accuracy, appropriate rate, and expression. C: Use context to confirm or self-correct word recognition	2.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level texts orally with accuracy, appropriate rate, and expression. C: Use context to confirm or self-correct word	Revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 2

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
2nd	L.2.1/ L.2.2	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A: Use collective nouns (e.g., group).</p> <p>B: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>C: Use reflexive pronouns (e.g., myself, ourselves).</p> <p>D: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</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., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A: Capitalize holidays, product names, and geographic names.</p> <p>B: Use commas in the greeting and closing of a letter.</p> <p>C: Use an apostrophe to form contractions and frequently</p>	2.FL.SC.6	<p>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><b>G. Use common coordinating conjunctions.</b></p> <p>H. Capitalize holidays, product names, and geographic names.</p> <p>I. Use commas in the greeting and closing of a letter.</p> <p>J. Use an apostrophe to form contractions and frequently occurring possessives..</p> <p><b>K. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or</b></p>	Combination of two standards, omission and revision of wording for clarity; adds new subsections (G, K)
2nd	L.2.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, 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., happy/unhappy, tell/retell).</p> <p>C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	2.FL.VA.7a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	Omission of wording for clarity; new subsection labeling

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major



TN Academic Standards Crosswalk Grade 2

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
2nd	L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). C: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <del>knew, believed, suspected, heard, wondered</del> ).	2.FL.VA.7b	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Omission of wording for clarity; new subsection labeling
2nd	L.2.6	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., When other kids are happy that makes me happy).	2.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Minor omission of wording
<b>Reading Literature</b>					
2nd	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.	2.RL.KID.1		No change
2nd	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RL.KID.2		No change
2nd	RL.2.3	Describe how characters in a story respond to major events and challenges.	2.RL.KID.3		No change
2nd	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.	Omission of wording for clarity
2nd	RL.2.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	2.RL.CS.5		No change
2nd	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RL.CS.6	Determine when characters have different points of view.	Revision of wording for clarity
2nd	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.	2.RL.IKI.7		No change
2nd	RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.	Omission of words for clarity

Blue: Revised/added words

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TN Academic Standards Crosswalk Grade 2

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
2nd	RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.RL.RRTC.10	Read and comprehend stories and poems <b>throughout</b> the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
2nd	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.	2.RI.KID.1		No change
2nd	RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	2.RI.KID.2		No change
2nd	RI.2.3	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	2.RI.KID.3	Describe the connections between a series of historical events, scientific ideas, or steps in <b>a process</b> in a text.	Omission and revision of wording for clarity
2nd	RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.RI.CS.4		No change
2nd	RI.2.5	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.	2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	Omission of words for clarity
2nd	RI.2.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	2.RI.CS.6		No change
2nd	RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2.RI.IKI.7	<b>Identify and</b> explain how <b>illustrations and words</b> contribute to and clarify a text.	Revision of wording for clarity
2nd	RI.2.8	Describe how reasons support specific points an author makes in a text.	2.RI.IKI.8		No change
2nd	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	2.RI.IKI.9		No change
2nd	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.RI.RRTC.10	Read and comprehend stories and informational texts <b>throughout</b> the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Writing</b>					
2nd	W.2.1	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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2.W.TTP.1	Write opinion pieces on topics or texts. A. Introduce topic or text. B. <b>State an opinion.</b> C. <b>Supply reasons to support the opinion.</b> D. Use linking words to connect the reasons to the opinion.	Revision of wording, new subsections

Blue: Revised/added words

Blue: Revised/added words  
**Blue:** New standard **Green:** Minor **Yellow:** Moderate **Red:** Major

TN Academic Standards Crosswalk Grade 2

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
2nd	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.W.TTP.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. A: Introduce a topic. B: Use facts and definitions to provide information. C: Provide a concluding statement or section.	Revision of wording, new subsections
2nd	W.2.3	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.	2.W.TTP.3	Write narratives recounting an event or short sequence of events. A. Include details to describe actions, thoughts, and feelings. B. Use <b>time order</b> words to signal event order.. C. Provide a sense of closure.	Revision of wording, new subsections
2nd	N/A	N/A	2.W.PDW.4	<b>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</b>	New standard
2nd	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.W.PDW.5	With guidance and support from adults, focus on a topic, <b>respond to questions and suggestions from peers</b> , and strengthen writing as needed by revising and editing.	Addition of words for clarity
2nd	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	Revision of wording for clarity
2nd	W.2.7	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).	2.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	Addition of words for clarity
2nd	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	2.W.RBPK.8		No change
2nd	N/A	N/A	2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	New standard
<b>Speaking and Listening</b>					
2nd	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts 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.	2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	Omission and revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 2

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
2nd	SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.SL.CC.2		No change
2nd	SL.2.3	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.	2.SL.CC.3	Ask and answer questions about what a speaker says in order to <b>gather information or clarify something that is not understood</b> .	Revision of wording for clarity
2nd	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2.SL.PK1.4		No change
2nd	SL.2.5	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.	2.SL.PK1.5	Add <b>audio or visual elements</b> to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	Revision of words for clarity
2nd	SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	2.SL.PK1.6	<b>Speak in</b> complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Omission and revision of wording for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**

- L.2.2.d:** Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3.a:** Compare formal and informal uses of English.

TN Academic Standards Crosswalk Grade 3

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Foundational Literacy</b>					
3rd	RF.3.3	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 multi-syllable words. D. Read grade-appropriate irregularly spelled words.	3.FL.PWR.3	Know and apply grade-level phonics and word analysis skills <b>when decoding isolated words and in connected text</b> . A. Identify and <b>define</b> the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes, <b>such as -ly, -less, and -ful</b> . C. Decode multi-syllable words. D. Read grade-appropriate irregularly spelled words.	Addition of words for clarity
3rd	N/A	N/A	3.FL.WC.4	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> A. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. <b>B. Use conventional spelling for high frequency words, including irregular words.</b> C. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. <b>D. Write legibly in manuscript; write all lower and uppercase cursive letters.</b>	New standard and inclusion of language subsections
3rd	RF.3.4	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. C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary	3.FL.F.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. C: Use context to confirm or self-correct word recognition and understanding <b>of words</b> ; reread as necessary.	Revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 3

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
3rd	L.3.1/ L.3.2	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used 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., childhood).</p> <p>D: Form and use regular and irregular verbs.</p> <p>E: Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.</p> <p>F: Ensure subject-verb and pronoun-antecedent agreement. *</p> <p>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>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A: Capitalize appropriate 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>E. Use conventional spelling for high-frequency and other spelling words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>G. Consult reference materials, including beginning</p>	3.FL.SC.6	<p>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>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>	Combination of two standards, omission and revision of wording for clarity; adds new subsection (I)

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 3

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
3rd	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A: Use sentence-level context as a clue to the meaning of a word or phrase. B: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Omission of wording for clarity; new subsection labeling
3rd	L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). B: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). C: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	3.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.	Omission of wording for clarity; new subsection labeling
3rd	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	3.FL.VA.7c	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and <b>time</b> relationships.	Minor omission of wording
<b>Reading Literature</b>					
3rd	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.RL.KID.1		No change
3rd	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.	3.RL.KID.2		No change

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 3

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
3rd	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	Omission of wording for clarity
3rd	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <b>feeling blue versus the color blue</b> ).	Additional of examples for clarity
3rd	RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	3.RL.CS.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	Omission of wording for clarity
3rd	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	3.RL.CS.6	Distinguish <b>reader perspective</b> from that of the narrator or the perspectives of the characters and <b>identify the point of view of a text</b> .	Revision of wording for clarity
3rd	RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	Omission of words for clarity
3rd	RL.3.9	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)	3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Omission of words for clarity
3rd	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
3rd	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.RI.KID.1		No change
3rd	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RI.KID.2		No change
3rd	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.	3.RI.KID.3		No change
3rd	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	Omission of wording for clarity
3rd	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.	Omission of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major



TN Academic Standards Crosswalk Grade 3

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
3rd	RI.3.6	Distinguish reader point of view from that of an author of a text.	3.RI.CS.6		No change
3rd	RI.3.7	Use information gained from illustrations (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).	3.RI.IK1.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	Omission of words for clarity
3rd	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	3.RI.IK1.8	Explain how reasons support specific points an author makes in a text.	Complete revision of wording for clarity
3rd	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	3.RI.IK1.9		No charge
3rd	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Writing</b>					
3rd	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. A: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B: Provide reasons that are supported by facts and details. C: Create an organizational structure that lists supporting reasons. D: Provide a concluding statement or section.	3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce a topic or text. B. <b>Develop an opinion</b> with reasons that support the opinion. <b>C. Create an organizational structure that lists supporting reasons.</b> D. Provide a concluding statement or section. E. Use linking words and phrases to connect opinion and reasons. <b>F. Apply language standards addressed in the Foundational Literacy Standards</b>	Omission and revision of wording, reordering of subsections, and new standard (F) for clarity
3rd	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B: Develop the topic with facts, definitions, and details. C: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.. D: Use precise language and domain-specific vocabulary to inform about or explain the topic. E: Provide a concluding statement or section.	3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic. B. Group related information together, including illustrations when <b>needed to provide clarity to the reader.</b> C. Develop the topic with facts, definitions, and details. D. Provide a conclusion. E. Use linking words and phrases to connect ideas within categories of information. F. Use precise language to inform about or explain the topic.	Omission and revision of wording, reordering of subsections, and new standard (G) for clarity

Blue: Revised/added words

Blue: Revised/added words  
**Blue:** New standard **Green:** Minor **Yellow:** Moderate **Red:** Major

TN Academic Standards Crosswalk Grade 3

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
3rd	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A: Establish a situation by using a narrator, including characters, and organizing 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.	3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, <b>such as</b> descriptive details and clear event sequences. A. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. B. Organize an event sequence that unfolds naturally and logically. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure. <b>E. Apply language standards addressed in the</b>	Omission and revision of wording, reordering of subsections, and addition of a new standard (E) for clarity
3rd	W.3.4	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.)	3.W.PDW.4	With guidance and support, produce <b>clear and coherent</b> writing in which the development, organization, and <b>style</b> are appropriate to task, purpose, and <b>audience</b> . (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Addition to learning focus and revision of wording
3rd	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ( <b>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.</b> )	Addition of words for clarity
3rd	W.3.6	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.	3.W.PDW.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; <b>demonstrate sufficient command of technological skills to type a complete product in a single setting as defined in W.1-3.</b>	Revision of wording for clarity
3rd	W.3.7	Conduct short research projects that build knowledge about a topic.	3.W.RBPK.7	Conduct short research projects that build <b>general</b> knowledge about a topic.	Minor addition of words for clarity
3rd	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3.W.RBPK.8	Recall information from experiences or gather information from print and digital sources, <b>with support</b> ; take brief notes on sources and sort evidence into provided categories.	Addition of words for clarity
3rd	N/A	N/A	3.W.RBPK.9	<b>Include evidence from literary or informational texts, applying grade 3 standards for reading.</b>	New standard
3rd	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; <b>promote writing fluency.</b>	Addition to learning focus

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 3

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Speaking and Listening</b>					
3rd	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	Omission and revision of wording for clarity
3rd	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	Omission of words for clarity
3rd	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.CC.3		No change
3rd	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.	3.SL.PK1.4		No change
3rd	SL.3.5	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.	3.SL.PK1.5	Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.	Revision of words for clarity
3rd	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	3.SL.PK1.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Omission of wording for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**

**SL.3.1.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.

**SL.3.1.B:** 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).

**SL.3.1.C:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL.3.1.D:** Explain their own ideas and understanding in light of the discussion.

**L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.3.3.A:** Choose words and phrases for effect.\*

**L.3.3.B:** Recognize and observe differences between the conventions of spoken and written standard.

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 4

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
Foundational Literacy					
4th	RF.4.3	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 (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding <b>isolated</b> words and <b>in connected text</b> . A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately	Addition of words for clarity
4th	N/A	N/A	4.FL.WC.4	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> A. Spell grade-appropriate words correctly consulting references as needed. <b>B. Write legibly in manuscript and cursive</b>	New standard and inclusion of language subsection
4th	RF.4.4	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.	4.FL.F.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.	Revision of wording for clarity
4th	L.4.1/ L.4.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). B: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. C: Use modal auxiliaries (e.g., can, may, must) to convey various conditions. D: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) E: Form and use prepositional phrases. F: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* G: Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ). *  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A: Use correct capitalization. B: Use commas and quotation marks to mark direct speech and quotations from a text.	4.FL.SC.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. A. Use relative pronouns and relative adverbs.. B. Form and use progressive verb tenses. C. Use auxiliary verbs such as can, may, and must to clarify meaning. D. Form and use prepositional phrases. E. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. F. Use correct capitalization. G. Use commas and quotation marks to mark direct speech and quotations from a text. H. Use a comma before a coordinating conjunction in a compound sentence. <b>I. Write several cohesive paragraphs on a topic.</b>	Combination of two standards, omission and revision of wording for clarity; adds new standard (I)

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 4

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
4th	L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. B: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise <del>meaning of key words and phrases</del>	4.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Omission of wording for clarity; new subsection labeling
4th	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. B: Recognize and explain the meaning of common idioms, adages, and proverbs. C: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	4.FL.VA.7b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.	Omission of wording for clarity; new subsection labeling
4th	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	4.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Minor omission of wording
<b>Reading Literature</b>					
4th	RL.4.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; <b>refer to details and examples</b> in a text when drawing inferences from the text.	Omission and revision of wording for clarity
4th	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4.RL.KID.2		No change

Blue: Revised/added words

Blue: Revised/added words  
**Blue**: New standard **Green**: Minor **Yellow**: Moderate **Red**: Major

TN Academic Standards Crosswalk Grade 4

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
4th	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.	4.RL.KID.3		No change
4th	RL.4.4	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., Herculean).	4.RL.CS.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 <b>literature and history</b> .	Revision of wording for expected learning
4th	RL.4.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	4.RL.CS.5	Explain major differences between poems, drama, and <b>stories</b> , and refer to the structural elements when writing or speaking about a text.	Omission and revision of wording for clarity
4th	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.RL.CS.6	Compare and contrast the point of view from which different stories are narrated.	Revision of wording for clarity
4th	RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	4.RL.IKI.7	Make connections between the <b>print version</b> of a story or drama and a visual or oral presentation of the <b>same text</b> .	Omission of words for clarity
4th	RL.4.9	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.	4.RL.IKI.9	Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	Omission and revision of wording for clarity
4th	RL.4.10	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.	4.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
4th	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.RI.KID.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.	Omission and revision of wording for clarity
4th	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.	4.RI.KID.2		No change
4th	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.	4.RI.KID.3		No change

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 4

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
4th	RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, <b>including figurative, connotative, and technical meanings.</b>	No change
4th	RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.	Omission of wording for clarity
4th	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	Omission of wording for clarity
4th	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4.RI.IKI.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Omission of words for clarity
4th	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	4.RI.IKI.8		No change
4th	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.RI.IKI.9		No change
4th	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Writing</b>					
4th	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B: Provide reasons that are supported by facts and details. C: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D: Provide a concluding statement or section related to the opinion presented.	4.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text. B. <b>Develop</b> an opinion <b>with</b> reasons that are supported by facts and details. C. Create an organizational structure in which related ideas are grouped to support the writer's purpose. D. Provide a concluding statement or section related to the opinion presented. E. Link opinion and reasons using words and phrases. <b>F. Apply language standards addressed in the Foundational Literacy Standards.</b>	Omission and revision of wording, reordering of subsections, and new standard (F) for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 4

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
4th	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). D: Use precise language and domain-specific vocabulary to inform about or explain the topic. E: Provide a concluding statement or section related to the information or explanation presented.	4.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic. B. Group related information in paragraphs and sections. C. Include formatting, <b>features</b> , illustrations, and multimedia when <b>needed to provide clarity to the reader</b> . D. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. E. Provide a conclusion related to the information or explanation presented. F. Link ideas within categories of information using words and phrases. G. Use precise language and domain-specific vocabulary to inform about or explain the topic. H. Use precise language and domain-specific	Omission and revision of wording, reordering of subsections, and new standard (F) for clarity
4th	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.	4.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, <b>such as</b> descriptive details and clear event sequences. A. Orient the reader by establishing a situation, <b>using</b> a narrator and/or introducing characters. 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 <b>precise</b> words and phrases and use sensory details to convey experiences and events. G. <b>Apply language standards addressed in the</b>	Omission and revision of wording, reordering of subsections, and addition of a new standard (G) for clarity
4th	W.4.4	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.)	4.W.PDW.4	Produce clear and coherent writing in which the development, organization, and <b>style</b> are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Minor revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major



TN Academic Standards Crosswalk Grade 4

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
4th	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.)	4.W.PDW.5		No change in standard
4th	W.4.6	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 keyboarding skills to type a minimum of one page in a single sitting.	4.W.PDW.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 <b>technology</b> skills to type a <b>complete product</b> in a single setting <b>as defined in W.1-3</b> .	Revision of wording for clarity
4th	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4.W.RBPK.7		No change
4th	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.	4.W.RBPK.8		No change
4th	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A: Apply grade 4 Reading standards to literature (e.g., "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]."). B: Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	4.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	Omission and revision of wording for clarity
4th	W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; <b>promote writing fluency</b> .	Addition to learning focus
<b>Speaking and Listening</b>					
4th	SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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.	4.SL.CC.1	<b>Prepare for collaborative discussions on 4th grade level topics and texts</b> ; engage effectively with <b>varied</b> partners, building on others' ideas and expressing their own ideas clearly.	Omission and revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 4

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
4th	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.SL.CC.2	Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	Omission of words for clarity
4th	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	4.SL.CC.3		No change
4th	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.	4.SL.PKI.4		No change
4th	SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4.SL.PKI.5	Add <b>multimedia such as audio and visual elements</b> to presentations when appropriate to enhance the development of main ideas or themes.	Revision of words for clarity
4th	SL.4.6	Differentiate between contexts that call for formal 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 grade 4 Language standards 1 here for specific expectations.)	4.SL.PKI.6	<b>Recognize</b> that different situations call for formal vs. informal English, and use formal English when appropriate.	Omission and revision of wording for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**

- L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).\*
- L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3.A Choose words and phrases to convey ideas precisely.\*
- L.4.3.B Choose punctuation for effect.\*
- L.4.3.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).
- SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.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.
- SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 5

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Foundational Literacy</b>					
5th	RF.5.3	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 (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding <b>isolated</b> words and <b>in connected text</b> . A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately	Addition of words for clarity
5th	N/A	N/A	5.FL.WC.4	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> A. Spell grade-appropriate words correctly consulting references as needed. <b>B. Write legibly in manuscript and cursive.</b>	New standard and inclusion of language subsection
5th	RF.5.4	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.	5.FL.F.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.	Revision of wording for clarity
5th	L.5.1/ L.5.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A: Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. B: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. C: Use verb tense to convey various times, sequences, states, and conditions. D: Recognize and correct inappropriate shifts in verb tense. E: Use correlative conjunctions (e.g., either/or, neither/nor).  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A: Use punctuation to separate items in a series. B: Use a comma to separate an introductory element from the rest of the sentence. C: Use a comma to set off the words yes and no (e.g.,	5.FL.SC.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. A. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. B. Form and use the perfect verb tense. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions. F. Use punctuation to separate items in a series. G. Use a comma to separate an introductory element from the rest of the sentence. H. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. I. Use underlining, quotation marks, or italics to indicate titles of works.	Combination of two standards, omission and revision of wording for clarity; adds new standard (J)

Blue: Revised/added words

Blue: Revised/added words  
**Blue:** New standard **Green:** Minor **Yellow:** Moderate **Red:** Major

TN Academic Standards Crosswalk Grade 5

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
5th	L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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.	5.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of the word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Omission of wording for clarity; new subsection labeling
5th	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A: Interpret figurative language, including similes and metaphors, in context. B: Recognize and explain the meaning of common idioms, adages, and proverbs. C: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	5.FL.VA.7b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to better understand each of the words.	Omission of wording for clarity; new subsection labeling
5th	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	5.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Minor omission of wording
<b>Reading Literature</b>					
5th	RL.5.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RL.KID.1		No change
5th	RL.5.2	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.	5.RL.KID.2	Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.	Omission and revision of wording for clarity
5th	RL.5.3	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).	5.RL.KID.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Omission of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 5

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
5th	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language <b>with emphasis</b> on similes and metaphors; <b>analyze the impact of sound devices on meaning and tone.</b>	Revision of expected learning
5th	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5.RL.CS.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular <b>texts.</b>	Minor revision of wording for clarity
5th	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	5.RL.CS.6		No change
5th	RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	5.RL.IKI.7	<b>Explain</b> how visual and multimedia elements contribute to the meaning, tone, or mood of a text, <b>such as in a</b> graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	Revisions of words for clarity
5th	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	5.RL.IKI.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Omission of wording for clarity
5th	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
5th	RI.5.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RI.KID.1		No change
5th	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text..	Omission of wording for clarity
5th	RI.5.3	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.	5.RI.KID.3	Explain the relationships and interactions <b>among</b> two or more individuals, events, and ideas in a text.	Omission and revision of wording for clarity
5th	RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, <b>including figurative, connotative, and technical meanings.</b>	Addition of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 5

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
5th	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of <b>information</b> in two or more texts.	Omission of wording for clarity
5th	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.	Revision of wording for clarity
5th	RI.5.7	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.	5.RI.IKl.7	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	Revision of wording for clarity
5th	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5.RI.IKl.8	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	Minor omission of wording
5th	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.IKl.9	Integrate information from <b>two or more</b> texts on the same topic in order <b>to build content knowledge</b> .	Revision of wording for clarity
5th	RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.RI.RRTC.10	Read and comprehend <b>stories and</b> informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Writing</b>					
5th	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. B: Provide logically ordered reasons that are supported by facts and details C: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D: Provide a concluding statement or section related to the opinion presented.	5.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text. B. <b>Develop</b> an opinion <b>through</b> logically-ordered reasons that are supported by facts and details. C. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. D. Provide a concluding statement or section related to the opinion presented. E. Link opinion and reasons using words, phrases, and clauses. <b>F. Apply language standards addressed in the Foundational Literacy Standards.</b>	Omission and revision of wording, reordering of subsections, and new standards (F) for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 5

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
5th	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. B: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). D: Use precise language and domain-specific vocabulary to inform about or explain the topic. E: Provide a conclusion related to the information or explanation presented.	5.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic by providing a general observation and focus. B. Group related information logically, including formatting features, illustrations, and multimedia when <b>needed to provide clarity to the reader</b> . C. Develop the topic with facts, definitions, concrete details, quotations, and other information and examples related to the topic. D. Provide a conclusion related to the information or explanation presented. E. Link ideas within and across categories of information using words, phrases, and clauses. F. Use precise language and domain-specific vocabulary to inform about or explain the topic. G. Apply language standards addressed in the	Omission and revision of wording, reordering of subsections, and new standards (G) for clarity
5th	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C: Use a variety of transitional words, phrases, and clauses 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.	5.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, <b>such as</b> descriptive details and clear event sequences. A. Orient the reader by establishing a situation, <b>using</b> a narrator and/or introducing characters. B. Organize an event sequence that unfolds naturally and logically. C. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. D. Use a variety of transitional words, phrases, and clauses 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	Omission and revision of wording, reordering of subsections, and new standards (G) for clarity
5th	W.5.4	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.)	5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and <b>style</b> are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Minor revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 5

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
5th	W.5.5	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 <a href="#">here</a> .)	5.W.PDW.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.)	Omission of wording for clarity
5th	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 keyboarding skills to type a minimum of two pages in a single sitting.	5.W.PDW.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 <b>technology</b> skills to type a <b>complete product as defined in W.1-3</b> in a single setting.	Addition of expected learning
5th	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	5.W.RBPK.7	Conduct short research projects that use <b>multiple</b> sources to build knowledge through investigations of different aspects of a topic.	Minor revision of wording for clarity
5th	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.	5.W.RBPK.8		No change
5th	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A: Apply grade 5 Reading standards 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 [e.g., how characters interact]"). B: Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying <del>which reasons and evidence support which point[s]</del> ").	5.W.RBPK.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, <b>applying grade 5 standards for reading.</b>	Omission and revision of wording for clarity
5th	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	5.W.RW.10	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	Omission of wording for clarity
<b>Speaking and Listening</b>					
5th	SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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 <del>under discussion.</del>	5.SL.CC.1	<b>Prepare for collaborative discussions</b> on 5th grade level topics and texts; engage effectively with <b>varied</b> partners, building on others' ideas and expressing their own ideas clearly.	Omission and revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major



TN Academic Standards Crosswalk Grade 5

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
5th	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.SL.CC.2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	Omission of words for clarity
5th	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.SL.CC.3		No change
5th	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 or themes; speak clearly at an understandable pace.	5.SL.PKI.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.	Omission of words for clarity
5th	SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5.SL.PKI.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Minor omission of words for clarity
5th	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	5.SL.PKI.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Minor omission of words for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**

- L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.3.A:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.3.B:** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- SL.5.1.B:** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1.C:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1.D:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 6

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
6th	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A: Ensure that pronouns are in the proper case (subjective, objective, possessive). B: Use intensive pronouns (e.g., myself, ourselves). C: Recognize and correct inappropriate shifts in pronoun number and person.* D: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	6.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. <b>A. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement).</b> B. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. <b>C. When reading and listening, explain the function of phrases and clauses.</b> <b>D. When writing or speaking, use simple,</b>	Omission and revision of wording for clarity; adds new standards (A, C, D)
6th	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* B: <del>Spell correctly</del>	6.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. <b>When reading or writing, explain the functions</b> of commas, parentheses, and dashes to set off parenthetical elements and <b>use them correctly to do so.</b>	Omission and revision of words for clarity
6th	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A: Vary sentence patterns for meaning, reader/listener interest, and style.* B: <del>Maintain consistency in style and tone *</del>	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	Omission and revision of words for clarity
6th	L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D: Verify the preliminary determination of the meaning of a word or determine of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text <b>by</b> choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate <b>morphological elements</b> as clues to the meaning of a word or <b>a phrase</b> . C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. <b>D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</b>	Omission of wording for clarity; adds a new standard (D)

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 6

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
6th	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A: Interpret figures of speech (e.g., personification) in context. B: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, <del>scrimping</del> , economical, unwasteful, thrifty).	6.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	Combination of sections for clarity; omits some words
6th	L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Minor revision of wording
<b>Reading Literature</b>					
6th	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RL.KID.1	Analyze what the text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	Omission and revision of wording for clarity
6th	RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	Omission and revision of wording for clarity
6th	RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.RL.KID.3	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Omission and revision of wording for clarity
6th	RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	6.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	Revision of expected learning
6th	RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6.RL.CS.5		No change
6th	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	6.RL.CS.6	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	Revision of wording for clarity
6th	RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	6.RL.IKI.7	Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of the text.	Omission of words for clarity

Blue: Revised/added words

Blue: Revised/added words  
**Blue:** New standard **Green:** Minor **Yellow:** Moderate **Red:** Major

TN Academic Standards Crosswalk Grade 6

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
6th	RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6.RL.IKI.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Omission and revision of wording for clarity
6th	RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.RL.RRTC.10	Read and comprehend <b>a variety</b> of literature <b>throughout</b> the grades 6-8 text complexity band proficiently, with <b>a gradual release</b> of scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
6th	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RI.KID.1	Analyze what the text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	Omission and revision of wording for clarity
6th	RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an <b>objective</b> summary.	Revision of wording for clarity
6th	RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and <b>developed</b> in a text.	Revision of wording for clarity
6th	RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6.RI.CS.4		No change
6th	RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6.RI.CS.5		No change
6th	RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6.RI.CS.6		No change
6th	RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6.RI.IKI.7	Integrate information presented in different media or formats, <b>such as in tables, images, diagrams</b> , and words to develop a coherent understanding of a topic or issue.	Revision of words for clarity
6th	RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.RI.IKI.8		No change
6th	RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6.RI.IKI.9	Compare and contrast <b>two or more authors' presentation</b> of the same topic or event.	Revision of wording for clarity
6th	RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.RI.RRTC.10	Read and comprehend <b>a variety</b> of literary nonfiction <b>throughout</b> the grades 6-8 text complexity band proficiently, with <b>a gradual release</b> of scaffolding at the high end as needed.	Omission and revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 6

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Writing</b>					
6th	W.6.1	Write arguments to support claims with clear reasons and relevant evidence. A: Introduce claim(s) and organize the reasons and evidence clearly. B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D: Establish and maintain a formal style. E: Provide a concluding statement or section that follows from the argument presented.	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s). B. Support claim(s) with logical reasoning and relevant, <b>sufficient</b> evidence; <b>acknowledge alternate or opposing claim(s)</b> . C. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. D. Use credible sources and demonstrate an understanding of the topic or source material. E. <b>Craft an effective and relevant</b> conclusion that <b>supports</b> the argument presented. <b>F.</b> <b>Use precise language and content-specific vocabulary.</b> <b>G. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b> <b>H. Use varied sentence structure to enhance meaning and reader interest.</b>	Omission and revision of wording, reordering of subsections, and new standards (F, G, H) for clarity
6th	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C: Use appropriate transitions to clarify the relationships among ideas and concepts. D: Use precise language and domain-specific vocabulary to inform about or explain the topic. E: Establish and maintain a formal style. F: Provide a concluding statement or section that follows from and supports the information or explanation presented.	6.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, <b>using the introduction to prepare the reader for what is to follow</b> . B. Organize ideas, concepts, and information <b>using effective strategies to create cohesion and aid in comprehension</b> . C. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <b>D.</b> <b>Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</b> E. <b>Craft an effective and relevant</b> conclusion. F. Include formatting, graphics, and multimedia when <b>appropriate</b> . G. Use appropriate transitions <b>to create cohesion and clarify the relationships among ideas and concepts</b> .	Omission and revision of wording, reordering of subsections, and new standards (D, I) for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 6

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
6th	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E: Provide a conclusion that follows from the narrated experiences or events.	6.W.TTP.3	Write narratives ( <b>fiction and nonfiction</b> ) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context <b>and point of view</b> and introducing a narrator and/or <b>participants</b> /characters. B. Organize an event sequence that unfolds naturally and logically. <b>C. Create a smooth progression of experiences or events.</b> D. Use narrative techniques, such as dialogue, pacing, description <b>when appropriate</b> , to develop experiences, events, and/or characters. E. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, <b>and show the relationships among experiences and events.</b> F. <b>Craft an effective and relevant</b> conclusion that reflects on the narrated experiences or events. G. Use precise words and phrases, relevant descriptive details, <b>and sensory language to convey experiences</b>	Omission and revision of wording, reordering of subsections, and addition of a new standard (C) for clarity
6th	W.6.4	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.)	6.W.PDW.4		No change in standard
6th	W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	6.W.PDW.5		No change in standard
6th	W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; <b>type a complete product in a single sitting as defined in W.1-3.</b>	Addition of expected learning
6th	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6.W.RBPK.7	Conduct research to answer a question, drawing on <b>multiple</b> sources and refocusing the inquiry when appropriate.	Minor revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 6

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
6th	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.W.RBPK.8	<b>Integrate</b> relevant <b>and credible</b> information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Omission and revision of wording for clarity
6th	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). B: Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not")	6.W.RBPK.9	Support <b>interpretations</b> , analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	Omission and revision of wording for clarity
6th	W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Omission of wording for clarity
<b>Speaking and Listening</b>					
6th	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	6.SL.CC.1	<b>Prepare for collaborative discussions on 6th grade level topics and texts</b> ; engage effectively with <b>varied</b> partners, building on others' ideas and expressing their own ideas clearly.	Omission and revision of wording for clarity
6th	SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6.SL.CC.2	Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	Omission of words for clarity
6th	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.SL.CC.3	<b>Explain</b> a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Revision of words for clarity
6th	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6.SL.PKI.4		No change

Blue: Revised/added words

Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 6

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
6th	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6.SL.PK1.5	Include multimedia components and visual displays in presentations to clarify information.	Minor omission of words for clarity
6th	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	6.SL.PK1.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Minor omission of words for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**

**L.6.1.e:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

**L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.6.4.d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**SL.6.1.b:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**SL.6.1.c:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**SL.6.1.d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major



TN Academic Standards Crosswalk Grade 7

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
7th	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A: Explain the function of phrases and clauses in general and their function in specific sentences. B: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. A. <b>When reading or listening</b> , explain the function of phrases and clauses <b>with effectively-placed modifiers</b> . B. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.	Omission and revision of wording for clarity
7th	L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). B: Spell correctly.	7.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. <b>When reading or writing, explain the function of commas</b> to separate coordinate adjectives and use them correctly to do so.	Omission and revision of words for clarity
7th	L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.	Omission and revision of words for clarity
7th	L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text <b>by</b> choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate <b>morphological elements</b> as clues to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. <b>D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</b>	Omission of wording for clarity; adds a new standard (D)

Blue: Revised/added words

Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 7

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
7th	L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, <del>respectful, polite, diplomatic, condescending</del> )	7.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	Combination of sections for clarity; omits some words
7th	L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; <b>develop</b> vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Minor revision of wording
<b>Reading Literature</b>					
7th	RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RL.KID.1	Analyze what the text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	Omission and revision of wording for clarity
7th	RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	7.RL.KID.2		No change
7th	RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7.RL.KID.3	Analyze how <b>specific</b> elements of a story or drama interact <b>with and affect each other</b> .	Omission and revision of wording for clarity
7th	RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <b>specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases</b> .	Revision of expected learning
7th	RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	7.RL.CS.5	Analyze the form or structure of a <b>story</b> , poem, or drama, considering how text form or structure contributes to its <b>theme and</b> meaning.	Revision of expected learning
7th	RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.RL.CS.6	Analyze how an author <b>establishes, conveys,</b> and contrasts the points of view of different characters or narrators in a text.	Revision of wording for clarity
7th	RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7.RL.IK1.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	Omission of words for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 7

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
7th	RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.RL.IK1.9	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	Omission and revision of wording for clarity
7th	RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.RL.RRTC.10	Read and comprehend <b>a variety</b> of literature <b>throughout</b> the grades 6-8 text complexity band proficiently, with <b>a gradual release</b> of scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
7th	RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RI.KID.1	Analyze what the text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	Omission and revision of wording for clarity
7th	RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7.RI.KID.2	Determine <b>a</b> central idea of a text and analyze its development over the course of the text; provide an objective summary.	Revision of wording for clarity
7th	RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7.RI.KID.3	Analyze <b>the relationships and</b> interactions among individuals, events, and ideas in a text.	Revision of wording for clarity
7th	RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <b>including allusions to other texts and repetition of words and phrases.</b>	Revision of wording for clarity
7th	RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7.RI.CS.5		No change
7th	RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7.RI.CS.6		No change
7th	RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7.RI.IK1.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.	Omission of words for clarity
7th	RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7.RI.IK1.8	Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	Omission of wording for clarity
7th	RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.RI.IK1.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing <b>an alternate explanation of events.</b>	Revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 7

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
7th	RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.RI.RRTC.10	Read and comprehend <b>a variety of</b> literary nonfiction <b>throughout</b> the grades 6-8 text complexity band proficiently, with <b>a gradual release</b> of scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Writing</b>					
7th	W.7.1	Write arguments to support claims with clear reasons and relevant evidence. A: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D: Establish and maintain a formal style. E: Provide a concluding statement or section that follows from and supports the argument presented.	7.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s). B. Support claim(s) with logical reasoning and relevant, <b>sufficient</b> evidence; acknowledge alternate or opposing claim(s). C. Organize the reasons and evidence <b>clearly</b> and clarify the relationships among claim(s) and reasons. D. Use credible sources and demonstrate an understanding of the topic or source material. E. <b>Craft</b> an effective and relevant conclusion that supports the argument presented. <b>F. Use precise language and content-specific vocabulary.</b> <b>G. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b>	Omission and revision of wording, reordering of subsections, and new standards (F, G, H) for clarity
7th	W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definitions, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphs (e.g., charts, tables), and multimedia when useful to aiding comprehension. B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D: Use precise language and domain-specific vocabulary to inform about or explain the topic. E: Establish and maintain a formal style. F: Provide a concluding statement or section that follows from and supports the information or explanation	7.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, <b>using the introduction to prepare the reader</b> for what is to follow. B. Organize ideas, concepts, and information <b>using effective strategies to create cohesion and aid in comprehension.</b> C. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <b>D. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</b> E. Craft an effective and relevant conclusion. F. Include formatting, graphics, and multimedia when <b>appropriate.</b> G. Use appropriate and varied transitions to create	Omission and revision of wording, reordering of subsections, and new standards (D, I) for clarity

Blue: Revised/added words

Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 7

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
7th	W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E: Provide a conclusion that follows from and reflects on the narrated experiences or events.	7.W.TTP.3	Write narratives ( <b>fiction and nonfiction</b> ) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or <b>participants</b> /characters. B. Organize an event sequence that unfolds naturally and logically. <b>C. Create a smooth progression of experiences or events.</b> D. Use narrative techniques, such as dialogue, pacing, description <b>when appropriate</b> , to develop experiences, events, and/or characters. E. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, <b>and show the relationships among experiences and events.</b> F. <b>Craft an effective and relevant</b> conclusion that reflects on the narrated experiences or events. G. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences	Omission and revision of wording, reordering of subsections, and addition of a new standard (C) for clarity
7th	W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	7.W.PDW.4		No change in standard
7th	W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)	7.W.PDW.5		No change in standard
7th	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; <b>type a complete product in a single sitting as defined in W.1-3.</b>	Addition of expected learning
7th	W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7.W.RBPK.7	Conduct research to answer a question, drawing on <b>multiple</b> sources and generating additional related, focused questions for further research and investigation.	Minor revision of wording for clarity

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TN Academic Standards Crosswalk Grade 7

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
7th	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7.W.RBPK.8	<b>Integrate</b> relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Omission and revision of wording for clarity
7th	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A: Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). B: Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	7.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; <b>assess whether the evidence is relevant and sufficient to support the claims.</b>	Omission and revision of wording for clarity
7th	W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Omission of wording for clarity
<b>Speaking and Listening</b>					
7th	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	7.SL.CC.1	<b>Prepare for collaborative discussions on 7th grade level topics and texts;</b> engage effectively with <b>varied</b> partners, building on others' ideas and expressing their own ideas clearly.	Omission and revision of wording for clarity
7th	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7.SL.CC.2	Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	Omission of words for clarity
7th	SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.SL.CC.3	<b>Explain</b> a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	Revision of words for clarity

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TN Academic Standards Crosswalk Grade 7

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
7th	SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7.SL.PK1.4		No change
7th	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7.SL.PK1.5	Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize <b>major</b> points.	Minor revision of words for clarity
7th	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	7.SL.PK1.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Minor omission of words for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**  
**SL.7.1.b:** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  
**SL.7.1.c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  
**SL.7.1.d:** Acknowledge new information expressed by others and, when warranted, modify their own views.

TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
8th	L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B: Form and use verbs in the active and passive voice. C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D: Recognize and correct inappropriate shifts in verb voice and mood.*	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. <b>A. When reading or listening, analyze the use of phrases and clauses within a larger text.</b> B. When reading or listening, explain the function of verbs. <b>C. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.</b> <b>D. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.</b> <b>E. When writing or speaking, produce and use</b>	Omission and revision of wording for clarity; adds new standards (A, C, D, E)
8th	L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. <b>When reading and writing, explain the functions of punctuation in creating sentence variety and style.</b>	Addition of words for clarity
8th	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)	8.L.KL.3	<b>When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.</b>	New standard
8th	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D: Verify the preliminary determination of the meaning of	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level <b>text by</b> choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate <b>morphological elements</b> as clues to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word <b>or phrase.</b> <b>D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</b>	Omission of wording for clarity; adds a new standard (D)

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major



TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
8th	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A: Interpret figures of speech (e.g. verbal irony, puns) in context. B: Use the relationship between particular words to better understand each of the words. C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <del>bullheaded willful firm persistent resolute</del> )	8.L.VAU.5	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	Combination of sections for clarity; omits some words
8th	L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Minor revision of wording
<b>Reading Literature</b>					
8th	RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.KID.1	Analyze what the text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	Omission and revision of wording for clarity
8th	RL.8.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	8.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	Revision of wording for clarity
8th	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.RL.KID.3		No change
8th	RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	8.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies	Revision of wording for clarity
8th	RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8.RL.CS.5		No change
8th	RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8.RL.CS.6	Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	Omission and revision of wording for clarity
8th	RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	8.RL.IKI.7		No change

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TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
8th	RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	8.RL.IKI.9	Analyze how <b>contemporary</b> texts <b>are shaped by foundational texts or literary archetypes, and how authors allude to traditional works, myths, or religious texts</b> ; describe how traditional elements are rendered anew.	Omission and revision of wording for clarity
8th	RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	8.RL.RRTC.10	Read and comprehend <b>a variety</b> of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
8th	RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RI.KID.1	Analyze what the text says explicitly and draw logical inferences; <b>support an interpretation</b> of a text by citing relevant textual evidence.	Omission and revision of wording for clarity
8th	RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	8.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	Minor omission of words for clarity
8th	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8.RI.KID.3	Analyze the techniques used to distinguish between and to make connections among individuals, ideas, or events in a text.	Revision of wording for clarity
8th	RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies and allusions to other texts.	8.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of <b>a specific word choice</b> on meaning and tone, including analogies and allusions to other texts.	Minor revision of words for clarity
8th	RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8.RI.CS.5	Analyze in detail the structure of a specific paragraph <b>or section in a text</b> , including the role of particular sentences in developing and refining a key concept.	Revision of wording for clarity
8th	RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8.RI.CS.6		No change
8th	RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	8.RI.IKI.7	Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	Omission of words for clarity

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TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
8th	RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8.RI.IKI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient <b>to support the claims and the reasoning is sound.</b>	Revision of wording for clarity
8th	RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.RI.IKI.9		No change
8th	RI.8.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	8.RI.RRTC.10	Read and comprehend a <b>variety</b> of literary nonfiction <b>throughout</b> the grades 6-8 text complexity band proficiently, with <b>a gradual release</b> of scaffolding at the high end as needed.	Omission and revision of wording for clarity
<b>Writing</b>					
8th	W.8.1	Write arguments to support claims with clear reasons and relevant evidence. A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D: Establish and maintain a formal style. E: Provide a concluding statement or section that follows from and supports the argument presented.	8.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce claim(s). B. Support claim(s) with logical reasoning and relevant, <b>sufficient</b> evidence; <b>acknowledge and refute alternate or opposing claim(s).</b> C. <b>Organize the reasons and evidence clearly</b> and clarify the relationships among claim(s) and reasons. D. Use credible sources and demonstrate an understanding of the topic or source material. E. <b>Craft an effective and relevant conclusion that</b> supports the argument presented. <b>F. Use precise language and content-specific vocabulary.</b> <b>G. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b> <b>H. Use varied sentence structure to enhance meaning and reader interest.</b> I. Establish and maintain a formal style.	Omission and revision of wording, reordering of subsections, and new standards (F, G, H) for clarity

Blue: Revised/added words

Blue: Revised/added words  
**Blue:** New standard **Green:** Minor **Yellow:** Moderate **Red:** Major

TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
8th	W.8.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	8.W.TTP.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, <b>using the introduction to prepare the reader</b> for what is to follow.</p> <p>B. <b>Synthesize and</b> organize ideas, concepts, and information into broader categories <b>using effective strategies to create cohesion and aid in comprehension.</b></p> <p>C. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>D. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</b></p> <p>E. Craft an effective and relevant conclusion.</p> <p>F. Include formatting, graphics, and multimedia when <b>appropriate.</b></p> <p>G. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	Omission and revision of wording, reordering of subsections, and new standards (D, I) for clarity
8th	W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.</p> <p>C: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E: Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	8.W.TTP.3	<p>Write narratives (<b>fiction and nonfiction</b>) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or <b>participants</b>/characters.</p> <p>B. Organize an event sequence that unfolds naturally and logically.</p> <p><b>C. Create a smooth progression of experiences or events.</b></p> <p>D. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.</p> <p>E. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</p> <p>F. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>G. Use precise words and phrases, relevant descriptive</p>	Omission and revision of wording, reordering of subsections, and addition of a new standard (C) for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
8th	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	8.W.PDW.4		No change
8th	W.8.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8).	8.W.PDW.5		No change
8th	W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	8.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; <b>type a complete product in a single sitting as defined in W.1-3.</b>	Omission and revision of wording for clarity
8th	W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	8.W.RBPK.7	Conduct research to answer a question (including a self-generated question), drawing on <b>multiple</b> sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Minor revision of wording for clarity
8th	W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.W.RBPK.8	Use search terms effectively; <b>integrate</b> relevant and <b>credible</b> information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Omission and revision of wording for clarity
8th	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A: Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). B: Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	8.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	Omission and revision of wording for clarity

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TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
8th	W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Omission of wording for clarity
<b>Speaking and Listening</b>					
8th	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	8.SL.CC.1	<b>Prepare for collaborative discussions on 8th grade level topics and texts;</b> engage effectively with <b>varied</b> partners, building on others' ideas and expressing their own ideas clearly.	Omission and revision of wording for clarity
8th	SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	8.SL.CC.2	Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	Minor revision of words for clarity
8th	SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	8.SL.CC.3		No change
8th	SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8.SL.PKI.4	Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Minor omission of words for clarity
8th	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and to add interest.	8.SL.PKI.5		No change
8th	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	8.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Minor omission of words for clarity

Blue: Revised/added words

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TN Academic Standards Crosswalk Grade 8

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<p><b>The following list of CC standards have been omitted from the TN Academic Standards entirely:</b></p> <p><b>L.8.1.b:</b> Form and use verbs in the active and passive voice.</p> <p><b>L.8.1.c:</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><b>L.8.1.d:</b> Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><b>L.8.2.a:</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p><b>L.8.2.b:</b> Use an ellipsis to indicate an omission.</p> <p><b>L.8.2.c:</b> Spell correctly.</p> <p><b>L.8.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.8.3.a:</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>L.8.4.d:</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>SL.8.1.b:</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.8.1.c:</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>SL.8.1.d:</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>					

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Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
9th-10th	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A: Use parallel structure.* B: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	9-10.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use <b>effective</b> parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	Combination of subsections and omission of words for clarity
9th-10th	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <b>when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</b>	Addition of words for clarity
9th-10th	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3.a: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Combination of sections for clarity; omits some words
9th-10th	L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning	9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text <b>by</b> choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. <b>Use common grade-appropriate morphological elements as clues</b> to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. D. <b>Use etymological patterns in spelling as clues to the meaning of a word or phrase.</b>	Omission of wording for clarity; adds a new standard (D)

Blue: Revised/added words

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Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
9th-10th	L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B: Analyze nuances in the meaning of words with similar denotations.	9-10.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <b>in grades 9-10 reading and content</b> ; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.	Combination of sections for clarity; omits some words
9th-10th	L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the <b>post-secondary and workforce readiness level</b> ; demonstrate independence in <b>building</b> vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Minor revision of wording
<b>Reading Literature</b>					
9th-10th	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.RL.KID.1	<b>Analyze what the text says explicitly and draw inferences</b> ; cite the <b>strongest, most compelling</b> textual evidence to support <b>conclusions</b> .	Omission and revision of wording for clarity
9th-10th	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9-10.RL.KID.2	Determine a theme or central idea of a text and analyze its development; provide an objective <b>or critical</b> summary.	Omission and revision of wording for clarity
9th-10th	RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9-10.RL.KID.3	Analyze how complex characters, <b>events, and ideas</b> develop and interact over the course of a text <b>to impact meaning</b> .	Omission and revision of wording for clarity
9th-10th	RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9-10.RL.CS.4	Determine the meaning of words and phrases as they are used in <b>a</b> text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, <b>such as</b> how language evokes a sense of time and place, and how it communicates an informal or formal tone.	Minor revision of wording
9th-10th	RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9-10.RL.CS.5	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	Omission of wording for clarity
9th-10th	RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9-10.RL.CS.6	Analyze how point of view <b>and/or author's purpose shapes the content and style of diverse texts</b> .	Omission and revision of wording for clarity

Blue: Revised/added words

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9th-10th	RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	9-10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.	Omission and revision of wording for clarity
9th-10th	RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9-10.RL.IKI.9	Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	Omission and revision of wording for clarity
9th	RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	9.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Omission and revision of wording for clarity
10th	RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	10.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
9th-10th	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.RI.KID.1	Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	Omission and revision of wording for clarity
9th-10th	RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.	Omission and revision of wording for clarity
9th-10th	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.	Revision of wording for clarity
9th-10th	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Minor omission of words for clarity
9th-10th	RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Revision of wording for clarity
9th-10th	RI.9-10.6	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	9-10.RI.CS.6		No change

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9th-10th	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	9-10.RI.IKI.7	Evaluate the topic or subject in two diverse formats or media.	Revision of wording for clarity
9th-10th	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	9-10.RI.IKI.8	Evaluate how reasoning and evidence affects the argument and specific claims in a text.	Omission and revision of wording for clarity
9th-10th	RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9-10.RI.IKI.9	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.	Omission and revision of wording for clarity
9th	RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.RI.RRTC.1 0	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	Omission and revision of wording for clarity
10th	RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	10.RI.RRTC.1 0	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Writing</b>					
9th-10th	W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. E: Provide a concluding statement or section that follows	9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. A. Introduce precise claim(s). B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. D. Provide a concluding statement or section that follows from and supports the argument presented. <b>E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</b> F. Establish and maintain a formal style and objective tone.	Omission of wording, reordering of subsections, and new standard (E) for clarity

Blue: Revised/added words

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Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
9th-10th	W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	9-10.W.TTP.2	<p>Write informative/explanatory texts to <b>analyze</b> and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>A. Provide an introduction <b>that is relevant to the rest of the text and effectively engages the audience.</b></p> <p>B. Organize ideas <b>to create cohesion and clarify relationships</b> among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>D. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>E. <b>Use appropriate</b> formatting, graphics, and multimedia to aid comprehension.</p> <p>F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>G. Establish and maintain a formal style and objective tone.</p>	Omission and revision of wording, reordering of subsections for clarity
9th-10th	W.9-10.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the</p>	9-10.W.TTP.3	<p>Write narrative <b>fiction or literary nonfiction</b> to <b>convey</b> experiences <b>and/or events</b> using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/<b>speaker</b> and/or characters.</p> <p>B. Sequence events so that they build on one another to create a coherent whole.</p> <p><b>C. Create a smooth progression of experiences or events.</b></p> <p>D. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to <b>convey</b> experiences, events, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>F. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the</p>	Omission and revision of wording, reordering of subsections, and addition of new standards (C, G) for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
9th-10th	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-2 above.)	9-10.W.PDW.4		No change
9th-10th	W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)	9-10.W.PDW.5		No change
9th-10th	W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9-10.W.PDW.6		No change
9th-10th	W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject <u>under investigation</u> .	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem <b>by</b> narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a <u>new understanding of the subject under investigation</u> .	Minor revision of wording for clarity
9th-10th	W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for <u>citation</u> .	9-10.W.RBPK.8	<b>Use multiple search terms to generate a variety of print and digital sources</b> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Omission and revision of wording for clarity
9th-10th	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A: Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). B: Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	9-10.W.RBPK.9	Support and <b>defend interpretations</b> , analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.	Omission and revision of wording for clarity

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Red: New standard Green: Minor Yellow: Moderate Red: Major

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
9th-10th	W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	Omission of wording for clarity
<b>Speaking and Listening</b>					
9th-10th	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and <del>expressing their own clearly and persuasively.</del>	9-10.SL.CC.1	Initiate and participate effectively with <b>varied</b> partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Omission and revision of wording for clarity
9th-10th	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each <del>source.</del>	9-10.SL.CC.2	Integrate <b>and evaluate</b> multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	Minor omission of words for clarity
9th-10th	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	9-10.SL.CC.3		No change
9th-10th	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	9-10.SL.PK1.4		No change
9th-10th	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	9-10.SL.PK1.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Minor omission of words for clarity
9th-10th	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	9-10.SL.PK1.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Minor omission of words for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**

**W.9-10.1.c:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**SL.9-10.1.a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.9-10.1.b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**SL.9-10.1.c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**SL.9-10.1.d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and ~~understanding and make new connections in light of the evidence and reasoning presented.~~

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	11-12.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>consider complex and contested matters of usage and convention.</b>	Combination of subsections and omission of words for clarity
11th-12th	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; <b>when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</b>	Addition of words for clarity
11th-12th	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.	Combination of sections for clarity; omits some words
11th-12th	L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th - 12th grade-level text by choosing flexibly from a range of strategies. A. Use context as a clue to the meaning of a word or a phrase. B. Use common grade-appropriate <b>morphological elements as clues</b> to the meaning of a word or a phrase. C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. <b>D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</b>	Omission of wording for clarity; adds a new standard (D)

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**Blue:** New standard **Green:** Minor **Yellow:** Moderate **Red:** Major

TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B: Analyze nuances in the meaning of words with similar denotations.	11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <b>in grades 11-12 reading and content</b> ; interpret figures of speech in context and analyze their role in the text; analyze nuances in the meaning of words with similar denotations.	Combination of sections for clarity; omits some words
11th-12th	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the <b>post-secondary and workforce readiness level</b> ; demonstrate independence in <b>building</b> vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Minor revision of wording
<b>Reading Literature</b>					
11th-12th	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RL.KID.1	<b>Analyze what the text says explicitly and draw inferences</b> ; support an <b>interpretation</b> of a text by citing and synthesizing relevant textual evidence from multiple sources.	Omission and revision of wording for clarity
11th-12th	RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	11-12.RL.KID.2	Determine <b>multiple</b> themes or central ideas of a text or texts and analyze their development; provide a <b>critical</b> summary.	Omission and revision of wording for clarity
11th-12th	RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	11-12.RL.KID.3	Analyze <b>how</b> an author's choices regarding the development and <b>interaction of characters, events, and ideas over the course of a text impact meaning</b> .	Omission and revision of wording for clarity
11th-12th	RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	11-12.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and <b>language that is stylistically poignant and engaging</b> .	Omission and revision of wording for clarity
11th-12th	RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.CS.5	Analyze how an author's choices concerning the structure of specific parts of the text contribute to its overall structure, meaning, and aesthetic impact.	Omission of wording for clarity

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Bold: New standard Green: Minor Yellow: Moderate Red: Major



TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	11-12.RL.CS.6	Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	Omission of wording for clarity
11th-12th	RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	11-12.RL.IKI.7	<b>Evaluate the topic, subject, and/or theme in multiple diverse formats and media</b> , including how the version interprets the source text.	Omission and revision of wording for clarity
11th-12th	RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	11-12.RL.IKI.9	Demonstrate knowledge of <b>and analyze thematically-related, significant literary texts, considering</b> how two or more texts treat similar themes or topics.	Omission and revision of wording for clarity
11th	RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	11.RL.RRTC.10	Read and comprehend <b>a variety of literature throughout</b> the grades 11-12 text complexity band proficiently, with <b>a gradual release</b> of scaffolding at the higher end as needed.	Omission and revision of wording for clarity
12th	RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	12.RL.RRTC.10	Read and comprehend <b>a variety of literature</b> at the high end of the grades 11-12 text complexity band independently and proficiently.	Omission and revision of wording for clarity
<b>Reading Informational</b>					
11th-12th	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RI.KID.1	<b>Analyze what the text says explicitly and draw inferences</b> ; support an <b>interpretation</b> of a text by citing and synthesizing relevant textual evidence from multiple sources.	Omission and revision of wording for clarity
11th-12th	RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11-12.RI.KID.2	Determine <b>multiple</b> central ideas of a text <b>or texts</b> and analyze their development; provide a <b>critical</b> summary.	Omission and revision of wording for clarity
11th-12th	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11-12.RI.KID.3	Analyze <b>how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning</b> .	Revision of wording for clarity

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Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	11-12.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	Minor omission of words for clarity
11th-12th	RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11-12.RI.CS.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her <b>own</b> exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Minor revision of wording for clarity
11th-12th	RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	11-12.RI.CS.6	Determine an author's point of view <b>and/or</b> purpose in a text, analyzing how style and content contribute to <b>its effectiveness</b> .	Omission and revision of wording for clarity
11th-12th	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	11-12.RI.IKI.7	<b>Evaluate the topic or subject in multiple diverse</b> formats and media.	Omission and revision of wording for clarity
11th-12th	RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	11-12.RI.IKI.8	Evaluate <b>how an author incorporates evidence and reasoning to support the argument and specific claims in a text</b> .	Omission and revision of wording for clarity
11th-12th	RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	11-12.RI.IKI.9	Analyze <b>and evaluate a variety of thematically-related texts</b> of historical and literary significance for their <b>topics, facts, purposes, and rhetorical features</b> .	Omission and revision of wording for clarity
11th	RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	11.RI.RRTC.10	Read and comprehend <b>a variety of</b> literary nonfiction <b>throughout</b> the grades 11-12 text complexity band proficiently, with a <b>gradual release</b> of scaffolding at the higher end as needed.	Omission and revision of wording for clarity
12th	RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	12.RI.RRTC.10	Read and comprehend <b>a variety of</b> literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	Omission and revision of wording for clarity

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TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
<b>Writing</b>					
11th-12th	W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence</p> <p>B: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>C: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>11-12.W.TTP.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s). Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>D. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>E.</b> <b>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</b></p> <p>F. Establish and maintain a formal style and objective tone.</p>	<p>Omission of wording, reordering of subsections, and new standard (E) for clarity</p>

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TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	11-12.W.TTP.2	<p>Write informative/explanatory texts to <b>analyze, synthesize</b>, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>A. Provide an introduction <b>that is relevant to the rest of the text and effectively engages the audience</b>.</p> <p>B. Organize ideas <b>to create cohesion and clarify relationships among ideas and concepts</b>, including but not limited to use of appropriate and varied transitions.</p> <p>C. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>D. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>E. Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>F. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>G. Establish and maintain a formal style and objective tone.</p>	Omission and revision of wording, reordering of subsections for clarity

Blue: Revised/added words

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TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	11-12.W.TTP.3	Write narrative <b>fiction or literary nonfiction</b> to <b>convey</b> experiences <b>and/or</b> events using effective techniques, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/ <b>speaker</b> and/or characters. B. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. C. Create a smooth progression of experiences or events. D. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to <b>convey</b> experiences, events, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. F. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. G. <b>Use appropriate language and techniques, such as metaphor, simile, and analogy.</b> H. <b>Establish and maintain an appropriate style and</b>	Omission and revision of wording, reordering of subsections, and addition of new standards (G, H) for clarity
11th-12th	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	11-12.W.PDW.4		No change
11th-12th	W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)	11-12.W.PDW.5		No change
11th-12th	W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products <b>utilizing</b> ongoing feedback, including new arguments and information.	Minor revision of wording for clarity

Blue: Revised/added words

Green: Minor Yellow: Moderate Red: Major

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Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem <b>by</b> narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	Minor revision of wording for clarity
11th-12th	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11-12.W.RBPK.8	Use advanced searches effectively, <b>assessing the credibility and effectiveness of sources in answering the research question</b> ; integrate <b>relevant and credible</b> information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Omission and revision of wording for clarity
11th-12th	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. A: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). B: Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	11-12.W.RBPK.9	Support <b>and defend interpretations</b> , analyses, reflections, or research with evidence found in literature, applying grade band 11-12 standards for reading to source material.	Omission and revision of wording for clarity
11th-12th	W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	Omission of wording for clarity
<b>Speaking and Listening</b>					
11th-12th	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	11-12.SL.CC.1	Initiate and participate effectively with <b>varied</b> partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Omission and revision of wording for clarity

Blue: Revised/added words

Bold: New standard Green: Minor Yellow: Moderate Red: Major

TN Academic Standards Crosswalk Grades 11-12

Grade	CC Standard Code	CC Standard Language	TN Standard Code	TN Standard Language	Brief Summary of Change
11th-12th	SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	11-12.SL.CC.2	Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	Minor omission of words for clarity
11th-12th	SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	11-12.SL.CC.3		No change
11th-12th	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective <b>so</b> that listeners can follow the line of reasoning; <b>address alternative or opposing perspectives; and organize and develop substance and style</b> appropriate to task, purpose, and audience.	Revision of wording for clarity
11th-12th	SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12.SL.PKI.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Minor omission of words for clarity
11th-12th	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)	11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Minor omission of words for clarity

**The following list of CC standards have been omitted from the TN Academic Standards entirely:**

**L.11-12.2.a:** Observe hyphenation conventions.

**L.11-12.2.b:** Spell correctly.

**L.11-12.4.d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**SL.11-12.1.a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.11-12.1.b:** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.c:** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1.d:** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Blue: Revised/added words

Blue: New standard Green: Minor Yellow: Moderate Red: Major