

**ALIGNMENT** 





**TENNESSEE** English Language Arts Standards
Grades 6–12



# Reading Accelerator, Middle School Edition, Alignment to the Tennessee English Language Arts Standards

Reading Accelerator, Middle School Edition, is an acceleration program that focuses on foundational literacy skills while integrating grade-level standards as appropriate for students who have already been through the Tier I decoding instruction typically provided in Grades K to 2.

- Reading Accelerator addresses all grades 6 to 12 standards in the following strand categories:
   Reading Literature: Range of Reading and Level of Text Complexity; Reading Informational
   Text: Range of Reading and Level of Text Complexity; Writing: Range of Writing.
- Reading Accelerator also addresses several components of the grades 6 to 12 standards
  in the following strand categories: Language: Conventions of Standard English; Language:
  Knowledge of Language; Language: Vocabulary Acquisition and Use; Reading Literature: Key
  Ideas and Details; Reading Literature: Craft and Structure; Reading Informational Text: Key
  Ideas and Details; Reading Informational Text: Craft and Structure; Writing: Production and
  Distribution of Writing.

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Grade	Standard Code	Statement	Reading Accelerator
6	Language	Conventions of Standard English	
6	6.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students demonstrate command of the conventions of standard English grammar and usage.
6	6.L.CSE.1.a	When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).	Not covered in Reading Accelerator
6	6.L.CSE.1.b	When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronounantecedent agreement) effectively.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students use pronouns effectively.
6	6.L.CSE.1.c	When reading and listening, explain the function of phrases and clauses.	Not covered in Reading Accelerator
6	6.L.CSE.1.d	When writing or speaking, use simple, compound, and complex sentences.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students use simple, compound, and complex sentences.
6	6.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
6	Language	Knowledge of Language	
6	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students can use varying sentence patterns for meaning, reader/listener interest, and style; and maintain consistency in style and tone.



Grade	Standard Code	Statement	Reading Accelerator
6	Language	Vocabulary Acquisition and Use	
6	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students clarify the meaning of unknown and multiple-meaning grade-level words and phrases.
6	6.L.VAU.4.a	Use context as a clue to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every <i>Reading Accelerator</i> lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content.
6	6.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level content that includes grade-appropriate morphological elements as clues to the meanings of words or phrases.
6	6.L.VAU.4.c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	Not covered in Reading Accelerator
6	6.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	Not covered in Reading Accelerator
6	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.	Reading Accelerator lessons 7, 9, 15, 24, 25, 28, 37, 46
6	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.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to develop vocabulary knowledge key to comprehension.
6	Reading Literature	Key Ideas and Details	
	6.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with literature is a focus skill in lessons 1, 4, 23, and 32.



Grade	Standard Code	Statement	Reading Accelerator
6	Reading Literature	Key Ideas and Details	
6	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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the author's message through identification and analysis of story elements and theme. Story elements and theme is a focus skill in lessons 12, 27, 36, and 43. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
6	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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the sequence of events as the plot of a story unfolds and analyze character development through an analysis of story elements. This same step of the instructional routine also includes writing or discussion prompts that may include character development.
6	Reading Literature	Craft and Structure	
6	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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students determine the meaning of words and phrases, including figurative and connotative meanings. Figurative language is a focus skill in lessons 9, 24, and 46. This same step of the instructional routine also includes writing or discussion prompts that may include queries related to the impact of word choices on meaning and tone.
6	6.RL.CS.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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in comprehension skills to support students' understanding of a text. This instructional routine may include the analysis of how a specific piece of the text contributes to meaning, with opportunities for students to discuss how each piece contributes to a variety of story elements.



Grade	Standard Code	Statement	Reading Accelerator
6	Reading Literature	Craft and Structure	
6	6.RL.CS.6	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in comprehension skills to support students' understanding of a text. This instructional routine includes writing or discussion prompts that may include queries related to how an author establishes and conveys the point of view within text and how a text might be different if it were presented from a different point of view.
6	Reading Literature	Range of Reading and Level of Text Complexity	
6	6.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
6	Reading Informational Text	Key Ideas and Details	
6	6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with informational text is a focus skill in lesson 19.
6	6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the main idea and details of an informational text. Main Idea and details is a focus skill in lessons 3, 13, 16, 18, 33, 34, 44, 45, 49, and 54. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
6	6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	Not covered in <i>Reading Accelerator</i>
6	Reading Informational Text	Craft and Structure	
6	6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson provide opportunities for students to determine the meaning of words and phrases as they are used in a text.



Grade	Standard Code	Statement	Reading Accelerator
6	Reading Informational Text	Craft and Structure	
6	6.RI.CS.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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers to support students in understanding text structure.
6	6.RI.CS.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	Not covered in Reading Accelerator
6	Reading Informational Text	Integration of Knowledge and Ideas	
6	6.RI.IKI.7	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	Not covered in Reading Accelerator
6	6.RI.IKI.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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify claims, reasons, and evidence within informational text.
6	6.RI.IKI.9	Compare and contrast two or more authors' presentation of the same topic or event.	Not covered in Reading Accelerator
6	Reading Informational Text	Range of Reading and Level of Text Complexity	
6	6.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
6	Writing	Production and Distribution of Writing	
6	6.W.PDW.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.)	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students produce clear, organized writing appropriate to a specific task, purpose, or audience.
6	6.W.PDW.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 Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)	Not covered in Reading Accelerator
6	6.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	Not covered in Reading Accelerator



# TENNESSEE English Language Arts Standards GRADE 6

Grade	Standard Code	Statement	Reading Accelerator
6	Writing	Range of Writing	
6	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts. These writing activities allow students to write over short or extended periods of time for a range of discipline–specific tasks such as science and social studies.



Grade	Standard Code	Statement	Reading Accelerator
7	Language	Conventions of Standard English	
7	7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students demonstrate command of the conventions of English grammar and usage.
7	7.L.CSE.1.a	When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.	Not covered in <i>Reading Accelerator</i>
7	7.L.CSE.1.b	When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students produce simple, compound, and complex sentences with effectively placed modifiers.
7	7.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
7	Language	Knowledge of Language	
7	7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students use precise language to express ideas concisely.
7	Language	Vocabulary Acquisition and Use	
7	7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students clarify the meaning of unknown and multiple-meaning grade-level words and phrases.



Grade	Standard Code	Statement	Reading Accelerator
7	Language	Vocabulary Acquisition and Use	
7	7.L.VAU.4.a	Use context as a clue to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every <i>Reading Accelerator</i> lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content.
7	7.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that includes grade-appropriate morphological elements of words.
7	7.L.VAU.4.c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	Not covered in Reading Accelerator
7	7.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to discover etymological spelling patterns to support making meaning of words.
7	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.	Reading Accelerator lessons 7, 9, 15, 24, 25, 28, 37, 46
7	7.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.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to acquire grade-level academic and domain-specific words and phrases. These words and phrases help students develop deeper vocabulary and comprehension skills.
7	Reading Literature	Key Ideas and Details	
7	7.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with literature is a focus skill in lessons 1, 4, 23, and 32.



Grade	Standard Code	Statement	Reading Accelerator
7	Reading Literature	Key Ideas and Details	
7	7.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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the author's message through identification and analysis of story elements and theme. Story elements and theme is a focus skill in lessons 12, 27, 36, and 43. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
7	7.RL.KID.3	Analyze how specific elements of a story or drama interact with and affect each other.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify causes and effects to identify and analyze how elements of a story interact with and affect each other. Cause and effect within literature is a focus skill in lessons 2, 8, and 21.
7	Reading Literature	Craft and Structure	
7	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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students determine the meaning of words and phrases, including figurative and connotative meanings. Figurative language is a focus skill in lessons 9, 24, and 46. This same step of the instructional routine also includes writing or discussion prompts that may include queries related to the impact of word choices on meaning and tone.
7	7.RL.CS.5	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include the use of graphic organizers related to specific text structures that contribute to theme and meaning.
7	7.RL.CS.6	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in comprehension skills to support students' understanding of a text. This instructional routine includes writing or discussion prompts that may include queries on how an author establishes and conveys the point of view within text and how a text might be different if it were presented from a different point of view.



Grade	Standard Code	Statement	Reading Accelerator
7	Reading Literature	Range of Reading and Level of Text Complexity	
7	7.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
7	Reading Informational Text	Key Ideas and Details	
7	7.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with informational text is a focus skill in lesson 19.
7	7.RI.KID.2	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the main idea and details of an informational text. Main Idea and details are a focus skill in lessons 3, 13, 16, 18, 33, 34, 44, 45, 49, and 54. Students can use identified details to analyze the development of the central idea over the course of the text. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
7	7.RI.KID.3	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify causes and effects within a text to identify and analyze the relationships and interactions among individuals, events, and/or ideas in a text. Cause and effect within informational text is a focus skill in lessons 10, 26, 35, 40, 47, and 53.
7	Reading Informational Text	Craft and Structure	
7	7.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	The Vocabulary and Morphology Development feature and Curriculum Connections in every <i>Reading Accelerator</i> lesson provide opportunities for students to determine the meaning of words and phrases as they are used in a text.



Grade	Standard Code	Statement	Reading Accelerator
7	Reading Informational Text	Craft and Structure	
7	7.RI.CS.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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers to support students in an understanding of the text structure.
7	7.RI.CS.6	Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in comprehension skills to support students' understanding of a text. This instructional routine includes writing or discussion prompts that may include queries related to how an author establishes and conveys the point of view within text. The argument text available within <i>Reading Accelerator</i> also provides an opportunity for students to identify how an author distinguishes his or her position from that of others.
7	Reading Informational Text	Range of Reading and Level of Text Complexity	
7	7.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
7	Writing	Production and Distribution of Writing	
7	7.W.PDW.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.)	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts to produce clear and organized writing appropriate to a task, purpose, and/or audience.
7	7.W.PDW.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 Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)	Not covered in Reading Accelerator
7	7.W.PDW.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	Not covered in Reading Accelerator



# TENNESSEE English Language Arts Standards GRADE 7

Grade	Standard Code	Statement	Reading Accelerator
7	Writing	Range of Writing	
	7.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of disciplinespecific tasks, purposes, and audiences.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts. These writing activities allow students to write over short or extended periods of time for a range of discipline-specific tasks such as science and social studies.



Grade	Standard Code	Statement	Reading Accelerator
8	Language	Conventions of Standard English	
	8.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students demonstrate command of the conventions of standard English grammar and usage.
8	8.L.CSE.1.a	When reading or listening, analyze the use of phrases and clauses within a larger text.	Not covered in Reading Accelerator
8	8.L.CSE.1.b	When reading or listening, explain the function of verbs.	Not covered in Reading Accelerator
8	8.L.CSE.1.c	When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students can write, simple to complex sentences.
8	8.L.CSE.1.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.	Not covered in Reading Accelerator
8	8.L.CSE.1.e	When writing or speaking, produce and use varied voice and mood of verbs.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students can write content with varied moods and tones.
8	8.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students can write responses that demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
8	Language	Vocabulary Acquisition and Use	
8	8.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies.	The Vocabulary and Morphology Development feature and Curriculum Connections in every <i>Reading Accelerator</i> lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students clarify the meaning of unknown and multiple-meaning grade-level words and phrases.



Grade	Standard Code	Statement	Reading Accelerator
8	Language	Vocabulary Acquisition and Use	
8	8.L.VAU.4.a	Use context as a clue to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every <i>Reading Accelerator</i> lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content.
8	8.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that includes grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
8	8.L.VAU.4.c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	Not covered in <i>Reading Accelerator</i>
8	8.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to discover etymological spelling patterns to support making meaning of words.
8	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.	Reading Accelerator lessons 7, 9, 15, 24, 25, 28, 37, 46
8	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.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to acquire grade-level academic and domain-specific words and phrases. These words and phrases help students develop deeper vocabulary and comprehension skills.
8	Reading Literature	Key Ideas and Details	
8	8.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with literature is a focus skill in lessons 1, 4, 23, and 32.



Grade	Standard Code	Statement	Reading Accelerator
8	Reading Literature	Key Ideas and Details	
8	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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the author's message/central idea in a story through identification and analysis of story elements and theme. Story elements and theme is a focus skill in lessons 12, 27, 36, and 43. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
8	8.RL.KID.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.	The instructional routines in the "Time for Texts" step in every Reading Accelerator "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify causes and effects within a story to identify and analyze how incidents propel action or provoke a decision. Cause and effect within literature is a focus skill in lessons 2, 8, and 21. These routines also include instruction and practice to support inferencing in which students can identify 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	Reading Literature	Craft and Structure	
8	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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students determine the meaning of words and phrases in a text, including figurative and connotative meanings. Figurative language is a focus skill in lessons 9, 24, and 46. This same step of the instructional routine also includes writing or discussion prompts that may include queries related to the impact of word choices on meaning and tone.
8	8.RL.CS.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.	Not covered in <i>Reading Accelerator</i>
8	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.	Not covered in <i>Reading Accelerator</i>



Grade	Standard Code	Statement	Reading Accelerator
8	Reading Literature	Range of Reading and Level of Text Complexity	
8	8.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
8	Reading Informational Text	Key Ideas and Details	
8	8.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with informational text is a focus skill in lesson 19.
8	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.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the main idea and details of an informational text. Main Idea and details are a focus skill in lessons 3, 13, 16, 18, 33, 34, 44, 45, 49, and 54. Students can use identified details to analyze the development of the central idea over the course of the text. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
8	8.RI.KID.3	Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify causes and effects within a text to identify and analyze the relationships and interactions among individuals, events, and/or ideas. Cause and effect within informational text is a focus skill in lessons 10, 26, 35, 40, 47, and 53. Another skill focus across lessons includes comparison and contrast in which students distinguish between and make connections among individuals, events, or ideas in a text.
8	Reading Informational Text	Craft and Structure	
8	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 a specific word choice on meaning and tone, including analogies and allusions to other texts.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson provide opportunities for students to determine the meaning of words and phrases as they are used in a text.



Grade	Standard Code	Statement	Reading Accelerator
8	Reading Informational Text	Craft and Structure	
8	8.RI.CS.5	Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include graphic organizers to support students in an understanding of the text structure as it relates to the development of key concepts.
8	8.RI.CS.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.	The argument text available within <i>Reading Accelerator</i> provides an opportunity for students to identify how an author acknowledges and responds to conflicting evidence and viewpoints.
8	Reading Informational Text	Range of Reading and Level of Text Complexity	
8	8.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
8	Writing	Production and Distribution of Writing	
8	8.W.PDW.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.)	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students produce clear, organized writing appropriate to a specific task, purpose, or audience.
8	8.W.PDW.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 Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)	Not covered in Reading Accelerator
8	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; type a complete product in a single sitting as defined in W.1-3.	Not covered in Reading Accelerator
8	Writing	Range of Writing	
8	8.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of disciplinespecific tasks, purposes, and audiences.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts. The writing activities also allow students to write over short or extended periods of time for a range of discipline-specific tasks such as science and social studies.



Grade	Standard Code	Statement	Reading Accelerator
9-10	Language	Conventions of Standard English	
9-10	9-10.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students may demonstrate command of the various conventions of standard English grammar and usage.
9-10	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students may demonstrate command of the various conventions of standard English grammar and usage.
9-10	Language	Vocabulary Acquisition and Use	
9-10	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 by choosing flexibly from a range of strategies.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students clarify the meaning of unknown and multiple-meaning grade-level words.
9-10	9-10.L.VAU.4.a	Use context as a clue to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students may use context clues to determine meanings of words or phrases.
9-10	9-10.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that includes grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
9-10	9-10.L.VAU.4.c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	Not covered in Reading Accelerator
9-10	9-10.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to discover etymological spelling patterns to support making meaning of words.



Grade	Standard Code	Statement	Reading Accelerator
9-10	Language	Vocabulary Acquisition and Use	
9-10	9-10.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	Not covered in <i>Reading Accelerator</i>
9-10	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 post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to acquire grade-level academic and domain-specific words and phrases. These words and phrases help students develop deeper vocabulary and comprehension skills.
9-10	Reading Literature	Key Ideas and Details	
9-10	9-10.RL.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with literature is a focus skill in lessons 1, 4, 23, and 32.
9-10	9-10.RL.KID.2	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the author's message/central idea in a story through identification and analysis of story elements and theme. Story elements and theme is a focus skill in lessons 12, 27, 36, and 43. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
9-10	9-10.RL.KID.3	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	The instructional routines in the "Time for Texts" step in every Reading Accelerator "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify causes and effects within stories to identify and analyze how characters, events, and ideas develop and interact. Cause and effect within literature is a focus skill in lessons 2, 8, and 21. These routines also include instruction and practice with sequencing to analyze development over the course of a text.



Grade	Standard Code	Statement	Reading Accelerator
9-10	Reading Literature	Range of Reading and Level of Text Complexity	
9	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.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
10	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.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
9-10	Reading Informational Text	Key Ideas and Details	
9-10	9-10.RI.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers for supporting meaning making and require students to use evidence from the text to support their conclusions. Inferencing with informational text is a focus skill in lesson 19.
9-10	9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson include instruction in a comprehension skill to support students' understanding of a text. These routines include the use of graphic organizers as students identify the main idea and details of an informational text. Main Idea and details are a focus skill in lessons 3, 13, 16, 18, 33, 34, 44, 45, 49, and 54. Students can use identified details to analyze the development of the central idea over the course of the text. This same step of the instructional routine also includes writing or discussion prompts that may include summarizing.
9-10	9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.	Not covered in Reading Accelerator
	Reading Informational Text	Range of Reading and Level of Text Complexity	
9	9.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
10	10.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.



Grade	Standard Code	Statement	Reading Accelerator
9-10	Writing	Production and Distribution of Writing	
9-10	9-10.W.PDW.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.)	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students produce clear, organized writing appropriate to a specific task, purpose, or audience.
9-10	9-10.W.PDW.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 Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	Not covered in Reading Accelerator
9-10	9-10.W.PDW.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.	Not covered in Reading Accelerator
9-10	Writing	Range of Writing	
9-10	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts given over short or extended amounts of time related to a task, purpose, or audience.



Grade	Standard Code	Statement	Reading Accelerator
11-12	Language	Conventions of Standard English	
11-12	11-12.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students may demonstrate command of the various conventions of standard English grammar and usage.
11-12	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts.
11-12	Language	Vocabulary Acquisition and Use	
11-12	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.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students clarify the meaning of unknown and multiple-meaning grade-level words.
11-12	11-12.L.VAU.4.a	Use context as a clue to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content in which students may use context clues to determine meanings of words or phrases.
11-12	11-12.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that includes grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
11-12	11-12.L.VAU.4.c	Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.	Not covered in Reading Accelerator
11-12	11-12.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content that allows students to discover etymological spelling patterns to support making meaning of words.



# TENNESSEE English Language Arts Standards GRADE 11-12

Grade	Standard Code	Statement	Reading Accelerator
11-12	Language	Vocabulary Acquisition and Use	
11-12	11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	Not covered in Reading Accelerator
11-12	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 post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	The Vocabulary and Morphology Development feature and Curriculum Connections in every Reading Accelerator lesson allow educators to reinforce explicit literacy instruction with grade-level science and social studies content. This content allows students to acquire and accurately use domain-specific words and phrases necessary for post-secondary and/or workforce readiness.
11-12	Reading Literature	Range of Reading and Level of Text Complexity	
11	11.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 11- 12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
12	12.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
11-12	Reading Informational Text	Range of Reading and Level of Text Complexity	
11	11.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
12	12.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	Reading Accelerator provides systematic and explicit instruction in the skills necessary for becoming a proficient reader. Students gain the skills for accurate and automatic word recognition across increasingly complex text as they progress through the lessons.
11-12	Writing	Production and Distribution of Writing	
11-12	11-12.W.PDW.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.)	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts with which students produce clear, coherent writing in which the development, organization, and style are appropriate to the task or purpose.



## TENNESSEE English Language Arts Standards GRADE 11-12

Grade	Standard Code	Statement	Reading Accelerator
11-12	Writing	Production and Distribution of Writing	
11-12	11-12.W.PDW.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 Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	Not covered in Reading Accelerator
11-12	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	Not covered in Reading Accelerator
11-12	Writing	Range of Writing	
11-12	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	The instructional routines in the "Time for Texts" step in every <i>Reading Accelerator</i> "B" lesson guide students to complete graphic organizers that support reading comprehension skills. The routines include checklists that can be used to support response-to-reading writing prompts given over short or extended amounts of time related to a task, purpose, or audience.

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