Tennessee Academic Standards

Language Arts

Grade: **10** - Adopted: **2016**

STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	9-10.RL.KID.	**Key Ideas and Details**
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / STANDARD / COURSE	TN.RL.	READING STANDARDS - LITERATURE
CONCEPTUAL STRAND /	9-10.RL.KID	**Key Ideas and Details**

GUIDING QUESTION	.	
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / STANDARD / COURSE	TN.RL.	**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	9-10.RL.KID.	**Key Ideas and Details**
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / STANDARD / COURSE	TN.RL.	**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	9-10.RL.CS.	**Craft and Structure**
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9-10.RL.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

		BookTaco **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / STANDARD / COURSE	**TN.RL.**	**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.RL.CS.**	**Craft and Structure**
GUIDING QUESTION / LEARNING EXPECTATION	**R.CS.5.**	**Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	**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.** **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / STANDARD / COURSE	**TN.RL.**	**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.RL.IKI.**	**Integration of Knowledge and Ideas**
GUIDING QUESTION / LEARNING EXPECTATION	**R.IKI.7.**	**Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	**9-10.RL.IKI. 7.**	**Evaluate the topic, subject, and/or theme in two diverse formats or media.** **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
STRAND / STANDARD / COURSE	**TN.RL.**	**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**10.RL.RR TC.**	**Range of Reading and Level of Text Complexity**
GUIDING QUESTION / LEARNING EXPECTATION	**R.RRTC. 10.**	**Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	**10.RL.RR TC.10.**	**Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.** **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.

Book Quiz
Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.
Book Review
Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.
Book Talk
Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
Chapter Notes
One page chapter notes organizer helps students organize characters and events for each chapter read.
Compare & Contrast Characters
Template and word bank for the analysis of two characters' similarities and differences.
Draw It!
Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
Paragraph Writing Prompts
Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
Plot Diagram
Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
Point Of View!
Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
Retell The Story
Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
Story Mapping
The describe the characters, setting, beginning, middle and end of the story.

STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	9-10.RI.KID.	Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	R.KID.1.	Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once

		their paragraph(s) is ready it can be submitted for review/grading.
STRAND / STANDARD / COURSE	**TN.RI.**	**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.RI.KID.**	**Key Ideas and Details**
GUIDING QUESTION / LEARNING EXPECTATION	**R.KID.2.**	**Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	**9-10.RI.KID.2.**	**Determine a central idea of a text and analyze its development; provide an objective or critical summary.** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction 3-2-1 Fun** **Nonfiction graphic organizer helps students organize their understanding of a book or text.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**
STRAND / STANDARD / COURSE	**TN.RI.**	**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.RI.CS.**	**Craft and Structure**
GUIDING QUESTION / LEARNING EXPECTATION	**R.CS.4.**	**Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	**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.** **BookTaco** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.**
STRAND / STANDARD / COURSE	**TN.RI.**	**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.RI.IKI.**	**Integration of Knowledge and Ideas**
GUIDING QUESTION / LEARNING EXPECTATION	**R.IKI.9.**	**Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	**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.** **BookTaco** **Retell The Story** **Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.**

STRAND / STANDARD / COURSE	TN.RI.	READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	10.RI.RRTC.	Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	R.RRTC.10.	Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	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. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Reading Log** Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.
STRAND / STANDARD / COURSE	TN.L.	LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	9-10.L.CSE.	Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.CSE.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	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. **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / STANDARD / COURSE	TN.L.	LANGUAGE STANDARDS
CONCEPTUAL	9-	Conventions of Standard English

STRAND / GUIDING QUESTION	10.L.CSE.	
GUIDING QUESTION / LEARNING EXPECTATION	L.CSE.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	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.** **BookTaco** **Hear It Say It Write It** **Word pronunciation with student modeling along with word writing in print or cursive.** **Word Introduction** **Introduction to definitions, synonyms, antonyms and contextual usage.** **Word Jumble** **Active and fun learning medium promoting language acquisition through contextual and visual experience.** **Word Ladder** **Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.**
STRAND / STANDARD / COURSE	TN.L.	**LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	9- 10.L.KL.	**Knowledge of Language**
GUIDING QUESTION / LEARNING EXPECTATION	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.**
LEARNING EXPECTATION	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.** **BookTaco** **Chapter Notes** **One page chapter notes organizer helps students organize characters and events for each chapter read.** **Compare & Contrast Characters** **Template and word bank for the analysis of two characters' similarities and differences.** **Draw It!** **Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Plot Diagram** **Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.** **Retell The Story** **Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.** **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.** **Story Mapping** **The describe the characters, setting, beginning, middle and end of the story.** **Word Introduction** **Introduction to definitions, synonyms, antonyms and contextual usage.** **Word Jumble** **Active and fun learning medium promoting language acquisition through**

		contextual and visual experience.
STRAND / STANDARD / COURSE	**TN.L.**	**LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.L.VAU.**	**Vocabulary Acquisition and Use**
GUIDING QUESTION / LEARNING EXPECTATION	**L.VAU.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**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.**
INDICATOR	**9-10.L.VAU.4.a.**	**Use context as a clue to the meaning of a word or a phrase.** **BookTaco** **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.** **Word Introduction** **Introduction to definitions, synonyms, antonyms and contextual usage.** **Word Jumble** **Active and fun learning medium promoting language acquisition through contextual and visual experience.**
INDICATOR	**9-10.L.VAU.4.c.**	**Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.** **BookTaco** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
STRAND / STANDARD / COURSE	**TN.L.**	**LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.L.VAU.**	**Vocabulary Acquisition and Use**
GUIDING QUESTION / LEARNING EXPECTATION	**L.VAU.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
LEARNING EXPECTATION	**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.** **BookTaco** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.**
STRAND / STANDARD / COURSE	**TN.L.**	**LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.L.VAU.**	**Vocabulary Acquisition and Use**
GUIDING QUESTION / LEARNING EXPECTATION	**L.VAU.6.**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	**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.

BookTaco
Book Talk
Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
Chapter Notes
One page chapter notes organizer helps students organize characters and events for each chapter read.
Compare & Contrast Characters
Template and word bank for the analysis of two characters' similarities and differences.
Definition Matching
Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
Draw It!
Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
Hear It Say It Write It
Word pronunciation with student modeling along with word writing in print or cursive.
Nonfiction Book Report
Great activity to get your students reading for information allowing for assessment of understanding and comprehension.
Plot Diagram
Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
Point Of View!
Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
Retell The Story
Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
Sample Unscramble Sentence
These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
Sentence Completion
Matching exercise challenges the understanding of the appropriate contextual usage of the words.
Story Mapping
The describe the characters, setting, beginning, middle and end of the story.
Vocabulary Test
Final assessment module featuring multiple choice environment.
Word Introduction
Introduction to definitions, synonyms, antonyms and contextual usage.
Word Jumble
Active and fun learning medium promoting language acquisition through contextual and visual experience.
Word Ladder
Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.

STRAND / STANDARD / COURSE	TN.SL.	SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	9-10.SL.CC.	Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.CC.1.	Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9-10.SL.CC.1.	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features**

		Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / STANDARD / COURSE	**TN.SL.**	**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.SL.PKI.**	**Presentation of Knowledge and Ideas**
GUIDING QUESTION / LEARNING EXPECTATION	**SL.PKI.4.**	**Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	**9-10.SL.PKI.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.** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / STANDARD / COURSE	**TN.SL.**	**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.SL.PKI.**	**Presentation of Knowledge and Ideas**
GUIDING QUESTION / LEARNING EXPECTATION	**SL.PKI.5.**	**Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
LEARNING EXPECTATION	**9-10.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.** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / STANDARD / COURSE	**TN.W.**	**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**9-10.W.RBPK.**	**Research to Build and Present Knowledge**
GUIDING QUESTION / LEARNING EXPECTATION	**W.RBPK.7.**	**Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	**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 by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.** **BookTaco** **Book Notes** **Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.**
STRAND / STANDARD / COURSE	**TN.W.**	**WRITING STANDARDS**
CONCEPTUAL STRAND /	**9-10.W.RBP**	**Research to Build and Present Knowledge**

GUIDING QUESTION	**K.**	
GUIDING QUESTION / LEARNING EXPECTATION	**W.RBPK. 8.**	**Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	**9- 10.W.RBP K.8.**	**Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.** **BookTaco** **Book Notes** **Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.**
STRAND / STANDARD / COURSE	**TN.W.**	**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**9- 10.W.RW.**	**Range of Writing**
GUIDING QUESTION / LEARNING EXPECTATION	**W.RW.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.**
LEARNING EXPECTATION	**9- 10.W.RW.1 0.**	**Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.** **BookTaco** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**