

## Tennessee Curriculum Matrix for English Language Arts

The Common Core Standards (CCSS) are divided into Reading, Writing, Speaking and Listening, and Language *strands*. Each strand is headed by a set of *College and Career Readiness (CCRS) Standards*.

<b>Tennessee English Language Arts Content Standards/ State Performance Indicators English II</b>	<b>Common Core English Language Arts Standards Strands/CCRS/CCSS English II</b>	<b>National Essential Skills Study (NESS) Rankings Rank</b>	<b>NESS</b>	<b>TCAP</b>	<b>Priority</b>
<b>Standard 1—Language</b>					
<b>SPI 3002.1.1</b> Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.	<u><b>Language</b></u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).  H	H	H
<b>SPI 3002.1.2</b> Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).	<u><b>Language</b></u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).  H	H	H
<b>SPI 3002.1.3</b> Combine a set of simple sentences into a single compound or complex sentence.	<u><b>Language</b></u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).  H	H	H
<b>SPI 3002.1.4</b> Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.	<u><b>Language</b></u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).  H	H	H
<b>SPI 3002.1.5</b> Use commas correctly with appositives and introductory words, phrases, or clauses.	<u><b>Language</b></u> <b>Conventions of Standard English</b> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).  H	H	H

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<b>SPI 3002.1.6</b> Use commas to set off nonessential elements in a sentence.	<u>Language</u> <b>Conventions of Standard English</b> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
<b>SPI 3002.1.7</b> Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.	<u>Language</u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
<b>SPI 3002.1.8</b> Recognize correct subject-verb agreement with intervening elements.	<u>Language</u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
<b>SPI 3002.1.9</b> Recognize a shift in either verb tense or point of view within a writing sample.	<u>Language</u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
<b>SPI 3002.1.10</b> Select correct pronoun usage in a sentence (e.g., with compound elements such as <i>between you and me</i> , or following <i>than</i> or <i>as</i> ).	<u>Language</u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
<b>SPI 3002.1.11</b> Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.	<u>Language</u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H

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<b>SPI 3002.1.12</b> Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.	<u>Language</u> <b>Conventions of Standard English</b> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
<b>SPI 3002.1.13</b> Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).	<u>Language</u> <b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
<b>SPI 3002.1.14</b> Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.	<u>Language</u> <b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
<b>SPI 3002.1.15</b> Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.	<u>Language</u> <b>Conventions of Standard English</b> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H