

A Blueprint for Learning

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

LANGUAGE ARTS ***Seventh Grade***

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category	
M		Organize and share information, stories, experiences, ideas, and feelings with others.
D		Respond creatively to reading selections (e.g., dramatizations, speeches, and drawings).
M		Model active listening.
M		Observe rules of public conversation.
M		Deliver an oral presentation using information from any content area and utilizing visual aids.
M		Ask and answer questions to and from teachers and classmates.
D		Use a variety of nonverbal communication techniques.
M		Read using appropriate pronunciation, expression, rate, pitch, and stress.
M		Read fluently from a variety of texts.
M		Participate in guided reading.
M		Read for a variety of purposes (e.g., information gathering, enjoyment, and fluency).
M		Adjust speed based on the purpose for reading.
M		Listen to a variety of readings, poetry, and music in order to develop sound awareness.
A	T	Analyze the effects of sound (e.g., onomatopoeia, alliteration, accent, rhyme, and repetition).
D		Analyze patterns of rhyme and rhythm.

Comprehension

D		Utilize reference sources and personal experience to build background knowledge.
M		Continue to use previously learned strategies to front load text.
A	T	Derive information from the following text features: timelines, graphs, headings and subheadings.
A	MG	Make predictions about the outcome of a given passage.
D		Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and nonprint texts.
A	MG	Formulate clarifying questions for use before, during, or after reading.
M		Adjust predictions as new information is acquired.
M		Continue to predict outcomes, state reasonable generalizations, and draw conclusions.
D		Use self-monitoring strategies while reading.
D		Read between the lines.
I		Create mental pictures from abstract information.
A	MG	Draw inferences from selected passages.
D		Verify or modify pre-reading purpose as appropriate.
M		Continue to interact with text (e.g., mark the text, use post-it notes).
D		Maintain a personal reading list or reading log/journal.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

**C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process**

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M		Indicate the sequence of events.
A	MG	Identify the main idea/central element in a reading selection.
M		Select details that support the main idea/central element.
A	C	Identify the author's purpose for writing and the reader's purpose for reading.
A	C	Determine the common characteristics of short stories, novels, poetry, drama, and nonfiction.
D		Discuss similarities and differences in events and characters from different reading selections.
D		Find support within the reading selection for question responses, ideas, and opinions.
A	MG	Analyze cause and effect relationships in a given passage.
A	MG	Distinguish between fact and opinion within context.
D		Apply comprehension skills and strategies to content area reading.
I		Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments/presentations.
D		Make inferences about printed matter and other media.
A	V	Recognize and use grade appropriate and/or content specific vocabulary within context.
A	V	Replace unknown words in context with appropriate synonyms and/or antonyms.
M		Incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.
M		Define significant words to be encountered in the reading.
D		Expand knowledge of root words, prefixes, and suffixes.
A	V	Decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.
D		Build vocabulary by reading from a wide variety of selections and literary types.
A	V	Determine the meaning of unknown words and/or multiple meaning words through the use of context clues.
D		Determine the meanings of unknown grade level words using context clues, dictionaries, electronic sources, glossaries, and other resources.
M		Foster word consciousness (word play, word walls, new and unusual words).
M		Use memory devices (rhymes, cartoons) to acquire new words.
A	V	Select the correct word or phrase to complete an analogy.
I		Include word histories and meaning change as part of vocabulary study.
I		Discover ways by which a language gets new words.
A	V	Identify words that serve as clues to reveal time periods and cultures.
A	V	Identify commonly used foreign phrases (e.g., <i>bon voyage</i> ; <i>mi casa es su casa</i> , <i>bon jour</i> , <i>hasta la vista</i>).
A	T	Identify similes, metaphors, personification, and hyperbole within context.
D		Recognize implied themes.
A	C	Distinguish between poetry and prose and between biography and autobiography.
D		Identify the elements found in the exposition (i.e., introduction of characters, setting, and conflict) of fiction.
A	C	Identify at least two ways by which an author reveals character traits in a given passage.
D		Explain the rising action, climax, and falling action of a plot.
A	T	Identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme).
D		Identify words and phrases used by authors to create mood to establish a tone.
D		Compare and contrast elements of plot between or among stories.
A	C	Identify plot elements in the proper place on a graphic organizer.
I		Identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.
I		Explore the differences among nonfiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).

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A	C	Identify symbolism, flashback, and foreshadowing, within context.
A	T	Rank a given set of resources according to reliability.
D		Visit print rich environments (libraries, book fairs).
I		Use personal criteria to select reading material.
D		Use parts of text effectively for learning (title page, preface, and table of contents).
A	T	Locate information using key words and headings.
D		Recognize and use appropriate reference sources in various formats (encyclopedias, card/electronic catalogs, and internet).
D		Use media (internet, CD-ROM) to view, read, and represent information.
D		Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, and periodicals).
A	C	Recognize first person point of view.
D		Distinguish between primary and secondary sources.
M		Use word-referenced materials (dictionary, thesaurus).
D		Retrieve, organize, represent, and analyze information to demonstrate knowledge acquired.
D		Develop and use notes.
D		Analyze the impact of various forms of media on daily life.
A	T	Identify examples of propaganda techniques (i.e., bandwagon).
D		Recognize implied themes.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Generate, focus, and organize ideas.
D		Use print and nonprint materials, along with prior and content area knowledge, to provide background for writing.
D		Develop writing by using appropriate organization strategies, including outlining and other graphic organizers, to produce a prewriting plan.
M		Select, limit, and refine a topic.
A	WO	Supply a missing piece of information in an outline.
D		Compose a draft with an introduction, body paragraphs, and a conclusion.
D		Use precise and appropriate language including active verbs, vivid words, colorful modifiers, figurative language, and imagery.
D		Develop sentences that are clear, varied, and appropriate to the audience.
A	WO	Select the most appropriate title for a passage.
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.
A	WP	Identify the sentence(s) irrelevant to a paragraph's theme or flow.
D		Develop a unique and consistent voice in original works.
D/I		Revise to focus on purpose and audience.
D		Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
D		Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).
D		Revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, and supportive statistics).

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D		Use words and phrases designed to create mood.
D		Analyze writing for clarity of thought.
D		Edit for elements of language.
D		Proofread written product, using appropriate tools and strategies.
M		Create readable documents.
D		Use proofreading symbols.
D		Develop and use rubrics.
D		Make appropriate suggestions for improvement of peers' writing using state assessment rubric.
D		Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement.
D		Evaluate improvements made in own work and others' work.
D		Produce a final draft of a selected work suitable for publication and/or sharing.
D		Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, internet websites, and newspaper/periodicals).
A	WP	Select the best way to combine sentences to provide syntactic variety.
A	WO	Select an appropriate thesis statement from a writing sample.
D		Create an appropriate title that creatively and accurately reflects the topic.
D		Determine the qualities of strong and clinching concluding paragraphs.
D		Explain/illustrate key ideas clearly.
A	WO	Select appropriate time order or transitional words to enhance the flow of a writing sample.
A	WO	Rearrange multi-paragraphed work in a logical and coherent order.
A	T	Identify individual written selections as technical, narrative, persuasive and/or descriptive in mood.
D		Use subordination, apposition, coordination, prepositional phrases, transitional words and phrases, and other devices to indicate clear relationships.
D		Use appropriate organizational strategies, including outlining and other graphic organizers.
A	WP	Complete a graphic organizer (e.g., clustering, listing, mapping, and webbing) with information from notes on a writing selection.
A	WP	Identify the purpose for writing (e.g., to inform, to describe, to explain, to persuade).
A	WP	Identify the audience (formal/informal) for which the text is written.
D		Identify the mode, the usage level, and conventions appropriate to the selected audience.
I		Use a variety of sources to prepare a research paper.
A	T	Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid, and internet source).
D		Use computer technology to find information, to create reports and presentations, and to support research.
I		Recognize that two equally reliable sources may present material from different perspectives.
M		Create readable documents.
I		Explore appropriate proofreading symbols.
D		Make appropriate suggestions for improvement, using Tennessee state assessment rubric.
D		Revise writing to focus on purpose, audience, fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety).
A	WO	Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.
D		Use multiple technological sources to prepare and present work and to add graphs, tables, and/or illustrations.
D		Identify opportunities for publication (e.g., school bulletin boards and publications, local and national contests, Internet websites, and newspapers/periodicals).

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Product

D		Write personal reflections of experiences and events.
D		Produce original works of creative and imaginative writings.
D		Write to acquire knowledge (e.g., express, organize, and clarify thinking; take notes; synthesize information; and enhance communication).
D		Write competently in the narrative and descriptive modes.
D		Develop and refine writing in the expository mode.
D		Select the most appropriate organizational format for an expository essay.
D		Use models of expository writing to enhance the writing process.
D		Apply the Tennessee state assessment rubric to an expository essay.
I		Explore the techniques of persuasive writing.
D		Provide sufficient knowledge of topic to reflect background and understanding.
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and web pages).
D		Respond to content area information in creative ways (e.g., create graphic, nonprint essays; write and design a children’s book; or create a tape to accompany the book).
D		Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, and documents).
D		Research topics and organize gathered information from the content areas into presentable documents.
D		Compose and respond to original questions and/or problems from all content areas.
D		Respond expressively and creatively to the arts.
D		View, read, and/or listen to examples of various writing styles.
D/I		Write extended character analyses.
D		Demonstrate through writing an understanding of the elements of literature (e.g., plot, conflict, setting, and characters).
D		Compare and contrast plots, conflicts, themes, and characters, from a variety of literary selections.
D/I		Write works of both fiction and nonfiction (poetry, biographical/autobiographical sketches, scripts, reflections, journalistic articles, friendly/business letters, commercials, personal essays, technical writing, research documents, and interviews).
D		Write a persuasive argument, stating a clear position supported by relevant evidence to convince an audience.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use of the following: <ul style="list-style-type: none"> nouns (common/proper, singular/plural, collective, compound, possessives, direct/indirect objects, and predicate nouns); verbs (action/linking, agreement with subject, verbs that take objects, linking verbs, verb phrases, regular/irregular verbs, three simple and three perfect tenses, and tense consistency); pronouns (case, reflexive, interrogative, demonstrative, agreement with antecedent); adjectives (common/proper, comparative/superlative forms, compound predicate adjectives, and; adjective clauses); adverbs (comparative/superlative, introductory phrases and clauses, and placement within the sentence); conjunctions (coordinating, correlative, and subordinating conjunctions combining words, phrases, and clauses); prepositions; interjections.
A	G	Identify the correct use of prepositions and prepositional phrases within context.

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A	G	Recognize usage errors occurring within context (double negatives, troublesome words: rise/raise, stationary/stationery, compliment/complement, beside/besides, to/too/two, there/their/they're, lie/lay, sit/set; subject/verb agreement, pronoun case, and comparative and superlative forms).
M		Continue the correct use of capitalization (e.g., titles, friendly and business letters, quotations, and proper adjectives).
A	G	Identify the correct use of commas (e.g., compound sentences, coordinating conjunctions, introductory works, appositives, and interrupters) within context.
A	G	Identify the correct use of colons (e.g., in business letters, introductory words, and preceding a list of items) within context.
A	G	Choose the correct use of quotation marks and commas (e.g., in direct quotations, with explanatory material within the quote, and proper use with end marks).
A	G	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.
D		Form both singular and plural possessives using apostrophes.
D		Spell correctly high frequency words, appropriate grade level words, and content area words.
A	T	Identify correctly or incorrectly spelled words in context.
D		Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and to correct errors.
D		Maintain a consciousness toward correct spelling across the content areas.
A	G	Recognize and use appositives and appositive phrases and infinitives and infinitive phrases within the context.
D		Identify and place correctly within a sentence adjective, adverb, and noun clauses.
A	WP	Select the most appropriate way to correct a run-on sentence (e.g., conjunctions, semicolons, and periods to join or to separate elements) in order to provide syntactic variety within context.
D		Correct sentence fragments by supplying the missing elements.
D		Recognize and differentiate among simple, compound, and complex sentences.
M		Combine sentences using a variety of strategies.
A	WP	Identify within context a variety of appropriate sentence-combining techniques (comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).

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