

Introduction to English/Language Arts Correlations

Purpose:

This document correlates 2009-2010 Tennessee English/Language Arts Standards, Standard 1-Language, Standard 3-Writing, and Standard 8-Literature to the EPGY Stanford Language Arts and Writing 2-6 LA&W Course.

Organization:

In Grades 3,4,5, the SPIs appear for Standard 1-Language and 3-Writing. The SPIs for Standard 8-Literature are added for Grades 6,7,8. The correlations show these SPIs aligned with EPGY Stanford LA&W Grade Level, Degree of Coverage, Strand, and Content Area.

Coverage Codes:

F = Fully covered in the same grade level as the SPI.

nF = Fully covered in grade levels different from the SPI.

P = Partially covered in the same grade level as the SPI.

nP = Partially covered in grade levels different from the SPI.

NC = Not currently covered, but may be added in a future revision.

TD = Teacher directed. Not a topic that can be covered in online instruction.

Special Note on Grades 7 and 8:

The sixth grade level of the LA&W course increases both the number of strands and the amount of content above that of Grades 2-5. In the sixth grade, the strands add Mechanics and Word Usage& Literary Devices. The content areas in the 6th Grade strands of Parts of Speech and Sentence Structure double those in Grades 2-5. Due to this increase of strand and content, 6th grade can cover 7th and 8th grade SPIs to a significant extent.

SPI	Description	Coverage	Grade	Strand	Content
<i>F=Fully covered; nF=Fully covered at different grade; P=Partially covered; nP=Partially covered at different grade</i>					
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Standard 1-Language					
SPI 0301.1.1	Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.	F	3	Parts of Speech/ Sentence Structure	Singular and Plural Nouns/Simple Subjects
SPI 0301.1.2	Identify the correct use of verbs (i.e. present, past, and future tense) within context.	F	3	Parts of Speech	Present Tense, Past Tense, Future Tense
SPI 0301.1.3	Identify the correct use of adjectives (i.e., comparative and superlative) within context.	nF	3,6	Parts of Speech	Comparative Adj./Superlative Adj.
SPI 0301.1.4	Identify correctly used capital letters in names, dates, and addresses.	F	3	Sentence Structure	Capitalization
SPI 0301.1.5	Select the simple subject and predicate of a sentence.	F	3	Sentence Structure	Simple Subjects/ Simple and Complete Predicates
SPI 0301.1.6	Select the compound sentence that correctly combines two simple sentences.	F	3	Sentence Structure	Conjunctions
SPI 0301.1.7	Recognize correct capitalization and end punctuation within context.	F	3	Sentence Structure	End Punctuation/ Capitalization
SPI 0301.1.8	Choose the correct formation of contractions and plurals within context.	F	3	Parts of Speech	Contractions with "Not"/ Pronoun Contractions/ Contractions with "Have"
SPI 0301.1.9	Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.	F	3	Sentence Structure	Commas
SPI 0301.1.10	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.	F	3	Sentence Structure	End Punctuation

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SPI 0301.1.13	Recognize grade level compound words, contractions, and common abbreviations within context.	nF	2,3	Sentence Structure	Compound Words/Abbreviations
SPI 0301.1.14	Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).	nF	2,3,6	Parts of Speech	Using "To," "Too," and "Two"/Using "There," "Their," and "They're"/ Tricky Homophones/ Avoiding Double Negatives
SPI 0301.1.15	Recognize root words and their various inflections (e.g., walks, walking, walked).	nF	6	Word Usage and Literary Devices	Prefixes, Suffixes, Roots
SPI 0301.1.17	Select appropriate synonyms and antonyms within context.	nF	5	Sentence Structure	Synonyms and Antonyms
Standard 3-Writing					
SPI 0301.3.1	Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).	P	3	Paragraphs	Paragraphs of Information/Opinion Paragraphs/ Narrative Paragraphs
SPI 0301.3.2	Identify the audience for which a text is written.	NC			
SPI 0301.3.3	Choose a topic sentence for a paragraph.	F	3	Paragraphs	Lead Sentences
SPI 0301.3.4	Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.	F	3	Paragraphs	Supporting Sentences
SPI 0301.3.5	Identify unnecessary information in a paragraph.	F	3	Paragraphs	Writing to Inform

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SPI 0301.3.6	Rearrange sentences to form a sequential, coherent paragraph.	F	3	Paragraphs /Sentence Comp.	Supporting Sentences
SPI 0301.3.7	Choose the most specific word to complete a simple sentence.	F	3	Sentence Comp.	Sentence Composition
SPI 0301.3.8	Select an appropriate title that reflects the topic of a written selection.	NC			
SPI 0301.3.9	Complete a simple graphic organizer to group ideas for writing.	TD			

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Standard 1-Language					
SPI 0401.1.1	Identify the correct use of nouns (i.e., common and proper, plurals, possessives) and pronouns (i.e., subject, object, and agreement) within context.	F	4	Parts of Speech/ Sentence Structure	Proper and Common Nouns/ Singular and Plural Nouns/Possessive Nouns and Pronouns/ Direct and Indirect Objects
SPI 0401.1.2	Identify the correct use of verbs (i.e., agreement, tenses, action and linking) within context.	F	4	Parts of Speech	Action Verbs/Present, Past, Future Tense/Helping Verbs and Main Verbs
SPI 0401.1.3	Identify the correct use of adjectives (i.e., comparison forms and articles) and adverbs (i.e., comparison forms and negatives) within context.	F	4	Parts of Speech	Adjectives/Adverbs
SPI 0401.1.4	Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.	F	4	Sentence Structure	Kinds of Sentences
SPI 0401.1.5	Select the best way to correct incomplete sentences within context.	F	4	Sentence Structure	Kinds of Sentences
SPI 0401.1.6	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.	nF	2,3,4	Sentence Structure	Commas
SPI 0401.1.7	Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two, their/there/they're, its/it's).	nF	2,3	Parts of Speech	Using "To", "Too", and "Two" Using "There", "Their", and "They're" Tricky Homophones

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SPI 0401.1.9	Choose the correct formation of plurals, contractions, and possessives within context.	F	4	Parts of Speech	Singular and Plural Nouns/ Pronoun Contractions/ Possessive Nouns
SPI 0401.1.10	Choose the correct use of quotation marks and commas in direct quotations.	F	4	Sentence Structure	Quotation Marks
SPI 0401.1.11	Identify sentences with correct subject-verb agreement (person and number).	F	4	Sentence Structure	Simple and Complete Subjects/ Simple Predicates/ Complete Predicates
SPI 0401.1.15	Identify grade level compound words, contractions, and common abbreviations within context.	nF	3,4,5	Parts of Speech/ Sentence Structure	Negative Contractions/ Pronoun Contractions/ Abbreviations/ Compound Words
Standard 3-Writing					
SPI 0401.3.1	Identify the purpose for writing (i.e., to entertain, to inform, to share experiences).	F	4	Paragraphs	Narrative Paragraphs, Paragraphs of Information/ Opinion Paragraphs
SPI 0401.3.2	Identify the audience for which a text is written.	NC			
SPI 0401.3.3	Choose a topic sentence for a paragraph.	F	4	Paragraphs	Topics and Main Ideas/Lead Sentences/Topic Sentences
SPI 0401.3.4	Select details that support a topic sentence.	F	4	Paragraphs	Supporting Sentences

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SPI 0401.3.5	Rearrange sentences to form a sequential, coherent paragraph.	F	4	Paragraphs	Narrative Paragraphs, Paragraphs of Information/ Opinion Paragraphs
SPI 0401.3.6	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	F	4	Paragraphs	Supporting Sentences
SPI 0401.3.7	Identify sentences irrelevant to a paragraph's theme or flow.	F	4	Paragraphs	Narrative Paragraphs, Paragraphs of Information/ Opinion Paragraphs
SPI 0401.3.8	Select appropriate time-order or transitional words to enhance the flow of a writing sample.	F	4	Paragraphs	Supporting Sentences
SPI 0401.3.9	Select an appropriate title that reflects the topic of a written selection.	NC			
SPI 0401.3.10	Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing	TD			

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Standard 1-Language					
SPI 0501.1.1	Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.	F	5	Parts of Speech/ Sentence Structure	Singular and Plural Nouns/Possessives/ Personal Pronouns/Direct and indirect Objects/Simple and Complete Subjects
SPI 0501.1.2	Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.	F	5	Parts of Speech/ Sentence Structure	Action Verbs, Present, Past, Future Tense/Linking Verbs/ Simple and Complete Predicates
SPI 0501.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.	F	5	Parts of Speech/ Sentence Structure	Adjectives/Proper Adjectives/ Comparative Adjectives/ Adverbs/ Comparative Adverbs
SPI 0501.1.4	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}).	F	5	Parts of Speech	Tricky Adjectives/Adverbs/ and Prepositions/ Tricky Verb Pairs
SPI 0501.1.5	Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.	F	5	Sentence Structure	Commas/Colons
SPI 0501.1.6	Choose the correct use of quotation marks and commas in direct quotations.	nF	3,4,5	Sentence Structure	Punctuating Quotations/ Punctuating Literary Titles

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SPI 0501.1.8	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).	F	5	Sentence Structure	Conjunctions
SPI 0501.1.9	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.	nF	3	Sentence Structure	Conjunctions and Run On Sentences
SPI 0501.1.10	Select the best way to correct incomplete sentences within context.	F	5	Sentence Structure	Kinds of Sentences
SPI 0501.1.14	Identify compound words, contractions, and common abbreviations within context.	F	5	Parts of Speech/ Sentence Structure	Contractions/Compound Words/Abbreviations
Standard 3-Writing					
SPI 0501.3.1	Identify the audience for which a text is written.	NC			
SPI 0501.3.2	Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).	F	5	Paragraphs	Narrative Paragraphs/Writing to Inform/Writing about Opinions
SPI 0501.3.3	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	F	5	Paragraphs	Narrative Paragraphs: Supporting Sentences/ Paragraphs of Information: Supporting Sentences/ Opinion Paragraphs: Supporting Sentences

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SPI 0501.3.4	Identify the sentence irrelevant to a paragraph's theme or flow.	F	5	Paragraphs	Narrative Paragraphs/Writing to Inform/Writing about Opinions
SPI 0501.3.5	Select an appropriate concluding sentence for a well-developed paragraph.	F	5	Paragraphs	Closing Sentences in Narrative Paragraphs, Paragraphs of Information, Opinion Paragraphs
SPI 0501.3.6	Rearrange sentences to form a sequential, coherent paragraph.	F	5	Sentence Composition	
SPI 0501.3.7	Select details that support a topic sentence.	F	5	Paragraphs	Paragraphs of Information: Supporting Sentences
SPI 0501.3.8	Select vivid and active words for a writing sample.	P	5	Parts of Speech	Adjectives
SPI 0501.3.9	Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.	F	5	Paragraphs	Narrative Paragraphs: Supporting Sentences/ Paragraphs of Information: Supporting Sentences/ Opinion Paragraphs: Supporting Sentences
SPI 0501.3.10	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	F	5	Paragraphs	Narrative Paragraphs: Supporting Sentences
SPI 0501.3.11	Rearrange paragraphs in a narrative writing selection in sequential and chronological order.	NC			

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SPI 0501.3.12	Select an appropriate title that reflects the topic of a written selection.	NC			
SPI 0501.3.13	Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.	NC			

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Standard 1-Language					
SPI 0601.1.1	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.	F	6	Parts of Speech/ Sentence Structure	Nouns/Possessive Nouns/Pronouns Review/Simple and Complete Subjects
SPI 0601.1.2	Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.	F	6	Parts of Speech/ Sentence Structure	Action Verbs/ Present, Past, Future Tense/ Other Linking Verbs/ Subject-Verb Agreement
SPI 0601.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.	F	6	Parts of Speech/ Sentence Structure	Adjectives/ Proper Adjectives/ Positive/Comparative/ Superlative Adjectives/ Adverbs/ Positive, Comparative/Superlative Adverbs
SPI 0601.1.4	Identify the correct use of prepositional phrases (place prepositional phrases correctly according to the words they modify within the sentence) within context.	F	6	Sentence Structure	Prepositional Phrases
SPI 0601.1.5	Identify the correct use of conjunctions (i.e., coordinating and subordinating) and interjections within context.	F	6	Sentence Structure	Coordinating Conjunctions/ Subordinating Conjunctions
SPI 0601.1.6	Choose the correct use of quotation marks, commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items).	F	6	Mechanics	Using Commas in a Series/ Comma Review/ Colons/ Punctuating Direct Quotations

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SPI 0601.1.7	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupters).	F	6	Sentence Structure/ Mechanics	Appositive Phrases/ Using Commas in Compound Sentences/ Combining Sentences
SPI 0601.1.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).	F	6	Sentence Structure/ Mechanics	Avoiding Run-on Sentences/Semicolons
SPI 0601.1.9	Recognize usage errors occurring within context (i.e., double negatives, troublesome words {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among}).	P	6	Parts of Speech/ Word Usage and Literary Devices	Using "Lie" and "Lay"/ Sit" and "Set"/ "Learn" and "Teach"/ Avoiding Double Negatives/More Helping Verbs/ Homophones and Homographs
SPI 0601.1.11	Identify sentences with correct subject-verb agreement (person/number) within context.	F	6	Parts of Speech/ Sentence Structure	Subject Verb Agreement/ Subject Verb Agreement with Compound Subjects/ Subject and Verb Agreement with Prepositional Phrases
SPI 0601.1.12	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.	F	6	Mechanics	Comma Review
SPI 0601.1.13	Choose the appropriate interjection to complete a sentence.	nF	5	Sentence Structure	Interjections

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SPI 0601.1.14	Select appropriate synonyms, antonyms, and homonyms within context.	F	6	Word Usage and Literary Devices	Homophones and Homographs/ Synonyms and Antonyms
SPI 0601.1.15	Use context clues and prior knowledge of roots and affixes to determine the meaning of multi-meaning words.	F	6	Word Usage and Literary Devices	Prefixes, Suffixes, and Roots/Using Prefixes/Using Suffixes
SPI 0601.1.16	Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar words.	F	6	Word Usage and Literary Devices	Using Prefixes/Using Suffixes
SPI 0601.1.20	Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.	F	6	Word Usage and Literary Devices	Using Prefixes/Using Suffixes
Standard 3-Writing					
SPI 0601.3.1	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).	F	6	Paragraphs	Narratives, /Writing to Inform/Writing About Cause and Effect/ Writing About Opinions
SPI 0601.3.2	Identify the audience for which a text is written.	NC			

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SPI 0601.3.3	Select an appropriate thesis statement for a writing sample.	P	6	Paragraphs	Lead Sentences for Narrative Paragraphs/Topic Sentences for Paragraphs of Information/Topics and Main Ideas of Cause and Effect Paragraphs/Opinion Statements
SPI 0601.3.4	Rearrange multi-paragraphed work in a logical and coherent order.	NC			
SPI 0601.3.5	Select illustrations, descriptions, and/or facts to support key ideas.	F	6	Paragraphs	Supporting Sentences for Cause and Effect Paragraphs/ Supporting Sentences for Paragraphs of Information
SPI 0601.3.6	Choose the supporting sentence that best fits the context flow of ideas in a paragraph.	F	6	Paragraphs	Supporting Sentences for Cause and Effect Paragraphs/ Supporting Sentences for Paragraphs of Information/Writing About Cause and Effect
SPI 0601.3.7	Identify sentences irrelevant to a paragraph's theme or flow.	F	6	Paragraphs	Supporting Sentences for Cause and Effect Paragraphs/ Supporting Sentences for Paragraphs of Information/Writing About Cause and Effect
SPI 0601.3.8	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	F	6	Paragraphs	Supporting Sentences for Narrative Paragraphs

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SPI 0601.3.9	Select an appropriate concluding sentence for a well-developed paragraph.	F	6	Paragraphs	Concluding Sentences for Narrative Paragraphs, Cause and Effect Paragraphs, and Opinion Paragraphs
SPI 0601.3.10	Select an appropriate title that reflects the topic of a written selection.	NC			
SPI 0601.3.11	Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.	TD			
Standard 8 - Literature					
SPI 0601.8.2	Identify the setting and conflict of a passage.	P	6	Word Usage and Literary Devices	Mood and Setting
SPI 0601.8.7	Analyze figurative language (i.e., hyperbole, similes, metaphors, personification,) within context.	P	6	Word Usage and Literary Devices	Simile and Metaphor/Personification
SPI 0601.8.8	Identify examples of sound devices (i.e., accent, alliteration, onomatopoeia, rhyme, and repetition).	F	6	Word Usage and Literary Devices	Onomatopoeia
SPI 0601.8.9	Identify patterns of rhyme and rhythm.	NC			

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Standard 1-Language					
SPI 0701.1.1	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate) and pronouns (i.e., agreement, reflexive, interrogative, demonstrative) within context.	nF	6	Parts of Speech/ Sentence Structure	Nouns/Spelling Regular and Irregular Nouns/Possessive Nouns/Demonstrative, Reflexive, Interrogative Pronouns/ Direct and Indirect Objects
SPI 0701.1.2	Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.	nF	6	Parts of Speech/ Sentence Structure	Action Verbs/More Helping Verbs/Verbs With Multiple Uses/Distinguishing Between Linking Verbs and Action Verbs
SPI 0701.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (comparative and superlative forms) within context.	nF	6	Parts of Speech/ Sentence Structure	Adjectives/ Positive, Comparative, and Superlative Adjectives/Adjective Phrases/ Adverbs/Positive, Comparative, and Superlative Adverbs/Adverb Phrases
SPI 0701.1.4	Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.	nF	5,6	Sentence Structure	Coordinating, Correlative, Subordinating Conjunctions/ Combining Subordinating Clauses with Main Clauses/Interjections

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SPI 0701.1.5	Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.	nF	6	Sentence Structure	Prepositional Phrases
SPI 0701.1.6	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.	nF	6	Mechanics	Using Commas in Compound Sentences, To Separate Words and Phrases/ Comma Review/ Colons/ Semicolons
SPI 0701.1.7	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).	nF	6	Sentence Structure/ Mechanics	Simple, Compound, and Complex Sentences/ Semicolons
SPI 0701.1.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.	nF	6	Sentence Structure	Avoiding Run-on Sentences
SPI 0701.1.9	Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/to/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).	nP	6	Word Usage and Literary Devices	Avoiding Double Negatives/Using "To", "Too", "Two", "There", "Their", "They're" "Sit" and "Set", "Its" and "It's", "Learn" and "Teach" "Lie" and "Lay"/Avoiding Run-on Sentences
SPI 0701.1.10	Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.	nF	6	Mechanics	Colons

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SPI 0701.1.11	Identify the correct use of appositives and appositive phrases within context.	nF	6	Sentence Structure	Appositive Phrases
SPI 0701.1.12	Identify the correct use of infinitives and infinitive phrases within context.	nP	6	Sentence Structure/ Word Usage & Literary Devices	Prepositional Phrases/ Using To, Too, Two
SPI 0701.1.13	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.	nF	5	Sentence Structure	Punctuating Literary Titles
SPI 0701.1.14	Form singular and plural possessives using apostrophes correctly.	nF	5	Parts of Speech	Possessives
SPI 0701.1.15	Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).	nF	6	Mechanics	Punctuating Direct Quotation/ Punctuation Outside the Quotation Marks
SPI 0701.1.17	Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning words.	nF	6	Word Usage and Literary Devices	Prefixes, Suffixes, and Roots
SPI 0701.1.18	Use context clues and background knowledge of roots and affixes to determine the meaning of unfamiliar words.	nF	6	Word Usage and Literary Devices	Prefixes, Suffixes, and Roots
SPI 0701.1.19	Replace unknown words in context with appropriate synonyms or antonyms.	nF	6	Word Usage and Literary Devices	Synonyms and Antonyms

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Standard 3-Writing					
SPI	Description	Coverage	Grade	Strand	Content
SPI 0701.3.1	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).	nF	6	Paragraphs	Narratives/ Writing to Inform/Writing About Cause and Affect/ Writing About Opinions
SPI 0701.3.2	Identify the audience for which a text is written.	NC			
SPI 0701.3.3	Select an appropriate thesis statement for a writing sample.	nF	6	Paragraphs	Lead Sentences for Narrative Paragraphs/ Topic Sentences for Paragraphs of information/ Topic Sentences for Cause and Effect Paragraphs/ Opinion Statements
SPI 0701.3.4	Rearrange a multi-paragraphed work in a logical and coherent order.	NC			
SPI 0701.3.5	Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	nF	6	Paragraphs	Supporting Sentences for Narrative Paragraphs
SPI 0701.3.6	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	nF	6	Paragraphs	Supporting Sentences for Cause and Effect Paragraphs/ Supporting Sentences for Paragraphs of Information/Writing About Cause and Effect

Draft Version/ Correlations for EPGY Language Arts Writing Course with Tennessee English/Language Arts

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SPI 0701.3.7	Identify the sentence(s) irrelevant to a paragraph's theme or flow.	nF	6	Paragraphs	Supporting Sentences for Cause and Effect Paragraphs/ Supporting Sentences for Paragraphs of Information/Writing About Cause and Effect
SPI 0701.3.8	Select an appropriate concluding sentence for a well-developed paragraph.	nF	6	Paragraphs	Concluding Sentences for Narrative Paragraphs, Cause and Effect Paragraphs,
SPI 0701.3.9	Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.	nF	6	Paragraphs	Supporting Sentence for Paragraphs of Information
SPI 0701.3.10	Select an appropriate title that reflects the topic of a written selection.	NC			
SPI 0701.3.11	Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.	nP	6	Paragraphs	Narratives/ Writing to Inform/Writing About Cause and Affect/ Writing About Opinion
SPI 0701.3.12	Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.	NC			
SPI 0701.3.13	Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).	NC			

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Standard 8-Literature					
SPI 0701.8.8	Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context.	nP	6	Word usage and Literary Devices	Onomatopoeia
SPI 0701.8.10	Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context.	nP	6	Word usage and Literary Devices	Simile and Metaphor/ Personification

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Standard 1-Language					
SPI 0801.1.1	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.	nF	6	Parts of Speech	Nouns/Spelling Regular and Irregular Nouns/Possessive Nouns/Demonstrative, Reflexive, Interrogative Pronouns/ Direct and Indirect Objects
SPI 0801.1.2	Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.	nF	6	Parts of Speech	Action Verbs/More Helping Verbs/Verbs With Multiple Uses/Distinguishing Between Linking Verbs and Action Verbs
SPI 0801.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.	nF	6	Parts of Speech	Adjectives/ Positive, Comparative, and Superlative Adjectives/Adjective Phrases/ Adverbs/Positive, Comparative, and Superlative Adverbs/Adverb Phrases
SPI 0801.1.4	Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.	nF	6	Parts of Speech	Coordinating, Correlative, Subordinating Conjunctions/ Combining Subordinating Clauses with Main Clauses/Interjections
SPI 0801.1.5	Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.	nF	6	Sentence Structure	Prepositional Phrases

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SPI 0801.1.6	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.	nF	6	Mechanics	Using Commas in Compound Sentences, To Separate Words and Phrases/ Comma Review/ Colons/ Semicolons
SPI 0801.1.7	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).	nF	6	Sentence Structure/ Mechanics	Simple, Compound, and Complex Sentences/ Semicolons
SPI 0801.1.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).	nF	6	Sentence Structure	Avoiding Run-on Sentences
SPI 0801.1.9	Identify the appropriate use of gerund and participial phrases.	nP	6	Parts of Speech	Main Verbs and Helping Verbs/ Irregular Verbs
SPI 0801.1.10	Identify the correct use of appositives/appositive phrases and infinitive/ infinitive phrases within context.	nP	6	Sentence Structure	Appositive Phrases
SPI 0801.1.11	Select the correct pronoun-antecedent agreement for personal pronouns within context.	nF	6	Parts of Speech	Pronouns and Antecedents
SPI 0801.1.13	Form singular and plural possessive using apostrophes correctly.	nF	6	Parts of Speech	Possessive Nouns

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SPI 0801.1.14	Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who}) within context.	nP	6	Word Usage and Literary Devices	Avoiding Double Negatives/Using "To", "Too", "Two", "There", "Their", "They're" "Sit" and "Set", "Its" and "It's", "Learn" and "Teach" "Lie" and "Lay"/Avoiding Run-on Sentences
SPI 0801.1.15	Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.	nF	5	Sentence Structure	Punctuating Literary Titles
SPI 0801.1.16	Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.	nF	6	Word Usage and Literary Devices	Prefixes, Suffixes, and Roots
SPI 0801.1.17	Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.	nP	6	Word Usage and Literary Devices	Synonyms and Antonyms
Standard 3-Writing					
SPI 0801.3.1	Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).	nF	6	Paragraphs	Narratives/ Writing to Inform/Writing About Cause and Affect/ Writing About Opinions

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SPI 0801.3.2	Identify the targeted audience for a selected passage.	NC			
SPI 0801.3.3	Select an appropriate thesis statement for a writing sample.	nP	6	Paragraphs	Lead Sentences for Narrative Paragraphs/ Topic Sentences for Paragraphs of information/ Topic Sentences for Cause and Effect Paragraphs/ Opinion Statements
SPI 0801.3.4	Rearrange multi-paragraphed work in a logical and coherent order.	NC			
SPI 0801.3.5	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	nF	6	Paragraphs	Supporting Sentences for Narrative Paragraphs
SPI 0801.3.6	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	nF	6	Paragraphs	Supporting Sentences for Cause and Effect Paragraphs/ Supporting Sentences for Paragraphs of Information/Writing About Cause and Effect
SPI 0801.3.7	Identify sentences irrelevant to a paragraph's theme or flow.	nF	6	Paragraphs	Supporting Sentences for Cause and Effect Paragraphs/ Supporting Sentences for Paragraphs of Information/Writing About Cause and Effect
SPI 0801.3.8	Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.	nP	6	Parts of Speech	Adjectives and Adverbs

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SPI 0801.3.9	Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.	nF	6	Paragraphs	Supporting Sentence for Paragraphs of Information
SPI 0801.3.10	Select an appropriate title that reflects the topic of a written selection.	NC			
SPI 0801.3.11	Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.	nP	6	Paragraphs	Narratives/ Writing to Inform/Writing About Cause and Affect/ Writing About Opinion
SPI 0801.3.12	Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.	NC			
SPI 0801.3.13	Select the most appropriate format for a work-related text.	NC			
Standard 8-Literature					
SPI 0801.8.7	Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).	nP	6	Word Usage and Literary Devices	Mood and Setting
SPI 0801.8.8	Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.	nP	6	Word Usage and Literary Devices	Simile and Metaphor/ Personification

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SPI 0801.8.9	Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, free verse, repetition, internal rhyme, slant rhyme).	nP	6	Word Usage and Literary Devices	Onomatopoeia

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