

TENNESSEE STUDENT EDITION

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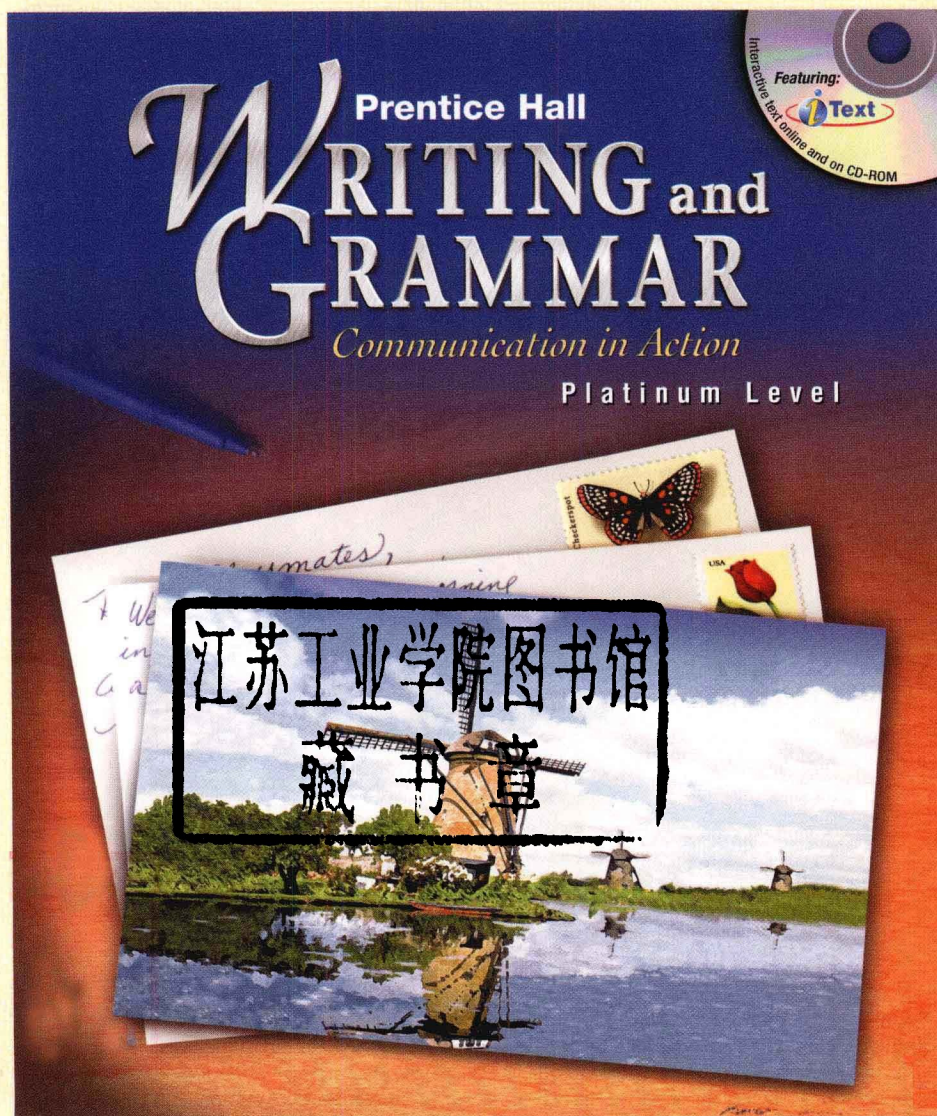
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Tennessee Student Edition



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Tennessee English Language Arts Student Handbook

Tennessee Curriculum Standards.....TN 4

This section lays out the Tennessee Curriculum Standards and Learning Expectations for English II. All Learning Expectations are explained, with corresponding examples of how they might be assessed on the Tennessee Language Arts Gateway Test.

Preparing for the Gateway Test.....TN 12

This special section provides strategies for tackling the Tennessee Language Arts Gateway Test and Writing Assessment.

Test-Taking Strategies: Multiple-Choice Questions

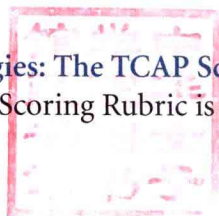
This feature provides you with explanations and examples of Tennessee Language Arts Gateway multiple-choice questions. -

Test-Taking Strategies: TCAP Writing Assessment

These pages provide a thorough explanation of the format of the TCAP Writing Assessment, including practice prompts for you to complete.

Test-Taking Strategies: The TCAP Scoring Rubric

The 6-point TCAP Scoring Rubric is presented in this section.





Tennessee English II Curriculum Standards

Here is a complete list of the English II Curriculum Standards and Learning Expectations so that you know what you're expected to learn this year; also included are examples of test items to show how the Curriculum Standards will be assessed on the Tennessee Language Arts Gateway Test.

Writing

Content Standard: 1.0

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

Learning Expectations

- 10.1.01 Write to acquire knowledge, clarify thinking, synthesize information, improve study skills, gain confidence, and promote lifelong communication.
- 10.1.02 Write frequently for a variety of purposes including narration, description, persuasion, exposition, and personal, creative expression.
- 10.1.03 Identify and write for a variety of audiences.
- 10.1.04 Recognize that language has several levels of usage determined by audience, purpose and occasion.

What It Means to You

Writing can be a process of discovery, as well as a way of communicating with an audience. As you share information or your own thoughts through writing, you adapt your writing style to fit your audience. (Chapters 1, 2, 12)



EXAMPLE Based on the tone of this report, the audience is probably

- A a high school biology class
- B the editor of a news magazine
- C a student studying medicine
- D the reader of a reference book

- 10.1.05 Approach writing tasks systematically and use elements of the writing process as appropriate.
- 10.1.06 Practice a variety of prewriting activities to generate, focus and organize ideas.
- 10.1.07 Use a variety of appropriate organizational strategies to develop writing on various topics.
- 10.1.08 Develop organized pieces of writing containing focused, well-developed ideas.

What It Means to You

You should employ pre-writing techniques to help you organize your ideas before you write. Before you write, gather information that supports your arguments. (Chapters 4, 7, 8)



EXAMPLE Writing Situation: Some young adults are required to serve in the military.

Directions for Writing: Write an essay to persuade the reader that young adults should or should not be required to perform military service.

- 10.1.09 Demonstrate effective writing style by the use of vivid words, a variety of sentence structures, and appropriate transitions.
- 10.1.10 Evaluate and revise writing to focus on purpose, organization, development, transitions, unity, and audience awareness.
- 10.1.11 Recognize and demonstrate appropriate use of standard English: usage, mechanics and standard spelling, and sentence structure.

What It Means to You

In English II, you will be required to express yourself through different types of writing. To make your writing clear and interesting for the reader, you should use vivid vocabulary, vary the structure of your sentences, and link your ideas with transitions. You should also read your work all the way through several times before you decide it is finished. As you read it over, check for spelling and grammatical errors, unclear transitions, and run-on sentences. (Chapters 5, 6, 9)



EXAMPLE Select the best transition to link these two sentences:

Robert's parents are short and stout. _____, Robert is tall and lanky.

- A As a result
- B However
- C In addition
- D Therefore

- 10.1.12 Identify and use a variety of resources to revise and edit writing.
- 10.1.13 Research information to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citation of sources, and bibliographic entries.
- 10.1.14 Continue to respond actively and imaginatively to literature.
- 10.1.15 Demonstrate an understanding of and respect for multicultural and ethnic diversity in language.

What It Means to You

In this course, you will develop your research skills by gathering information from a variety of sources as you write reports. However, rather than copy information you find in various sources, you must summarize it or quote the source directly. Where appropriate, you should also demonstrate your understanding of words that are native to other languages that are used in relation to your topic. (Chapters 11, 12, 13)



EXAMPLE Which source provides the **best** evidence to support your thesis that a tribe of Native Americans once hunted bears?

- F Testimonials from tribal members
- G A video of the tribe doing the Bear Dance
- H A tribal dictionary containing the native word for *bear*
- J Photos of tribal artifacts made of bear bone and fur

Reading

Content Standard: 2.0

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

Learning Expectations

- 10.2.01 **Develop an understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.**
- 10.2.02 **Discern reading strategies appropriate to text.**
- 10.2.03 **Extend reading vocabulary.**

What It Means to You

In English II, you will read, discuss, and analyze literature to help you develop a broader vocabulary and apply reading strategies required to read particular types of text. You will also gain a deeper understanding and respect for differences in culture, gender, and ethnic origin. (Chapters 5, 30, 31)



EXAMPLE Writing Situation: A writing exercise can help you understand what you are reading and see things from another perspective.

Directions for Writing: Write an essay explaining the theme of prejudice as it appears in different forms in *I Know Why the Caged Bird Sings* by Maya Angelou. Give three examples of how the theme is illustrated in the book.

- 10.2.04 **Use comprehension strategies to enhance understanding, to make predictions, and to respond to literature.**
- 10.2.05 **Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.**

What It Means to You

Authors often use literary devices such as metaphors, similes, personification, or foreshadowing, to enrich their stories and create layers of meaning. You will learn to identify these devices as they are used. Knowing how to spot them will enable you to analyze and evaluate a literary selection and further understand its meaning. (Chapters 5, 31)

About the Example Sometimes a test question will ask you to recognize how an author is employing a literary device. This is an example of such a question.



EXAMPLE In this passage, the author uses a metaphor to describe the woman's

- A age
- B face
- C emotional state
- D physical appearance

- 10.2.06 Use oral reading in individual and group presentations.
10.2.07 Read independently for a variety of purposes.

What It Means to You

Reading serves a variety of purposes. As we read, we collect information, form opinions, and gain insight into our lives. In grade 10, you will learn to share your reading experience with others by reading aloud and by giving group presentations on pieces of literature. Preparing for a presentation will help you learn to organize and convey your thoughts to others. (Chapters 29, 31, 33)



EXAMPLE In Shakespeare's *Henry V*, Henry uses a speech to motivate his men at the Battle of Agincourt. Which method would you use to explain the speech?

- A Read the passage aloud and analyze it.
- B Create an outline of the speech's main points and distribute it to the class.
- C Compare this pre-war speech to speeches given by current leaders.
- D Use costumes to depict the setting.

- 10.2.08 Use cognitive strategies to evaluate text critically.
10.2.09 Develop skills in making inferences and recognizing unstated assumptions.
10.2.10 Discern the purposes, main ideas, biases, points of view, and persuasive devices found in various texts.
10.2.11 Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.
10.2.12 Select, evaluate, and adapt resource material in order to apply it effectively.

What It Means to You

Writing and speaking critically about literature entails interpreting complex ideas, detecting biases, recognizing logical relationships and points of view, and identifying assumptions. As you learn to read critically, you will also learn to form judgments about the literature you read based on the evidence you find within it. (Chapters 29, 31, 32)



EXAMPLE The reasoning in the second paragraph of this passage can be described as

- F faulty—the speaker is unhappy
- G logical—based on eyewitnesses
- H logical—based on scientific evidence
- J faulty—the speaker's friend agrees

- 10.2.13 Read, interpret, and respond in a variety of ways to various genres.
10.2.14 Identify and interpret literary elements and figurative language.
10.2.15 Interact with text to form a personal interpretation.

What It Means to You

You will read literature of various genres. Understanding each genre requires a different set of analytical tools. Once you acquire them, you will use these tools to interpret a writer's point of view. (Chapters 5, 11, 12)



EXAMPLE In this excerpt, what is the speaker in the poem saying about the woman?

- A She is the sea.
- B She brings light.
- C Her eyes are bright.
- D Her face is like the sun.

Viewing and Representing

Content Standard: 3.0

The student will use, read, and view media/technology and analyze content and concepts accurately.

Learning Expectations

- 10.3.01 Access and demonstrate multiple technological reference sources.
- 10.3.02 Develop media applications for a variety of audiences and purposes.
- 10.3.03 Use media to view, to read, to write, to communicate, and to create.

What It Means to You

Media exists in many forms—in magazines, on television, on the radio, and on billboard advertisements, just to name a few. In this course, you will learn to understand and create many different types of media to communicate with your classmates, your community, and the world around you. (Chapters 12, 15, 29)



EXAMPLE A new one-hour photo store is opening at the mall. Which sign would best entice shoppers to stop by?

- A Come Visit Frank's
- B Frank's Fast Photos
- C Quick Photos While You Shop
- D Introductory Offer—Only \$3.00 a Roll

- 10.3.04 Analyze the impact of media on daily life.

What It Means to You

Each media form is trying to send its reader, viewer, or listener a message. Often, this message is intended to make a person act one way or another. This course will teach you to analyze different types of media to understand its messages and motivations for sending such messages. (Chapters 8, 15, 20)



EXAMPLE UltraLuxe shampoo has a new TV commercial starring a comedian. Which of the following ideas is the advertiser hoping will entice you to buy the shampoo?

- F Famous people like it and use it.
- G If you use it, you'll have cleaner hair.
- H If you use it, your friends will think you're amusing.
- J Having shiny hair will get you a comic role on TV.

- 10.3.05 Research, organize, interpret, and present information from print and non-print media.
- 10.3.06 Utilize multimedia to create, to display, and to explain information.

What It Means to You

This course will require you to use your research skills to create multimedia presentations on various subjects. For example, you might be required to demonstrate a process to the class. As you give your report, you will provide information to the class in an organized fashion using media formats that your classmates can read, see, and hear. (Chapters 8, 12, 29)



EXAMPLE You have been asked to explain how to change a bicycle tire to a 5th grade class. Which media format would be best to use?

- A A "How-to" speech
- B A "How-to" Web site
- C A live "How-to" demonstration
- D A colorful "How-to" poster

- 10.3.07 Explore the advantages and limitations of the computer as a communication tool.
- 10.3.08 Examine the differences between using print and non-print media as a means of communication.
- 10.3.09 Explain creative strategies used in the production of print and non-print media.

What It Means to You

You will learn that although it has advantages as well as limitations, the computer is an essential tool for communication. You will also examine the differences between relying on a print media form, such as a newspaper, for information, and a non-print media form, such as a news broadcast. (Chapters 12, 29, 31)



EXAMPLE A fire breaks out in a busy restaurant on a Saturday night. Which source would be the most reliable to give you a full picture of what really happened?

- F Eyewitness accounts
- G Live TV news coverage
- H An article in the newspaper the day after the fire
- J An article in a news magazine one week later

Speaking and Listening

Content Standard: 4.0

The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.

- 10.4.01 **Demonstrate skills in analysis, interpretation, and evaluation of literary works through spoken language.**
- 10.4.02 **Demonstrate confidence and poise in various speaking situations.**

What It Means to You

Learning to speak before a group can be nerve-racking. But being able to speak in front of other people is a skill that will help you get a job, socialize with friends, and ask for assistance when you need it. This course will help you to think clearly and maintain confidence and poise as you speak to others. (Chapters 13, 29, 33)



EXAMPLE As you give a presentation, what is one sign that you have lost your audience's interest?

- A People are talking to one another.
- B People are nodding in agreement.
- C People are taking notes on what you say.
- D People are raising their hands to ask questions.

- 10.4.03 **Demonstrate effective listening skills through note-taking.**
- 10.4.04 **Demonstrate critical listening skills essential for comprehension and evaluation.**

What It Means to You

Being able to listen closely and critically to what a speaker says is another valuable skill. Imagine if we believed everything we heard and didn't stop to question the things that sounded suspicious. This course will help you develop the skills you need to comprehend and evaluate a speaker's ideas. (Chapters 29, 32, 33)



EXAMPLE A resident speaks before the town council to share her opinion of the new bridge project. Which of these sentences reflects the speaker's opinion?

- F I'd like to know if plans for the new bridge include a lighted pedestrian walkway and bicycle path.
- G The existing bridge was built in 1959, when no one could have guessed the current amount of traffic.
- H The new bridge design is modern and charming and will add to the beauty of our town.
- J Other residents living nearby fear that if the bridge is widened, the value of their homes will decrease.

- 10.4.05 Utilize appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate communication incorporating appropriate language structure.
- 10.4.06 Analyze audience and determine purpose in preparing oral presentations.

What It Means to You

When you are speaking to a group, knowing your audience is as important as knowing what you'll say. For example, you probably wouldn't give a report on how to fix a leaky faucet to a room full of plumbers. You want to make sure that the subject matter, style, and speed of your presentation is appropriate for your audience. (Chapters 12, 13, 29)



EXAMPLE You are a registered nurse teaching an infant care course to first-time mothers. Which topic would **not** be appropriate for you to discuss at this point?

- A Taking a baby's temperature
- B How to swaddle a baby
- C Introducing a baby to siblings
- D Feeding a baby solid foods

- 10.4.07 Define and solve problems rationally and creatively through speaking, listening, and viewing.
- 10.4.08 Utilize appropriate verbal and nonverbal feedback in a variety of situations.

What It Means to You

People communicate in a variety of ways. Many forms of communication are nonverbal, such as gestures and body language. As you learn to listen critically and speak effectively, pay attention to the ways in which you communicate to others without saying a word. (Chapters 8, 12, 29)



EXAMPLE What would best show your interest in what a speaker is saying?

- F Read the handouts.
- G Talk to a fellow listener.
- H Look around the room.
- J Take notes and ask questions.



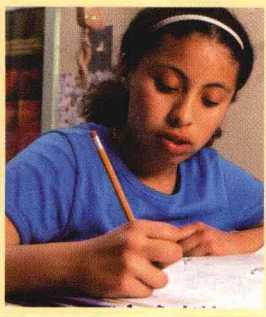
Test-Taking Strategies

Multiple-Choice Questions

All questions on the Tennessee Language Arts Gateway Test are multiple-choice. These questions will have four answer choices. Use the hints below to help you answer each question correctly.

Remember...

- 1 Read each question carefully and think about it before you look at the answers.
- 2 Think about the definitions of any underlined words in a question.
- 3 Look for key words that clarify what you have to do.
- 4 If the question includes a reading passage, focus on the passage's main ideas as you read.
- 5 Fill in the bubble for the correct answer choice neatly and completely.



1. Which of these topics is least likely to appear in an essay about the sport of cross-country skiing?

- A Planning your ski vacation
- B Competition rules and scoring
- C Famous Olympic skiers
- D Common ski techniques

For this question, imagine you are the essay writer. Choose the topic that would not fit naturally in your essay.

1

2. Which sentence uses compliment or complement correctly?

- F I complemented the cook on my way out, because his chili was fabulous.
- G Kate and Dave compliment one another; they bring out each other's best qualities.
- H A sincere compliment on a job well done is always appreciated.
- J The blue curtains in the guest room complimented the light yellow walls.

Think about the definitions of the underlined words before you read the answer choices.

2

3. Read these sentences from a short story.

"I learned a hard lesson that day. Falling asleep behind the wheel is as dangerous and foolish as driving drunk."

Select a more vivid word to replace the underlined one.

- A dodgy
- B insecure
- C risky
- D treacherous

The "more vivid word" should be a synonym of the underlined word, but its meaning should be slightly more powerful.

3

4. Which of the following titles would best fit a paper about natural wildlife?

- F Which Pet Is Right For You?
- G The Diet of the Panda
- H Zoo Animals and Their Lifespans
- J Extinction—Which Animal is Next?

Consider how broad your topic is to help you decide how broad your title should be.

4

Now You Try Some.....

1. Which of these topics is least likely to appear in an essay about collecting antiques?

- A Good places to shop for antiques
- B Signs that an antique is valuable
- C Common antique furniture designs
- D Relics from the Middle Ages

2. Which sentence uses capitol or capital correctly?

- F Olympia is the capital of Washington.
- G Some say capitol punishment is unjust.
- H Begin sentences with a capitol letter.
- J The capital rotunda is closed this week.

3. Read these sentences from a short story.

“Ted stood there with a sad expression on his face, waiting for an answer.”

Select a more vivid word to replace the underlined one.

- A Pathetic
- B Weak
- C Gloomy
- D Feeble

4. Read this passage from a term paper.

“Even when Beth grew up, the lessons she learned from her grandmother played an important role in her life. Charlotte had taught Beth that wealth was more than financial riches. A person’s wealth could also be defined by other means, such as raising happy children, maintaining good friendships, or showing kindnesses to neighbors.”

Which of the following sentences is the best summary of the passage?

- F There is more than one way to gauge success.
- G Beth’s grandmother taught her a great deal.
- H Wealth can be measured in different ways.
- J Charlotte wanted Beth to succeed in life.



Test-Taking Strategies

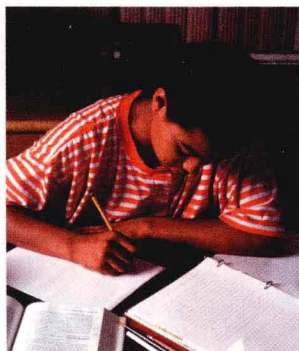
TCAP Writing Assessment

In the eleventh grade, you will be required to participate in the TCAP Writing Assessment by writing a persuasive essay.

Why? This assessment is used to measure your writing skills and to ensure that you can communicate clearly and strongly in writing.

Why Now? Although you will be given the TCAP Writing Assessment in the eleventh grade, it is still a good idea to learn how to respond to a persuasive writing prompt.

How to Prepare: Use these two pages to develop strategies to create the best possible response and to complete your task with confidence.



TCAP Writing Assessment Prompt

Think About It

Writing Situation: Many local high schools are making volunteer service a requirement for graduation. School officials believe that volunteers can acquire important knowledge and wisdom while helping others.

Now Try It

Directions for Writing: Before you begin to write, think about what community service projects students should volunteer for.

Now explain in an essay why volunteering is an important part of life and growing up. Support your argument with convincing reasons, facts, and examples.

Here is one of the paragraphs that Charlie wrote in response to the writing prompt.

Remember...

- A well-written composition has a clear central focus.
- Provide examples or definitions to enhance reader's understanding.
- Your purpose is to explain, clarify, or provide information.
- You will be given 25 minutes to complete your rough draft essay.
- Remember to think about the 6-point TCAP Scoring Rubric when completing your response.

Volunteers are important to our community. They read books to the blind, feed debilitated patients in a nursing home, tutor young children, and clean the park. By participating in such projects, the volunteers improve their people skills and build their self-esteem. They also become familiar with potential careers available to them when they graduate from school.

Now You Try Some.....

TCAP Writing Assessment Sample Prompt

Writing Situation: Advertisers are always trying to sell us something. Think about a product that you wouldn't mind selling.

Directions for Writing: Before you begin writing, consider the product's best qualities.

Now write an essay in which you persuade a buyer to purchase your product. Support your sales pitch with examples and details.

TCAP Writing Assessment Sample Prompt

Writing Situation: Part of being a good citizen is getting involved in your community. Think about charities in your area that could use some help from volunteers or extra funding.

Directions for Writing: Before you begin writing, think about why the charity needs help or money and what it might do with either type of assistance.

Now write an essay in which you explain why people in your community should support this group. Support your reasons with examples and details.



TCAP Writing Assessment Scoring Rubric

The following rubric is used to assess the TCAP Writing Assessment.

Score	Criteria
6	<p>A 6 paper is OUTSTANDING. It demonstrates a high degree of proficiency in response to the assignment but may have a few minor errors.</p> <p>An essay in this category:</p> <ul style="list-style-type: none"> • is well organized and coherently developed • clearly explains or illustrates key ideas • demonstrates syntactic variety • clearly displays facility in the use of language • is generally free from errors in mechanics, usage, and sentence structure
5	<p>A 5 paper is STRONG. It demonstrates a clear proficiency in response to the assignment and may have minor errors.</p> <p>An essay in this category:</p> <ul style="list-style-type: none"> • is generally well organized and coherently developed • explains or illustrates key ideas • demonstrates some syntactic variety • displays facility in the use of language • is generally free from errors in mechanics, usage, and sentence structure
4	<p>A 4 paper is COMPETENT. It demonstrates proficiency in response to the assignment.</p> <p>An essay in this category:</p> <ul style="list-style-type: none"> • is adequately organized and developed • explains or illustrates some of the key ideas • demonstrates adequate facility in the use of language • may display some errors in mechanics, usage, or sentence structure
3	<p>A 3 paper is LIMITED. It demonstrates some degree of proficiency in response to the assignment, but it is clearly flawed.</p> <p>An essay in this category reveals one or more of the following weaknesses:</p> <ul style="list-style-type: none"> • inadequate organization or development • inadequate explanation or illustration of key ideas • limited or inappropriate word choice • a pattern or accumulation of error in mechanics, usage, or sentence structure
2	<p>A 2 paper is FLAWED. It demonstrates limited proficiency in response to the assignment.</p> <p>An essay in this category reveals one or more of the following weaknesses:</p> <ul style="list-style-type: none"> • weak organization or very little development • little or no relevant detail • serious errors in mechanics, usage, sentence structure, or word choice
1	<p>A 1 paper is DEFICIENT. It demonstrates fundamental deficiencies in writing skills.</p> <p>An essay in this category contains serious and persistent errors or is incoherent or is undeveloped. A paper accompanied by one of the following codes indicates that the paper could not be scored for one of the following reasons:</p> <ul style="list-style-type: none"> 0-A – Blank or Refusal 0-B – Insufficient to score or Illegible 0-C – Off Topic 0-D – Written predominantly in another language