



English Language Development & Academic Standards Crosswalk

For Eleventh & Twelfth Grades
English Language Arts (ELA)

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Introduction

A standards crosswalk is a tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection. In this document, the Tennessee **English Language Development (ELD) Standards** are systematically crosswalked with the Tennessee Academic Standards in **English Language Arts (ELA)** to support integrated instructional planning for English learners (ELs).

The 10 English Language Proficiency (ELP) Standards highlight a strategic set of language functions—what students do with language to accomplish content-specific tasks—and language forms, including the vocabulary, grammar, and discourse features specific to each academic discipline. These practices are essential for ELs as they develop proficiency in the content practices associated with ELA (ELPA21, 2014).

This crosswalk aims to illuminate the deep connections between language development and academic achievement in English Language Arts. It is designed to provide educators with a supplementary tool to support instructional planning that is both language-rich and **high-quality instructional material (HQIM)** content-driven.

Background

The Tennessee State Board of Education adopted the Tennessee English Language Development (ELD) Standards in August 2024 to strengthen instructional support for English learners (ELs) and ensure their success in academic settings. These standards are designed to develop students' English language skills in tandem with the rigorous academic content they encounter across core subjects.

To fully realize this goal, it is essential to establish clear alignments between the ELD standards and the Tennessee Academic Standards already in use. Cross-walking these sets of standards offers educators an integrated framework for instruction that aligns language objective elements with academic goals. This ensures that instruction is not only standards-based but also linguistically responsive, benefiting all students—especially those in the process of acquiring English.

By supporting the development of language through content, this alignment enhances both language proficiency and content mastery. The ELD Standards Crosswalk provides practical guidance to help educators design instruction that closes opportunity gaps and promotes equitable access to grade-level learning for ELs across Tennessee.

Purpose

The purpose of this document is to provide detailed guidance that helps educators seamlessly integrate the Tennessee ELD Standards into their daily English Language Arts instruction. This crosswalk aims to ensure that language development objectives can be embedded meaningfully within academic instruction, rather than treated as separate or secondary.

This crosswalk supports Tennessee educators in planning lessons that simultaneously promote English learners' language proficiency and academic achievement. Through intentional alignment, educators are empowered to create learning experiences that prioritize both rigorous content learning and strategic language support.

Ultimately, the goal of this crosswalk is to improve academic outcomes for English learners by offering a supplementary instructional tool that promotes access, fosters high expectations, and builds pathways for success in college and career. By weaving language development into every content area, Tennessee educators can more effectively close achievement gaps and support English learners in reaching their full potential.

The Standards

Tennessee English Language Development (ELD) Standards

In August 2024, the Tennessee State Board of Education adopted the ELPA21 English Language Proficiency (ELP) Standards as the official Tennessee English Language Development (ELD) Standards. These standards serve as the foundation for supporting English learners (ELs) in developing the language skills necessary for full access to rigorous academic content across all grade levels.

The Tennessee ELD Standards outline the critical language knowledge and skills that English learners must acquire to engage meaningfully in content-area practices, including English language arts (ELA), mathematics, and science. The standards are organized into ten overarching expectations:

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3. Speak and write about grade-appropriate complex literary and informational texts and topics.

4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
5. Conduct research and evaluate and communicate findings to answer questions or solve problems.
6. Analyze and critique the arguments of others orally and in writing.
7. Adapt language choices to purpose, task, and audience when speaking and writing.
8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
9. Create clear and coherent grade-appropriate speech and text.
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.

The structure of the standards reflects two major areas of focus:

- **Standards 1 through 7** involve the language necessary for ELs to engage in the central, content-specific practices associated with ELA, mathematics, and science. These standards begin with extracting meaning from academic texts and discourse and then progress toward active engagement in academic practices.
- **Standards 8 through 10** target key micro-level linguistic features—such as vocabulary development, text cohesion, and accurate grammar use—that support success in the broader academic practices outlined in the first seven standards.

Together, the Tennessee ELD Standards provide a comprehensive framework that integrates language development with academic content learning, ensuring that English learners are equipped for success in school, career, and civic life.

Tennessee English Language Arts Standards

The Tennessee English Language Arts (ELA) Academic Standards delineate the essential knowledge and skills students are expected to acquire at each grade level, ensuring they are prepared for post-secondary education and the workforce.

The ELA standards are organized into five interrelated strands:

1. Foundational Literacy (Grades K–5): Focuses on critical early reading skills, including print concepts, phonological awareness, phonics and word recognition, and fluency.
2. Reading: Divided into two categories:
 - Reading Literature (RL): Emphasizes comprehension and analysis of literary texts.

- Reading Informational Text (RI): Concentrates on understanding and evaluating informational materials.
- 3. Writing (W): Encourages the development of writing skills across various genres, including opinion, informative/explanatory, and narrative writing.
- 4. Speaking and Listening (SL): Develops effective communication skills through collaborative discussions, presentations, and active listening.
- 5. Language (L): Enhances command of standard English grammar, usage, and vocabulary acquisition.

The Tennessee ELA standards incorporate key instructional shifts to promote deeper learning:

- Regular practice with complex texts and academic vocabulary: Students engage with challenging texts to build comprehension and vocabulary skills.
- Reading and writing grounded in evidence from texts: Emphasis is placed on citing textual evidence to support analysis and arguments.
- Building knowledge through content-rich nonfiction: Students read a variety of informational texts to gain knowledge across disciplines.

The standards are designed to be coherent and cumulative, with each grade level building upon the previous one. This progression ensures that students develop and refine their literacy skills over time, leading to college and career readiness.

Integrating with Instruction

This Crosswalk Document is designed to serve as a practical supplementary resource for Tennessee educators who are planning and delivering instruction that meets both the linguistic and academic needs of English learners. It provides clear alignments between the Tennessee English Language Development (ELD) Standards and the Tennessee English Language Arts Standards, offering a framework to guide instructional decision-making.

Educators can use this document to:

- Identify and align English language development standards with grade-level academic standards.
- Plan lessons that integrate language functions and language forms into content instruction.
- Highlight academic language that allows English learners to fully access and engage in rigorous academic tasks.

The Crosswalk includes a correspondence matrix, standards concordance matrix, and detailed crosswalk charts organized by English Language Development standards for eleventh and twelfth grades. Educators are encouraged to use the crosswalks during intellectual preparation to ensure that lessons provide both meaningful access to academic content and opportunities for targeted language development.

The Crosswalk is intended to be used flexibly. While it provides guidance on how ELD standards correspond to academic content standards, it is not prescriptive. Educators are encouraged to use professional judgment to adapt and scaffold instruction based on their students' language proficiency levels, academic strengths, and individual learning goals found in the students' Instructional Learning Plan (ILP).

Matrices

The first component of this Crosswalk document is a set of **matrices**. These matrices provide a high-level overview of how the Tennessee English Language Development (ELD) Standards align with the Tennessee Academic Standards in English Language Arts (ELA) for eleventh and twelfth grades. The matrices help identify where natural intersections exist between language development goals and academic learning targets.

The **Corresponding Matrix** displays:

- ELD Standards that highlight the language functions and forms needed to engage successfully in academic tasks.
- Corresponding Academic Standards that are taught through high-quality instructional materials.

Additionally, a standards-based **Concordance Matrix** (also called a **reverse matrix**) is provided behind the Correspondence Matrix. In the reverse matrix, the ELA standards are listed first, followed by the related ELD Standards. This allows educators to approach planning flexibly.

The matrices are designed to serve as a starting point for unit and lesson planning and help educators prioritize language objectives alongside content objectives. Educators should begin by reviewing the relevant matrix for their grade level.

- If an educator is focusing on developing a particular language function, the original Correspondence Matrix will be the better starting point.

- If an educator begins with a specific Tennessee Academic Standard they are targeting, the standards Concordance Matrix provides an efficient way to identify related language objectives.

This flexible structure ensures that educators can efficiently integrate language and content learning into the content objectives they are teaching. The matrix and reverse matrices are designed to:

- Serve as a starting point for unit and lesson planning.
- Help educators prioritize language objectives alongside content objectives.
- Clarify the types of language functions, forms, and vocabulary students will need to fully participate in academic tasks.

ELD Crosswalk Charts

The second major component of this Crosswalk document is the set of detailed Crosswalk Charts. These charts provide a deeper level of guidance for instructional planning by connecting the Tennessee English Language Development (ELD) Standards directly to the Tennessee Academic Standards in English Language Arts (ELA).

Each detailed Crosswalk Chart begins with a Tennessee ELD Standard 1-10 and identifies the related ELA standards where natural intersections between language development and academic skills occur. For each intersection, the chart provides practical, teacher-facing supports to guide instruction:

- **Academic Language (with Spanish Cognates):**

Lists key academic vocabulary necessary for students to access the content and perform the tasks described in the standard. It is not the language of the content; instead, it focuses on the language needed to do associated skills or tasks of the standard.

Spanish cognates are included to help teachers leverage students' home language knowledge when building academic vocabulary.

- **Language Functions:**

Describes the language actions the students should do through reading, writing, speaking, and listening. It is how students use language to accomplish the skill or task associated with the academic standard. This helps educators plan explicit instruction around how students use language purposefully.

- **Language Forms:**

Provides examples of grammatical structures, sentence types, or discourse features that are

important for performing the skill or task. This supports teachers in embedding explicit instruction of grammar and language structures into their content lessons.

- **Questions and Sentence Stems:**

Offers sample prompts, question stems, and sentence frames that teachers can use to support student thinking and expression. These resources help teachers scaffold academic conversations and written responses, promoting both deeper content understanding and stronger language production.

The detailed Crosswalk Charts are intended to serve as planning tools that make both language demands and academic expectations visible. By intentionally incorporating these supports, educators can design instruction that both strengthens English learners' language proficiency and fosters academic achievement.

Incorporating with Intellectual Preparation

Before teaching a lesson from HQIM...

Educators can consult the grade level matrix and crosswalk chart to identify which **ELD standards** align with the academic standard and content objective in the lesson. The tools help teachers:

- Create a **language objective** that aligns with the lesson's content objective.
- Anticipate **academic language** not explicitly surfaced in the HQIM materials.
- Identify the **language functions** required (e.g., describing, explaining, justifying).
- Prepare mini lessons for explicit teaching of **language forms** to meet the objective.
- Plan **questions or sentence frames** that support students' ability to do the task or skill.

Example: Before planning a vocabulary lesson aligned to ELA Standard 11-12.L.VAU.6, the teacher uses the crosswalk with ELD Standard 3 and notes that English learners will need support using academic and domain-specific vocabulary when discussing complex texts. The teacher plans to introduce clarification phrases (e.g., In other words...) and sentence frames for defining

domain-specific terms to help students speak and write about complex topics accurately and precisely.

During PLCs and Planning

Educators can use the Crosswalk to identify the **academic vocabulary, language forms and functions** expected in the HQIM task and consider how students at different proficiency levels might access the task. This tool helps ensure all students engage in the same HQIM task, but with **scaffolded linguistic access points** rooted in the demands of the academic and language standards.

The crosswalk helps teachers:

- Plan **scaffolds** or additional **access points** for students at entering, emerging, or developing stages of English proficiency when coupled with ELPA21's Reporting Performance Level Descriptors and/or the student's **Instructional Learning Plan (ILP)**.
- Match **questions and sentence frames** to vocabulary supports and discourse routines that make content engaging while pushing language growth.
- Use **Spanish cognates** to inform targeted academic vocabulary instruction for Spanish-speaking ELs.

Example: During PLCs, after reviewing written and spoken responses, teachers notice English learners often use general or vague words instead of precise, domain-specific vocabulary. Referring to the crosswalk and ELD Standard 3, they identify a gap in the function apply vocabulary. The team agrees to incorporate word learning strategies and clarify how to select more precise terms in formal discussion and writing.

Planning Checks for Understanding

As part of lesson internalization and planning checkpoints, the **Questions and Sentence Stems** column in the Crosswalk Charts is a valuable resource for planning academic discourse and writing

tasks and designing formative assessments that are accessible, engaging, and linguistically supportive for English learners. Teachers can use the tool to:

- Embed targeted **question stems and sentence frames** into instructional routines (e.g., turn-and-talks, quick writes, etc.) to support student expression and scaffold productive academic language use.
- Prepare scaffolded discussion protocols, writing prompts, or exit ticket **sentence frames** that align with both content and language goals.

Example: While students engage in discussions and writing aligned to ELA Standard 11-12.L.VAU.6, the teacher uses formative questions (e.g., How does this word clarify your idea?) aligned to ELD Standard 3 to check if students are accurately applying domain-specific vocabulary. Students use sentence stems (e.g., I determined the meaning of the word ___ by ___) to demonstrate vocabulary use and comprehension in context.

Corresponding & Concordance Matrices

The next pages contain the Correspondence Matrix and Concordance Matrix, designed to support instructional planning by connecting Tennessee ELD standards and English Language Arts Standards for Eleventh and Twelfth grades.

ELD to Eleventh & Twelfth Grades ELA Academic Standards Matrix

TN ELD Standard		TN ELA Standards					
		FL	L	RL	RI	SL	W
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing		11-12.L.VAU.6	11-12.RL.KID.1 11-12.RL.KID.2 11-12.RL.KID.3 11-12.RL.CS.6 11-12.RL.IKI.7 11-12.RL.RRTC.10	11-12.RI.KID.1 11-12.RI.KID.2 11-12.RI.KID.3 11-12.RI.IKI.7 11-12.RI.RRTC.10 12-12.RI.RRTC.10	11-12.SL.CC.2	11-12.W.RBPK.8
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions					11-12.SL.CC.1	11-12.W.PDW.5 11-12.W.PDW.6 11-12.W.RW.10
3	Speak and write about grade-appropriate complex literary and informational texts and topics		11-12.L.VAU.6	11-12.RL.KID.2 11-12.RL.CS.4 11-12.RL.CS.5 11-12.RL.CS.6 11-12.RL.IKI.9	11-12.RI.KID.2 11-12.RI.CS.4 11-12.RI.CS.5 11-12.RI.IKI.9	11-12.SL.PKI.4	11-12.W.TTP.2 11-12.W.TTP.3 11-12.W.RW.10
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence		11-12.L.VAU.6	11-12.RL.KID.1 11-12.RL.CS.5 11-12.RL.IKI.9	11-12.RI.KID.1 11-12.RI.IKI.9	11-12.SL.CC.2 11-12.SL.PKI.4	11-12.W.TTP.1 11-12.W.RBPK.8 11-12.W.RBPK.9
5	Conduct research and evaluate and communicate findings to answer questions or solve problems					11-12.SL.PKI.4 11-12.SL.PKI.5	11-12.W.RBPK.7 11-12.W.RBPK.8 11-12.W.RBPK.9
6	Analyze and critique the arguments of others orally and in writing		11-12.L.VAU.6		11-12.RI.CS.5 11-12.RI.CS.6 11-12.RI.IKI.8	11-12.SL.CC.3	
7	Adapt language choices to purpose, task, and audience when speaking and writing		11-12.L.KL.3 11-12.L.VAU.6			11-12.SL.PKI.4 11-12.SL.PKI.6	11-12.W.PDW.4 11-12.W.RW.10
8	Determine the meaning of words and phrases in oral presentations and literary and informational text		11-12.L.VAU.4 D 11-12.L.VAU.5	11-12.RL.CS.4	11-12.RI.CS.4		

9	Create clear and coherent grade-appropriate speech and text		11-12.L.CSE.2			11-12.SL.PKI.6	11-12.W.TTP.1 11-12.W.TTP.2 11-12.W.TTP.3 11-12.W.PDW.4 11-12.W.PDW.5 11-12.W.RW.10
10	Make accurate use of standard English to communicate in grade appropriate speech and writing		11-12.L.CSE.1 11-12.L.CSE.2			11-12.SL.PKI.6	11-12.W.TTP.1 11-12.W.TTP.2 11-12.W.TTP.3 11-12.W.PDW.4 11-12.W.PDW.5 11-12.W.RW.10

Eleventh & Twelfth Grades Concordance Matrix

Language (L)

Academic Standard	Linked ELD Standard(s)
11-12.L.CSE.1	ELD 10
11-12.L.CSE.2	ELD 9, ELD 10
11-12.L.KL.3	ELD 7
11-12.L.VAU.4	ELD 8
11-12.L.VAU.5	ELD 8
11-12.L.VAU.6	ELD 1, ELD 3, ELD 4, ELD 6, ELD 7

Reading Literature (RL)

Academic Standard	Linked ELD Standard(s)
11-12.RI.CS.4	11-12.RI.CS.4
11-12.RI.CS.5	11-12.RI.CS.5
11-12.RI.CS.6	11-12.RI.CS.6
11-12.RI.IKI.7	11-12.RI.IKI.7
11-12.RI.IKI.8	11-12.RI.IKI.8
11-12.RI.IKI.9	11-12.RI.IKI.9
11-12.RI.KID.1	11-12.RI.KID.1
11-12.RI.KID.2	11-12.RI.KID.2
11-12.RI.KID.3	11-12.RI.KID.3
11-12.RI.RRTC.10	11-12.RI.RRTC.10
12.RI.RRTC.10	12.RI.RRTC.10

Speaking & Listening (SL)

Academic Standard	Linked ELD Standard(s)
11-12.SL.CC.1	ELD 2
11-12.SL.CC.2	ELD 1
11-12.SL.CC.3	ELD 6
11-12.SL.PKI.4	ELD 3, ELD 4, ELD 7
11-12.SL.PKI.5	ELD 5
11-12.SL.PKI.6	ELD 7, ELD 9, ELD 10

Reading Literature (RL)

Academic Standard	Linked ELD Standard(s)
11-12.RL.CS.4	ELD 3, ELD 8
11-12.RL.CS.5	ELD 3, ELD 4
11-12.RL.CS.6	ELD 1, ELD 3
11-12.RL.IKI.7	ELD 1
11-12.RL.IKI.9	ELD 3, ELD 4
11-12.RL.KID.1	ELD 1, ELD 4
11-12.RL.KID.2	ELD 1, ELD 3
11-12.RL.KID.3	ELD 1
11-12.RL.RRTC.10	ELD 1
12.RL.RRTC.10	ELD 1

Writing (W)

Academic Standard	Linked ELD Standard(s)
11-12.W.PDW.4	ELD 7, ELD 9, ELD 10
11-12.W.PDW.5	ELD 2, ELD 9, ELD 10,
11-12.W.PDW.6	ELD 2
11-12.W.RBPK.6	ELD 4
11-12.W.RBPK.7	ELD 5
11-12.W.RBPK.8	ELD 1, ELD 5
11-12.W.RBPK.9	ELD 4, ELD 5
11-12.W.RW.10	ELD 2, ELD 3, ELD 7, ELD 9, ELD 10,
11-12.W.TTP.1	ELD 4, ELD 9, ELD 10,
11-12.W.TTP.2	ELD 3, ELD 9, ELD 10
11-12.W.TTP.3	ELD 3, ELD 9, ELD 10,

Crosswalk Charts

The next pages contain the Crosswalk Charts, divided by English Language Development Standards and designed to support instructional planning by connecting key component of language to English Language Arts Academic Standards for Eleventh and Twelfth Grades.

ELD Standard 1 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing		11-12.L.VAU.6	11-12.RL.KID.1 11-12.RL.KID.2 11-12.RL.KID.3 11-12.RL.CS.6 11-12.RL.IKI.7 11.RL.RRTC.10 12.RL.RRTC.10	11-12.RI.KID.1 11-12.RI.KID.2 11-12.RI.KID.3 11-12.RI.IKI.7 11.RI.RRTC.10 12.RI.RRTC.10	11-12.SL.CC.2	11-12.W.RBPK.8
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
11-12.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.	<p>Accurate</p> <p>general (general)</p> <p>academic (académico/a)</p> <p>domain (dominio)</p> <p>specific (específico/a)</p> <p>sufficient (suficiente)</p> <p>demonstrate (demostrar)</p>	<p>acquire and use academic and domain-specific vocabulary</p> <p>determine the meaning of unfamiliar words in context</p> <p>apply vocabulary in reading, writing, speaking, and listening</p> <p>use context clues, word parts, and reference materials to understand new words</p>	<p>phrases for clarification <i>e.g., "in other words," "for instance," "this means that..."</i></p> <p>sentence structures for defining and explaining words <i>e.g., "The term ___ refers to..."</i></p> <p>use of affixes and root words to determine meaning <i>e.g., "The prefix ___ suggests that the word means..."</i></p>	<p>Questions</p> <p>"What strategies can you use to determine the meaning of an unfamiliar word?"</p> <p>"How does this word or phrase contribute to your understanding of the text?"</p> <p>"What are some examples of domain-specific vocabulary in this subject area?"</p> <p>"How can you apply this new vocabulary in your own speaking or writing?"</p> <p>"What resources can you use to build your vocabulary independently?"</p>		

		<p>independence (independencia)</p> <p>comprehension (comprensión)</p>		<p>complex sentences for demonstrating word usage <i>e.g., "Because the word ____ is used in this context, it implies..."</i></p>	<p>Sentence Stems</p> <p>"I determined the meaning of the word ____ by..."</p> <p>"This word is important in the text because..."</p> <p>"One strategy I use to understand unknown words in text is..."</p> <p>"An example of domain-specific vocabulary in this field is..."</p>
11-12.RL.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	<p>analyze (analizar)</p> <p>infer (inferir)</p> <p>evidence (evidencia)</p> <p>explicit (explícito)</p> <p>synthesize</p> <p>support</p> <p>interpret (interpretar)</p> <p>multiple (múltiple)</p>	<p>analyze explicit and implicit meanings in multiple sources</p> <p>make inferences based on textual evidence</p> <p>cite evidence to support claims</p> <p>compare and contrast textual details</p> <p>summarize key ideas and supporting details</p>	<p>phrases for introducing evidence <i>e.g., "For example," "According to the text," "The author states..."</i></p> <p>phrases for explaining evidence <i>e.g., "This suggests that..."</i></p> <p>complex sentences to explain inferences <i>e.g., "Because the character reacts this way, we can infer..."</i></p> <p>conditional statements <i>e.g., "If the text states ____, then we can conclude ____"</i></p>	<p>Questions</p> <p>"What is explicitly stated in the texts?"</p> <p>"What can you infer from the details given?"</p> <p>"What is the strongest piece of evidence to support your conclusion?"</p> <p>"How do the authors support their argument?"</p> <p>"What are the key details that help you understand the main idea?"</p> <p>Sentence Stems</p> <p>"The texts explicitly state that..."</p> <p>"Based on the details in the texts, I can infer that..."</p> <p>"The strongest evidence to support this conclusion is..."</p> <p>"The authors support their argument by..."</p> <p>"A key detail that helps us</p>

					understand the main idea is..."
11-12.RL.KID.2	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	<p>determine (determinar)</p> <p>theme</p> <p>central idea (idea central)</p> <p>analyze (analizar)</p> <p>development</p> <p>summary</p> <p>critical (crítico)</p>	<p>identify the themes or central ideas</p> <p>analyze how the themes develop over time</p> <p>summarize information critically</p> <p>compare themes across different texts</p>	<p>use of transition words/phrases <i>e.g. "For example," "First, next, furthermore, as a result, in contrast"</i></p> <p>structures for summarizing <i>e.g. "The main ideas of the text are... / The author conveys the themes by..."</i></p> <p>complex sentences: <i>e.g. "Because the character faces challenges, the themes of perseverance and resilience emerges".</i></p>	<p>Questions "What are the central ideas of this text?" "How does the author develop the themes throughout the text?" "What details support the central ideas?" "How do the multiple themes in this text compare to another text you have read?"</p> <p>Sentence Stems "The central ideas of this text are __ because __." "The author develops the themes by..." "One detail that supports one of the central ideas is __ because it shows __."</p>
11-12.RL.KID.3	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	<p>character (carácter)</p> <p>development</p> <p>interaction (interacción)</p> <p>event (evento)</p> <p>idea (idea)</p>	<p>analyze how characters, events, and ideas develop in a text</p> <p>examine the interactions between characters, events, and ideas</p> <p>evaluate the author's choices in structuring the text</p>	<p>structures to explain development <i>e.g., "Because of this event, the character..."</i></p> <p>language to describe progression <i>e.g., "First, the character __. Then, __. Finally, __."</i></p> <p>structures to contrast interactions</p>	<p>Questions "How does the author develop the main character throughout the text?" "How do key events influence the development of the central idea?" "What interactions between characters help shape the theme of the text?" "How do the author's</p>

		analyze (analizar)	<p>determine how development of characters, events, or ideas impacts meaning</p> <p>compare how different elements of the text contribute to its overall message</p>	<p><i>e.g., "Unlike __, this character reacts by..."</i></p> <p>text evidence to support analysis <i>e.g., "The text states __, which shows how the character develops by..."</i></p>	<p>choices about structuring the text impact its meaning?"</p> <p>"How does the development of ideas throughout the text contribute to its overall message?"</p> <p>Sentence Stems "The author develops the character of __ by showing how they __." "A key event that influences the central idea is __ because __." "The interaction between __ and __ helps develop the theme by __." "By structuring the text in __ way, the author emphasizes __." "The development of __ over the course of the text impacts its meaning by __."</p>
11-12.RL.CS.6	Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	analyze (analizar) point of view purpose distinguish (distinguir)	<p>analyze how an author's point of view influences what is stated and what is implied</p> <p>determine the author's purpose and how it affects meaning</p>	<p>using (contrast structures) to differentiate explicit and implicit information <i>e.g., "The text directly states __, but it implies __."</i></p> <p>employing (cause and effect) to explain how point of view impacts meaning</p>	<p>Questions "How does the author's point of view shape what is stated and what is implied?" "What is the author's purpose, and how does it influence the text's message?" "What information is directly stated, and what</p>

		<p>imply (implicar)</p> <p>direct (directo)</p>	<p>distinguish between explicit (direct) and implicit (implied) information in a text</p> <p>evaluate how word choice and tone convey unstated ideas</p> <p>interpret hidden meanings or assumptions in a text</p>	<p><i>e.g., "Because the author's perspective is __, they choose to emphasize __."</i></p> <p>applying (evidence-based structures) to support analysis <i>e.g., "The author's purpose is __, as seen in the statement __."</i></p> <p>using (modality words) to discuss implications <i>e.g., "This suggests that __ might be __."</i></p>	<p>must the reader infer?"</p> <p>"How does the author's choice of words reveal their perspective?"</p> <p>"What clues in the text help determine what is implied rather than explicitly stated?"</p> <p>Sentence Stems</p> <p>"The author's point of view is __, which influences what is directly stated by __ and what is implied by __."</p> <p>"The purpose of this text is __, as shown by __."</p> <p>"While the text clearly states __, it also implies __."</p> <p>"The author's choice of words, such as __, suggests that __."</p> <p>"From the text, we can infer that __ because __."</p>
11-12.RL.IKI.7	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	<p>evaluate (evaluar)</p> <p>subject (sujeto)</p> <p>theme</p> <p>diverse (diverso/a)</p> <p>format (formato)</p>	<p>evaluate themes across different formats</p> <p>compare and contrast information from diverse media</p> <p>interpret how a topic is presented in multiple sources</p>	<p>use of comparative structures and transition words</p> <p><i>e.g., "The book presents the character as strong-willed, whereas the movie version depicts her as more vulnerable." "Unlike the original text, the adaptation emphasizes visual storytelling over dialogue."</i></p>	<p>Questions</p> <p>"What similarities and differences exist between the two formats?"</p> <p>"How does the choice of format influence the way the information is understood?"</p> <p>"What similarities and differences exist between the original and the adaptation?"</p> <p>"How do artistic choices</p>

		media (medios) interpret (interpretar)	<p>analyze the effectiveness of different media formats</p> <p>synthesize information from various sources</p> <p>explaining how artistic choices impact the interpretation of a text</p>	<p>complex sentences analyzing artistic and rhetorical choices e.g. <i>"The director uses dark lighting because it creates a sense of mystery and tension."</i> <i>"Although the poem and the painting share the same theme, they convey it in different ways."</i></p> <p><i>adjectives and modal verbs evaluating effectiveness</i> e.g. <i>"The modern adaptation is more effective than the original because it appeals to today's audience."</i> <i>"The film's use of music might enhance the emotional impact of the scene."</i></p> <p>passive voice and past tense explaining context and interpretation e.g. <i>"The story was originally written to reflect the struggles of the 19th century."</i> <i>"This theme has been interpreted differently depending on cultural perspectives."</i></p>	<p>(such as color, lighting, or sound) affect the interpretation?"</p> <p>"What message does each version convey, and how does it differ from the original?"</p> <p>"How does the historical or cultural context influence the adaptation?"</p> <p>"Which version is the most effective in conveying the theme, and why?"</p> <p>"What rhetorical strategies are used in each format to communicate meaning?"</p> <p>Sentence Stems "The main topic of this work is _____, which is explored through _____." "The original version presents _____, whereas the adaptation focuses on _____." "Both versions share the theme of _____, but they differ in _____." "The director/author/artist uses _____ to emphasize _____." "One significant change in the adaptation is _____, which affects the audience's perception</p>
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					by _____. "This version interprets the source text by _____. "The artistic choices, such as _____, contribute to _____. "The cultural context influences the adaptation by _____. "Compared to the original, this version is more/less effective because _____.
11.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.	literature (literatura) comprehend (comprender) variety (variedad) complexity (complejidad) proficiently (proficientemente) informational (informativo) analysis (análisis)	identify key ideas in a text summarize literary and informational texts	use of transition words/phrases <i>e.g. "however, therefore, in contrast, for example, as a result"</i> sentence structures for analysis <i>e.g. "The author conveys... / This text demonstrates..."</i> complex sentences <i>e.g. "Because the author uses descriptive language, the theme becomes more vivid."</i>	Questions "How does the theme develop throughout the text?" Sentence Stems "The central idea of the text is __ because __." "One example of how the theme develops is __." "The author's purpose in this text is to __."

12.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	<p>literature (literatura)</p> <p>comprehend (comprender)</p> <p>variety (variedad)</p> <p>complexity (complejidad)</p> <p>analysis (análisis)</p>	<p>identify key ideas in a text</p> <p>summarize literary and informational texts</p>	<p>use of transition words/phrases <i>e.g. "however, therefore, in contrast, for example, as a result"</i></p> <p>sentence structures for analysis <i>e.g. "The author conveys... / This text demonstrates..."</i></p> <p>complex sentences <i>e.g. "Because the author uses descriptive language, the theme becomes more vivid."</i></p>	<p>Questions "How does the theme develop throughout the text?"</p> <p>Sentence Stems "The central idea of the text is __ because __." "One example of how the theme develops is __." "The author's purpose in this text is to __."</p>
11-12.RI.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	<p>analyze (analizar)</p> <p>infer (inferir)</p> <p>interpret (interpretar)</p> <p>evidence (evidencia) multiple (múltiple)</p> <p>explicit (explícito)</p> <p>synthesize</p>	<p>identify explicit information in multiple informational sources</p> <p>analyze what the texts state directly and implicitly</p> <p>make inferences based on textual evidence</p> <p>cite the strongest and most relevant evidence to support conclusions</p>	<p>passive voice <i>e.g., "The most compelling textual evidence is cited to support conclusions."</i></p> <p>complex sentences <i>e.g., "Although the texts do not explicitly state __, they implies this idea through __."</i></p> <p>use of transition words/phrases <i>e.g., "For example, in addition, as a result, therefore, according to the texts"</i></p> <p>modals for inference</p>	<p>Questions "What do the texts explicitly state?" "What inferences can be made based on the details in the texts?" "What is the strongest evidence that supports this conclusion?" "How do the authors present information to support their argument?" "Which details in the texts help support your inference?" "What conclusions can be drawn from the data presented?" "How does the evidence</p>

			<p>evaluate the credibility and strength of textual evidence</p> <p>distinguish between explicit statements and inferred ideas</p> <p>explain how explicit details support an inference</p> <p>draw logical conclusions from informational texts</p>	<p><i>e.g., "The texts might suggest that..."</i></p> <p>use of relative clauses <i>e.g., "The passage, which includes specific data, supports the idea that..."</i></p>	<p>contribute to the overall message of the texts?"</p> <p>Sentence Stems "The texts explicitly state that ____." "Based on the details in the texts, it can be inferred that ____." "One strong piece of textual evidence to support this conclusion is ____." "The author suggests ____ by stating ____." "The strongest evidence for this interpretation is ____." "This detail implies that ____ because ____." "According to the text, ____ supports the idea that ____."</p>
11-12.RI.KID.2	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	<p>determine (determinar)</p> <p>central (central) idea (idea)</p> <p>analyze (analizar)</p> <p>development</p>	<p>identify the central ideas of a text</p> <p>analyze how the central ideas develop throughout the text(s)</p> <p>summarize information critically</p> <p>explain how key details support the central ideas</p>	<p>introductory phrases for explanation <i>e.g., "for example," "this shows that," "as a result"</i></p> <p>sentence structures for summarizing critically <i>e.g., "The text explains that..."</i></p> <p>complex sentences for analysis</p>	<p>Questions "What are the central ideas of this text?" "How does the author develop the central ideas throughout the text?" "What key details support the central ideas?" "How can you summarize the text(s) critically?"</p> <p>Sentence Stems "The central ideas of the</p>

		critical (crítico/a)		<i>e.g., "As the text progresses, the central ideas become clearer because..."</i>	text are..." "The author develops this idea by..." "A key detail that supports one of the central ideas is..." "A critical summary of this text might focus on..."
		multiple (múltiple)		comparative structures for critical summaries <i>e.g., "While the author first states..., later they emphasize..."</i>	
11-12.RI.KID.3	Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	analyze (analizar)	analyze how the author sequences ideas and events in a text	language to explain how organization impacts meaning <i>e.g., "Because the author introduces __ first, it highlights __."</i>	Questions "How does the author's ordering of ideas and events affect the meaning of the text?" "How does the introduction of an idea shape the reader's understanding?" "What connections between ideas help to develop the main message of the text?" "How does the placement of key information influence the reader's interpretation?" "Why might the author have chosen to structure the text in this particular way?"
		choice			
		idea (idea)	examine how the introduction and development of ideas contribute to meaning	sequence words to describe the order of ideas <i>e.g., "First, __ is introduced, followed by __, and finally __."</i>	
		event (evento)			
		introduction (introducción)	evaluate the connections among ideas and how they shape understanding	comparison structures to contrast different orderings <i>e.g., "Unlike __, this structure emphasizes __."</i>	
		development connection (conexión)	determine how the order of ideas influences the reader's interpretation		
		impact (impacto)			
		meaning	compare different organizational structures and their effectiveness in conveying meaning	language to support analysis <i>e.g., "The text states __, which shows how the order of ideas shapes meaning."</i>	Sentence Stems "The author organizes the text by __, which helps emphasize __." "The introduction of __

					<p>impacts the meaning by ____."</p> <p>"The connection between ____ and ____ develops the central idea by ____."</p> <p>"By structuring the text in ____ way, the author clarifies ____."</p> <p>"The order of ideas affects the meaning because ____."</p>
11-12.RI.IKI.7	Evaluate the topic or subject in multiple diverse formats and media.	<p>evaluate (evaluar)</p> <p>topic</p> <p>subject (sujeto)</p> <p>diverse (diverso)</p> <p>formats (formatos)</p> <p>media (medios)</p>	<p>compare the topic or subject in different formats or media</p> <p>evaluate how the topic is presented in various formats</p> <p>evaluate the effectiveness of different media in conveying the topic</p> <p>synthesize information from diverse formats</p>	<p>sentence structures for expressing evaluation <i>e.g., "I believe that..."</i></p> <p>explanatory phrases <i>e.g., "In this format, the topic is presented as..."</i></p> <p>comparative structures <i>e.g., "Compared to the other format, this medium is more effective because..."</i></p>	<p>Questions</p> <p>"How is the topic presented in each format?"</p> <p>"What are the strengths and weaknesses of each medium?"</p> <p>"How does the presentation of the subject differ between the formats?"</p> <p>"Which format or medium is more effective in conveying the topic?"</p> <p>"Can you compare the effectiveness of the two formats/media in presenting the subject?"</p> <p>Sentence Stems</p> <p>"The strengths of these formats include..."</p> <p>"The presentation of the subject differs between the formats because..."</p> <p>"This format is more effective in conveying the</p>

					topic because..." "Compared to the other medium, this format..."
11.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	comprehend (comprender) variety (variedad) literary (literario/a) nonfiction (no ficción) complexity (complejidad) independent (independiente) proficient (proficiente) analyze (analizar)	read and understand literary nonfiction identify key ideas and themes in nonfiction texts	explanatory phrases for comprehension <i>e.g., "according to the text," "the author explains that...," "The text illustrates this idea by..."</i>	Questions "How does the central idea develop throughout the text?" Sentence Stems "The central idea of the text is __ because __." "One example of how the central idea develops is __." "The author's purpose in this text is to __."
12.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	comprehend (comprender) variety (variedad) literary (literario/a)	read and understand literary nonfiction identify key ideas and themes in nonfiction texts	explanatory phrases for comprehension <i>e.g., "according to the text," "the author explains that...," "The text illustrates this idea by..."</i>	Questions "How does the central idea develop throughout the text?" Sentence Stems "The central idea of the text is __ because __." "One example of how the

		<p>nonfiction (no ficción)</p> <p>complexity (complejidad)</p> <p>independent (independiente)</p> <p>proficient (proficiente)</p>			<p>central idea develops is ____."</p> <p>"The author's purpose in this text is to ____."</p>
11-12.SL.CC.2	Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	<p>integrate (integrar)</p> <p>evaluate (evaluar)</p> <p>multiple (múltiples)</p> <p>information (información)</p> <p>diverse (diverso)</p> <p>media (medios)</p> <p>formats (formatos)</p> <p>credibility (credibilidad)</p>	<p>identify relevant information from multiple sources</p> <p>compare and synthesize information from different media formats</p> <p>evaluate the credibility and accuracy of sources</p> <p>analyze discrepancies between different sources</p> <p>determine whether information is fact-based or opinion-based</p>	<p>complex sentences for credibility <i>e.g., with because, since, due to</i> <i>e.g. "The source is credible because it provides data from a government report." "This article lacks credibility since it does not cite any sources."</i></p> <p>comparative structures <i>e.g., whereas, while, on the other hand</i> <i>"The first source states that renewable energy use is increasing, whereas the second source claims it is declining." "One study concludes that exercise improves memory, while another study suggests no significant effect."</i></p>	<p>Questions</p> <p>"How does the format of the source influence the way information is presented?"</p> <p>"What are the key differences between these sources?"</p> <p>"How can I determine whether a source is credible?"</p> <p>"What discrepancies exist between these sources, and why might they exist?"</p> <p>"How does bias affect the accuracy of a source?"</p> <p>"What evidence supports the information presented in this source?"</p> <p>"How can integrating multiple sources help in making informed decisions?"</p> <p>"Which source provides the most accurate and</p>

		discrepancy (discrepancia)	<p>summarizing key points from multiple sources to make an informed decision</p> <p>explaining how different perspectives influence the presentation of information</p> <p>using evidence from multiple sources to support a conclusion</p>	<p>comparative and superlative to compare e.g. <i>"This research study is more reliable than the blog post because it includes peer-reviewed evidence."</i> <i>"Among all the sources, the government report is the most credible since it is based on official data."</i></p> <p>passive and modal verbs e.g. <i>"The information may be biased because the author works for the company being reviewed."</i> <i>"Some facts could have been exaggerated to influence public opinion."</i></p> <p>use of transition words e.g., <i>like according to, as stated by, based on</i> <i>"According to the documentary, climate change is accelerating."</i> <i>"As stated by the scientific journal, vaccines are effective in preventing disease."</i> <i>"Based on multiple studies, reducing screen time can improve sleep quality."</i></p>	<p>reliable information? Why?"</p> <p>Sentence Stems "This source is reliable because _____." "The information in _____ contradicts _____ because _____." "I can verify the accuracy of this source by _____." "By comparing multiple sources, I can conclude that _____." "The media format affects my understanding of the information because _____." "One potential bias in this source is _____, which affects _____." "To make an informed decision, I must consider _____ and _____." "The discrepancy between these sources suggests that _____."</p>
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				<p>Conditional sentence e.g., with if, unless, given that</p> <p>"If one source contradicts another, I must verify the information with a third source." "Unless the website provides sources, I cannot trust its claims."</p>	
11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<p>advanced (avanzado/a)</p> <p>effectively (efectivamente)</p> <p>assess (evaluar)</p> <p>credibility (credibilidad)</p> <p>source</p> <p>research</p> <p>integrate (integrar)</p> <p>relevant (relevante)</p> <p>plagiarism (plagio)</p> <p>citation (citación)</p>	<p>conduct advanced searches</p> <p>distinguish between reliable and unreliable sources</p> <p>integrate and synthesize information into writing while maintaining the flow of ideas</p> <p>paraphrase and summarizing information to avoid plagiarism</p> <p>cite sources using a standard citation format</p>	<p>comparative structures e.g. "Source A is more credible than Source B because _."</p> <p>cause and effect phrases e.g. "Because this source is from __, it is considered reliable."</p> <p>citation language e.g. "According to __ (author, year), _." e.g. "This information comes from __, which states _."</p> <p>paraphrasing techniques e.g. "Instead of copying directly, I can say __ in my own words."</p> <p>credibility evaluation phrases e.g. "This source is biased/unbiased because</p>	<p>Questions</p> <p>"How do you know if a source is credible?"</p> <p>"What makes one source more effective than another?"</p> <p>"How can you rephrase this information in your own words?"</p> <p>"Why is it important to use multiple sources?"</p> <p>"What citation format should you use for this research?"</p> <p>"How can you avoid plagiarism while using this information?"</p> <p>Sentence Stems</p> <p>"I used an advanced search by __ to find relevant sources."</p> <p>"This source is credible because _."</p> <p>"The information from __ is relevant because _."</p> <p>"To avoid plagiarism, I will</p>

		format (formato)		__." ""The author is qualified because __."	__." "A better way to phrase this idea in my own words is __." "I will cite this source using __ format to ensure proper attribution."
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ELD Standard 2 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard			TN ELA Standard					
			FL	L	RL	RI	SL	W
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions						11-12.SL.CC.1	11-12.W.PDW.5 11-12.W.PDW.6 11-12.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th- 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	participate (participar) oral (oral) information (información) idea (idea) analysis (análisis) respond (responder) audience (audiencia) comment (comentario) initiate (iniciar)	engage in collaborative discussions express and justify opinions respond to and build on others' ideas ask and answer clarifying questions analyze and evaluate arguments summarize key points		use of transition words/phrases <i>e.g., "Additionally,...", "On the other hand,...", "For instance,..."</i> complex sentences <i>e.g., "Although some may argue..., I believe that..."</i> question words <i>e.g., who, what, where, when, why, how</i> persuasive phrases <i>e.g., "It is crucial that...", "The evidence suggests that..."</i>		Questions "What evidence can you provide to support your claim?" "How does this connect to the main argument?" "Can you explain your reasoning in more detail?" "What are the potential counterarguments to this idea?" Sentence Stems "I agree with your point because..." "One example that supports this idea is..." "I see your perspective, but I would argue that..." "This connects to our discussion because..."	

		<p>effectively (efectivamente)</p> <p>collaborate (colaborar)</p> <p>discussion (discusión)</p> <p>appropriate (apropiado)</p> <p>topic</p> <p>text (texto)</p> <p>express (expresar)</p> <p>clear (claro)</p> <p>persuasive (persuasivo)</p>	<p>use persuasive language to support claims</p>	<p>academic vocabulary in discussions <i>e.g., "The author's argument is compelling because..."</i></p>	
11-12.W.PDW.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and</p>	<p>participate (participar)</p> <p>oral (oral)</p> <p>information (información)</p> <p>ideas (ideas)</p> <p>analysis (análisis)</p>	<p>plan and organize writing before drafting</p> <p>revise text for clarity and coherence</p> <p>edit for grammar and mechanics</p>	<p>use of transition words to improve flow <i>e.g., "Therefore,...", "As a result,...", "In contrast,..."</i></p> <p>compound and complex sentences <i>e.g., "Even though the argument is strong, there are</i></p>	<p>Questions</p> <p>"What is the main purpose of your writing?"</p> <p>"How can you revise your draft to make your argument clearer?"</p> <p>"Does your writing effectively address the audience?"</p> <p>"What changes could strengthen your writing?"</p> <p>"How does this revision</p>

	Language standards 1-3 up to and including grades 11-12.	<p>respond (responder)</p> <p>audience - audiencia)</p> <p>comment (comentario)</p> <p>plan (planear)</p> <p>revise (revisar)</p> <p>edit (editar)</p> <p>significant (significativo)</p>	<p>rewrite to improve structure and content</p> <p>evaluate and refine writing for purpose and audience</p> <p>provide and apply feedback in the writing process</p>	<p><i>counterpoints to consider."</i></p> <p>appropriate verb tenses depending on context <i>e.g., past for narratives, present for analysis</i></p> <p>active and passive voice <i>e.g., "The study was conducted by the researchers." vs. "The researchers conducted the study."</i></p> <p>structures to strengthen arguments <i>e.g., "This evidence reinforces the claim that..."</i></p>	<p>improve the overall structure of your writing?"</p> <p>Sentence Stems "The purpose of my writing is to..." "One way I can improve my draft is by..." "My revision focuses on..." "I edited this section to clarify..." "To better address my audience, I..."</p>
11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	<p>oral (oral)</p> <p>information (información)</p> <p>ideas (ideas)</p> <p>analysis (análisis)</p> <p>respond (responder)</p>	<p>use technology to create and refine writing</p> <p>publish writing using online platforms</p> <p>collaborate on shared writing projects</p>	<p>imperatives for instructions <i>e.g., "Click on the link to access the document."</i></p> <p>use of transition words/phrases to explain steps and processes</p>	<p>Questions "How can you use technology to improve your writing process?" "What are the benefits of publishing writing online?" "What tools help you organize and display content effectively?" "What feedback did you receive, and how did you apply it?"</p>

		<p>comment (comentario)</p> <p>technology (tecnología)</p> <p>flexibly (flexible)</p> <p>dynamically (dinámicamente)</p>	<p>update and revise writing dynamically</p> <p>link information from multiple sources</p> <p>display content in an organized and interactive way</p> <p>engage in collaborative writing and peer review</p> <p>update writing based on feedback and new information</p> <p>incorporate multiple perspectives into writing</p>	<p><i>e.g., "First, upload your file. Then, edit the text."</i></p>	<p>Sentence Stems</p> <p>"I used technology to enhance my writing by..."</p> <p>"Publishing my work online allows me to..."</p> <p>"After reviewing feedback, I decided to..."</p> <p>"To update my argument, I included..."</p>
11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	<p>participate (participar)</p> <p>oral (oral)</p>	<p>write consistently for different tasks</p> <p>develop writing for both long-term and</p>	<p>genre-specific writing structures <i>e.g., essays, reports, narratives</i></p>	<p>Questions</p> <p>"What is the main purpose of this writing task?"</p> <p>"How can you adjust your writing to better fit your audience?"</p>

		<p>information (información)</p> <p>ideas (ideas)</p> <p>analysis (análisis)</p> <p>respond (responder)</p>	<p>short-term purposes</p> <p>adjust writing style based on purpose and audience</p> <p>manage time effectively to complete writing within deadlines</p> <p>respond to feedback to improve writing</p> <p>maintain focus on the task throughout the writing process</p>	<p>appropriate diction for audience and task <i>e.g., formal language for academic writing, informal for personal writing</i></p> <p>use of transition words/phrases to ensure flow <i>e.g., "First,...", "In conclusion,...", "On the other hand,..."</i></p>	<p>"What strategies will help you manage your time to complete this writing on time?"</p> <p>"What changes can you make to improve the clarity of your writing?"</p> <p>"How can you ensure that your writing meets the task requirements?"</p> <p>Sentence Stems</p> <p>"My writing task requires me to..."</p> <p>"To better address my audience, I will..."</p> <p>"I am using this structure because it helps me..."</p> <p>"I will manage my time by..."</p> <p>"To improve my writing, I will focus on..."</p>
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ELD Standard 3 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
3	Speak and write about grade-appropriate complex literary and informational texts and topics		11-12.L.VAU.6	11-12.RL.KID.2 11-12.RL.CS.4 11-12.RL.CS.5 11-12.RL.CS.6 11-12.RL.IKI.9	11-12.RI.KID.2 11-12.RI.CS.4 11-12.RI.CS.5 11-12.RI.IKI.9	11-12.SL.PKI.4	11-12.W.TTP.1 11-12.W.TTP.2 11-12.W.TTP.3 11-12.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
11-12.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.	general (general) academic (académico/a) domain (dominio) specific (específico/a) sufficient (suficiente) demonstrate (demostrar) independence (independencia) comprehension (comprensión)	acquire and use academic and domain-specific vocabulary determine the meaning of unfamiliar words in context apply vocabulary in reading, writing, speaking, and listening use context clues, word parts, and reference materials to understand new words	phrases for clarification <i>e.g., "in other words," "for instance," "this means that..."</i> sentence structures for defining and explaining words <i>e.g., "The term ___ refers to..."</i> use of affixes and root words to determine meaning <i>e.g., "The prefix ___ suggests that the word means..."</i> complex sentences for demonstrating word usage	Questions "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?" Sentence Stems "I determined the meaning of the word ___ by..."		

				<i>e.g., "Because the word __ is used in this context, it implies..."</i>	"This word is important in the text because..." "One strategy I use to understand unknown words in text is..." "An example of domain-specific vocabulary in this field is..."
11-12.RL.KID.2	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	determine (determinar) theme central idea (idea central) analyze (analizar) development summary critical (crítico)	identify the themes or central ideas analyze how the themes develop over time summarize information critically compare themes across different texts	use of transition words/phrases <i>e.g. "For example," "First, next, furthermore, as a result, in contrast"</i> structures for summarizing <i>e.g. "The main ideas of the text are... / The author conveys the themes by..."</i> complex sentences: <i>e.g. "Because the character faces challenges, the themes of perseverance and resilience emerges".</i>	Questions "What are the central ideas of this text?" "How does the author develop the themes throughout the text?" "What details support the central ideas?" "How do the multiple themes in this text compare to another text you have read?" Sentence Stems "The central ideas of this text are __ because __." "The author develops the themes by..." "One detail that supports one of the central ideas is __ because it shows __."
11-12.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word	determine (determinar) words phrases (frases)	determine the meaning of words and phrases in context analyze how figurative and	context clues to determine word meaning <i>e.g., "The word __ means __ in this text because __."</i> cause and effect to analyze impact	Questions "What is the meaning of a specific word or phrase in this text?" "How does the author's choice of words affect the overall meaning and tone?"

	choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	<p>figurative (figurativo)</p> <p>connotative (connotativo)</p> <p>analyze (analizar)</p> <p>cumulative (cumulativo)</p> <p>impact (impacto)</p> <p>tone</p> <p>evokes</p> <p>formal (formal)</p> <p>informal (informal)</p>	<p>connotative meanings affect interpretation</p> <p>evaluate how an author's word choices impact meaning and tone</p> <p>compare the use of formal and informal language in different texts</p> <p>explain how language conveys a sense of time and place</p>	<p><i>e.g., "By using __, the author creates a tone of __."</i></p> <p>comparison structures to contrast word choice <i>e.g., "Unlike __, this phrase suggests __."</i></p> <p>evidence-based statements to support analysis <i>e.g., "The phrase __ suggests __, which contributes to the overall meaning."</i></p>	<p>"What is the figurative or connotative meaning of this phrase?"</p> <p>"How does the language in the text establish a sense of time and place?"</p> <p>"What effect does the use of formal or informal language have on the text?"</p> <p>Sentence Stems</p> <p>"The language used in this passage evokes a sense of ____ by ____."</p> <p>"The word ____ means ____ in this context because ____."</p> <p>"The author's word choice creates a ____ tone by using words like ____."</p>
11-12.RL.CS.5	Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	<p>analyze (analizar)</p> <p>author (autor)</p> <p>choices</p> <p>structure</p> <p>aesthetic (estético)</p> <p>impact (impacto)</p>	<p>analyze how an author's structural choices affect meaning and impact</p> <p>evaluate how specific sections contribute to the overall structure of the text</p> <p>interpret the aesthetic effect of an author's structural decisions</p>	<p>language to explain the structural impact <i>e.g., "Because the author structures __ this way, it creates __."</i></p> <p>structures to contrast different choices <i>e.g., "Unlike __, this section is structured __, making the text more __."</i></p> <p>text evidence to support analysis <i>e.g., "The author's</i></p>	<p>Questions</p> <p>"How does the structure of a specific part of the text contribute to its overall meaning?"</p> <p>"What impact does the author's structural choices have on the reader's experience?"</p> <p>"How does the structure of different sections enhance or change the text's aesthetic appeal?"</p> <p>"In what ways do the</p>

			<p>compare different structural techniques and their influence on a text's effectiveness</p> <p>explain how an author's organization enhances or detracts from the reader's experience</p>	<p><i>use of __ in this section contributes to the text's meaning by __.</i>"</p> <p>evaluative language to assess aesthetic impact <i>e.g., "The structure enhances the text's aesthetic appeal by __."</i></p>	<p>author's structural decisions strengthen or weaken the text?"</p> <p>"How does the organization of ideas in this part of the text connect to its overall message?"</p> <p>Sentence Stems</p> <p>"The structure of this section contributes to the overall text by __."</p> <p>"By organizing this part of the text __, the author enhances its meaning by __."</p> <p>"This structural choice creates an aesthetic impact by __."</p> <p>"The author's decision to __ in this section helps to __."</p> <p>"If the author had structured this part differently, the effect would be __."</p>
11-12.RL.CS.6	Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	<p>analyze (analizar)</p> <p>point of view</p> <p>purpose</p> <p>distinguish (distinguir)</p> <p>imply (implicar)</p>	<p>analyze how an author's point of view influences what is stated and what is implied</p> <p>determine the author's purpose and how it affects meaning</p>	<p>using contrast structure to differentiate explicit and implicit information <i>e.g., "The text directly states __, but it implies __."</i></p> <p>cause and effect sentence structures</p>	<p>Questions</p> <p>"How does the author's point of view shape what is stated and what is implied?"</p> <p>"What is the author's purpose, and how does it influence the text's message?"</p> <p>"What information is directly stated, and what must the reader infer?"</p>

		direct (directo)	<p>distinguish between explicit (direct) and implicit (implied) information in a text</p> <p>evaluate how word choice and tone convey unstated ideas</p> <p>interpret hidden meanings or assumptions in a text</p>	<p><i>e.g., "Because the author's perspective is __, they choose to emphasize __."</i></p> <p>complex sentence to discuss purpose <i>e.g., "The author's purpose is __, as seen in the statement __."</i></p>	<p>"How does the author's choice of words reveal their perspective?"</p> <p>"What clues in the text help determine what is implied rather than explicitly stated?"</p> <p>Sentence Stems</p> <p>"The author's point of view is __, which influences what is directly stated by __ and what is implied by __."</p> <p>"The purpose of this text is __, as shown by __."</p> <p>"While the text clearly states __, it also implies __."</p> <p>"The author's choice of words, such as __, suggests that __."</p> <p>"From the text, we can infer that __ because __."</p>
11-12.RL.IKI.9	Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	<p>demonstrate (demostrar)</p> <p>knowledge (conocimiento)</p> <p>analyze (analizar)</p> <p>theme</p> <p>significance (significancia)</p>	<p>analyze thematic connections between texts</p> <p>compare and contrast how different texts treat the same theme</p> <p>evaluate the literary significance of multiple texts</p>	<p>use of transition words for comparison <i>e.g. "Similarly, Likewise, In the same way, Both texts show..."</i></p> <p>use of transition words for contrast <i>e.g. "However, In contrast, Unlike, On the other hand..."</i></p> <p>structures for analyzing theme</p>	<p>Questions</p> <p>"What common theme do these texts explore?"</p> <p>"How do the authors approach the theme differently?"</p> <p>"What literary techniques contribute to the theme's development?"</p> <p>"How does the historical or cultural context influence the theme in each text?"</p> <p>"What textual evidence</p>

		<p>consider (considerar)</p> <p>compare (comparar)</p> <p>contrast (contrastar)</p> <p>similar (similar)</p> <p>topic</p>	<p>support analysis with textual evidence</p> <p>synthesize information from multiple sources</p>	<p>e.g. "The theme of ____ is presented in both texts through..."</p> <p>e.g. "While both texts address ____, they differ in how they..."</p> <p>e.g. "The author of [Text 1] presents the theme by ____, whereas [Text 2]..."</p> <p>phrases for supporting analysis with evidence</p> <p>e.g. "According to [text], the author states..."</p> <p>e.g. "One example that illustrates this theme is..."</p> <p>e.g. "This passage demonstrates the theme because..."</p>	<p>supports your comparison?"</p> <p>Sentence Stems</p> <p>"Both texts explore the theme of ____ by..."</p> <p>"One similarity between the texts is ____, while a key difference is..."</p> <p>"The authors develop the theme differently by..."</p> <p>"A significant passage that supports this theme is..."</p> <p>"The theme of ____ is important because..."</p>
11-12.RI.KID.2	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	<p>determine (determinar)</p> <p>central (central)</p> <p>idea (idea)</p> <p>analyze (analizar)</p> <p>development</p> <p>critical (crítico/a)</p> <p>multiple (múltiple)</p>	<p>identify the central ideas of a text</p> <p>analyze how the central ideas develop throughout the text(s)</p> <p>summarize information critically</p> <p>explain how key details support the central ideas</p>	<p>introductory phrases for explanation</p> <p>e.g., "for example," "this shows that," "as a result"</p> <p>sentence structures for summarizing critically</p> <p>e.g., "The text explains that..."</p> <p>complex sentences for analysis</p> <p>e.g., "As the text progresses, the central ideas become clearer because..."</p>	<p>Questions</p> <p>"What are the central ideas of this text?"</p> <p>"How does the author develop the central ideas throughout the text?"</p> <p>"What key details support the central ideas?"</p> <p>"How can you summarize the text(s) critically?"</p> <p>Sentence Stems</p> <p>"The central ideas of the text are..."</p> <p>"The author develops this idea by..."</p> <p>"A key detail that supports</p>

				comparative structures for critical summaries <i>e.g., "While the author first states..., later they emphasize..."</i>	one of the central ideas is..." "A critical summary of this text might focus on..."
11-12.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	determine (determinar) figurative (figurativo) connotative (connotativo) technical (técnico) analyze (analizar) refines (refina)	determine the meaning of words and phrases in a text analyze figurative, connotative, and technical meanings of words evaluate how an author develops and refines key terms explain how word meaning evolves throughout a text compare how different types of word meanings contribute to understanding	context clues to define words <i>e.g., "The meaning of __ in this sentence is __ because __."</i> figurative language <i>e.g., "The phrase __ is an example of __ and means __."</i> sentence structures to demonstrate word refinement <i>e.g., "At the beginning of the text, __ means __, but later, it develops to mean __."</i> text evidence to support analysis <i>e.g., "The author first defines __ as __, but later refines it by __."</i>	Questions "What does a specific word or phrase mean in this text?" "How does the meaning of a key term change throughout the text?" "What is the figurative, connotative, or technical meaning of this phrase?" "How does the author refine the meaning of an important term?" "How do word choices contribute to the overall understanding of the text?" Sentence Stems "The word/phrase __ in this text means __ because __." "The author first introduces __ as __, but later refines it to mean __ by __." "The figurative/connotative/technical meaning of __ is __, which contributes to __." "Throughout the text, the meaning of __ evolves from __ to __." "The word __ is refined as

					the author provides more information, such as __."
11-12.RI.CS.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<p>analyze (analizar)</p> <p>evaluate (evaluar)</p> <p>effectiveness (efectividad)</p> <p>structure (estructura)</p> <p>exposition (exposición)</p> <p>argument (argumento)</p> <p>convincing (convincente)</p> <p>clear (claro)</p> <p>engaging</p>	<p>analyze how the structure of an exposition or argument contributes to clarity and persuasiveness</p> <p>evaluate whether the structure enhances the effectiveness of the argument</p> <p>assess how the organization of ideas makes the text engaging for the audience</p> <p>compare different structural choices and their impact on meaning</p> <p>determine whether the author's structural choices strengthen or weaken their argument</p>	<p>language to explain the impact of structure <i>e.g., "Because the author organizes ideas __, it makes the argument more __."</i></p> <p>comparison structures to evaluate effectiveness <i>e.g., "Compared to __, this structure is more __ because __."</i></p> <p>evidence-based statements to support analysis <i>e.g., "The structure is effective because __, as shown in __."</i></p> <p>modality words to assess engagement <i>e.g., "This structure may be engaging to readers because __."</i></p>	<p>Questions</p> <p>"How does the structure of the text help make the points clear, convincing, and engaging?"</p> <p>"What structural choices does the author make to enhance their argument?"</p> <p>"Does the structure effectively support the author's purpose? Why or why not?"</p> <p>"How does the organization of ideas impact the reader's understanding and engagement?"</p> <p>"What changes could improve the effectiveness of the author's exposition or argument?"</p> <p>Sentence Stems</p> <p>"The author structures the text by __, which helps to make the argument __."</p> <p>"By organizing the ideas __, the author makes the argument more __."</p> <p>"The effectiveness of the structure is shown in __ because __."</p> <p>"This structure makes the text more/less engaging because __."</p>

					"To improve the clarity and persuasiveness of the argument, the author could ____."
11-12.RI.IKI.9	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.	<p>analyze (analizar)</p> <p>evaluate (evaluar)</p> <p>variety (variedad)</p> <p>theme</p> <p>historical (histórico)</p> <p>significance (significancia)</p> <p>topic</p> <p>fact (facto)</p> <p>rhetorical (retórico)</p> <p>feature</p>	<p>analyze themes and connections between historical and literary texts</p> <p>evaluate the reliability and accuracy of facts in different sources</p> <p>determine the purpose and intended audience of a text</p> <p>examine rhetorical features and persuasive techniques</p> <p>compare how historical and literary texts present similar topics</p> <p>synthesize information from multiple sources</p>	<p>use of transition words for analysis <i>e.g., "In order to, As a result, Due to, This demonstrates that..."</i></p> <p>use of transition words for evaluation <i>e.g., "Based on the evidence, This suggests that, A key strength of this argument is..."</i></p> <p>structures for analyzing historical and literary texts <i>e.g., "Both texts address the topic of ____, but they differ in..." "The purpose of [Text 1] is to ____, while [Text 2] aims to..." "The author's use of ____ supports the argument by..." "Rhetorical features such as ____ enhance the effectiveness of..."</i></p> <p>phrases for supporting analysis with evidence <i>e.g., "According to [Text], the author states..." "This historical text provides</i></p>	<p>Questions</p> <p>"What common themes or topics do these texts explore?"</p> <p>"How do the authors' purposes influence their presentation of facts?"</p> <p>"What rhetorical features make each text persuasive or effective?"</p> <p>"How do historical and literary texts treat the same subject differently?"</p> <p>"What textual evidence supports your evaluation of these texts?"</p> <p>Sentence Stems</p> <p>"The historical and literary texts both address ____, but they differ in..."</p> <p>"The purpose of this text is to ____, which is evident through..."</p> <p>"One rhetorical feature used in this text is ____, which helps to..."</p> <p>"The facts presented in [Text 1] are ____, whereas in [Text 2] they are..."</p> <p>"By comparing these texts, we can see that..."</p>

				<i>factual evidence that..." "One rhetorical feature that strengthens the argument is..."</i>	
11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	<p>present (presentar)</p> <p>information (información)</p> <p>evidence (evidencia)</p> <p>concisely (concisamente)</p> <p>logically (lógicamente)</p> <p>organization (organización)</p> <p>alternative (alternativa)</p> <p>support</p> <p>conclusion (conclusión)</p> <p>coherence (coherencia)</p> <p>clarity (claridad)</p>	<p>organize and present ideas in a logical sequence</p> <p>state claims and support them with relevant evidence</p> <p>explain reasoning behind conclusions</p> <p>explaining reasoning logically and persuasively</p> <p>structuring information for clarity and coherence</p> <p>using appropriate tone and style for different audiences</p>	<p>use of formal tone and declarative sentence <i>e.g., "The evidence clearly demonstrates that climate change is impacting global weather patterns."</i> <i>"Research indicates that social media usage can affect mental health."</i></p> <p>use of citation phrases and transition words <i>e.g., "According to recent studies, students who read daily score higher on tests."</i> <i>"For example, the author states, '_____', which supports the idea that _____."</i></p> <p>cause-and-effect structures <i>e.g., "Because the study was conducted over a long period, its results are considered reliable." "Since the survey was anonymous, participants were more likely to answer honestly."</i></p> <p>use of sequential phrase</p>	<p>Questions</p> <p>"What is the main claim or argument being presented?"</p> <p>"How does the speaker support their claim with evidence?"</p> <p>"What counterarguments are addressed, and how are they refuted?"</p> <p>"How does the organization of the presentation help the audience understand the argument?"</p> <p>"What evidence is the most convincing, and why?"</p> <p>"How does the speaker's tone and style impact the effectiveness of the presentation?"</p> <p>"What alternative perspectives are presented?"</p> <p>"How does the speaker transition between ideas to maintain clarity?"</p> <p>Sentence Stems</p> <p>"The main argument presented is _____."</p> <p>"One piece of evidence that</p>

				<p>e.g., "First, I will explain the causes of the issue." "Next, I will present supporting evidence." "Finally, I will address counterarguments and conclude."</p> <p>concluding phrases e.g., "In conclusion, the evidence proves that stricter regulations on pollution are necessary." "Overall, this research suggests that investing in renewable energy is beneficial."</p>	<p>supports this claim is _____."</p> <p>"A counterargument to consider is _____, but _____."</p> <p>"The speaker effectively transitions between ideas by _____."</p> <p>"The reasoning behind this claim is _____ because _____."</p> <p>"This evidence is relevant because _____."</p> <p>"An alternative perspective on this issue is _____."</p> <p>"The presentation is structured by first _____, then _____, and finally _____."</p> <p>"In conclusion, the key takeaway from this presentation is _____."</p>
11-12.W.TTP.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s).</p> <p>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and</p>	<p>argument (argumento)</p> <p>reasoning (razonamiento)</p> <p>evidence (evidencia)</p> <p>analysis (análisis)</p> <p>valid (válido)</p> <p>relevant</p>	<p>develop claims and counterclaims fairly</p> <p>provide relevant and sufficient evidence</p> <p>explain strengths and limitations of arguments</p> <p>organize arguments with cohesion</p> <p>conclude an</p>	<p>use of transition words to introduce claims e.g., "first," "foremost," "one reason is...," "however," "on the other hand," "in contrast..."</p> <p>complex sentence structures to analyze claims e.g., "although some may argue that __," "evidence suggests that __ because __"</p>	<p>Questions</p> <p>"How do you introduce your claim in a clear and precise manner?"</p> <p>"What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?"</p> <p>"How does the organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?"</p>

	<p>counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone.</p>	<p>(relevante)</p> <p>sufficient (suficiente)</p> <p>conclusion (conclusión)</p> <p>organization (organización)</p> <p>cohesion (cohesión)</p> <p>precise (preciso)</p>	<p>argument effectively</p> <p>use formal and objective language</p>	<p>consistent verb tense when presenting arguments</p>	<p>"How does your conclusion effectively support and follow from your argument?"</p> <p>"What specific language or domain-specific vocabulary do you use to support your argument?"</p> <p>Sentence Stems</p> <p>"I introduce my claim in a clear and precise manner by..."</p> <p>"I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting ____."</p> <p>"By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____."</p> <p>"My conclusion supports my argument by summarizing the key points and reinforcing the claim that ____."</p> <p>"I use specific terms like ____ to explain ____, which helps clarify my argument."</p>
11-12.W.TTP.2	Write informative/explanatory texts to analyze, synthesize, and	informative (informativo/a)	write informative/explanato	use of transition words/phrases for cohesion	<p>Questions</p> <p>"How can you introduce your topic in a way that</p>

<p>convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Provide a concluding statement or section that</p>	<p>explanatory (explicativo/a)</p> <p>analyze (analizar)</p> <p>concept (concepto)</p> <p>organize (organizar)</p> <p>cohesion (cohesión)</p> <p>clarify (clarificar)</p> <p>relevant (relevante)</p> <p>introduction (introducción)</p> <p>conclusion (conclusión)</p> <p>synthesize (sintetizer)</p>	<p>ry texts with clarity and coherence</p> <p>organize ideas logically to create cohesion</p> <p>introduce and conclude a topic effectively</p> <p>use facts, examples, and quotations to support ideas</p> <p>select precise language and domain-specific vocabulary</p> <p>incorporate multimedia and formatting for comprehension</p> <p>maintain a formal style and objective tone</p> <p>synthesize information from multiple sources to create a comprehensive understanding</p>	<p>e.g., "furthermore," "in addition," "as a result"</p> <p>sentence structures for explanations e.g., "This concept is significant because..." "By using multiple examples, the author clarifies..."</p> <p>structures for cause-and-effect e.g., "Since this fact supports the main idea, it helps the reader understand..."</p> <p>comparative structures for analysis e.g., "Unlike the previous example, this one demonstrates..."</p> <p>structure for synthesis e.g., "By combining these perspectives," "This evidence, when synthesized, shows..."</p>	<p>engages the audience?"</p> <p>"What strategies can you use to organize your ideas effectively?"</p> <p>"How do your examples and evidence support your explanation?"</p> <p>"What domain-specific vocabulary is necessary for this topic?"</p> <p>"How does your conclusion reinforce the main idea of your text?"</p> <p>"What formatting or multimedia elements can help your audience understand the topic?"</p> <p>"How do you ensure your writing maintains a formal and objective tone?"</p> <p>"How can you synthesize information from multiple sources to strengthen your explanation?"</p> <p>Sentence Stems</p> <p>"The introduction effectively engages the reader by..."</p> <p>"To create cohesion, I organized my ideas by..."</p> <p>"One key fact that supports my explanation is..."</p> <p>"The use of precise language is important because..."</p> <p>"My conclusion reinforces</p>
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	<p>follows from and supports the information or explanation presented.</p> <p>e. Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>g. Establish and maintain a formal style and objective tone.</p>				<p>the main idea by..."</p> <p>"To improve clarity, I included formatting such as..."</p> <p>"By synthesizing different sources, I was able to show that..."</p>
11-12.W.TTP.3	<p>Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a</p>	<p>narrative (narrativa)</p> <p>experience (experiencia)</p> <p>technique (técnica)</p> <p>detail (detalle)</p> <p>sequence (secuencia)</p>	<p>develop a problem, situation, or observation in a narrative</p> <p>establish a clear point of view and introduce characters</p> <p>sequence events logically to build a coherent story</p> <p>use narrative techniques like dialogue and</p>	<p>use of transition words for sequencing <i>e.g., first, next, then, finally</i></p> <p>sensory language <i>e.g., The wind howled through the trees, carrying the scent of pine.</i></p> <p>structures for cause and effect <i>e.g., Because the character hesitated, he missed his opportunity.</i></p>	<p>Questions</p> <p>"How does your narrative introduce the problem or situation?"</p> <p>"What techniques can you use to develop your characters?"</p> <p>"How do you ensure your events build on one another?"</p> <p>"What sensory details can you add to make the scene vivid?"</p> <p>"How does your conclusion reflect on the events of the story?"</p>

	<p>narrator/speaker and/or characters.</p> <p>b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>observation (observación)</p> <p>progression (progresión)</p> <p>description (descripción)</p> <p>reflection (reflexión)</p> <p>conclusion (conclusión)</p> <p>metaphor (metáfora)</p> <p>simile (símil)</p> <p>analogy (analogía)</p>	<p>description</p> <p>incorporate sensory language and precise details</p> <p>maintain an appropriate style and tone throughout the narrative</p> <p>provide a conclusion that reflects on the events of the story</p> <p>use appropriate language and techniques such as metaphor, simile, and analogy</p>	<p>dialogue punctuation <i>e.g., "I can't believe it!" she exclaimed.</i></p>	<p>"What choices help you establish a consistent tone and style?"</p> <p>"How can you use metaphor, simile, or analogy to enhance your descriptions?"</p> <p>Sentence Stems</p> <p>"The story begins with _____ to introduce _____."</p> <p>"The character's perspective is shown through _____."</p> <p>"Events build on each other when _____ happens because _____."</p> <p>"To make the setting more vivid, I used details such as _____."</p> <p>"The conclusion reflects on the story by _____."</p> <p>"To create a formal/informal tone, I chose words like _____."</p> <p>"I used a metaphor/simile/analogy when I wrote, '_____' to show _____."</p>
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	<p>g. Use appropriate language and techniques, such as metaphor, simile, and analogy.</p> <p>h. Establish and maintain an appropriate style and tone.</p>				
11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	<p>extend (extendido)</p> <p>purpose</p> <p>audience (audiencia)</p>	<p>write consistently for different tasks</p> <p>develop writing for both long-term and short-term purposes</p> <p>adjust writing style based on purpose and audience</p> <p>maintain focus on the task throughout the writing process</p>	<p>genre-specific writing structures <i>e.g., essays, reports, narratives</i></p> <p>appropriate diction for audience and task <i>e.g., formal language for academic writing, informal for personal writing</i></p> <p>use of transition words/phrases <i>e.g., "Firstly,...", "In conclusion,...", "On the other hand,..."</i></p>	<p>Questions</p> <p>"What is the main purpose of this writing task?"</p> <p>"How can you adjust your writing to better fit your audience?"</p> <p>"What strategies will help you manage your time to complete this writing on time?"</p> <p>"What changes can you make to improve the clarity of your writing?"</p> <p>"How can you ensure that your writing meets the task requirements?"</p> <p>Sentence Stems</p> <p>"My writing task requires me to..."</p> <p>"To better address my audience, I will..."</p> <p>"I am using this structure because it helps me..."</p> <p>"I will manage my time by..."</p> <p>"To improve my writing, I will focus on..."</p>

ELD Standard 4 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard			TN ELA Standard					
			FL	L	RL	RI	SL	W
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			11-12.L.VAU.6	11-12.RL.KID.1 11-12.RL.CS.5 11-12.RL.IKI.9	11-12.RI.KID.1 11-12.RI.IKI.9	11-12.SL.CC.2 11-12.SL.PKI.4	11-12.W.TTP.1 11-12.W.RBPK.8 11-12.W.RBPK.9
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
11-12.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.	general (general) academic (académico/a) domain (dominio) specific (específico/a) sufficient (suficiente) demonstrate (demostrar) independence (independencia)	acquire and use academic and domain-specific vocabulary determine the meaning of unfamiliar words in context apply vocabulary in reading, writing, speaking, and listening use context clues, word parts, and reference materials to understand new words		phrases for clarification <i>e.g., "in other words," "for instance," "this means that..."</i> sentence structures for defining and explaining words <i>e.g., "The term __ refers to..."</i> use of affixes and root words to determine meaning <i>e.g., "The prefix __ suggests that the word means..."</i> complex sentences for demonstrating word usage		Questions "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?" Sentence Stems "I determined the meaning of the word __ by..."	

		comprehension (comprensión)		<i>e.g., "Because the word ____ is used in this context, it implies..."</i>	"This word is important in the text because..." "One strategy I use to understand unknown words in text is..." "An example of domain-specific vocabulary in this field is..."
11-12.RL.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	analyze (analizar) infer (inferir) evidence (evidencia) explicit (explícito) synthesize support interpret (interpretar) multiple (múltiple)	analyze explicit and implicit meanings in multiple sources make inferences based on textual evidence cite evidence to support claims compare and contrast textual details summarize key ideas and supporting details	phrases for introducing evidence <i>e.g., "For example," "According to the text," "The author states..."</i> phrases for explaining evidence <i>e.g., "This suggests that..."</i> complex sentences to explain inferences <i>e.g., "Because the character reacts this way, we can infer..."</i> conditional statements <i>e.g., "If the text states ____, then we can conclude ____"</i>	Questions "What is explicitly stated in the texts?" "What can you infer from the details given?" "What is the strongest piece of evidence to support your conclusion?" "How do the authors support their argument?" "What are the key details that help you understand the main idea?" Sentence Stems "The texts explicitly state that..." "Based on the details in the texts, I can infer that..." "The strongest evidence to support this conclusion is..." "The authors support their argument by..." "A key detail that helps us understand the main idea is..."
11-12.RL.CS.5	Analyze how an author's choices concerning the	analyze (analizar)	analyze how an author's structural	language to explain structural impact	Questions "How does the structure of

	<p>structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</p>	<p>author (autor)</p> <p>choices</p> <p>structure</p> <p>aesthetic (estético)</p> <p>impact (impacto)</p>	<p>choices affect meaning and impact</p> <p>evaluate how specific sections contribute to the overall structure of the text</p> <p>interpret the aesthetic effect of an author's structural decisions</p> <p>compare different structural techniques and their influence on a text's effectiveness</p> <p>explain how an author's organization enhances or detracts from the reader's experience</p>	<p><i>e.g., "Because the author structures __ this way, it creates __."</i></p> <p>structures to contrast different choices <i>e.g., "Unlike __, this section is structured __, making the text more __."</i></p> <p>text evidence to support analysis <i>e.g., "The author's use of __ in this section contributes to the text's meaning by __."</i></p> <p>evaluative language to assess aesthetic impact <i>e.g., "The structure enhances the text's aesthetic appeal by __."</i></p>	<p>a specific part of the text contribute to its overall meaning?"</p> <p>"What impact does the author's structural choices have on the reader's experience?"</p> <p>"How does the structure of different sections enhance or change the text's aesthetic appeal?"</p> <p>"In what ways do the author's structural decisions strengthen or weaken the text?"</p> <p>"How does the organization of ideas in this part of the text connect to its overall message?"</p> <p>Sentence Stems</p> <p>"The structure of this section contributes to the overall text by __."</p> <p>"By organizing this part of the text __, the author enhances its meaning by __."</p> <p>"This structural choice creates an aesthetic impact by __."</p> <p>"The author's decision to __ in this section helps to __."</p> <p>"If the author had structured this part</p>
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					differently, the effect would be __."
11-12.RL.IKI.9	Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	<p>construct (construir)</p> <p>claim</p> <p>support</p> <p>reasoning (razonamiento)</p> <p>evidence (evidencia)</p> <p>demonstrate (demostrar)</p> <p>knowledge</p> <p>analyze (analizar)</p> <p>theme</p> <p>literary (literario)</p> <p>significance (significancia)</p> <p>consider (considerar)</p> <p>compare (comparar)</p>	<p>construct claims about literary themes and their significance</p> <p>analyze how multiple texts explore similar themes or topics</p> <p>evaluate the effectiveness of textual evidence in supporting claims</p> <p>compare authors' approaches to similar themes in different texts</p> <p>explain the reasoning behind a claim using logical evidence</p> <p>synthesize information from multiple sources to support a claim</p>	<p>use of transition words for comparison <i>e.g. "Similarly, Likewise, In the same way, Both texts show..."</i></p> <p>structures for constructing claims and supporting them with evidence <i>e.g. "The theme of ____ is explored in both texts through..." "Both authors present ____, but they differ in how they..." "The author of [Text 1] supports this idea by ____, while the author of [Text 2]..." "This evidence demonstrates that ____ because..."</i></p> <p>phrases for reasoning and evidence <i>e.g. "According to [Text], the author argues that..." "This passage supports the claim by showing..." "By using ____, the author emphasizes..." "One key similarity/difference between these texts is..."</i></p>	<p>Questions</p> <p>"What common themes or topics do these texts explore?"</p> <p>"How do the authors develop their themes differently?"</p> <p>"What evidence from each text supports the claim about their thematic connection?"</p> <p>"In what ways do the authors' perspectives on this theme differ?"</p> <p>"How does the historical or cultural context influence the treatment of the theme?"</p> <p>Sentence Stems</p> <p>"The central theme in both texts is ____, which is developed through..."</p> <p>"While both authors discuss ____, one focuses on ____, while the other..."</p> <p>"This passage from [Text 1] supports the theme by ____, whereas [Text 2]..."</p> <p>"The reasoning behind this claim is supported by..."</p> <p>"Both texts highlight ____, but they approach it differently by..."</p>

		topic			
11-12.RI.KID.1	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	<p>analyze (analizar)</p> <p>infer (inferir) interpret (interpretar)</p> <p>evidence (evidencia)</p> <p>multiple (múltiple)</p> <p>explicit (explícito)</p> <p>synthesize</p>	<p>identify explicit information in multiple informational sources</p> <p>analyze what the texts state directly and implicitly</p> <p>make inferences based on textual evidence</p> <p>cite the strongest and most relevant evidence to support conclusions</p> <p>evaluate the credibility and strength of textual evidence</p> <p>distinguish between explicit statements and inferred ideas</p>	<p>passive voice <i>e.g., "The most compelling textual evidence is cited to support conclusions."</i></p> <p>complex sentences <i>e.g., "Although the texts do not explicitly state ____, they implies this idea through ____."</i></p> <p>use of transition words/phrases <i>e.g., "For example, in addition, as a result, therefore, according to the texts"</i></p> <p>modals for inference <i>e.g., "The texts might suggest that..."</i></p> <p>relative clauses <i>e.g., "The passage, which includes specific data, supports the idea that..."</i></p>	<p>Questions</p> <p>"What do the texts explicitly state?"</p> <p>"What inferences can be made based on the details in the texts?"</p> <p>"What is the strongest evidence that supports this conclusion?"</p> <p>"How do the authors present information to support their argument?"</p> <p>"Which details in the texts help support your inference?"</p> <p>"What conclusions can be drawn from the data presented?"</p> <p>"How does the evidence contribute to the overall message of the texts?"</p> <p>Sentence Stems</p> <p>"The texts explicitly state that ____."</p> <p>"Based on the details in the texts, it can be inferred that ____."</p> <p>"One strong piece of textual evidence to support this conclusion is ____."</p>

			explain how explicit details support an inference draw logical conclusions from informational texts		"The author suggests ____ by stating ____." "The strongest evidence for this interpretation is ____." "This detail implies that ____ because ____." "According to the text, ____ supports the idea that ____."
11-12.RI.IKI.9	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.	analyze (analizar) variety (variedad) thematic (temático) historical (histórico) literary (literario) significance (significancia) topic fact (facto) concept (concepto)	analyze the themes, facts, and purposes of historical and literary texts evaluate how different texts use rhetorical features to convey meaning compare how authors address similar topics in different historical contexts construct claims about the significance of themes in historical and literary texts support claims with reasoning and textual evidence synthesize information from	use of transition words for analysis and evaluation <i>e.g. "In comparison, In contrast, Similarly, Unlike, Both texts demonstrate, While one text emphasizes..."</i> structures for constructing claims and supporting them with evidence <i>e.g., "The theme of ____ is explored in both texts through" "The author's purpose in writing this text is to..." "Both texts present the topic of ____, but they differ in..." "The rhetorical strategies used by [Author] include..." "This evidence demonstrates that ____ because..."</i> phrases for reasoning and evaluation	Questions "What are the key themes and purposes of these texts?" "How do the authors use rhetorical strategies to convey their message?" "What historical context influences the meaning of these texts?" "How do these texts present similar facts or topics differently?" "What evidence supports your claim about the significance of these texts?" "How does each author's purpose shape the way they present information?" Sentence Stems "The central theme in both texts is ____, which is developed through..." "The historical significance of this text is demonstrated by..." "While both authors discuss

			multiple sources to draw conclusions	<i>e.g., "According to [Text], the author argues that..." "The historical significance of this text is evident in..." "By using _____, the author emphasizes..." "One key rhetorical feature in this text is..."</i>	_____, one focuses on _____, while the other..." "This passage from [Text 1] supports the theme by _____, whereas [Text 2]..." "One rhetorical strategy used by the author is _____, which helps..." "The purpose of this text is to _____, as shown by..."
11-12.SL.CC.2	Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	integrate (integrar) evaluate (evaluar) multiple (múltiples) information (información) diverse (diverso) media (medios) formats (formatos) credibility (credibilidad) discrepancy (discrepancia)	identify relevant information from multiple sources compare and synthesize information from different media formats evaluate the credibility and accuracy of sources analyze discrepancies between different sources determine whether information is fact-based or opinion-based	complex sentences for comparing <i>e.g., because, since, due to</i> <i>"The source is credible because it provides data from a government report." "This article lacks credibility since it does not cite any sources."</i> using comparative structures <i>e.g., whereas, while, on the other hand</i> <i>"The first source states that renewable energy use is increasing, whereas the second source claims it is declining." "One study concludes that exercise improves memory, while another study suggests no significant effect."</i> use of comparatives and superlatives	Questions "How does the format of the source influence the way information is presented?" "What are the key differences between these sources?" "How can I determine whether a source is credible?" "What discrepancies exist between these sources, and why might they exist?" "How does bias affect the accuracy of a source?" "What evidence supports the information presented in this source?" "How can integrating multiple sources help in making informed decisions?" "Which source provides the most accurate and reliable information? Why?"

			<p>summarizing key points from multiple sources to make an informed decision</p> <p>explaining how different perspectives influence the presentation of information</p> <p>using evidence from multiple sources to support a conclusion</p>	<p><i>e.g. "This research study is more reliable than the blog post because it includes peer-reviewed evidence."</i></p> <p><i>"Among all the sources, the government report is the most credible since it is based on official data."</i></p> <p>passive voice and modal verbs <i>e.g. "The information may be biased because the author works for the company being reviewed."</i></p> <p><i>"Some facts could have been exaggerated to influence public opinion."</i></p> <p>use of transition words <i>e.g., like according to, as stated by, based on</i> <i>"According to the documentary, climate change is accelerating."</i> <i>"As stated by the scientific journal, vaccines are effective in preventing disease."</i> <i>"Based on multiple studies, reducing screen time can improve sleep quality."</i></p> <p>conditional sentences <i>e.g., with if, unless, given that</i></p>	<p>Sentence Stems</p> <p>"This source is reliable because _____."</p> <p>"The information in _____ contradicts _____ because _____."</p> <p>"I can verify the accuracy of this source by _____."</p> <p>"By comparing multiple sources, I can conclude that _____."</p> <p>"The media format affects my understanding of the information because _____."</p> <p>"One potential bias in this source is _____, which affects _____."</p> <p>"To make an informed decision, I must consider _____ and _____."</p> <p>"The discrepancy between these sources suggests that _____."</p>
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				<p><i>"If one source contradicts another, I must verify the information with a third source." "Unless the website provides sources, I cannot trust its claims."</i></p>	
11-12.SL.PKI.4	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p>	<p>present (presentar)</p> <p>information (información)</p> <p>evidence (evidencia)</p> <p>concisely (concisamente)</p> <p>logically (lógicamente)</p> <p>organization (organización)</p> <p>audience (audiencia)</p> <p>alternative (alternativa)</p> <p>support (soporte)</p> <p>conclusion (conclusión)</p>	<p>organize and present ideas in a logical sequence</p> <p>state claims and support them with relevant evidence</p> <p>explain reasoning behind conclusions</p> <p>explaining reasoning logically and persuasively</p> <p>structuring information for clarity and coherence</p> <p>using appropriate tone and style for different audiences</p>	<p>formal tone) e.g. <i>"The evidence clearly demonstrates that climate change is impacting global weather patterns."</i> <i>"Research indicates that social media usage can affect mental health."</i></p> <p>citation phrases e.g. <i>"According to recent studies, students who read daily score higher on tests."</i> <i>"For example, the author states, '_____', which supports the idea that ____."</i></p> <p>cause-and-effect structures e.g. <i>"Because the study was conducted over a long period, its results are considered reliable."</i> <i>"Since the survey was anonymous, participants were more likely to answer honestly."</i> e.g. <i>"First, I will explain the causes of the issue."</i> <i>"Next, I will present supporting</i></p>	<p>Questions</p> <p>"What is the main claim or argument being presented?"</p> <p>"How does the speaker support their claim with evidence?"</p> <p>"What counterarguments are addressed, and how are they refuted?"</p> <p>"How does the organization of the presentation help the audience understand the argument?"</p> <p>"What evidence is the most convincing, and why?"</p> <p>"How does the speaker's tone and style impact the effectiveness of the presentation?"</p> <p>"What alternative perspectives are presented?"</p> <p>"How does the speaker transition between ideas to maintain clarity?"</p> <p>Sentence Stems</p> <p>"The main argument presented is ____."</p>

		coherence (coherencia) clarity (claridad)		<i>evidence."</i> <i>"Finally, I will address counterarguments and conclude."</i> concluding and summarizing (Using concluding phrases) <i>e.g. "In conclusion, the evidence proves that stricter regulations on pollution are necessary."</i> <i>"Overall, this research suggests that investing in renewable energy is beneficial."</i>	"One piece of evidence that supports this claim is _____. "A counterargument to consider is _____, but _____. "The speaker effectively transitions between ideas by _____. "The reasoning behind this claim is _____ because _____. "This evidence is relevant because _____. "An alternative perspective on this issue is _____. "The presentation is structured by first _____, then _____, and finally _____. "In conclusion, the key takeaway from this presentation is _____."
11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s).	argument (argumento) reasoning (razonamiento) evidence (evidencia) analysis (análisis)	develop claims and counterclaims fairly provide relevant and sufficient evidence explain strengths and limitations of arguments organize arguments with cohesion	use of transition words to introduce claims <i>e.g., "first," "foremost," "one reason is...," "however," "on the other hand," "in contrast..."</i> complex sentence structures to analyze claims <i>e.g., "although some may argue that __," "evidence suggests that __ because</i>	Questions "How do you introduce your claim in a clear and precise manner?" "What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?" "How does the organization of your argument create clear relationships between your claims, counterclaims,

	<p>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>valid (válido)</p> <p>relevant (relevante)</p> <p>sufficient (suficiente)</p> <p>conclusion (conclusión)</p> <p>organization (organización)</p> <p>cohesion (cohesión)</p> <p>precise (preciso)</p>	<p>conclude an argument effectively</p> <p>use formal and objective language</p>	<p>____"</p> <p>consistent verb tense when presenting arguments</p>	<p>reasons, and evidence?"</p> <p>"How does your conclusion effectively support and follow from your argument?"</p> <p>"What specific language or domain-specific vocabulary do you use to support your argument?"</p> <p>Sentence Stems</p> <p>"I introduce my claim in a clear and precise manner by..."</p> <p>"I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting ____."</p> <p>"By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____."</p> <p>"My conclusion supports my argument by summarizing the key points and reinforcing the claim that ____."</p> <p>"I use specific terms like ____ to explain ____, which helps clarify my argument."</p>
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	f. Establish and maintain a formal style and objective tone.				
11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<p>advanced (avanzado/a)</p> <p>effectively (efectivamente)</p> <p>assess (evaluar)</p> <p>credibility (credibilidad)</p> <p>source</p> <p>research</p> <p>integrate (integrar)</p> <p>relevant (relevante)</p> <p>plagiarism (plagio)</p> <p>citation (citación)</p> <p>format (formato)</p>	<p>conduct advanced searches</p> <p>distinguish between reliable and unreliable sources</p> <p>integrate and synthesize information into writing while maintaining the flow of ideas</p> <p>paraphrase and summarizing information to avoid plagiarism</p> <p>cite sources using a standard citation format</p>	<p>comparative structures <i>e.g. "Source A is more credible than Source B because __."</i></p> <p>cause and effect phrases <i>e.g. "Because this source is from __, it is considered reliable."</i></p> <p>citation language <i>e.g. "According to __ (author, year), __."</i> <i>e.g. "This information comes from __, which states __."</i></p> <p>paraphrasing phrases <i>e.g. "Instead of copying directly, I can say __ in my own words."</i></p> <p>credibility evaluation phrases <i>e.g., "This source is biased/unbiased because __." "The author is qualified because __."</i></p>	<p>Questions</p> <p>"How do you know if a source is credible?"</p> <p>"What makes one source more effective than another?"</p> <p>"How can you rephrase this information in your own words?"</p> <p>"Why is it important to use multiple sources?"</p> <p>"What citation format should you use for this research?"</p> <p>"How can you avoid plagiarism while using this information?"</p> <p>Sentence Stems</p> <p>"I used an advanced search by __ to find relevant sources."</p> <p>"This source is credible because __."</p> <p>"The information from __ is relevant because __."</p> <p>"To avoid plagiarism, I will __."</p> <p>"A better way to phrase this idea in my own words is __."</p>

					"I will cite this source using __ format to ensure proper attribution."
11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.	<p>defend (defender)</p> <p>interpretation (interpretación)</p> <p>analysis (análisis)</p> <p>reflection (reflexión)</p> <p>evidence (evidencia)</p> <p>literature (literatura)</p> <p>informational text (texto informativo)</p>	<p>support and defend interpretations, analyses, reflections, or research</p> <p>apply reasoning and evidence to justify claims</p> <p>make and defend claims based on sources</p> <p>integrate textual evidence into arguments and interpretations</p> <p>evaluate the strength of evidence used to support claims</p>	<p>introduce evidence to support claims <i>e.g., "According to the text, ..."</i></p> <p>use of transition phrases linking reasoning and evidence <i>e.g., "This evidence supports my claim because....," "For example," "Additionally," "On the other hand"</i></p> <p>academic tone and formal language to express and defend claims <i>e.g., "I assert that..." or "It can be concluded that..."</i></p>	<p>Questions "What evidence from the text supports your claim?" "How does your evidence strengthen your interpretation of the text?" "What reasoning can you provide to defend your analysis?" "How can you explain the connection between your claim and the evidence you have found?"</p> <p>Sentence Stems "I support my claim with evidence from the text, which states..." "This evidence strengthens my interpretation because..." "Based on my analysis, I conclude that..." "The text supports my reflection by..." "I defend my research by pointing to evidence that shows..."</p>

ELD Standard 5 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
5	Conduct research and evaluate and communicate findings to answer questions or solve problems					11-12.SL.PKI.4 11-12.SL.PKI.5	11-12.W.RBPK.7 11-12.W.RBPK.8 11-12.W.RBPK.9
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	<p>present (presentar)</p> <p>information (información)</p> <p>evidence (evidencia)</p> <p>concisely (concisamente)</p> <p>logically (lógicamente)</p> <p>organization (organización)</p> <p>alternative (alternativa)</p> <p>support</p>	<p>organize and present ideas in a logical sequence</p> <p>state claims and support them with relevant evidence</p> <p>explain reasoning behind conclusions</p> <p>explaining reasoning logically and persuasively</p> <p>structuring information for clarity and coherence</p> <p>using appropriate tone and style for different audiences</p>	<p>use of formal tone e.g., <i>"The evidence clearly demonstrates that climate change is impacting global weather patterns."</i> <i>"Research indicates that social media usage can affect mental health."</i></p> <p>citation phrases e.g., <i>"According to recent studies, students who read daily score higher on tests."</i> <i>"For example, the author states, '_____,' which supports the idea that _____."</i></p>	<p>Questions</p> <p>"What is the main claim or argument being presented?"</p> <p>"How does the speaker support their claim with evidence?"</p> <p>"What counterarguments are addressed, and how are they refuted?"</p> <p>"How does the organization of the presentation help the audience understand the argument?"</p> <p>"What evidence is the most convincing, and why?"</p> <p>"How does the speaker's tone and style impact the effectiveness of the presentation?"</p> <p>"What alternative perspectives are presented?"</p> <p>"How does the speaker</p>		

		<p>conclusion (conclusión)</p> <p>coherence (coherencia)</p> <p>clarity (claridad)</p>		<p>cause and effect statements <i>e.g., "Because the study was conducted over a long period, its results are considered reliable." "Since the survey was anonymous, participants were more likely to answer honestly."</i></p> <p>use of transition between ideas <i>e.g., "First, I will explain the causes of the issue." "Next, I will present supporting evidence." "Finally, I will address counterarguments and conclude."</i></p> <p>conclusion phrases <i>e.g., "In conclusion, the evidence proves that stricter regulations on pollution are necessary." "Overall, this research suggests that investing in renewable energy is beneficial."</i></p>	<p>transition between ideas to maintain clarity?"</p> <p>Sentence Stems "The main argument presented is _____. "One piece of evidence that supports this claim is _____. "A counterargument to consider is _____, but _____. "The speaker effectively transitions between ideas by _____. "The reasoning behind this claim is _____ because _____. "This evidence is relevant because _____. "An alternative perspective on this issue is _____. "The presentation is structured by first _____, then _____, and finally _____. "In conclusion, the key takeaway from this presentation is _____."</p>
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11-12.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.	media (medios) visual (visual) presentation (presentación) evidence (evidencia) interest (interés)	conduct research and evaluate sources present findings using digital media and visual aids enhance understanding through strategic use of visuals communicate reasoning and evidence effectively	introductory phrases to explain research, visual displays, and reasoning <i>e.g., "The data visualized here suggests..." or "The research indicates..."</i> <i>"In this graph..."</i>	<p>Questions</p> <p>"How does the digital media you used enhance the understanding of your findings?"</p> <p>"What visual aids did you include in your presentation, and how do they support your reasoning?"</p> <p>"How did you organize your research findings to communicate them effectively?"</p> <p>"What tools did you use to make your presentation engaging and informative?"</p> <p>"How do your visuals help the audience understand the evidence you presented?"</p> <p>Sentence Stems</p> <p>"I used ____ to enhance the presentation by..."</p> <p>"This visual helps explain my findings because..."</p> <p>"I organized my findings by ____ which makes it easier to understand because..."</p> <p>"The use of ____ added interest to my presentation by..."</p>
11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated	Research problem (problema)	conduct and write research projects to answer questions or solve problems	questioning strategies for conducting research	<p>Questions</p> <p>"How did you narrow or broaden the scope of your research question?"</p> <p>"What sources did you</p>

	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.	multiple (múltiple) narrow understanding investigation (investigación)	synthesize information from multiple sources evaluate and analyze sources to support findings demonstrate a new understanding of the subject through research	synthesize information from various sources into a coherent argument organize research into clear sections, appropriate to genre <i>e.g., introduction, methodology, findings, conclusion</i> use appropriate citation formats for sources <i>e.g., MLA, APA</i> use of transition phrases to connect findings and analysis <i>e.g., "In addition," "Therefore," "As a result"</i>	synthesize to support your understanding of the subject?" "How does your research demonstrate a new understanding of the topic?" "How did you organize your research to communicate your findings effectively?" Sentence Stems "I narrowed my research question by focusing on ____, which allowed me to..." "I synthesized information from ____ and ____ to support my argument by..." "Through my research, I developed a new understanding of ____ because..." "I evaluated the reliability of my sources by..."
11-12.W.RBP.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and	advanced (avanzado/a) effectively (efectivamente) assess (evaluar) credibility (credibilidad)	conduct advanced searches distinguish between reliable and unreliable sources integrate and synthesize information into writing	comparative structures <i>e.g., "Source A is more credible than Source B because __."</i> cause and effect phrases <i>e.g., "Because this source is from __, it is</i>	Questions "How do you know if a source is credible?" "What makes one source more effective than another?" "How can you rephrase this information in your own words?" "Why is it important to use multiple sources?" "What citation format should

	following a standard format for citation.	<p>source</p> <p>research</p> <p>integrate (integrar)</p> <p>relevant (relevante)</p> <p>plagiarism (plagio)</p> <p>citation (citación)</p> <p>format (formato)</p>	<p>while maintaining the flow of ideas</p> <p>paraphrase and summarizing information to avoid plagiarism</p> <p>cite sources using a standard citation format</p>	<p><i>considered reliable."</i></p> <p>citation language e.g., "According to __ (author, year), __." "This information comes from __, which states __."</p> <p>paraphrasing techniques e.g., "Instead of copying directly, I can say __ in my own words."</p> <p>credibility evaluation phrases e.g., "This source is biased/unbiased because __." "The author is qualified because __."</p>	<p>you use for this research?" "How can you avoid plagiarism while using this information?"</p> <p>Sentence Stems "I used an advanced search by __ to find relevant sources." "This source is credible because __." "The information from __ is relevant because __." "To avoid plagiarism, I will __." "A better way to phrase this idea in my own words is __." "I will cite this source using __ format to ensure proper attribution."</p>
11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.	<p>defend (defender)</p> <p>interpretation (interpretación)</p> <p>analysis (análisis)</p> <p>reflection (reflexión)</p>	<p>support and defend interpretations, analyses, reflections, or research</p> <p>apply reasoning and evidence to justify claims</p>	<p>introduce evidence to support claims e.g., "According to the text, ..."</p> <p>use of transition phrases linking reasoning and evidence</p>	<p>Questions "What evidence from the text supports your claim?" "How does your evidence strengthen your interpretation of the text?" "What reasoning can you provide to defend your analysis?" "How can you explain the</p>

		<p>evidence (evidencia)</p> <p>literature (literatura)</p> <p>informational text (texto informativo)</p>	<p>make and defend claims based on sources</p> <p>integrate textual evidence into arguments and interpretations</p> <p>evaluate the strength of evidence used to support claims</p>	<p><i>e.g., "This evidence supports my claim because....," "For example," "Additionally," "On the other hand"</i></p> <p>academic tone and formal language to express and defend claims</p> <p><i>e.g., "I assert that..." or "It can be concluded that..."</i></p>	<p>connection between your claim and the evidence you have found?"</p> <p>Sentence Stems</p> <p>"I support my claim with evidence from the text, which states..."</p> <p>"This evidence strengthens my interpretation because..."</p> <p>"Based on my analysis, I conclude that..."</p> <p>"The text supports my reflection by..."</p> <p>"I defend my research by pointing to evidence that shows..."</p> <p>Questions</p> <p>"What evidence from the text supports your claim?"</p> <p>"How does your evidence strengthen your interpretation of the text?"</p> <p>"What reasoning can you provide to defend your analysis?"</p> <p>"How can you explain the connection between your claim and the evidence you have found?"</p> <p>Sentence Stems</p> <p>"I support my claim with evidence from the text, which states..."</p> <p>"This evidence strengthens my interpretation because..."</p>
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					"Based on my analysis, I conclude that..." "The text supports my reflection by..." "I defend my research by pointing to evidence that shows..."
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ELD Standard 6 and Eleventh and Twelfth Grade English Language Arts

TN ELD Standard			TN ELA Standard					
			FL	L	RL	RI	SL	W
6	Analyze and critique the arguments of others orally and in writing			11-12.L.VAU.6		11-12.RI.CS.5 11-12.RI.CS.6 11-12.RI.IKI.8	11-12.SL.CC.3	
TN ELA Standard			Academic Language (Cognates)	Language Functions	Language Forms		Questions and Sentence Stems	
11-12.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.	general (general) academic (académico/a) domain (dominio) specific (específico/a) sufficient (suficiente) demonstrate (demostrar) independence (independencia) comprehension (comprensión)	acquire and use academic and domain-specific vocabulary determine the meaning of unfamiliar words in context apply vocabulary in reading, writing, speaking, and listening use context clues, word parts, and reference materials to understand new words	phrases for clarification <i>e.g., "in other words," "for instance," "this means that..."</i> sentence structures for defining and explaining words <i>e.g., "The term ___ refers to..."</i> use of affixes and root words to determine meaning <i>e.g., "The prefix ___ suggests that the word means..."</i> complex sentences for demonstrating word usage		Questions "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?"		

				<i>e.g., "Because the word ___ is used in this context, it implies..."</i>	Sentence Stems "I determined the meaning of the word ___ by..." "This word is important in the text because..." "One strategy I use to understand unknown words in text is..." "An example of domain-specific vocabulary in this field is..."
11-12.RI.CS.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	analyze (analizar) evaluate (evaluar) effectiveness (efectividad) structure (estructura) exposition (exposición) argument (argumento) convincing (convinciente)	analyze how the structure of an exposition or argument contributes to clarity and persuasiveness evaluate whether the structure enhances the effectiveness of the argument assess how the organization of ideas makes the text engaging for the audience compare different structural choices and their impact on meaning	language to explain the impact of structure <i>e.g., "Because the author organizes ideas __, it makes the argument more __."</i> comparison structures to evaluate effectiveness <i>e.g., "Compared to __, this structure is more __ because __."</i> evidence-based statements to support analysis <i>e.g., "The structure is effective because __, as shown in __."</i> modality words to assess engagement	Questions "How does the structure of the text help make the points clear, convincing, and engaging?" "What structural choices does the author make to enhance their argument?" "Does the structure effectively support the author's purpose? Why or why not?" "How does the organization of ideas impact the reader's understanding and engagement?" "What changes could improve the effectiveness of the author's exposition or argument?"

			<p>determine whether the author's structural choices strengthen or weaken their argument</p>	<p><i>e.g., "This structure may be engaging to readers because __."</i></p>	<p>Sentence Stems</p> <p>"The author structures the text by __, which helps to make the argument __."</p> <p>"By organizing the ideas __, the author makes the argument more __."</p> <p>"The effectiveness of the structure is shown in __ because __."</p> <p>"This structure makes the text more/less engaging because __."</p> <p>"To improve the clarity and persuasiveness of the argument, the author could __."</p>
11-12.RI.CS.6	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.	<p>determine (determinar)</p> <p>purpose</p> <p>analyze (analizar)</p> <p>style</p> <p>content</p> <p>effectiveness (efectividad)</p>	<p>identify the author's point of view and purpose in a text</p> <p>analyze how the author's style influences meaning and effectiveness</p> <p>evaluate how content choices support the author's purpose</p>	<p>language to explain how style and content impact meaning</p> <p><i>e.g., "Because the author uses __, it makes the argument more __."</i></p> <p>structures to contrast styles</p> <p><i>e.g., "Unlike __, this author's style is more __, which makes the text __."</i></p> <p>language to support analysis</p>	<p>Questions</p> <p>"What is the author's point of view, and how does it shape the text?"</p> <p>"What is the author's purpose, and how is it conveyed through the text?"</p> <p>"How does the author's style contribute to the overall effectiveness of the text?"</p> <p>"How do the author's</p>

			<p>compare different writing styles and their impact on the reader</p> <p>interpret how tone and word choice contribute to the author's effectiveness</p>	<p><i>e.g., "The phrase __ shows that the author's purpose is to __."</i></p> <p>modality words to evaluate effectiveness <i>e.g., "The author effectively conveys __ by using __."</i></p>	<p>content choices support their argument or message?"</p> <p>"What specific language or techniques does the author use to engage the audience?"</p> <p>Sentence Stems</p> <p>"The author's point of view is __, which is evident in __."</p> <p>"The purpose of this text is __, as shown by __."</p> <p>"The author's style contributes to the effectiveness of the text by __."</p> <p>"By using __, the author makes the argument/message more __."</p> <p>"The content choices, such as __, support the author's purpose by __."</p>
11-12.RI.IKI.8	Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	<p>argument (argumento)</p> <p>evaluate (evaluar)</p> <p>text (texto)</p>	<p>identify evidence used to support an argument</p> <p>analyze how reasoning connects evidence to a claim</p>	<p>cause-and-effect structures <i>e.g., "Because the author includes __, the argument is stronger."</i></p>	<p>Questions</p> <p>"How does the author use evidence to support the argument?"</p> <p>"What reasoning does the author provide to connect the evidence to the claim?"</p>

		evidence (evidencia) author reasoning claim incorporate (incorporar) specific (específico/a)	evaluate the credibility and relevance of evidence distinguish between strong and weak evidence explain how an author structures an argument	explanatory phrases <i>e.g., "The author uses this data to show that __," "By including this example, the author establishes a link between __ and __."</i> organization of an argument <i>e.g. "chronological," "cause-effect," "problem-solution"</i>	"Is the evidence relevant and credible? Why or why not?" "How does the structure of the argument affect its persuasiveness?" Sentence Stems "The author supports the argument by incorporating __ as evidence." "The reasoning connects the evidence to the claim by..." "This evidence strengthens/weakens the argument because..." "The argument is persuasive because the author uses __ organization to..."
11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluate (evaluar) point of view reasoning (razonamiento) evidence (evidencia) rhetoric (retórica)	evaluate arguments identify logical fallacies analyze rhetorical techniques express agreement or disagreement with reasoning	evaluative phrases <i>e.g., "The speaker's argument is (strong/weak) because __," "This statement may be distorted because __."</i> contrastive structures <i>e.g., Although the speaker claims __, the evidence actually shows</i>	Questions "What is the speaker's main argument?" "How does the speaker support their claims with evidence?" "What reasoning does the speaker use, and is it logical?" "How does the speaker's

		<p>identify (identificar)</p> <p>exaggerated (exagerado/a)</p> <p>distorted (distorsionado/a)</p> <p>stance</p> <p>word choice</p> <p>emphasis (énfasis)</p>	<p>critique logical connections and coherence in an argument</p>	<p>—.</p> <p>adjective clauses <i>e.g. "The speaker uses emotional language, which helps persuade the audience." "The repetition of key phrases, which emphasizes the argument, makes the speech more impactful."</i></p> <p>contrasting statement "however" and "nevertheless" <i>e.g. "The speaker presents strong evidence; however, some points lack clear explanations." "The argument is well-structured; nevertheless, it does not address opposing viewpoints."</i></p>	<p>word choice affect the audience's perception?" "What rhetorical devices does the speaker use to strengthen their argument?" "How does the speaker's tone influence the effectiveness of the argument?"</p> <p>Sentence Stems "The speaker argues that _____, using _____ as evidence." "The argument is convincing because _____." "One weakness in the speaker's reasoning is _____." "The speaker's tone is _____, which makes the argument _____." "The choice of words, such as _____, emphasizes _____." "A logical fallacy present in the argument is _____ because _____." "The speaker supports their</p>
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					<p>point by _____, but this evidence is/is not effective because _____."</p> <p>"Although the speaker presents strong evidence, they fail to consider _____."</p> <p>"The use of _____ appeals to the audience's _____."</p>
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ELD Standard 7 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard			TN ELA Standard					
			FL	L	RL	RI	SL	W
7	Adapt language choices to purpose, task, and audience when speaking and writing			11-12.L.KL.3 11-12.L.VAU.6			11-12.SL.PKI.4 11-12.SL.PKI.6	11-12.W.PDW.4 11-12.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems			
11-12.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.	adapt (adaptar) choice purpose apply (aplicar) knowledge understand function (función) effective (efectivo) meaning style (estilo) comprehend (comprender)	adapt language choices to convey meaning or style make language choices based on task, audience, and purpose comprehend and analyze language use in different contexts use references (e.g., dictionaries, style guides) to refine language choices examine syntax to understand complex sentences	adapt formal/informal language depending on the audience <i>e.g., "using formal language in academic writing or informal language in casual conversation"</i> using diction, sentence structure, and register to match task or audience <i>e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a</i>	Questions "How does your language choice change depending on the audience or task?" "What strategies do you use to understand language in different contexts?" "How do you adapt your style and tone to match the purpose of your writing or speaking?" "What is the effect of your language choices on the audience's understanding?" "How do you adjust your reading or listening approach to comprehend different types of texts?" "How does syntax affect comprehension in complex texts?"			

		<p>consult (consultar)</p> <p>reference (referencia)</p> <p>syntax (sintaxis)</p> <p>complex (complejo/a)</p>	<p>evaluate how sentence structure contributes to meaning in a text</p>	<p><i>descriptive tone in narratives</i></p> <p>complex sentence structures <i>e.g., "Because the author uses formal language, the tone of the text is..."</i></p> <p>conditional structures <i>e.g., "If the sentence were rewritten in an informal tone, it would..."</i></p> <p>comparative structures <i>e.g., "Unlike informal language, academic language emphasizes..."</i></p> <p>sentence structures for referencing sources <i>e.g., "According to ___, the best word choice for this context is..."</i></p>	<p>"What reference sources can help determine the most effective language choice?"</p> <p>Sentence Stems</p> <p>"I use __ strategy to help me understand..."</p> <p>"In my writing, I adjust the style by __ based on __."</p> <p>"I chose ___ tone because..."</p> <p>"By analyzing the syntax of this sentence, I can determine that..."</p> <p>"Consulting __ helped clarify that the best language choice is..."</p>
11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and	general (general) academic (académico/a)	acquire and use academic and	phrases for clarification	<p>Questions</p> <p>"What strategies can you use to determine the meaning of</p>

	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.	<p>domain (dominio)</p> <p>specific (específico/a)</p> <p>sufficient (suficiente)</p> <p>demonstrate (demostrar)</p> <p>independence (independencia)</p> <p>comprehension (comprensión)</p>	<p>domain-specific vocabulary</p> <p>determine the meaning of unfamiliar words in context</p> <p>apply vocabulary in reading, writing, speaking, and listening</p> <p>use context clues, word parts, and reference materials to understand new words</p>	<p><i>e.g., "in other words," "for instance," "this means that..."</i></p> <p>sentence structures for defining and explaining words <i>e.g., "The term ___ refers to..."</i></p> <p>use of affixes and root words to determine meaning <i>e.g., "The prefix ___ suggests that the word means..."</i></p> <p>complex sentences for demonstrating word usage <i>e.g., "Because the word ___ is used in this context, it implies..."</i></p>	<p>an unfamiliar word?"</p> <p>"How does this word or phrase contribute to your understanding of the text?"</p> <p>"What are some examples of domain-specific vocabulary in this subject area?"</p> <p>"How can you apply this new vocabulary in your own speaking or writing?"</p> <p>"What resources can you use to build your vocabulary independently?"</p> <p>Sentence Stems</p> <p>"I determined the meaning of the word ___ by..."</p> <p>"This word is important in the text because..."</p> <p>"One strategy I use to understand unknown words in text is..."</p> <p>"An example of domain-specific vocabulary in this field is..."</p>
11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or	<p>present (presentar)</p> <p>information (información)</p>	<p>organize and present ideas in a logical sequence</p> <p>state claims and support them with</p>	<p>use of formal tone <i>e.g., "The evidence clearly demonstrates that climate change is impacting global weather patterns."</i></p> <p><i>"Research indicates</i></p>	<p>Questions</p> <p>"What is the main claim or argument being presented?"</p> <p>"How does the speaker support their claim with evidence?"</p>

	<p>opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</p>	<p>evidence (evidencia)</p> <p>concisely (concisamente)</p> <p>logically (lógicamente)</p> <p>organization (organización)</p> <p>audience (audiencia)</p> <p>alternative (alternativa)</p> <p>support</p> <p>conclusion (conclusión)</p> <p>coherence (coherencia)</p> <p>clarity (claridad)</p>	<p>relevant evidence</p> <p>explain reasoning behind conclusions</p> <p>explaining reasoning logically and persuasively</p> <p>structuring information for clarity and coherence</p> <p>using appropriate tone and style for different audiences</p>	<p><i>that social media usage can affect mental health."</i></p> <p>citation phrases e.g., <i>"According to recent studies, students who read daily score higher on tests."</i> <i>"For example, the author states, '_____, ' which supports the idea that _____."</i></p> <p>cause-and-effect structures e.g., <i>"Because the study was conducted over a long period, its results are considered reliable."</i> <i>"Since the survey was anonymous, participants were more likely to answer honestly."</i></p> <p>use of transitions between ideas e.g., <i>"First, I will explain the causes of the issue."</i> <i>"Next, I will present supporting</i></p>	<p>"What counterarguments are addressed, and how are they refuted?"</p> <p>"How does the organization of the presentation help the audience understand the argument?"</p> <p>"What evidence is the most convincing, and why?"</p> <p>"How does the speaker's tone and style impact the effectiveness of the presentation?"</p> <p>"What alternative perspectives are presented?"</p> <p>"How does the speaker transition between ideas to maintain clarity?"</p> <p>Sentence Stems</p> <p>"The main argument presented is _____."</p> <p>"One piece of evidence that supports this claim is _____."</p> <p>"A counterargument to consider is _____, but _____."</p> <p>"The speaker effectively transitions between ideas by _____."</p>
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				<p>evidence." "Finally, I will address counterarguments and conclude."</p> <p>concluding phrases e.g., "In conclusion, the evidence proves that stricter regulations on pollution are necessary." "Overall, this research suggests that investing in renewable energy is beneficial."</p>	<p>"The reasoning behind this claim is _____ because _____."</p> <p>"This evidence is relevant because _____."</p> <p>"An alternative perspective on this issue is _____."</p> <p>"The presentation is structured by first _____, then _____, and finally _____."</p> <p>"In conclusion, the key takeaway from this presentation is _____."</p>
11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>adapt (adaptar)</p> <p>language (lenguaje)</p> <p>purpose</p> <p>audience (audiencia)</p> <p>context (contexto)</p> <p>formal (formal)</p> <p>appropriate (apropiado/a)</p>	<p>adjust tone and register</p> <p>select appropriate vocabulary</p> <p>use formal or informal language</p> <p>identify audience and context</p> <p>express ideas clearly for different settings</p>	<p>formal expressions e.g., "I would like to suggest...," "According to the data...," "Dear Mr./Mrs./Dr. __"</p> <p>formal expressions e.g., "I think...," "You know what I mean?" "Hey guys, today we're going to talk about..."</p>	<p>Questions</p> <p>"Who is your audience and what tone should you use?"</p> <p>"What is the purpose of your speech or writing?"</p> <p>"Should your language be formal or informal for this task?"</p> <p>"How can you adjust your language for different situations?"</p> <p>"Are your word choices appropriate for your audience?"</p>

					Sentence Stems "Because my audience is __, I will use a __ tone." "The purpose of this task is to __ so I will __." "In a formal situation, I would say __ instead of __." "When speaking to __, I should avoid using __."
11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	produce (producir) coherent (coherente) development organization (organización) style (estilo) appropriate (apropiado/a) task purpose audience (audiencia)	write with clarity and coherence organize ideas logically to fit the task and purpose develop content in a structured and meaningful way select an appropriate style and tone for the audience revise and refine writing for effectiveness	use of transition words/phrases <i>e.g., "first, next, in addition, for example, as a result, finally, therefore"</i> adapt formal/informal language depending on the audience <i>e.g., "using formal language in academic writing or informal language in casual conversation"</i> using diction, sentence structure, and register to match task or audience <i>e.g., choosing more complex vocabulary</i>	Questions "How can you ensure your writing is clear and coherent?" "What is the task, purpose, and audience for this writing?" "Is your style appropriate for your intended audience?" "What revisions can improve the clarity and coherence of your writing?" Sentence Stems "My writing is clear and coherent because..." "The purpose of this writing is to __, which is reflected in..." "To develop my ideas effectively, I organized my writing by..." "This style is appropriate for

				<i>for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives</i>	my audience because..." "One way to improve coherence in my writing is..."
11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	extend (extendido) purpose audience (audiencia)	write consistently for different tasks develop writing for both long-term and short-term purposes adjust writing style based on purpose and audience maintain focus on the task throughout the writing process	genre-specific writing structures <i>e.g., essays, reports, narratives</i> appropriate diction for audience and task <i>e.g., formal language for academic writing, informal for personal writing</i> use of transition words/phrases <i>e.g., "Firstly,...", "In conclusion,...", "On the other hand,..."</i>	Questions "What is the main purpose of this writing task?" "How can you adjust your writing to better fit your audience?" "What changes can you make to improve the clarity of your writing?" "How can you ensure that your writing meets the task requirements?" Sentence Stems "My writing task requires me to..." "To better address my audience, I will..." "I am using this structure because it helps me..." "I will manage my time by..." "To improve my writing, I will focus on..."

ELD Standard 8 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
8	Determine the meaning of words and phrases in oral presentations and literary and informational text		11-12.L.VAU.4 D 11-12.L.VAU.5	11-12.RL.CS.4	11-12.RI.CS.4		
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
11-12.L.VAU.4.d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	determine (determinar) clarify (clarificar) meaning unknown multiple (múltiple) phrase (frase) strategy (estrategia) flexibly (flexiblemente) range	identify the meaning of unknown words and phrases recognize and apply context clues and etymological patterns to determine word meaning recognize multiple-meaning words and select the correct interpretation apply word analysis strategies to clarify meaning explain how spelling patterns relate to word origins and definitions	use of transition words/phrases for word analysis <i>e.g., "for example," "this suggests that," "in contrast"</i> sentence structures for determining meaning <i>e.g., "The word __ means __ in this context because..."</i> comparative structures for multiple-meaning words <i>e.g., "In this sentence, __ means __, but in another context, it could mean..."</i> complex sentences for etymological analysis <i>e.g., "Since this word has a Latin root, it is related to..."</i>	Questions "What strategies can you use to determine the meaning of an unknown word?" "How does the context help clarify the meaning of this word or phrase?" "What are the possible meanings of this word, and which one fits this text?" "How do spelling patterns or word roots provide clues about the word's meaning?" "What other words share the same etymological pattern as this one?" Sentence Stems "The meaning of the word __ can be		

		etymological (etimológico/a) spelling clue			determined by..." "This word has multiple meanings, but in this context, it means..." "The etymology of this word suggests that it is related to..." "By analyzing the spelling pattern, I can infer that this word means..." "A strategy I used to determine the meaning of this phrase is..."
11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 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.	demonstrate (demostrar) understanding figurative language (lenguaje figurado) relationship (relación) nuance meaning interpret (interpretar)	analyze the role of figures of speech in a text interpret words and phrases with multiple meanings in context identify nuances in word meanings compare and contrast words with similar denotations but different connotations	identify figures of speech like metaphors, similes, personification, and idioms in text structures to analyze word choice to determine its effect on meaning and tone <i>e.g., "The author uses 'storm' instead of 'rain' to create a sense of chaos."</i> comparative and contrast structures <i>e.g., "While both ___ and ___ mean ___, ___ conveys a stronger/milder/more formal tone," "Although ___ and ___ have the same definition, ___ is used in a</i>	Questions "What figure of speech is used in this passage, and how does it contribute to the meaning of the text?" "How does the author use figurative language to convey deeper meaning or create an effect?" "What is the nuance in meaning between these two words, and how does it impact the text?" "How does the context help you understand the figurative meaning of a word or phrase?" "What role do word relationships play in

		<p>figure of speech</p> <p>analyze (analizar)</p> <p>context (contexto)</p> <p>denotation (denotación)</p> <p>connotation (connotación)</p> <p>text (texto)</p> <p>similar (similar)</p>		<p><i>more __ context," "Unlike __, which suggests __, __ implies __."</i></p> <p>contextual analysis structures <i>e.g., "In this sentence, the word __ suggests __, whereas in another context, it might mean __," "Depending on the situation, __ can mean either __ or __."</i></p> <p>precision and degree modifiers <i>e.g., "slightly," "somewhat," "moderately," "strongly," "intensely" ("The word __ is slightly more formal than __.")</i> <i>e.g., "suggests," "implies," "conveys," "evokes" ("The word __ evokes a sense of __, while __ implies __.")</i></p>	<p>understanding the meaning of the text?"</p> <p>Sentence Stems "In this context, the word __ means __ because..." "The figurative language in this sentence helps to..."</p>
11-12.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	<p>determine (determinar)</p> <p>words</p> <p>phrases (frases)</p> <p>figurative (figurativo)</p>	<p>determine the meaning of words and phrases in context</p> <p>analyze how figurative and connotative meanings affect interpretation</p>	<p>context clues to determine word meaning <i>e.g., "The word __ means __ in this text because __."</i></p> <p>cause and effect structures <i>e.g., "By using __, the author creates a tone of __."</i></p>	<p>Questions "What is the meaning of a specific word or phrase in this text?" "How does the author's choice of words affect the overall meaning and tone?" "What is the figurative or connotative meaning</p>

	of time and place, and how it communicates an informal or formal tone.	connotative (connotativo) analyze (analizar) cumulative (cumulativo) impact (impacto) tone evokes formal (formal) informal (informal)	evaluate how an author's word choices impact meaning and tone compare the use of formal and informal language in different texts explain how language conveys a sense of time and place	comparison structures to contrast word choice <i>e.g., "Unlike __, this phrase suggests __."</i> evidence-based statements to support analysis <i>e.g., "The phrase __ suggests __, which contributes to the overall meaning."</i>	of this phrase?" "How does the language in the text establish a sense of time and place?" "What effect does the use of formal or informal language have on the text?" Sentence Stems "The language used in this passage evokes a sense of ____ by ____." "The word ____ means ____ in this context because ____." "The author's word choice creates a ____ tone by using words like ____."
11-12.RI.CS.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	determine (determinar) clarify (clarificar) meaning unknown multiple (múltiple) phrase (frase)	identify the meaning of unknown words and phrases recognize and apply context clues and etymological patterns to determine word meaning recognize multiple-meaning words and select the correct interpretation	use of transition words/phrases for word analysis <i>e.g., "for example," "this suggests that," "in contrast"</i> sentence structures for determining meaning <i>e.g., "The word __ means __ in this context because..."</i>	Questions "What does a specific word or phrase mean in this text?" "How does the meaning of a key term change throughout the text?" "What is the figurative, connotative, or technical meaning of this phrase?" "How does the author refine the meaning of an important term?"

		strategy (estrategia) flexibly (flexiblemente) range etymological (etimológico/a) spelling clue	<p>apply word analysis strategies to clarify meaning</p> <p>explain how spelling patterns relate to word origins and definitions</p>	comparative structures for multiple-meaning words <i>e.g., "In this sentence, __ means __, but in another context, it could mean..."</i> complex sentences for etymological analysis <i>e.g., "Since this word has a Latin root, it is related to..."</i>	<p>"How do word choices contribute to the overall understanding of the text?"</p> <p>Sentence Stems</p> <p>"The word/phrase __ in this text means __ because __."</p> <p>"The author first introduces __ as __, but later refines it to mean __ by __."</p> <p>"The figurative/connotative/technical meaning of __ is __, which contributes to __."</p> <p>"Throughout the text, the meaning of __ evolves from __ to __."</p> <p>"The word __ is refined as the author provides more information, such as __."</p>
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ELD Standard 9 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
9	Create clear and coherent grade-appropriate speech and text		11-12.L.CSE.2			11-12.SL.PKI.6	11-12.W.TTP.1 11-12.W.TTP.2 11-12.W.TTP.3 11-12.W.PDW.4 11-12.W.PDW.5 11-12.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	demonstrate (demostrar) capitalization (capitalización) punctuation (puntuación) function (función) edit (editar) revise (revisar) sentence style	identify how punctuation affects sentence style and meaning use punctuation to clarify ideas and improve readability apply punctuation rules to clarify meaning edit writing to align with an appropriate and academic style identify errors in capitalization, punctuation, and	capitalization rules for proper nouns and sentence beginnings semicolons to join related independent clauses <i>e.g., I studied all night; however, I still felt unprepared.</i> colons to introduce lists or explanations <i>e.g., There are three main ideas: first, clarity; second, coherence; third,</i>	Questions "How does capitalization affect the clarity of your writing?" "How can you check your writing for spelling and punctuation errors?" "How does proper punctuation contribute to style and coherence in writing?" Sentence Stems "One way to check for punctuation errors is ____." "Editing my work helps me ____ by ____." "Proper punctuation enhances style and coherence by..."		

		grammar (gramática)	spelling	<i>conciseness.</i> follow style guide rules for punctuation and formatting <i>e.g., MLA, APA</i>	
11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	adapt (adaptar) language (lenguaje) purpose audience (audiencia) context (contexto) formal (formal) appropriate (apropiado/a)	adjust tone and register select appropriate vocabulary use formal or informal language identify audience and context express ideas clearly for different settings	formal expressions <i>e.g., "I would like to suggest...",</i> <i>"According to the data..., " Dear Mr./Mrs./Dr. _"</i> formal expressions <i>e.g., "I think...", "You know what I mean?"</i> <i>"Hey guys, today we're going to talk about..."</i>	Questions "Who is your audience and what tone should you use?" "What is the purpose of your speech or writing?" "Should your language be formal or informal for this task?" "How can you adjust your language for different situations?" "Are your word choices appropriate for your audience?" Sentence Stems "Because my audience is __, I will use a __ tone." "The purpose of this task is to __, so I will __." "In a formal situation, I would say __ instead of __." "When speaking to __, I should avoid using __."
11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by	argument (argumento) reasoning (razonamiento)	develop claims and counterclaims fairly provide relevant and sufficient	use of transition words to introduce claims <i>e.g., "first,"</i> <i>"foremost," "one</i>	Questions "How do you introduce your claim in a clear and precise manner?" "What evidence supports your

	<p>relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s).</p> <p>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone</p>	<p>evidence (evidencia)</p> <p>analysis (análisis)</p> <p>valid (válido)</p> <p>relevant (relevante)</p> <p>sufficient (suficiente)</p> <p>conclusion (conclusión)</p> <p>organization (organización)</p> <p>cohesion (cohesión)</p> <p>precise (preciso)</p>	<p>evidence</p> <p>explain strengths and limitations of arguments</p> <p>organize arguments with cohesion</p> <p>conclude an argument effectively</p> <p>use formal and objective language</p>	<p><i>reason is...," "however," "on the other hand," "in contrast..."</i></p> <p>complex sentence structures to analyze claims e.g., <i>"although some may argue that __," "evidence suggests that __ because __"</i></p> <p>consistent verb tense when presenting arguments</p>	<p>claim and counterclaim, and how do you explain their strengths and limitations?"</p> <p>"How does the organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?"</p> <p>"How does your conclusion effectively support and follow from your argument?"</p> <p>"What specific language or domain-specific vocabulary do you use to support your argument?"</p> <p>Sentence Stems</p> <p>"I introduce my claim in a clear and precise manner by..."</p> <p>"I support my claim with evidence such as __, and I explain the counterclaim's strengths and weaknesses by noting __."</p> <p>"By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as __."</p> <p>"My conclusion supports my argument by summarizing the key points and reinforcing the claim that __."</p> <p>"I use specific terms like __ to</p>
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					explain ____, which helps clarify my argument."
11-12.W.TTP.2	<p>Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Provide a concluding statement or section that follows from and supports</p>	<p>informative (informativo/a)</p> <p>explanatory (explicativo/a)</p> <p>analyze (analizar)</p> <p>concept (concepto)</p> <p>organize (organizar)</p> <p>cohesion (cohesión)</p> <p>clarify (clarificar)</p> <p>relevant (relevante)</p> <p>introduction (introducción)</p> <p>conclusion (conclusión)</p> <p>synthesize (sintetizar)</p>	<p>write informative/explanatory texts with clarity and coherence</p> <p>organize ideas logically to create cohesion</p> <p>introduce and conclude a topic effectively</p> <p>use facts, examples, and quotations to support ideas</p> <p>select precise language and domain-specific vocabulary</p> <p>incorporate multimedia and formatting for comprehension</p> <p>maintain a formal style and objective tone</p>	<p>use of transition words/phrases for cohesion <i>e.g., "furthermore," "in addition," "as a result"</i></p> <p>sentence structures for explanations <i>e.g., "This concept is significant because...," "By using multiple examples, the author clarifies..."</i></p> <p>structures for cause-and-effect <i>e.g., "Since this fact supports the main idea, it helps the reader understand..."</i></p> <p>comparative structures for analysis <i>e.g., "Unlike the previous example, this one demonstrates..."</i></p> <p>use of synthesis</p>	<p>Questions</p> <p>"How can you introduce your topic in a way that engages the audience?"</p> <p>"What strategies can you use to organize your ideas effectively?"</p> <p>"How do your examples and evidence support your explanation?"</p> <p>"What domain-specific vocabulary is necessary for this topic?"</p> <p>"How does your conclusion reinforce the main idea of your text?"</p> <p>"What formatting or multimedia elements can help your audience understand the topic?"</p> <p>"How do you ensure your writing maintains a formal and objective tone?"</p> <p>"How can you synthesize information from multiple sources to strengthen your explanation?"</p> <p>Sentence Stems</p> <p>"The introduction effectively engages the reader by..."</p> <p>"To create cohesion, I organized my ideas by..."</p> <p>"One key fact that supports my</p>

	<p>the information or explanation presented.</p> <p>e. Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>g. Establish and maintain a formal style and objective tone.</p>		<p>synthesize information from multiple sources to create a comprehensive understanding</p>	<p>e.g. <i>"By combining these perspectives," "This evidence, when synthesized, shows..."</i></p>	<p>explanation is..."</p> <p>"The use of precise language is important because..."</p> <p>"My conclusion reinforces the main idea by..."</p> <p>"To improve clarity, I included formatting such as..."</p> <p>"By synthesizing different sources, I was able to show that..."</p>
11-12.W.TTP.3	<p>Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</p> <p>b. Sequence events so that they build on one another to create a coherent whole and build toward a</p>	<p>Narrative (narrativa)</p> <p>Fiction (ficción)</p> <p>Literary (literario)</p> <p>Nonfiction</p> <p>Experience (experiencia)</p> <p>Event (evento)</p> <p>Technique (técnica)</p> <p>Detail (detalle)</p>	<p>develop a problem, situation, or observation in a narrative</p> <p>establish a clear point of view and introduce characters</p> <p>sequence events logically to build a coherent story</p> <p>use narrative techniques like dialogue and description</p> <p>incorporate sensory language</p>	<p>use of transition words for sequencing e.g., <i>first, next, then, finally</i></p> <p>sensory language e.g., <i>The wind howled through the trees, carrying the scent of pine.</i></p> <p>structures for cause and effect e.g., <i>Because the character hesitated, he missed his opportunity.</i></p>	<p>Questions</p> <p>"How does your narrative introduce the problem or situation?"</p> <p>"What techniques can you use to develop your characters?"</p> <p>"How do you ensure your events build on one another?"</p> <p>"What sensory details can you add to make the scene vivid?"</p> <p>"How does your conclusion reflect on the events of the story?"</p> <p>"What choices help you establish a consistent tone and style?"</p> <p>"How can you use metaphor, simile, or analogy to enhance your descriptions?"</p>

	<p>particular tone and outcome. c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>g. Use appropriate language and techniques, such as metaphor, simile, and analogy.</p> <p>h. Establish and maintain an appropriate style and tone.</p>	<p>Sequence (secuencia)</p> <p>Observation (observación)</p> <p>Point of View</p> <p>Character</p> <p>Coherent (coherente)</p> <p>Progression (progresión)</p> <p>Description (descripción)</p> <p>Reflection (reflexión)</p> <p>Conclusion (conclusión)</p> <p>Style (estilo)</p> <p>Tone</p> <p>Metaphor (Metáfora)</p> <p>Simile (Símil)</p> <p>Analogy (Analogía)</p>	<p>and precise details</p> <p>maintain an appropriate style and tone throughout the narrative</p> <p>provide a conclusion that reflects on the events of the story</p> <p>use appropriate language and techniques such as metaphor, simile, and analogy</p>	<p>dialogue punctuation</p> <p><i>e.g., "I can't believe it!" she exclaimed.</i></p>	<p>Sentence Stems</p> <p>"The story begins with ____ to introduce ____."</p> <p>"The character's perspective is shown through ____."</p> <p>"Events build on each other when ____ happens because ____."</p> <p>"To make the setting more vivid, I used details such as ____."</p> <p>"The conclusion reflects on the story by ____."</p> <p>"To create a formal/informal tone, I chose words like ____."</p> <p>"I used a metaphor/simile/analogy when I wrote ____ to show ____."</p>
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11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>produce (producir)</p> <p>coherent (coherente)</p> <p>development</p> <p>organization (organización)</p> <p>style (estilo)</p> <p>appropriate (apropiado/a)</p> <p>task</p> <p>purpose</p> <p>audience (audiencia)</p>	<p>write with clarity and coherence</p> <p>organize ideas logically to fit the task and purpose</p> <p>develop content in a structured and meaningful way</p> <p>select an appropriate style and tone for the audience</p> <p>revise and refine writing for effectiveness</p>	<p>use of transition words/phrases: <i>e.g. "first, next, in addition, for example, as a result, finally, therefore"</i></p> <p>adaptation formal/informal language <i>e.g., "using formal language in academic writing or informal language in casual conversation"</i></p> <p>using diction, sentence structure, and register to match task or audience <i>e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives</i></p>	<p>Questions</p> <p>"How can you ensure your writing is clear and coherent?"</p> <p>"What is the task, purpose, and audience for this writing?"</p> <p>"Is your style appropriate for your intended audience?"</p> <p>"What revisions can improve the clarity and coherence of your writing?"</p> <p>Sentence Stems</p> <p>"My writing is clear and coherent because..."</p> <p>"The purpose of this writing is to __, which is reflected in..."</p> <p>"To develop my ideas effectively, I organized my writing by..."</p> <p>"This style is appropriate for my audience because..."</p> <p>"One way to improve coherence in my writing is..."</p>
11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	<p>participate (participar)</p> <p>oral (oral)</p>	plan and organize writing before drafting	use of transition words to improve flow <i>e.g., "Therefore,...", "As a</i>	<p>Questions</p> <p>"What is the main purpose of your writing?"</p> <p>"How can you revise your draft</p>

	<p>approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)</p>	<p>information (información)</p> <p>ideas (ideas)</p> <p>analysis (análisis)</p> <p>respond (responder)</p> <p>audience (audiencia)</p> <p>comment (comentario)</p> <p>plan (planear)</p> <p>revise (revisar)</p> <p>edit (editar)</p> <p>significant (significativo)</p>	<p>revise text for clarity and coherence</p> <p>edit for grammar and mechanics</p> <p>rewrite to improve structure and content</p> <p>evaluate and refine writing for purpose and audience</p> <p>provide and apply feedback in the writing process</p>	<p><i>result,...", "In contrast,..."</i></p> <p>compound and complex sentences <i>e.g., "Even though the argument is strong, there are counterpoints to consider."</i></p> <p>appropriate verb tenses depending on context <i>e.g., past for narratives, present for analysis</i></p> <p>active and passive voice <i>e.g., "The study was conducted by the researchers." vs. "The researchers conducted the study."</i></p> <p>structures to strengthen arguments <i>e.g., "This evidence reinforces the claim that..."</i></p>	<p>to make your argument clearer?"</p> <p>"Does your writing effectively address the audience?"</p> <p>"What changes could strengthen your writing?"</p> <p>"How does this revision improve the overall structure of your writing?"</p> <p>Sentence Stems</p> <p>"The purpose of my writing is to..."</p> <p>"One way I can improve my draft is by..."</p> <p>"My revision focuses on..."</p> <p>"I edited this section to clarify..."</p> <p>"To better address my audience, I..."</p>
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11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	extend (extendido) purpose audience (audiencia)	<p>write consistently for different tasks</p> <p>develop writing for both long-term and short-term purposes</p> <p>adjust writing style based on purpose and audience</p> <p>maintain focus on the task throughout the writing process</p>	<p>genre-specific writing structures <i>e.g., essays, reports, narratives</i></p> <p>appropriate diction for audience and task <i>e.g., formal language for academic writing, informal for personal writing</i></p> <p>use of transition words/phrases <i>e.g., "Firstly,...", "In conclusion,...", "On the other hand,..."</i></p>	<p>Questions</p> <p>"What is the main purpose of this writing task?"</p> <p>"How can you adjust your writing to better fit your audience?"</p> <p>"What strategies will help you manage your time to complete this writing on time?"</p> <p>"What changes can you make to improve the clarity of your writing?"</p> <p>"How can you ensure that your writing meets the task requirements?"</p> <p>Sentence Stems</p> <p>"My writing task requires me to..."</p> <p>"To better address my audience, I will..."</p> <p>"I am using this structure because it helps me..."</p> <p>"I will manage my time by..."</p> <p>"To improve my writing, I will focus on..."</p>
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ELD Standard 10 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard			TN ELA Standard					
			FL	L	RL	RI	SL	W
10	Make accurate use of standard English to communicate in grade appropriate speech and writing			11-12.L.CSE.1 11-12.L.CSE.2			11-12.SL.PKI.6	11-12.W.TTP.1 11-12.W.TTP.2 11-12.W.TTP.3 11-12.W.PDW.4 11-12.W.PDW.5 11-12.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
11-12.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	Demonstrate (demostrar) Command (comando) Convention (convención) Grammar (gramática) Usage complex (complejo/a) contested	apply standard English grammar rules in writing and speaking analyze variations in grammar and usage across different contexts evaluate complex or debated grammatical structures edit and revise for grammatical accuracy distinguish between formal and informal		use of subordinating conjunctions to create complex sentences <i>e.g., although, because, since, while</i> conditional structures <i>e.g., "If the sentence were written in formal English, it would say..."</i> comparative structures <i>e.g., "Unlike informal speech, academic writing requires..."</i>		Questions "How does grammar usage change in formal versus informal contexts?" "How does subject-verb agreement affect clarity in writing?" Sentence Stems "Standard English grammar dictates that ____ should be used instead of ____." "One contested grammar rule is ____ because..." "In formal writing, it is preferable to use ____ instead of ____." "This sentence demonstrates proper usage of ____ by..."	

			grammar usage	<p>modal verbs for discussion <i>e.g., "should," "must," "might," "could"</i></p> <p>passive vs. active voice <i>e.g., "The rule was changed vs. They changed the rule."</i></p> <p>subject-verb agreement <i>e.g., "Each of the students is responsible."</i></p> <p>pronoun-antecedent agreement <i>e.g., "Everyone must bring his or her book."</i></p>	
11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the	<p>Demonstrate (demostrar)</p> <p>Command (comando)</p> <p>Convention (convención)</p>	<p>identify how punctuation affects sentence style and meaning</p> <p>use punctuation to clarify ideas and improve readability</p>	<p>capitalization rules for proper nouns and sentence beginnings</p> <p>semicolons to join related independent clauses</p>	<p>Questions</p> <p>"How does capitalization affect the clarity of your writing?"</p> <p>"How can you check your writing for spelling and punctuation errors?"</p> <p>"How does proper punctuation contribute to style and coherence in writing?"</p>

	<p>sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>	<p>Capitalization (capitalización)</p> <p>Punctuation (puntuación)</p> <p>Spelling</p> <p>Explain (explicar)</p> <p>Function (función)</p> <p>Separate (separar)</p> <p>Edit (editar)</p> <p>Conform (conformar)</p> <p>Appropriate (apropiado)</p> <p>Discipline (disciplina)</p> <p>Writing</p> <p>Type (tipo)</p>	<p>apply punctuation rules to clarify meaning</p> <p>edit writing to align with an appropriate and academic style</p> <p>identify errors in capitalization, punctuation, and spelling</p>	<p><i>e.g., I studied all night; however, I still felt unprepared.</i></p> <p>colons to introduce lists or explanations <i>e.g., There are three main ideas: first, clarity; second, coherence; third, conciseness.</i></p> <p>follow style guide rules for punctuation and formatting <i>e.g., MLA, APA</i></p>	<p>Sentence Stems</p> <p>"One way to check for punctuation errors is ____."</p> <p>"Editing my work helps me ____ by ____."</p> <p>"Proper punctuation enhances style and coherence by..."</p>
11-12.SL.PKI.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>adapt (adaptar)</p> <p>language (lenguaje)</p>	<p>adjust tone and register</p> <p>select appropriate vocabulary</p>	<p>formal expressions <i>e.g., "I would like to suggest...,"</i> <i>"According to the data...," "Dear Mr./Mrs./Dr. _" "I</i></p>	<p>Questions</p> <p>"Who is your audience and what tone should you use?"</p> <p>"What is the purpose of your speech or writing?"</p> <p>"Should your language be</p>

		<p>purpose</p> <p>audience (audiencia)</p> <p>context (contexto)</p> <p>formal (formal)</p> <p>appropriate (apropiado/a)</p>	<p>use formal or informal language</p> <p>identify audience and context</p> <p>express ideas clearly for different settings</p>	<p><i>think...," "You know what I mean?" "Hey guys, today we're going to talk about..."</i></p>	<p>formal or informal for this task?"</p> <p>"How can you adjust your language for different situations?"</p> <p>"Are your word choices appropriate for your audience?"</p> <p>Sentence Stems</p> <p>"Because my audience is __, I will use a __ tone."</p> <p>"The purpose of this task is to __, so I will __."</p> <p>"In a formal situation, I would say __ instead of __."</p> <p>"When speaking to __, I should avoid using __."</p>
11-12.W.TTP.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s).</p> <p>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates</p>	<p>argument (argumento)</p> <p>reasoning (razonamiento)</p> <p>evidence (evidencia)</p> <p>analysis (análisis)</p> <p>valid (válido)</p> <p>relevant (relevante)</p> <p>sufficient (suficiente)</p>	<p>develop claims and counterclaims fairly</p> <p>provide relevant and sufficient evidence</p> <p>explain strengths and limitations of arguments</p> <p>organize arguments with cohesion</p> <p>conclude an argument effectively</p> <p>use formal and objective language</p>	<p>use of transition words to introduce claims</p> <p>e.g., <i>"first," "foremost," "one reason is...," "however," "on the other hand," "in contrast..."</i></p> <p>complex sentence structures to analyze claims</p> <p>e.g., <i>"although some may argue that __," "evidence suggests that __ because __"</i></p>	<p>Questions</p> <p>"How do you introduce your claim in a clear and precise manner?"</p> <p>"What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?"</p> <p>"How does the organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?"</p> <p>"How does your conclusion effectively support and follow from your argument?"</p> <p>"What specific language or domain-specific vocabulary do</p>

	<p>the audience's knowledge level and concerns.</p> <p>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone</p>	<p>conclusion (conclusión)</p> <p>organization (organización)</p> <p>cohesion (cohesión)</p> <p>precise (preciso)</p>		<p>consistent verb tense when presenting arguments</p>	<p>you use to support your argument?"</p> <p>Sentence Stems</p> <p>"I introduce my claim in a clear and precise manner by..."</p> <p>"I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting ____."</p> <p>"By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____."</p> <p>"My conclusion supports my argument by summarizing the key points and reinforcing the claim that ____."</p> <p>"I use specific terms like ____ to explain ____, which helps clarify my argument."</p>
11-12.W.TTP.2	<p>Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>a. Provide an introduction that is relevant to the rest</p>	<p>informative (informativo/a)</p> <p>explanatory (explicativo/a)</p> <p>analyze (analizar)</p> <p>concept (concepto)</p>	<p>write informative/explanatory texts with clarity and coherence</p> <p>organize ideas logically to create cohesion</p> <p>introduce and conclude a topic effectively</p>	<p>use of transition words/phrases for cohesion <i>e.g., "furthermore," "in addition," "as a result"</i></p> <p>sentence structures for explanations <i>e.g., "This concept is significant because..." "By using</i></p>	<p>Questions</p> <p>"How can you introduce your topic in a way that engages the audience?"</p> <p>"What strategies can you use to organize your ideas effectively?"</p> <p>"How do your examples and evidence support your explanation?"</p> <p>"What domain-specific vocabulary is necessary for</p>

	<p>of the text and effectively engages the audience.</p> <p>b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>d. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>organize (organizar)</p> <p>cohesion (cohesión)</p> <p>clarify (clarificar)</p> <p>relevant (relevante)</p> <p>introduction (introducción)</p> <p>conclusion (conclusión)</p> <p>synthesize (sintetizer)</p>	<p>use facts, examples, and quotations to support ideas</p> <p>select precise language and domain-specific vocabulary</p> <p>incorporate multimedia and formatting for comprehension</p> <p>maintain a formal style and objective tone</p> <p>Synthesize information from multiple sources to create a comprehensive understanding</p>	<p><i>multiple examples, the author clarifies..."</i></p> <p>structures for cause-and-effect <i>e.g., "Since this fact supports the main idea, it helps the reader understand..."</i></p> <p>comparative structures for analysis <i>e.g., "Unlike the previous example, this one demonstrates..."</i></p> <p>phrases to synthesize <i>e.g. "By combining these perspectives," "This evidence, when synthesized, shows..."</i></p>	<p>this topic?"</p> <p>"How does your conclusion reinforce the main idea of your text?"</p> <p>"What formatting or multimedia elements can help your audience understand the topic?"</p> <p>"How do you ensure your writing maintains a formal and objective tone?"</p> <p>"How can you synthesize information from multiple sources to strengthen your explanation?"</p> <p>Sentence Stems</p> <p>"The introduction effectively engages the reader by..."</p> <p>"To create cohesion, I organized my ideas by..."</p> <p>"One key fact that supports my explanation is..."</p> <p>"The use of precise language is important because..."</p> <p>"My conclusion reinforces the main idea by..."</p> <p>"To improve clarity, I included formatting such as..."</p> <p>"By synthesizing different sources, I was able to show that..."</p>
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	g. Establish and maintain a formal style and objective tone.				
11-12.W.TTP.3	<p>Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</p> <p>b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</p>	<p>Narrative (narrativa)</p> <p>Fiction (ficción)</p> <p>Literary (literario)</p> <p>Nonfiction (no ficción)</p> <p>Experience (experiencia)</p> <p>Event (evento)</p> <p>Technique (técnica)</p> <p>Detail (detalle)</p> <p>Sequence (secuencia)</p> <p>Observation (observación)</p> <p>Point of View</p> <p>Character</p> <p>Coherent (coherente)</p>	<p>develop a problem, situation, or observation in a narrative</p> <p>establish a clear point of view and introduce characters</p> <p>sequence events logically to build a coherent story</p> <p>use narrative techniques like dialogue and description</p> <p>incorporate sensory language and precise details</p> <p>maintain an appropriate style and tone throughout the narrative</p> <p>provide a conclusion that reflects on the events of the story</p> <p>Use appropriate language and</p>	<p>transition words for sequencing <i>e.g., first, next, then, finally</i></p> <p>sensory language <i>e.g., The wind howled through the trees, carrying the scent of pine.</i></p> <p>structure for cause and effect <i>e.g., Because the character hesitated, he missed his opportunity.</i></p> <p>dialogue punctuation <i>e.g., "I can't believe it!" she exclaimed.</i></p>	<p>Questions</p> <p>"How does your narrative introduce the problem or situation?"</p> <p>"What techniques can you use to develop your characters?"</p> <p>"How do you ensure your events build on one another?"</p> <p>"What sensory details can you add to make the scene vivid?"</p> <p>"How does your conclusion reflect on the events of the story?"</p> <p>"What choices help you establish a consistent tone and style?"</p> <p>"How can you use metaphor, simile, or analogy to enhance your descriptions?"</p> <p>Sentence Stems</p> <p>"The story begins with _____ to introduce _____."</p> <p>"The character's perspective is shown through _____."</p> <p>"Events build on each other when _____ happens because _____."</p> <p>"To make the setting more vivid, I used details such as _____."</p> <p>"The conclusion reflects on the story by _____."</p>

	<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>g. Use appropriate language and techniques, such as metaphor, simile, and analogy.</p> <p>h. Establish and maintain an appropriate style and tone.</p>	<p>Progression (progresión)</p> <p>Description (descripción)</p> <p>Reflection (reflexión)</p> <p>Conclusion (conclusión)</p> <p>Style (estilo)</p> <p>Tone</p> <p>Metaphor (Metáfora)</p> <p>Simile (Símil)</p> <p>Analogy (Analogía)</p>	<p>techniques such as metaphor, simile, and analogy</p>		<p>"To create a formal/informal tone, I chose words like ."</p> <p>"I used a metaphor/simile/analogy when I wrote ____ to show ____."</p>
11-12.W.PDW.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>produce (producir)</p> <p>coherent (coherente)</p> <p>development</p> <p>organization (organización)</p> <p>style (estilo)</p>	<p>write with clarity and coherence</p> <p>organize ideas logically to fit the task and purpose</p> <p>develop content in a structured and meaningful way</p> <p>select an</p>	<p>use of transition words/phrases: <i>e.g., "first, next, in addition, for example, as a result, finally, therefore"</i></p> <p>adaptation of formal/informal language depending on the audience</p>	<p>Questions</p> <p>"How can you ensure your writing is clear and coherent?"</p> <p>"What is the task, purpose, and audience for this writing?"</p> <p>"Is your style appropriate for your intended audience?"</p> <p>"What revisions can improve the clarity and coherence of your writing?"</p>

		<p>appropriate (apropiado/a)</p> <p>task</p> <p>purpose</p> <p>audience (audiencia)</p>	<p>appropriate style and tone for the audience</p> <p>revise and refine writing for effectiveness</p>	<p><i>e.g., "using formal language in academic writing or informal language in casual conversation"</i></p> <p>using diction, sentence structure, and register to match task or audience</p> <p><i>e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives</i></p>	<p>Sentence Stems</p> <p>"My writing is clear and coherent because..."</p> <p>"The purpose of this writing is to ___, which is reflected in..."</p> <p>"To develop my ideas effectively, I organized my writing by..."</p> <p>"This style is appropriate for my audience because..."</p> <p>"One way to improve coherence in my writing is..."</p>
11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	<p>participate (participar)</p> <p>oral (oral)</p> <p>information (información)</p> <p>ideas (ideas)</p> <p>analysis (análisis)</p>	<p>plan and organize writing before drafting</p> <p>revise text for clarity and coherence</p> <p>edit for grammar and mechanics</p> <p>rewrite to improve structure and content</p>	<p>use of transition words to improve flow</p> <p><i>e.g., "Therefore,...", "As a result,...", "In contrast,..."</i></p> <p>compound and complex sentences</p> <p><i>e.g., "Even though the argument is strong, there are counterpoints to consider."</i></p>	<p>Questions</p> <p>"What is the main purpose of your writing?"</p> <p>"How can you revise your draft to make your argument clearer?"</p> <p>"Does your writing effectively address the audience?"</p> <p>"What changes could strengthen your writing?"</p> <p>"How does this revision improve the overall structure of your writing?"</p>

		<p>respond (responder) audience (audiencia)</p> <p>comment (comentario)</p> <p>plan (planear)</p> <p>revise (revisar)</p> <p>edit (editar)</p> <p>significant (significativo)</p>	<p>evaluate and refine writing for purpose and audience</p> <p>provide and apply feedback in the writing process</p>	<p>appropriate verb tenses depending on context <i>e.g., past for narratives, present for analysis</i></p> <p>active and passive voice <i>e.g., "The study was conducted by the researchers." vs. "The researchers conducted the study."</i></p> <p>structures to strengthen arguments <i>e.g., "This evidence reinforces the claim that..."</i></p>	<p>Sentence Stems</p> <p>"The purpose of my writing is to..."</p> <p>"One way I can improve my draft is by..."</p> <p>"My revision focuses on..."</p> <p>"I edited this section to clarify..."</p> <p>"To better address my audience, I..."</p>
11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	<p>extend (extendido)</p> <p>purpose</p> <p>audience (audiencia)</p>	<p>write consistently for different tasks</p> <p>develop writing for both long-term and short-term purposes</p> <p>adjust writing style based on purpose and audience</p>	<p>genre-specific writing structures <i>e.g., essays, reports, narratives</i></p> <p>appropriate diction for the audience and task <i>e.g., formal language for academic writing, informal for personal writing</i></p>	<p>Questions</p> <p>"What is the main purpose of this writing task?"</p> <p>"How can you adjust your writing to better fit your audience?"</p> <p>"What strategies will help you manage your time to complete this writing on time?"</p> <p>"What changes can you make to improve the clarity of your writing?"</p>

			maintain focus on the task throughout the writing process	use of transition words/phrases <i>e.g., "Firstly," "In conclusion," "On the other hand,..."</i>	<p>"How can you ensure that your writing meets the task requirements?"</p> <p>Sentence Stems</p> <p>"My writing task requires me to..."</p> <p>"To better address my audience, I will..."</p> <p>"I am using this structure because it helps me..."</p> <p>"I will manage my time by..."</p> <p>"To improve my writing, I will focus on..."</p>
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Conclusion

The Tennessee English Language Development and Academic Standards Crosswalk is intended to be a working document — a dynamic, supplementary tool to support instructional planning during intellectual preparation with high-quality instructional materials (HQIM). It is not a script or a checklist, but a resource to help educators intentionally align language development goals with academic content objectives to better meet the needs of English learners.

By bringing together content learning and language development, educators create classrooms that are more accessible, engaging, and rigorous for all students. Language-rich content instruction not only supports English learners but also enhances academic discourse, critical thinking, and communication skills across the entire student population.

This Crosswalk is designed to grow and evolve based on feedback from the field. Educators' insights are essential to refining and strengthening its use. Questions or feedback regarding this document should be directed to Raven Cleveland (Raven.Cleveland@tn.gov), Manager of English Learner Strategy, Tennessee Department of Education.

Together, through thoughtful integration of language and content, we can ensure that every student in Tennessee is equipped for academic success and beyond.

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The development of the Tennessee English Language Development and Academic Standards Crosswalk would not have been possible without the collaboration, expertise, and dedication of educators from across the state.

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Their insights, feedback, and commitment helped shape a resource that will support teachers in integrating language and content instruction, advancing the success of English learners statewide. We extend our sincere appreciation for their professionalism, thoughtful collaboration, and passion for serving all students.

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Appendix A: Glossary

The following glossary defines key terms used throughout this document. These terms are provided to support common understanding of language development concepts and instructional planning tools referenced in the Crosswalk.

Term	Definition
academic language	Language used in school settings for acquiring and expressing academic content knowledge; includes vocabulary, structures, and ways of organizing communication.
correspondence matrices	Tools that provide a high-level overview of how Tennessee's ELD Standards align with Tennessee's ELA Academic Standards, organized by grade level.
crosswalk charts	In-depth tools that map each ELD standard to specific academic standards and provide practical instructional supports, including language functions, forms, vocabulary, and scaffolds.
English language development (ELD) standards	Standards that define the language skills English learners need to engage meaningfully in academic content across subjects.
high quality instructional material (HQIM)	Instructional materials that are aligned to rigorous academic standards, support high levels of student engagement, and promote strong academic outcomes.
instructional planning	The process of designing lessons and units that align standards, content objectives, language development goals, and instructional supports.
language forms	The grammatical structures, sentence patterns, and discourse features that enable students to carry out language functions.
intellectual preparation	The process in which educators deeply study instructional materials, anticipate student thinking, identify language and content demands, and plan purposeful scaffolds and questions to ensure rigorous, accessible instruction.

language functions	The purposes for which language is used in academic tasks (e.g., describing, explaining, justifying).
questions and sentence Stems	Teacher tools consisting of prompts, starter phrases, and sentence frames that help scaffold student speaking and writing in academic tasks.
reverse matrix (concordance)	A matrix format where academic standards are listed first, followed by the related ELD standards, offering flexible entry points for instructional planning.
Spanish cognates	Words in Spanish and English that have similar forms and/or meanings, used to support vocabulary instruction for Spanish-speaking students.
standards crosswalk	A tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection.

Appendix B: Academic Language

Academic Language for Language Development

This refers to the structured language that helps students learn how language works. It's taught *explicitly* in ESL/ELD settings and focuses on:

- Functions (e.g., describing, comparing, arguing)
- Forms (e.g., sentence structures, grammar, connectors)
- Vocabulary (especially general academic words like *analyze*, *define*, *contrast*)
- Discourse structures (e.g., how to organize an explanation or argument)
- Metalinguistic awareness (understanding how language choices affect meaning)

Think of academic language for language development as the language students need to talk about learning and learn how to use language in increasingly complex ways.

Academic Language for Content

This is different than Academic Language for Language Development. Academic Language for Content is the language used within specific disciplines like math, science, social studies, or ELA. It includes:

- Discipline-specific vocabulary (e.g., *photosynthesis*, *allegory*, *denominator*)
- Ways of reasoning and communicating unique to the subject (e.g., arguing from evidence in science, proving in math, analyzing themes in ELA)
- Genre expectations (e.g., lab report vs. literary essay vs. historical analysis)

Think of academic language for content as the language students need to do the work of the discipline and demonstrate understanding in academic settings.

Understanding academic vocabulary matters because academic language must be taught explicitly. It's not enough for students to "pick it up" through exposure—teachers must plan for it (Echevarría, Vogt, & Short, 2017).

- For language instruction, teachers need to scaffold the academic language so students can grow in proficiency (language development).
- In content instruction, teachers must integrate language supports so students can access and express learning (content learning).

Appendix C: Language Functions

Language functions are the purposes for which we use language in academic tasks. Functions align with academic tasks students encounter across disciplines.

Think of language functions as what students need to do with language to engage in academic tasks—such as explaining a process, arguing a claim, or interpreting a text.

Here's an overview of these functions as outlined in the TN ELD standards:

1. **Construct Meaning:** Students interpret and derive understanding from oral presentations and literary or informational texts through listening, reading, and viewing.
2. **Participate in Exchanges:** Engage in oral and written discussions, sharing information, ideas, and analyses, and responding to comments and questions from peers, audiences, or readers.
3. **Speak and Write About Complex Texts and Topics:** Express ideas and information related to complex literary and informational texts and topics through speaking and writing.
4. **Construct Claims and Support with Evidence:** Develop oral and written assertions, backing them with logical reasoning and relevant evidence.
5. **Conduct Research and Communicate Findings:** Investigate questions or problems and effectively convey conclusions through speaking and writing.
6. **Analyze and Critique Arguments:** Evaluate and provide feedback on the reasoning and evidence presented in others' arguments, both orally and in writing.
7. **Adapt Language to Purpose, Task, and Audience:** Modify language choices appropriately based on the context, including the purpose of communication, the specific task, and the intended audience.
8. **Determine Meaning of Words and Phrases:** Ascertain the definitions and nuances of words and phrases within oral presentations and texts.
9. **Create Clear and Coherent Speech and Text:** Produce well-structured and organized spoken and written communication appropriate to the grade level.
10. **Use Standard English Conventions:** Apply correct grammar, punctuation, and usage to communicate effectively in speech and writing.

These language functions are integral to the TN ELD Standards and serve as a foundation for developing the academic language proficiency of English learners. By focusing on these functions, educators can better scaffold instruction to help students engage with complex content.

Appendix D: Language Forms & Structures

Each language function comes with expected **language forms**—the grammatical structures, syntax, and vocabulary patterns that enable students to carry out that function effectively. Language forms encompass the specific tools students need to express their ideas within academic tasks.

Think of language forms as the building blocks that allow students to do the work of the function—like the sentence frames, word choices, and grammar structures that support academic communication.

Although essential, language forms are often overlooked in instruction, as educators may assume students have acquired grammar and structure implicitly over time. However, these elements of language must be explicitly taught—especially for English learners. Teachers can embed language forms into lessons through direct instruction, modeling, and guided practice, helping students internalize the structures they need to express increasingly complex ideas.

For example, to carry out the function of comparing, students might use comparative adjectives or conjunctions such as “*more than*,” “*less than*,” or “*similarly*.” If the language function is analyze, students may need to use complex sentences with causal clauses like “*because*,” “*since*,” or “*due to*,” and vocabulary such as “*evaluate*,” “*determine*,” or “*assess*.”

While the TN ELD standards emphasize the integration of language functions and forms within content instruction, they do not prescribe a fixed list of pairings. Educators can draw upon linguistic frameworks and instructional scaffolds to intentionally support English learners in using both functions and forms in meaningful ways across content areas.

Appendix E: Additional Resources

ELPA21

ELPA21 Assessment System: <https://www.elpa21.org/>

ELPA21 ELD Standards: <https://elpa21.org/elp-standards/>

ELPA21 Resources: <https://elpa21.org/resources/>

Tennessee ELPA21: <https://elpa21.org/resources/?state=Tennessee>

Tennessee

Tennessee Department of Education – English Learners

<https://www.tn.gov/education/families/student-support/english-learners.html>

Tennessee Department of Education – English Language Arts Standards

<https://www.tn.gov/education/districts/academic-standards/english-language-arts-standards.html>

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