

English Language Development & Academic Standards Crosswalk

For Eleventh & Twelfth Grades English Language Arts (ELA)

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Table of Contents

Introduction	4
Background	4
Purpose	5
The Standards	5
Tennessee English Language Development (ELD) Standards	5
Tennessee English Language Arts Standards	6
Integrating with Instruction	7
Matrices	8
ELD Crosswalk Charts	9
Incorporating with Intellectual Preparation	10
Corresponding & Concordance Matrices	
ELD to Eleventh & Twelfth Grades ELA Academic Standards Matrix	13
Eleventh & Twelfth Grades Concordance Matrix	15
Crosswalk Charts	16
ELD Standard 1 and Eleventh and Twelfth Grades English Language Arts	17
ELD Standard 2 and Eleventh and Twelfth Grades English Language Arts	33
ELD Standard 3 and Eleventh and Twelfth Grades English Language Arts	38
ELD Standard 4 and Eleventh and Twelfth Grades English Language Arts	54
ELD Standard 5 and Eleventh and Twelfth Grades English Language Arts	67
ELD Standard 6 and Eleventh and Twelfth Grade English Language Arts	74
ELD Standard 7 and Eleventh and Twelfth Grades English Language Arts	81
ELD Standard 8 and Eleventh and Twelfth Grades English Language Arts	88
ELD Standard 9 and Eleventh and Twelfth Grades English Language Arts	93
ELD Standard 10 and Eleventh and Twelfth Grades English Language Arts	102
Condusion	113
Acknowledgements	114
References	116

Appendix A: Glossary	117
Appendix B: Academic Language	119
Appendix C: Language Functions	120
Appendix D: Language Forms & Structures	121
Appendix E: Additional Resources	122
ELPA21	122
Tennessee	122

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 gradeappropriate 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:
 - o 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., turnand-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 FI D Standard	TN ELA Standards					
	TN ELD Standard	FL	L	RL	RI	SL	W
1	Construct meaning from oral presentations and literary and informational text through gradeappropriate 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.RI.RRTC.10 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.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.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	1	1-12.L.CSE.2		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		1-12.L.CSE.1 1-12.L.CSE.2		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 ELA Standard					
	TN ELD Standard		FL	FL L RL RI				W
Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing 1			11-12.L.VAU.6		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	
	ELA Standard	Academic Language (Cognates)	Languag	e 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.	Accurate general (general) academic (académico/a) domain (dominio) specific (específico/a) sufficient (suficiente) demonstrate (demostrar)	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 content of the e.g., "in other instance," "this that" sentence structed defining and words e.g., "The term to" use of affixes words to determine e.g., "The prefit that the word	words," "for s means actures for explaining a refers and root ermine ix suggests	word?" "How does the phrase controller understanding text?" "What are so of domain-special vocabulary in area?" "How can you new vocabul	mine the an unfamiliar nis word or ibute to your ng of the examples pecific n this subject u apply this ary in your g or writing?" rces can you your

		independence (independencia) comprehension (comprensión)		complex sentences for demonstrating word usage e.g., "Because the word is used in this context, it implies"	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.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 e.g., "For example," "According to the text," "The author states" phrases for explaining evidence e.g., "This suggests that" complex sentences to explain inferences e.g., "Because the character reacts this way, we can infer" conditional statements e.g., "If the text states, then we can conclude"	"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.KID.2	Determine multiple themes or central ideas of	determine (determinar)	identify the themes or central ideas	use of transition words/phrases	Questions "What are the central ideas
	a text or texts and analyze	(determinar)	or certifial ideas	e.g. "For example," "First,	of this text?"
	their development; provide a critical	theme	analyze how the themes develop over	next, furthermore, as a result, in contrast"	"How does the author develop the themes
	summary.	central idea	time		throughout the text?" "What details support the
		(idea central)	summarize	structures for	central ideas?"
		2021/72	information critically	summarizing	"How do the multiple
		analyze (analizar)		e.g. "The main ideas of the	themes in this text
		(arializar)	compare themes	text are / The author	compare to another text
		development	across different texts	conveys the themes by"	you have read?"
		summary		complex sentences: e.g. "Because the character	Sentence Stems "The central ideas of this
		critical (crítico)		faces challenges, the themes of perseverance and resilience emerges".	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.KID.3	Analyze how an author's	character	analyze how	structures to explain	Questions
	choices regarding the	(carácter)	characters, events,	development	"How does the author
	development and interaction of characters,	development	and ideas develop in a text	e.g., "Because of this event, the character"	develop the main character throughout the text?"
	events, and ideas over the course of a text impact	interaction	avamina tha	language to describe	"How do key events
	meaning.	(interacción)	examine the interactions between	progression	influence the development
		event (evento)	characters, events, and ideas	e.g., "First, the character Then, Finally,"	of the central idea?" "What interactions
		idea (idea)		structures to contrast	between characters help shape the theme of the
			evaluate the author's choices in structuring	interactions	text?"
D= 10 Inh 2025			the text		"How do the author's

		analyze (analizar)	determine how development of characters, events, or ideas impacts meaning compare how different elements of the text contribute to its overall message	e.g., "Unlike, this character reacts by" text evidence to support analysis e.g., "The text states, which shows how the character develops by"	choices about structuring the text impact its meaning?" "How does the development of ideas throughout the text contribute to its overall message?" 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"
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)	analyze how an author's point of view influences what is stated and what is implied determine the author's purpose and how it affects meaning	using (contrast structures) to differentiate explicit and implicit information e.g., "The text directly states, but it implies" employing (cause and effect) to explain how point of view impacts meaning	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

		imply (implicar)	distinguish between	e.g., "Because the author's	must the reader infer?"
			explicit (direct) and	perspective is, they	"How does the author's
		direct (directo)	implicit (implied)	choose to emphasize"	choice of words reveal
		, ,	information in a text		their perspective?"
				applying (evidence-based	"What clues in the text
			evaluate how word	structures) to support	help determine what is
			choice and tone	analysis	implied rather than
			convey unstated ideas	e.g., "The author's purpose	explicitly stated?"
			,	is, as seen in the	
			interpret hidden	statement"	Sentence Stems
			meanings or	statement <u></u> .	"The author's point of view
			assumptions in a text	using (modality words) to	is, which influences
			assamptions in a text	discuss implications	what is directly stated by
				e.g., "This suggests that _	and what is implied by"
				might be"	"The purpose of this text is
				might be	, as shown by"
					"While the text clearly
					states, it also implies"
					"The author's choice of
					words, such as, suggests
					that"
					"From the text, we can
					infer that because"
11-12.RL.IKI.7	Evaluate the topic,	evaluate	evaluate themes	use of comparative	Questions
	subject, and/or theme in	(evaluar)	across different	structures and transition	"What similarities and
	multiple diverse formats		formats	words	differences exist between
	and media, including how	subject (sujeto)		e.g. "The book presents the	the two formats?"
	the version interprets		compare and	character as strong-willed,	"How does the choice of
	the source text.	theme	contrast information	whereas the movie version	format influence the way
			from diverse media	depicts her as more	the information is
		diverse		vulnerable." "Unlike the	understood?"
		(diverso/a)	interpret how a topic	original text, the	"What similarities and
		(2000)	is presented in	adaptation emphasizes	differences exist between
		format	multiple sources	visual storytelling over	the original and the
		(formato)		dialogue."	adaptation?"
		(TOTTINGCO)			"How do artistic choices

		analyzo the	compley conteness	(such as color lighting as
	1	analyze the	complex sentences	(such as color, lighting, or
	media (medios)	effectiveness of	analyzing artistic and	sound) affect the
		different media	rhetorical choices	interpretation?"
	interpret	formats	e.g. "The director uses dark	"What message does each
	(interpretar)		lighting because it creates a	version convey, and how
		synthesize	sense of mystery and	does it differ from the
		information from	tension." "Although the	original?"
		various sources	poem and the painting	"How does the historical or
			share the same theme, they	cultural context influence
		explaining how	convey it in different ways."	the adaptation?"
		artistic choices impact		"Which version is the most
		the interpretation of a	adjectives and modal verbs	effective in conveying the
		text	evaluating effectiveness	theme, and why?"
		CCAC	e.g. "The modern	"What rhetorical strategies
			adaptation is more	are used in each format to
			effective than the original	communicate meaning?"
			because it appeals to	
			today's audience." "The	Sentence Stems
			film's use of music might	"The main topic of this
			enhance the emotional	work is, which is
			impact of the scene."	explored through
			impact of the scene.	"
			passive voice and past	"The original version
			tense explaining context	presents,
			and interpretation	whereas the adaptation
			•	focuses on"
			e.g. "The story was	"Both versions share the
			originally written to reflect	
			the struggles of the 19th	theme of, but they differ in"
			century." "This theme has	
			been interpreted differently	"The director/author/artist
			depending on cultural	uses to
			perspectives."	emphasize"
				"One significant change in
				the adaptation is
				, which affects
				the audience's perception

11.RL.RRTC.10	Read and comprehend a	literature	identify key ideas in a	use of transition	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" Questions
Time.intre.ro	variety of literature at the high end of the	(literatura)	text	words/phrases e.g. "however, therefore, in	"How does the theme develop throughout the
	grades 11-12 text complexity band	comprehend (comprender)	summarize literary and informational	contrast, for example, as a result"	text?"
	independently and	(33)	texts		Sentence Stems
	proficiently.	variety		sentence structures for	"The central idea of the
		(variedad)		analysis	text is because"
				e.g. "The author conveys / This text demonstrates"	"One example of how the theme develops is"
		complexity		This text demonstrates	"The author's purpose in
		(complejidad)		complex sentences	this text is to"
		proficiently		e.g. "Because the author	
		(proficientemente)		uses descriptive language,	
		informational		the theme becomes more vivid."	
		informational (informativo)		viviu.	
		(iiiioiiiiativo)			
		analysis			
		(análisis)			

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.	literature (literatura) comprehend (comprender) variety (variedad) complexity (complejidad) analysis (análisis)	identify key ideas in a text summarize literary and informational texts	use of transition words/phrases e.g. "however, therefore, in contrast, for example, as a result" sentence structures for analysis e.g. "The author conveys / This text demonstrates" complex sentences e.g. "Because the author uses descriptive language, the theme becomes more vivid."	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"
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.	analyze (analizar) infer (inferir) interpret (interpretar) evidence (evidencia) multiple (múltiple) explicit (explícito) synthesize	identify explicit information in multiple informational sources analyze what the texts state directly and implicitly make inferences based on textual evidence cite the strongest and most relevant evidence to support conclusions	passive voice e.g., "The most compelling textual evidence is cited to support conclusions." complex sentences e.g., "Although the texts do not explicitly state, they implies this idea through" use of transition words/phrases e.g., "For example, in addition, as a result, therefore, according to the texts" modals for inference	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

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

		critical (crítico/a) multiple (múltiple)		e.g., "As the text progresses, the central ideas become clearer because" comparative structures for critical summaries e.g., "While the author first states, later they emphasize"	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"
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) choice idea (idea) event (evento) introduction (introducción) development connection (conexión) impact (impacto) meaning	analyze how the author sequences ideas and events in a text examine how the introduction and development of ideas contribute to meaning evaluate the connections among ideas and how they shape understanding determine how the order of ideas influences the reader's interpretation compare different organizational structures and their effectiveness in conveying meaning	language to explain how organization impacts meaning e.g., "Because the author introduces first, it highlights" sequence words to describe the order of ideas e.g., "First, is introduced, followed by, and finally" comparison structures to contrast different orderings e.g., "Unlike, this structure emphasizes" language to support analysis e.g., "The text states, which shows how the order of ideas shapes meaning."	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?" Sentence Stems "The author organizes the text by, which helps emphasize" "The introduction of

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

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 e.g., "according to the text," "the author explains that," "The text illustrates this idea by"	topic because" "Compared to the other medium, this format" 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	comprehend (comprender)	read and understand literary nonfiction	explanatory phrases for comprehension	Questions "How does the central idea
	nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.	variety (variedad) literary (literario/a)	identify key ideas and themes in nonfiction texts	e.g., "according to the text," "the author explains that," "The text illustrates this idea by"	develop throughout the text?" Sentence Stems "The central idea of the text is because" "One example of how the

		nonfiction (no ficción) complexity (complejidad) independent (independiente) proficient (proficiente)			central idea develops is" "The author's purpose in this text is to"
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)	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 credibility e.g., with because, since, due to 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." comparative structures e.g., whereas, while, on the other hand "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."	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

discrepancy	summarizing key	comparative and	reliable information?
(discrepancia)	points from multiple	superlative to compare	Why?"
	sources to make an	e.g. "This research study is	
	informed decision	more reliable than the blog	Sentence Stems
		post because it includes	"This source is reliable
	explaining how	peer-reviewed evidence."	because"
	different perspectives	"Among all the sources, the	"The information in
	influence the	government report is the	contradicts
	presentation of	most credible since it is	because
	information	based on official data."	"
			"I can verify the accuracy
	using evidence from	passive and modal verbs	of this source by
	multiple sources to	e.g. "The information may	."
	support a conclusion	be biased because the	"By comparing multiple
		author works for the	sources, I can conclude
		company being reviewed."	that"
		"Some facts could have	"The media format affects
		been exaggerated to	my understanding of the
		influence public opinion."	information because
		use of transition words	"One potential bias in this
		e.g., like according to, as	source is, which
		stated by, based on	affects"
		"According to the	"To make an informed
		documentary, climate	decision, I must consider
		change is accelerating." "As	and"
		stated by the scientific	"The discrepancy between
		journal, vaccines are	these sources suggests
		effective in preventing	that"
		disease." "Based on	
		multiple studies, reducing	
		screen time can improve	
		sleep quality."	

				Conditional sentence e.g., with if, unless, given that "If one source contradicts another, I must verify the information with a third source." "Unless the website provides sources, I cannot trust its claims."	
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.	advanced (avanzado/a) effectively (efectivamente) assess (evaluar) credibility (credibilidad) source research integrate (integrar) relevant (relevante) plagiarism (plagio) citation (citación)	conduct advanced searches distinguish between reliable and unreliable sources integrate and synthesize informati on into writing while maintaining the flow of ideas paraphrase and summarizing information to avoid plagiarism cite sources using a standard citation format	comparative structures e.g. "Source A is more credible than Source B because" cause and effect phrases e.g. "Because this source is from, it is considered reliable." citation language e.g. "According to (author, year)," e.g. "This information comes from, which states" paraphrasing techniques e.g. "Instead of copying directly, I can say in my own words." credibility evaluation phrases e.g, "This source is biased/unbiased because	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 you use for this research?" "How can you avoid plagiarism while using this information?" 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

		" ""The author is qualified	·"
	format	because"	"A better way to phrase
	(formato)		this idea in my own words
			is"
			"I will cite this source using
			format to ensure proper
			attribution."

ELD Standard 2 and Eleventh and Twelfth Grades English Language Arts

TN ELD Standard		TN ELA Standard						
		FL	L	RL	RI	SL	W	
Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions Academic TN ELA Standard Language (Cognates)			guage	Languag	e Forms		11-12.W.PDW.6 11-12.W.RW.10 and Sentence	
11-12.SL.CC.1	(Cognates)		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 e.g., "Additionally,", "On the other hand,", "For instance," complex sentences e.g., "Although some may argue, I believe that" question words e.g., who, what, where, when, why, how persuasive phrases e.g., "It is crucial that", "The evidence suggests that"		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"	

			use persuasive	academic	
		effectively	language to support	vocabulary in	
		(efectivamente)	claims	discussions	
		(0.000		e.g., "The author's	
		collaborate		argument is	
		(colaborar)		compelling	
		(Colabolal)		because"	
		discussion			
		(discusión)			
		(discusion)			
		appropriate			
		(apropiado)			
		(api opiado)			
		topic			
		topic			
		toyt (toyto)			
		text (texto)			
		express (expresar)			
		express (expresar)			
		cloar (claro)			
		clear (claro)			
		persuasive			
		(persuasivo)			
11-12.W.PDW.5	Develop and strengthen	participate	plan and organize	use of transition	Questions
11-12.00.1 000.5	writing as needed by	(participar)	writing before	words to improve	"What is the main purpose of
	planning, revising, editing,	(participar)	drafting	flow e.g.,	your writing?"
	rewriting, or trying a new	oral (oral)	dianting	"Therefore,", "As a	"How can you revise your draft
	approach, focusing on	Oral (Oral)	rovice toxt for	result,", "In	to make your argument
	addressing what is most	:	revise text for	contrast,"	clearer?"
	significant for a specific	information	clarity and	conti usç	"Does your writing effectively
	purpose and audience.	(información)	coherence	compound and	address the audience?"
	(Editing for conventions			complex sentences	"What changes could
	should demonstrate	ideas (ideas)	edit for grammar	e.g., "Even though the	strengthen your writing?"
	command of Foundational		and mechanics		"How does this revision
		analysis (análisis)		argument is strong,	How does this revision
	Literacy standard 6 and			there are	

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

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

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

ELD Standard 3 and Eleventh and Twelfth Grades English Language Arts

				TN ELA Standard					
		TN ELD Standard		FL	L	RL	RI	SL	W
Speak and write about grade-appropriate complex literary and informational texts and topics Academic			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	l ELA Standard	Language (Cognates)	Languag	e Functions	Languag	ge Forms	_	and Sentence ems
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)	apply voo reading, v speaking, listening use conte	and pecific ry ne the of unfamiliar context cabulary in vriting, and ext clues, cs, and materials to	phrases for content of the e.g., "in other instance," "this that" sentence structed defining and words e.g., "The term to" use of affixes words to determine e.g., "The prefit that the word complex sent demonstration usage	words," "for s means actures for explaining a refers and root ermine ix suggests means"	word?" "How does the phrase controlled the p	mine the an unfamiliar his word or ibute to your ng of the text?" one examples becific this subject u apply this ary in your own writing?" rces can you your ndependently?" ems d the meaning

				e.g., "Because the word is used in this context, it implies"	"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 e.g. "For example," "First, next, furthermore, as a result, in contrast" structures for summarizing e.g. "The main ideas of the text are / The author conveys the themes by" complex sentences: e.g. "Because the character faces challenges, the themes of perseverance and resilience emerges".	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 e.g., "The word means in this text because" 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.	figurative (figurativo) connotative (connotativo) analyze (analizar) cumulative (cumulativo) impact (impacto) tone evokes formal (formal) informal (informal)	connotative meanings affect interpretation 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	e.g., "By using, the author creates a tone of" comparison structures to contrast word choice e.g., "Unlike, this phrase suggests" vidence-based statements to support analysis e.g., "The phrase suggests, which contributes to the overall meaning."	"What is the figurative or connotative meaning 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.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.	analyze (analizar) author (autor) choices structure aesthetic (estético) impact (impacto)	analyze how an author's structural choices affect meaning and impact evaluate how specific sections contribute to the overall structure of the text interpret the aesthetic effect of an author's structural decisions	language to explain the structural impact e.g., "Because the author structures this way, it creates" structures to contrast different choices e.g., "Unlike, this section is structured, making the text more" text evidence to support analysis e.g., "The author's	Questions "How does the structure of a specific part of the text contribute to its overall meaning?" "What impact does the author's structural choices have on the reader's experience?" "How does the structure of different sections enhance or change the text's aesthetic appeal?" "In what ways do the

			compare different structural techniques and their influence on a text's effectiveness explain how an author's organization enhances or detracts from the reader's experience	use of in this section contributes to the text's meaning by" evaluative language to assess aesthetic impact e.g., "The structure enhances the text's aesthetic appeal by"	author's structural decisions strengthen or weaken the text?" "How does the organization of ideas in this part of the text connect to its overall message?" Sentence Stems "The structure of this section contributes to the overall text by" "By organizing this part of the text, the author enhances its meaning by" "This structural choice creates an aesthetic impact by" "The author's decision to in this section helps to" "If the author had structured this part differently, the effect would
11-12.RL.CS.6	Analyze how point of view and/or author purpose requires distinguishing	analyze (analizar) point of view	analyze how an author's point of view influences what is	using contrast structure to differentiate explicit and implicit	be" Questions "How does the author's point of view shape what is
	what is directly stated in texts and what is implied.	purpose	stated and what is implied	information e.g., "The text directly states, but it implies"	stated and what is implied?" "What is the author's purpose, and how does it
		distinguish (distinguir)	determine the author's purpose and how it affects	cause and effect sentence	influence the text's message?" "What information is
De 41 July 202		imply (implicar)	meaning	structures	directly stated, and what must the reader infer?"

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

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

				comparative structures for critical summaries e.g., "While the author first states, later they emphasize"	one of the central ideas is" "A critical summary of this text might focus on"
t i c r r r r	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 e.g., "The meaning of in this sentence is because" figurative language e.g., "The phrase is an example of and means" sentence structures to demonstrate word refinement e.g., "At the beginning of the text, means, but later, it develops to mean" text evidence to support analysis e.g., "The author first defines as, but later refines it by"	"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/tech nical meaning of is, which contributes to" "Throughout the text, the meaning of evolves from to" "The word is refined as

					the author provides more
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 (convincente) clear (claro) engaging	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 determine whether the author's structural choices strengthen or weaken their argument	language to explain the impact of structure e.g., "Because the author organizes ideas, it makes the argument more" comparison structures to evaluate effectiveness e.g., "Compared to, this structure is more because" evidence-based statements to support analysis e.g., "The structure is effective because, as shown in" modality words to assess engagement e.g., "This structure may be engaging to readers because"	information, such as" 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?" Sentence Stems "The author structures the text by, which helps to make the argument" "By organizing the ideas, the author makes the argument more"
			weaken their		the author makes the

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

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

				e.g., "First, I will explain the causes of the issue." "Next, I will present supporting evidence." "Finally, I will address counterarguments and conclude." 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."	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
11-12.W.TTP.1	support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and	argument (argumento) reasoning (razonamiento) evidence (evidencia) analysis (análisis) valid (válido) relevant	develop claims and counterclaims fairly provide relevant and sufficient evidence explain strengths and limitations of arguments organize arguments with cohesion conclude an	use of transition words to introduce claims e.g., "first," "foremost," "one reason is," "however," "on the other hand," "in contrast" complex sentence structures to analyze claims e.g., "although some may argue that," "evidence suggests that because"	presentation is" 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, reasons, and evidence?"

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

convey complex ideas,	explanatory	ry texts with clarity	e.g., "furthermore," "in	engages the audience?"
concepts, and information	(explicativo/a)	and coherence	addition," "as a result"	"What strategies can you
clearly and accurately				use to organize your ideas
through the effective	analyze (analizar)	organize ideas	sentence structures for	effectively?"
selection and		logically to create	explanations	"How do your examples
organization of	concept	cohesion	e.g., "This concept is	and evidence support your
content.	(concepto)		significant because," "By	explanation?"
		introduce and	using multiple examples,	"What domain-specific
a. Provide an introduction	organize	conclude a topic	the author clarifies"	vocabulary is necessary for
that is relevant to the rest	(organizar)	effectively		this topic?"
of the text and effectively			structures for cause-and-	"How does your conclusion
engages the audience.	cohesion	use facts, examples,	effect	reinforce the main idea of
	(cohesión)	and quotations to	e.g., "Since this fact	your text?"
b. Organize ideas to		support ideas	supports the main idea, it	"What formatting or
create cohesion and	clarify (clarificar)	select precise	helps the reader	multimedia elements can
clarify relationships		language and domain-	understand"	help your audience
among ideas and	relevant	specific vocabulary		understand the topic?"
concepts, including but	(relevante)		comparative structures	"How do you ensure your
not limited to use of	intro di cetion	incorporate	for analysis	writing maintains a formal
appropriate and varied	introduction	multimedia and	e.g., "Unlike the previous	and objective tone?"
transitions.	(introducción)	formatting for	example, this one	"How can you synthesize
De alexaberate	conclusion	comprehension	demonstrates"	information from multiple
c. Develop the topic	(conclusión)			sources to strengthen your
thoroughly by selecting	(COTICIUSIOTI)	maintain a formal	structure for synthesis	explanation?"
the most significant and	synthesize	style and objective	e.g., "By combining these	Sentence Stems
relevant facts, extended definitions, concrete	(sintetizer)	tone	perspectives," "This	"The introduction effectively
details, quotations, or	(Siricetizer)	tone	evidence, when synthesized,	engages the reader by"
other information and		synthesize	shows"	"To create cohesion, I
examples appropriate to		information from		organized my ideas by"
the		multiple sources to		"One key fact that supports
audience's knowledge of		create a		my explanation is"
the topic.		comprehensive		"The use of precise
the topic.		understanding		language is important
d. Provide a concluding				because"
statement or section that				III de la capale si a projectora ca

statement or section that

"My conclusion reinforces

	follows from and supports the information or explanation presented. 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. g. Establish and maintain a formal style and objective tone.				the main idea by" "To improve clarity, I included formatting such as" "By synthesizing different sources, I was able to show that"
11-12.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a	narrative (narrativa) experience (experiencia) technique (técnica) detail (detalle) sequence (secuencia)	develop a problem, situation, or observation in a narrative establish a clear point of view and introduce characters sequence events logically to build a coherent story use narrative techniques like dialogue and	use of transition words for sequencing e.g., first, next, then, finally sensory language e.g., The wind howled through the trees, carrying the scent of pine. structures for cause and effect e.g., Because the character hesitated, he missed his opportunity.	Questions "How does your narrative introduce the problem or situation?" "What techniques can you use to develop your characters?" "How do you ensure your events build on one another?" "What sensory details can you add to make the scene vivid?" "How does your conclusion reflect on the events of the story?"

narrator/speaker and/or		description	dialogue punctuation	"What choices help you
characters.	observation	'	e.g., "I can't believe it!" she	establish a consistent tone
	(observación)	incorporate sensory	exclaimed.	and style?"
b. Sequence events so	,	language and precise		"How can you use
that they build on one	progression	details		metaphor, simile, or
another to create a	(progresión)			analogy to enhance your
coherent whole and build	, ,	maintain an		descriptions?"
toward a particular tone	description	appropriate style and		
and outcome.	(descripción)	tone throughout the		Sentence Stems
	, ,	narrative		"The story begins with
c. Create a smooth	reflection			to introduce"
progression of	(reflexión)	provide a conclusion		"The character's perspective
experiences or events.	,	that reflects on the		is shown through"
	conclusion	events of the story		"Events build on each other
d. Use narrative	(conclusión)			when happens
techniques, such as	,	use appropriate		because"
dialogue, pacing,	metaphor	language and		"To make the setting more
description, reflection,	(metáfora)	techniques such as		vivid, I used details such as
and multiple plot lines to		metaphor, simile, and		·"
convey experiences,	simile (símil)	analogy		"The conclusion reflects on
events, and/or characters.				the story by"
	analogy			"To create a
e. Provide a conclusion	(analogía)			formal/informal tone, I
that follows from and				chose words like ."
reflects on what is				"I used a
experienced, observed, or				metaphor/simile/analogy
resolved over the course				when I wrote, ',' to show
of the narrative.				·
f. Use precise words and				
phrases, telling details,				
and sensory language to				
convey a vivid picture of				
the experiences, events,				
setting, and/or characters.				
secting, and/or characters.				
	i		l .	

11- 12.W.RW.10	g. Use appropriate language and techniques, such as metaphor, simile, and analogy. h. Establish and maintain an appropriate style and tone. 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 e.g., essays, reports, narratives appropriate diction for audience and task e.g., formal language for academic writing, informal for personal writing use of transition words/phrases e.g., "Firstly,", "In	Questions "What is the main purpose of this writing task?" "How can you adjust your writing to better fit your audience?" "What strategies will help you manage your time to complete this writing on time?" "What changes can you make to improve the clarity of your writing?" "How can you ensure that your writing meets the task
				conclusion,", "On the other hand,"	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 4 and Eleventh and Twelfth Grades English Language Arts

			TN ELA Standard						
		TN ELD 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.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 Langu		Academic Language (Cognates)	Languag	ge Functions	Languag	e Forms		and Sentence ems	
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)	apply voreading, speaking listening use continuous word par references	c and specific ry ne the of ar words in writing, and ext clues,	phrases for content of the e.g., "in other instance," "this that" sentence structed defining and words e.g., "The term to" use of affixes words to determing e.g., "The prefit that the word complex sent demonstration usage	words," "for s means actures for explaining a refers and root ermine ix suggests means"	understandir "What are so of domain-sp vocabulary ir area?" "How can you new vocabula speaking or v "What resour use to build y vocabulary ir Sentence St	mine the in unfamiliar nis word or ibute to your ng of the text?" me examples pecific in this subject u apply this ary in your own writing?" rees can you your independently?"

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.	comprehension (comprensión) 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	e.g., "Because the word is used in this context, it implies" phrases for introducing evidence e.g., "For example," "According to the text," "The author states" phrases for explaining evidence e.g., "This suggests that" omplex sentences to explain inferences e.g., "Because the character reacts this way, we can infer" conditional statements e.g., "If the text states, then we can conclude"	"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" 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
11-12.RL.CS.5 Analyze how an author's analyze choices concerning the (analizar) analyze how an author's structural structural impact is Instruction Instruction	11-12.RL.CS.5			_		Questions

structure of specific parts		choices affect	e.g., "Because the author	a specific part of the text
of a text contribute to its	author (autor)	meaning and impact	structures this way, it	contribute to its overall
overall structure,			creates"	meaning?"
meaning, and aesthetic	choices	evaluate how		"What impact does the
impact.		specific sections	structures to contrast	author's structural choices
	structure	contribute to the	different choices	have on the reader's
		overall structure of	e.g., "Unlike, this section	experience?"
	aesthetic	the text	is structured, making the	"How does the structure of
	(estético)		text more"	different sections enhance
	,	interpret the		or change the text's
	impact	aesthetic effect of an	text evidence to support	aesthetic appeal?"
	(impacto)	author's structural	analysis e.g., "The author's	"In what ways do the
		decisions	use of in this section	author's structural
			contributes to the text's	decisions strengthen or
		compare different	meaning by"	weaken the text?"
		structural techniques		"How does the organization of ideas in this part of the
		and their influence	evaluative language to	text connect to its overall
		on a text's	assess aesthetic impact	message?"
		effectiveness	e.g., "The structure	message:
			enhances the text's	Sentence Stems
		explain how an	aesthetic appeal by"	"The structure of this
		author's organization		section contributes to the
		enhances or detracts		overall text by"
		from the reader's		"By organizing this part of
		experience		the text, the author
				enhances its meaning by
				"
				"This structural choice
				creates an aesthetic impact
				by"
				"The author's decision to
				in this section helps to"
				"If the author had
				structured this part

					differently, the effect would be"
11-12.RL.IKI.9	Demonstrate knowledge	construct	construct claims	use of transition words	Questions
	of and analyze	(construir)	about literary themes	for comparison	"What common themes or
	thematically-related, texts		and their significance	e.g. "Similarly, Likewise, In	topics do these texts
	of literary significance,	claim		the same way, Both texts	explore?"
	considering how two or		analyze how	show"	"How do the authors
	more texts treat similar	support	multiple texts		develop their themes
	themes or topics.		explore similar	structures for	differently?"
	·	reasoning	themes or topics	constructing claims and	"What evidence from each
		(razonamiento)		supporting them with	text supports the claim
			evaluate the	evidence	about their thematic
		evidence	effectiveness of	e.g. "The theme of is	connection?"
		(evidencia)	textual evidence in	explored in both texts	"In what ways do the
			supporting claims	through" "Both authors	authors' perspectives on
		demonstrate		present, but they	this theme differ?"
		(demostrar)	compare authors'	differ in how they" "The	"How does the historical or
			approaches to similar	author of [Text 1] supports	cultural context influence
		knowledge	themes in different	this idea by, while the	the treatment of the
			texts	author of [Text 2]" "This	theme?"
		analyze		evidence demonstrates that	
		(analizar)	explain the	because"	Sentence Stems
		4h	reasoning behind a		"The central theme in both
		theme	claim using logical	phrases for reasoning and	texts is, which is
		litorom.	evidence	evidence	developed through"
		literary		e.g. "According to [Text], the	"While both authors discuss
		(literario)	synthesize	author argues that" "This	, one focuses on
		significance	information from	passage supports the claim	, while the other"
		(significancia)	multiple sources to	by showing" "By using	"This passage from [Text 1]
		(Signification)	support a claim	, the author	supports the theme by
		consider		emphasizes" "One key	, whereas [Text 2]"
		(considerar)		similarity/difference	"The reasoning behind this
		(consideral)		between these texts is"	claim is supported by"
		compare			"Both texts highlight,
		(comparar)			but they approach it
		(3511)			differently by"

		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.	analyze (analizar) infer (inferir) interpret (interpretar) evidence (evidencia) multiple (múltiple) explicit (explícito) synthesize	identify explicit information in multiple informational sources analyze what the texts state directly and implicitly make inferences based on textual evidence cite the strongest and most relevant evidence to support conclusions evaluate the credibility and strength of textual evidence distinguish between explicit statements and inferred ideas	passive voice e.g., "The most compelling textual evidence is cited to support conclusions." complex sentences e.g., "Although the texts do not explicitly state, they implies this idea through" use of transition words/phrases e.g., "For example, in addition, as a result, therefore, according to the texts" modals for inference e.g., "The texts might suggest that" relative clauses e.g., "The passage, which includes specific data, supports the idea that"	"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 contribute to the overall message of the texts?" 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"

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

			multiple sources to draw conclusions	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"	, 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)	identify relevant information from multiple sources compare and synthesize information from different media formats evaluate the	complex sentences for comparing e.g., because, since, due to "The source is credible because it provides data from a government report." "This article lacks credibility since it does not cite any sources." using comparative structures	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
		diverse (diverso) media (medios) formats (formatos) credibility (credibilidad)	analyze discrepancies between different sources	e.g., whereas, while, on the other hand "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	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
		discrepancy (discrepancia)	determine whether information is fact-based or opinion-based	significant effect." use of comparatives and superlatives	decisions?" "Which source provides the most accurate and reliable information? Why?"

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

				evidence." "Finally, I will	"One piece of evidence that
		coherence		address counterarguments	supports this claim is
		(coherencia)		and conclude."	"
		(correr circia)			"A counterargument to
		clarity (claridad)		concluding and	consider is, but
		clarity (claridad)		summarizing (Using	."
				concluding phrases)	"The speaker effectively
				e.g. "In conclusion, the	transitions between ideas
				evidence proves that	by"
				stricter regulations on	"The reasoning behind this
				pollution are necessary."	claim is because
				"Overall, this research	."
				suggests that investing in	"This evidence is relevant
				renewable energy is	because"
				beneficial."	"An alternative perspective
				20119701811	on this issue is"
					"The presentation is
					structured by first
					, then,
					, then, and finally"
					"In conclusion, the key
					takeaway from this
					presentation is"
11-12.W.TTP.1	Write arguments to	argument	develop claims and	use of transition words to	Questions
	support claims in an	(argumento)	counterclaims fairly	introduce claims	"How do you introduce
	analysis of substantive			e.g., "first," "foremost," "one	your claim in a clear and
	topics or texts, using valid	reasoning	provide relevant and	reason is," "however," "on	precise manner?"
	reasoning supported by	(razonamiento)	sufficient evidence	the other hand," "in	"What evidence supports
	relevant and sufficient			contrast"	your claim and
	evidence.	evidence	explain strengths		counterclaim, and how do
		(evidencia)	and limitations of	complex sentence	you explain their strengths
			arguments	structures to analyze	and limitations?"
	a. Introduce precise	analysis		claims	"How does the organization
	claim(s).	(análisis)	organize arguments	e.g., "although some may	of your argument create
	(-)-		with cohesion	argue that," "evidence	clear relationships between
				suggests that because	your claims, counterclaims,

	valid (válido)	conclude an		reasons, and evidence?"
		argument effectively		"How does your conclusion
b. Develop claim(s) and	relevant		consistent verb tense	effectively support and
counterclaim(s) fairly,	(relevante)	use formal and	when presenting	follow from your
supplying evidence for		objective language	arguments	argument?"
each claim and	sufficient			"What specific language or
counterclaim while	(suficiente)			domain-specific vocabulary
pointing out the strengths	,			do you use to support your
and limitations of both in	conclusion			argument?"
a manner that anticipates	(conclusión)			
the audience's knowledge	(,			Sentence Stems
level and concerns.	organization			"I introduce my claim in a
rever and contents.	(organización)			clear and precise manner
	(18)			by"
	cohesion			"I support my claim with
c. Create an organization	(cohesión)			evidence such as, and I
that establishes cohesion	(331133131)			explain the counterclaim's
and clear relationships	precise			strengths and weaknesses
among claim(s),	(preciso)			by noting"
counterclaim(s), reasons, and evidence.	(μ. σοισσ)			"By structuring my
and evidence.				argument with the claim,
				supporting evidence, and counterclaim in order, I
				make sure the relationships
d. Provide a concluding				between them are clear,
statement or section that				such as"
follows from and				"My conclusion supports
supports the argument				my argument by
presented.				summarizing the key points
				and reinforcing the claim
				that"
e. Use precise language				"I use specific terms like
and domain-specific				to explain, which
vocabulary to manage the				helps clarify my argument."
complexity of the topic.				

	f. Establish and maintain				
	a formal style and				
	objective tone.				
11-12.W.RBPK.8	-	advanced	conduct advanced	comparative structures	Questions
	effectively, assessing the	(avanzado/a)	searches	e.g. "Source A is more	"How do you know if a
	credibility and			credible than Source B	source is credible?"
	effectiveness of sources	effectively	distinguish between	because"	"What makes one source
	in answering a research	(efectivamente)	reliable and		more effective than
	question; integrate		unreliable sources	cause and effect phrases	another?"
	relevant and credible	assess (evaluar)		e.g. "Because this source is	"How can you rephrase this information in your own
	information selectively, while avoiding plagiarism		integrate and	from, it is considered reliable."	words?"
	and overreliance on any	credibility	synthesize informat	Tellable.	"Why is it important to use
	one source and following	(credibilidad)	ion into writing while maintaining the flow	citation language	multiple sources?"
	a standard format for		of ideas	e.g. "According to	"What citation format
	citation.	source	oriacus	(author, year),"	should you use for this
		research	paraphrase and	e.g. "This information	research?"
		research	summarizing	comes from, which states	"How can you avoid
		integrate	information to avoid	"	plagiarism while using this
		(integrate	plagiarism		information?"
		(integral)		paraphrasing phrases	Santan as Stance
		relevant	cite sources using a	e.g. "Instead of copying	Sentence Stems "I used an advanced search
		(relevante)	standard citation	directly, I can say in my	by to find relevant
		,	format	own words."	sources."
		plagiarism		credibility evaluation	"This source is credible
		(plagio)		phrases	because"
				e.g., "This source is	"The information from is
		citation		biased/unbiased because	relevant because"
		(citación)		" "The author is qualified	"To avoid plagiarism, I will
				because"	"
		format			"A better way to phrase this
		(formato)			idea in my own words is"

					"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.	defend (defender) interpretation (interpretación) analysis (análisis) reflection (reflexión) evidence (evidencia) literature (literatura) informational text (texto informativo)	interpretations, analyses, reflections, or research apply reasoning and evidence to justify claims make and defend claims based on sources integrate textual evidence into arguments and interpretations evaluate the strength of evidence used to support claims	introduce evidence to support claims e.g., "According to the text," use of transition phrases linking reasoning and evidence e.g., "This evidence supports my claim because," "For example," "Additionally," "On the other hand" academic tone and formal language to express and defend claims e.g., "I assert that" or "It can be concluded that"	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?" 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"

ELD Standard 5 and Eleventh and Twelfth Grades English Language Arts

			TN ELA Standard						
		TN ELD Standard		FL	L	RL	RI	SL	W
Conduct research and evaluate and communicate findings to answer questions or solve problems Academic TN ELA Standard Language		Lang Func		Languag	ge Forms		11-12.W.RBPK.7 11-12.W.RBPK.8 11-12.W.RBPK.9 and Sentence		
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.	present (presentar) information (información) evidence (evidencia) concisely (concisamente) logically (lógicamente) organization (organización) alternative (alternativa) support	state claim support the relevant explaining reasoning and persuation clarity and coherence using applications and sifferent a	leas in a uence Ins and hem with vidence asoning helusions Iogically asively In for ropriate tyle for	use of form e.g., "The ev clearly dem that climate impacting g weather pa "Research in that social in usage can of mental hea citation ph e.g., "Accord recent stude students wh daily score tests." "For the author stude supports th"	vidence onstrates e change is elobal tterns." indicates media affect lth." rases ding to ies, no read higher on example, states, which	"How does th support their evidence?" "What counte addressed, ar refuted?" "How does th of the presen audience und argument?" "What eviden convincing, ar "How does th and style imp effectiveness presentation?"	ng presented?" e speaker claim with rarguments are nd how are they e organization tation help the erstand the ce is the most nd why?" e speaker's tone act the of the itive are presented?"

conclusion	cause and effect	transition between ideas to
(conclusión)	statements	maintain clarity?"
	e.g,. "Because the	
coherence	study was conducted	Sentence Stems
(coherencia)	over a long period, its	"The main argument
	results are considered	presented is"
clarity (claridad)	reliable." "Since the	"One piece of evidence that
	survey was	supports this claim is
	anonymous,	·"
	participants were	"A counterargument to
	more likely to answer	consider is, but
	honestly."	·"
		"The speaker effectively
	use of transition	transitions between ideas by
	between ideas	·"
	e.g., "First, I will	"The reasoning behind this
	explain the causes of	claim is because
	the issue." "Next, I will	·"
	present supporting	"This evidence is relevant
	evidence." "Finally, I	because"
	will address	"An alternative perspective
	counterarguments and	on this issue is"
	conclude."	"The presentation is
		structured by first,
	conclusion phrases	then, and finally
	e.g,. "In conclusion, the	·
	evidence proves that	"In conclusion, the key
	stricter regulations on	takeaway from this
	pollution are	presentation is"
	necessary." "Overall,	
	this research suggests	
	that investing in	
	renewable energy is	
	beneficial."	

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 (interést)	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 e.g., "The data visualized here suggests" or "The research indicates," "In this graph,"	Questions "How does the digital media you used enhance the understanding of your findings?" "What visual aids did you include in your presentation, and how do they support your reasoning?" "How did you organize your research findings to communicate them effectively?" "What tools did you use to make your presentation engaging and informative?" "How do your visuals help the audience understand the evidence you presented?" Sentence Stems "I used to enhance the presentation by" "This visual helps explain my findings because" "I organized my findings by which makes it easier to understand because" "The use of added
					"The use of added interest to my presentation by"
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	Questions "How did you narrow or broaden the scope of your research question?" "What sources did you

	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 e.g., introduction, methodology, findings, conclusion use appropriate citation formats for sources e.g., MLA, APA use of transition phrases to connect findings and analysis e.g., "In addition," "Therefore," "As a	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 DDDV 9	Use advanced searches	advancod	conduct advanced	result"	Questions
11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and	advanced (avanzado/a)	conduct advanced searches	comparative structures e.g., "Source A is more	Questions "How do you know if a source is credible?"
	effectiveness of sources in answering a research question; integrate	effectively (efectivamente)	distinguish between reliable and unreliable	credible than Source B because"	"What makes one source more effective than another?" "How can you rephrase this
	relevant and credible information selectively,	assess (evaluar)	sources	cause and effect phrases	information in your own words?" "Why is it important to use
D= 70 2025	while avoiding plagiarism and overreliance on any one source and	(credibilidad)	integrate and synthesize informa tion into writing	e.g., "Because this source is from, it is	"Why is it important to use multiple sources?" "What citation format should

	following a standard format for citation.	research integrate (integrar) relevant (relevante) plagiarism (plagio) citation (citación) format (formato)	while maintaining the flow of ideas paraphrase and summarizing information to avoid plagiarism cite sources using a standard citation format	citation language e.g., "According to (author, year)," "This information comes from, which states" paraphrasing techniques e.g., "Instead of copying directly, I can say in my own words." credibility evaluation phrases e.g., "This source is biased/unbiased because" "The author is qualified because"	you use for this research?" "How can you avoid plagiarism while using this information?" 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."
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.	defend (defender) interpretation (interpretación) analysis (análisis) reflection (reflexión)	support and defend interpretations, analyses, reflections, or research apply reasoning and evidence to justify claims	introduce evidence to support claims e.g., "According to the text," use of transition phrases linking reasoning and evidence	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

evidence	make and defend	e.g., "This evidence	connection between your
(evidencia)	claims based on	supports my claim	claim and the evidence you
(3 2 2 2 2 7	sources	because," "For	have found?"
literature		example,"	
(literatura)	integrate textual	"Additionally," "On the	Sentence Stems
(**************************************	evidence into	other hand"	"I support my claim with
informational text	arguments and	ocret marra	evidence from the text, which
(texto informativo)	interpretations	academic tone and	states"
(00.10001.10.1.0,	interpretations	formal language to	"This evidence strengthens
		express and defend	my interpretation because"
	evaluate the	· •	"Based on my analysis, I
	strength of evidence	claims	conclude that"
	used to support	e.g., "I assert that" or	"The text supports my
	claims	"It can be concluded	reflection by"
		that"	"I defend my research by
			pointing to evidence that
			shows"
			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?"
			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"

ELD Standard 6 and Eleventh and Twelfth Grade English Language Arts

				TN ELA Standard					
		TN ELD Standard		FL	L	RL	RI	SL	W
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			and Sentence ems
11-12.L.V	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)	acader domain vocabu deterr meanin unfam contex apply reading speaking listenir use co word preferer	nine the ng of iliar words in t vocabulary in g, writing, ng, and	defining ar words e.g., "The te to" use of affix words to d meaning e.g., "The property suggests the means"	er words," i.e.," "this tructures for and explaining erm refers tes and root etermine refix at the word entences for	"What are sor of domain-sp vocabulary in area?" "How can you new vocabula own speaking "What resour use to build y	nine the n unfamiliar is word or bute to your g of the text?" me examples ecific this subject i apply this iry in your g or writing?" ces can you

11-12.RI.CS.5	Analyze and evaluate the	analyze (analizar)	analyze how the	e.g., "Because the word is used in this context, it implies"	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" Questions
11-12.KI.C3.3	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.	evaluate (evaluar) effectiveness (efectividad) structure (estructura) exposition (exposición) argument (argumento) convincing (convincente)	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	impact of structure e.g., "Because the author organizes ideas, it makes the argument more" comparison structures to evaluate effectiveness e.g., "Compared to, this structure is more because" evidence-based statements to support analysis e.g., "The structure is effective because, as shown in" modality words to assess engagement	"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?"

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

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

		evidence (evidencia) author reasoning claim incorporate (incorporar) specific (específico/a)	evaluate the credibility and relevance of evidence distinguish betwee n strong and weak evidence explain how an author structures an argument	explanatory phrases e.g., "The author uses this data to show that," "By including this example, the author establishes a link between and" organization of an argument e.g. "chronological," "cause-effect," "problem- solution"	"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 e.g., "The speaker's argument is (strong/weak) because," "This statement may be distorted because" contrastive structures e.g., Although the speaker claims, the evidence actually shows	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

	critique logical		word choice affect the
identify	connections and		audience's perception?"
(identificar)	coherence in an	adjective clauses	"What rhetorical devices
	argument	e.g. "The speaker uses	does the speaker use to
exaggerated		emotional language,	strengthen their
(exagerado/a)		which helps persuade	argument?"
		the audience." "The	"How does the speaker's
distorted		repetition of key	tone influence the
(distorsionado/a)		phrases, which emphasizes the	effectiveness of the
		argument, makes the	
stance		speech more impactful."	argument?"
word choice		contrasting statement	Santan as Stance
Word critice		"however" and	Sentence Stems
emphasis (énfasis)		"nevertheless"	"The speaker argues that
(0.1100.0)		e.g. "The speaker	, using
		presents strong	as evidence."
		evidence; however, some	"The argument is
		points lack clear	convincing because
		explanations." "The argument is well-	·"
		structured; nevertheless,	"One weakness in the
		it does not address	speaker's reasoning is
		opposing viewpoints."	·"
			"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

		point by, but this
		evidence is/is not effective
		because"
		"Although the speaker
		presents strong evidence,
		they fail to consider
		·"
		"The use of
		appeals to the audience's
		•

ELD Standard 7 and Eleventh and Twelfth Grades English Language Arts

			TN ELA Standard					
	TN ELD Standard		FL	L	RL	RI	SL	W
	guage choices to purpose, tasl aking 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	N ELA Standard	Academic Language (Cognates)	Langua	ge Functions	Languag	ge Forms	Questions and Sentenc	
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)	make la choices la audience purpose comprel analyze in differed dictionar guides) to language examine	rences (e.g., ries, style o refine e choices	adapt formal/inf language depending audience e.g., "using language i academic informal la casual con using dict sentence and regist match tas audience e.g., choos complex va for a form or simpler a casual conversati a persuasi arguments	g on the g formal in writing or anguage in eversation" ion, structure, ter to k or ing more ocabulary al report words for on; using eve tone in	the audience "What strateg to understand different cont "How do you and tone to m purpose of you speaking?" "What is the e language cho audience's un "How do you reading or list to compreher types of texts "How does sy	e depending on or task?" ies do you use d language in exts?" adapt your style natch the our writing or effect of your ices on the adjust your sening approach and different effect.

		consult (consultar)	evaluate how	descriptive tone in	"What reference sources can
			sentence structure	narratives	help determine the most
		reference			effective language choice?"
		reference (referencia) syntax (sintaxis) complex (complejo/a)	contributes to meaning in a text	complex sentence structures e.g., "Because the author uses formal language, the tone of the text is" conditional structures e.g., "If the sentence were rewritten in an informal tone, it would" comparative structures e.g., "Unlike informal language, academic language emphasizes"	I
				for referencing	
				sources e.g., "According to	
				e.g., According to, the best word	
				choice for this	
				context is"	
11-12.L.VAU.6	Acquire and accurately use	general (general)	acquire and use	phrases for	Questions
11 12.2.770.0	general academic and	academic	academic and	clarification	"What strategies can you use
	domain-specific words and	(académico/a)	_		to determine the meaning of
1		l	1	I .	

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

opposing perspectives;	evidence	relevant evidence	that social media	"What counterarguments are
and organize and develop	(evidencia)		usage can affect	addressed, and how are they
substance and style		explain reasoning	mental health."	refuted?"
appropriate to task,	concisely	behind conclusions	-11-11	"How does the organization
purpose, and audience.	(concisamente)	avalainina vaaanina	citation phrases e.g., "According to	of the presentation help the
	logically	explaining reasoning logically and	recent studies,	audience understand the
	(lógicamente)	persuasively	students who read	argument?"
	(rogressification)	, , , , , ,	daily score higher on	"What evidence is the most
	organization	structuring	tests." "For example,	convincing, and why?"
	(organización)	information for clarity	the author states,	"How does the speaker's tone
		and coherence	',' which supports the idea	and style impact the
	audience	using appropriate	that"	effectiveness of the
	(audiencia)	tone and style for		presentation?"
	alternative	different audiences	cause-and-effect	"What alternative
	(alternativa)		structures	perspectives are presented?"
	(6.75.77.67.7		e.g,. "Because the	"How does the speaker
	support		study was conducted	transition between ideas to
			over a long period, its results are	maintain clarity?"
	conclusion		considered	
	(conclusión)		reliable." "Since the	Sentence Stems
			survey was	"The main argument
	coherence (coherencia)		anonymous,	presented is"
	(conerencia)		participants were	"One piece of evidence that
	clarity (claridad)		more likely to answer honestly."	supports this claim is
			unswer monestry.	·"
			use of transitions	"A counterargument to
			between ideas	consider is, but
			e.g., "First, I will	·"
			explain the causes of	"The speaker effectively
			the issue." "Next, I	transitions between ideas by
			will present	"
			supporting	

				evidence." "Finally, I will address counterarguments and conclude." 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."	"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" "In conclusion, the key takeaway from this presentation is"
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 e.g., "I would like to suggest," "According to the data, " Dear Mr./Mrs./Dr" formal expressions e.g., "I think," "You know what I mean?" "Hey guys, today we're going to talk about"	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, l
					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	produce (producir)	write with clarity and	use of transition	Questions
	coherent writing in which		coherence	words/phrases	"How can you ensure your
	the development,	coherent	eranire ideas	e.g., " first, next, in	writing is clear and
	organization, and style are appropriate to task,	(coherente)	organize ideas logically to fit the task	addition, for example, as a result,	coherent?"
	purpose, and audience.	development	and purpose	finally, therefore"	"What is the task, purpose,
	(Grade-specific	development		Jinany, and ejore	and audience for this
	expectations for writing	organization	develop content in a	adapt	writing?"
	types are defined in	(organización)	structured and	formal/informal	"Is your style appropriate for
	standards 1-3 above.)		meaningful way	language	your intended audience?"
		style (estilo)	select an appropriate	depending on the audience	"What revisions can improve
			style and tone for the	e.g., "using formal	the clarity and coherence of
		appropriate	audience	language in	your writing?"
		(apropiado/a)		academic writing or	
		task	revise and refine	informal language in	Sentence Stems
		task	writing for	casual conversation"	"My writing is clear and
		purpose	effectiveness		coherent because"
		' '		using diction,	"The purpose of this writing is
		audience		sentence structure, and register to	to, which is reflected in"
		(audiencia)		match task or	"To develop my ideas
		, , , , , , , , , , , , , , , , , , ,		audience	effectively, I organized my
				e.g., choosing more	writing by"
				complex vocabulary	"This style is appropriate for

				for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives	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 e.g., essays, reports, narratives appropriate diction for audience and task e.g., formal language for academic writing, informal for personal writing use of transition words/phrases e.g., "Firstly,", "In conclusion,", "On the other hand,"	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 ELA	Standard		
	TN ELD Standard		FL	L	RL	RI	SL	W
	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)	Langu	uage Functions	Languag	ge Forms		ons and ce 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	of unkland phenomenal recogration context etymology to determine recogration recognized	nize and apply at clues and logical patterns ermine word ng nize multiple- ng words and the correct retation word analysis gies to clarify ng n how spelling ns relate to origins and	use of transit words/phras analysis e.g., "for exan suggests that, sentence strudetermining e.g., "The word in this combecause" comparative for multiple-twords e.g., "In this semeans, but context, it could complex sentetymological e.g., "Since the Latin root, it is	es for word nple," "this " "in contrast" uctures for meaning d means text structures meaning entence, it in another uld mean" tences for analysis is word has a	help clarify of this word "What are t meanings of and which of text?" "How do sp patterns or provide clu- word's mea "What othe share the s	determine g of an ord?" the context the meaning d or phrase?" he possible of this word, one fits this elling word roots es about the ning?" r words ame al pattern as

		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 e.g., "The author uses 'storm' instead of 'rain' to create a sense of chaos." comparative and contrast structures e.g., "While both and mean, conveys a stronger/milder/more formal tone," "Although and have the same definition, is used in a	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

analyze (analizar) context (contexto) denotation (denotación) connotation (connotación) text (texto) similar (similar) 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 analyze (analizar) implies" context analysis structures e.g., "In this sentence, the word means because" "The figurative language in this sentence helps to" "Pepending on the situation, can mean either or" precision and degree modifiers sightly, "somewhat," "moderately," "strongly," "intensely" ("The word is slightly more formal than") e.g., "suggests," "implies." "conveys," "evokes" ("The word evokes a sense of, "while implies") context clues to determine word meaning e.g., "The word means in this text because" "In this context, the word means in this sentence, the word means or" "The figurative and connotative meaning of words and phrases in context in the meaning of words and phrases in context of the structures and effect structures affect interpretation figurative or connotative meaning and tone, such as how language evokes a sense			figure of speech		more context," "Unlike , which suggests,	understanding the meaning of the text?"
context (contexto) denotation (denotación) connotation (connotation (connotation) connotation (connotación) text (texto) similar (similar) text (texto) similar (similar) 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 context (contexto) structures e.g., "In this sentence, the wordword structures e.g., "In this sentence, the wordword structures e.g., "In this sentence, the wordword structures e.g., "In this sentence, the wordmean in this sentence helps to" "The figurative language in this sentence helps to" "The figurative and connotative meaning of words and degree modifiers e.g., "slightly," "somewhat," "moderately," "strongly," "intensely" ("The word is slightly more formal than") e.g., "suggests," "implies." "Conveys," "evokes "The wordword evokes a sense ofwhileimplies") context (ues to, "What is the meaning of a specific word or phrase in this text?" "How does the author's couse and effect structures e.g., "The wordmeans in this text because," "He figurative and connotative meanings in this sentence, the word in this sen			analyze (analizar)			
(contexto) denotation (denotación) (denotación) (connotation (connotation (connotation (connotación) text (texto) similar (similar) text (texto) similar (similar) 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 (figurative) (contexto) denotation (denotación) text (texto) similar (similar) retat (texto) similar (similar) precision and degree modifiers e.g., "slightly," "somewhat." "moderately, "strongly," "intensely" ("The word _ is slightly more formal than") e.g., "suggests," "implies," "conveys," "evokes" ("The word _ retained 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 figurative figurative figurative figurative figurative figurative figurative figurative figurative structures e.g., "In word _ means _ because" "The figurative and nonther context, it might mean _," "The figurative in this sentence, the word _ means _ because" whereas in another context, it might mean _," "Depending on the situation, _ can mean either _ or _," precision and degree modifiers e.g., "slightly," "somewhat." "The figurative in this sentence, the word _ means _ because" "The figurative in this ext league in this sentence, the word _ means _ because" The figurative and connected in this sentence, the word _ means _ because" The figurative and connected in this ext league in this sentence, the word _ means _ because" The figurative and connected in this sentence, the word _ means _ because" The figurative and connected in this sentence, the word _ means _ or _, " in this text league in this sentence thelps to" The figurative and connected in this sentence the study of _, " in this text league in this sentence the						
denotation (denotación) connotation (connotación) text (texto) similar (similar) text (texto) similar (similar) because" "The figurative language in this sentence, the wordsuggestswhereas in another context, it might mean" "Depending on the situation,can mean either or" precision and degree modifiers e.g., "slightly," "somewhat," "moderately," "strongly," "intensely" ("The word is slightly more formal than") e.g., "suggests." "implies," "conveys," "evokes" ("The word evokes a sense of, whileimplies") context clues to context clues to determine word 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 (figurativo) determine the meaning of words and phrases (frases) figurative (figurative) determine the meaning of words and phrases in context of the wordmeans in this text because" "Ho figurative language in this sentence, the word in this sentence, the word in this sentence helps to" "The figurative and tone." "The figurative in this sentence, the word in this is sentence helps to" "The figurative in this sentence, the word in this sentence, the word, it might mean" "Pepending on the situation,can mean either" "moderately," "strongly," "intensely" ("The word is slightly more formal than") e.g., "suggests." "implies." "Context clues to context clues to determine word meaning e.g., "The wordmeans in this text because" "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?" "How does the author's choice of words affect the overall meaning and tone?" "How does the author's choice of words affect the overall meaning and tone?" "How does the author's choice of words and phrase in this text?" "How does the author's choice of words and phrase in this text?" "How does the author's choice					_	•
denotation (denotación) connotation (connotación) text (texto) similar (similar) 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 tone, such as how denotation (denotación) connotation (connotación) text (texto) similar (similar) determine the situation,can mean either or" precision and degree modifiers e.g., "Slightly," "somewhat," "moderately," "strongly," "intensely" ("The word is slightly more formal than") e.g., "suggests." "implies," "conveys," "evokes ("The word evokes a sense of while implies") context clues to determine word meaning e.g., "The word means in this text because" What is the meaning of applicative and connotative meanings affect interpretation figurative (figurativo) figurative (figurative) figurative (figurative) figurative (figurative) figurative (figurative) figurative (figurative) figurative (field) figurative (figurative)			(contexto)			
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### Indeptod ### In			similar (similar)			
## "intensely" ("The word is slightly more formal than") ## e.g., "suggests," "implies," ## conveys," "evokes" ("The word evokes a sense of, while implies") ## 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 ## intensely" ("The word is slightly more formal than") ## e.g., "Suggests," "implies," ## conveys," "evokes" ("The word evokes a sense of, while implies") ## Context clues to determine word meaning e.g., "The word means in this text because" ## What is the meaning of words and phrases in context ## of a specific word or phrase in this text?" ## How does the author's choice of words affect the overall meaning and tone?" ## overall meaning and tone?" ## what is the figurative the overall meaning and tone?" ## overall meaning and tone?"						
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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 Determine the meaning of determine word meaning of words and phrases in context Metermine the meaning of determine word meaning determine word meaning and phrases in context Metermine the meaning of determine word meaning and phrases in context Mords Manalyze how figurative and connotative meanings affect interpretation Metermine the meaning of determine word meaning and tonetative meaning and tonetative meaning of a specific word or phrase in this text?" "How does the author's cause and effect structures the overall meaning and tone?" "What is the figurative tone?" "What is the figurative and connotative meanings affect interpretation tone?" "What is the figurative and connotative meaning and tone?" "What is the figurative and connotative meaning and tone?" "What is the figurative and connotative meaning and tone?" "What is the figurative and connotative meaning and tone?" "What is the figurative and connotative meaning and tone?" "What is the figurative and connotative meaning and tone?" "What is the figurative and connotative meaning and tone?"						
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including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how words analyze how figurative and connotative meanings affect interpretation analyze how figurative and connotative meanings affect interpretation in this text because" "How does the author's choice of words affect structures e.g., "By using, the author creates a tone of" "What is the figurative		words and phrases as they	(determinar)	meaning of words and	determine word meaning	"What is the meaning of
connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how analyze how figurative and connotative meanings figurative figurative (figurativo) analyze how figurative and connotative meanings affect interpretation analyze how figurative and connotative meanings affect interpretation "How does the author's choice of words affect the overall meaning and tone?" "What is the figurative		· · · · · · · · · · · · · · · · · · ·		phrases in context	e.g., "The word means	•
analyze the cumulative impact of specific word choices on meaning and tone, such as how phrases (frases) figurative and connotative meanings affect interpretation figurative and connotative meanings affect interpretation figurative (figurativo) cause and effect structures e.g., "By using _, the author creates a tone of" what is the figurative			words		in this text because"	•
impact of specific word choices on meaning and tone, such as how impact of specific word choices on meaning and tone, such as how connotative meanings affect interpretation affect interpretation connotative meanings affect interpretation affect interpretation creates a tone of" the overall meaning and tone?" "What is the figurative				analyze how		
choices on meaning and tone, such as how figurative (figurativo)		_	phrases (frases)	_	cause and effect	
tone, such as how (figurative) (figurative) creates a tone of" "What is the figurative					structures	•
(ligurativo) creates a tone of		_	figurative	affect interpretation	e.g., "By using, the author	
language evokes a sense or connotative meaning		1 · · · · · · · · · · · · · · · · · · ·	(figurativo)		creates a tone of"	_
		language evokes a sense				or connotative meaning

	of time and place, and how	connotative	evaluate how an	comparison structures to	of this phrase?"
	it communicates an	(connotativo)	author's word choices	contrast word choice	"How does the language
	informal or formal tone.		impact meaning and	e.g., "Unlike, this phrase	in the text establish a
		analyze (analizar)	tone	suggests"	sense of time and
		, ,		evidence-based	place?"
		cumulative	compare the use of	statements to support	"What effect does the
		(cumulativo)	formal and informal	analysis	use of formal or
		(carrialative)	language in different	e.g., "The phrase suggests	informal language have
		impact (impacto)	texts	_, which contributes to the	on the text?"
		impact (impacto)		overall meaning."	
		40.00	explain how language	over all meaning.	Sentence Stems
		tone	conveys a sense of		"The language used in
		,	time and place		this passage evokes a
		evokes	time and place		sense of by
					"
		formal (formal)			"The word means
					in this context
		informal			because"
		(informal)			"The author's word
					choice creates a
					tone by using words like
					·"
11-12.RI.CS.4	Determine or clarify the	determine	identify the meaning	use of transition	Questions
	meaning of unknown and	(determinar)	of unknown words	words/phrases for word	"What does a specific
	multiple-meaning words		and phrases	analysis	word or phrase mean in
	and phrases based on	clarify (clarificar)		e.g., "for example," "this	this text?"
	11th-12th grade-level text		recognize and apply	suggests that," "in contrast"	"How does the meaning
	by choosing flexibly from a	meaning	context clues and		of a key term change
	range of strategies. d. Use		etymological patterns	sentence structures for	throughout the text?"
	etymological patterns in	unknown	to determine word	determining meaning	"What is the figurative,
	spelling as clues to the		meaning	e.g., "The word means	connotative, or
	meaning of a word or	multiple		in this context	technical meaning of
	phrase.	(múltiple)	recognize multiple-	because"	this phrase?"
		(11.5.6.6.6)	meaning words and		"How does the author
		phrase (frase)	select the correct		refine the meaning of
		piliuse (iluse)	interpretation		an important term?"
		<u>l</u>	10.15.000.000.		

	strategy (estrategia) flexibly (flexiblemente) range etymological (etimológico/a) spelling clue	apply word analysis strategies to clarify meaning explain how spelling patterns relate to word origins and definitions	comparative structures for multiple-meaning words e.g., "In this sentence, means, but in another context, it could mean" complex sentences for etymological analysis e.g., "Since this word has a Latin root, it is related to"	"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/t echnical meaning of is, which contributes to" "Throughout the text, the meaning of evolves from to" "The word is refined as the author provides

ELD Standard 9 and Eleventh and Twelfth Grades English Language Arts

				TN ELA Standard				
	TN ELD Standa	ard	FL	L	RL	RI	SL	W
Create clear and coherent grade-appropriate speech and text 9			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	
		Academic		anguage			Questions	and Sentence
	TN ELA Standard	Language (Cognates)		unctions	Languag	e Forms		tems
11-12.L.CS	the conventions of standard English capitalization, punctu and spelling when wr when reading and wr use knowledge of punctuation to enhant sentence style to sup the content of the sentence; write and e work so that it confor a style guide appropr for the discipline and writing type.	(demostrar) ation, capitalization (capitalización) ting, punctuation (puntuación) ce (puntuación) dit function (función) dit edit (editar)	punctus senter meani use puclarify improve apply rules to meani edit wow with an and according identication applies to the capital senter to the control of the control o	unctuation to ideas and ve readability punctuation o clarify	capitalizati for proper and senter beginnings semicoloni related independe clauses e.g., I studio night; howe felt unprep colons to i lists or explanatio e.g., There of main ideas clarity; seco coherence;	nouns nce s to join ent ed all ever, I still ared. ntroduce ns are three : first, ond,	the clarity of y "How can you writing for spe punctuation e "How does pro contribute to s coherence in v Sentence Stee "One way to cl punctuation e "Editing my wo by	check your elling and rrors?" oper punctuation oxityle and vriting?" ms neck for rrors is" ork helps me" uation enhances

11-12.SL.PKI.6	Adapt speech to a variety	grammar (gramática) adapt (adaptar)	adjust tone and	follow style guide rules for punctuation and formatting e.g., MLA, APA formal expressions	Questions
	of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	language (lenguaje) purpose audience (audiencia) context (contexto) formal (formal) appropriate (apropiado/a)	select appropriate vocabulary use formal or informal language identify audience and context express ideas clearly for different settings	e.g., "I would like to suggest," "According to the data, " Dear Mr./Mrs./Dr" formal expressions e.g., "I think," "You know what I mean?" "Hey guys, today we're going to talk about"	"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 e.g., "first," "foremost," "one	Questions "How do you introduce your claim in a clear and precise manner?" "What evidence supports your

relevant and sufficient		evidence	reason is,"	claim and counterclaim, and
evidence.	evidence	CVIderice	"however," "on the	how do you explain their
a. Introduce precise	(evidencia)	explain strengths	other hand," "in	strengths and limitations?"
claim(s).	(evidericia)	and limitations of	contrast"	"How does the organization of
b. Develop claim(s) and				your argument create clear
•	analysis (análisis)	arguments	complex sentence	,
counterclaim(s) fairly,			structures to	relationships between your
supplying evidence for	valid (válido)		analyze claims	claims, counterclaims, reasons,
each claim and		organize arguments	e.g., "although some	and evidence?"
counterclaim while	relevant	with cohesion	may argue that,"	"How does your conclusion
pointing out the strengths	(relevante)		"evidence suggests	effectively support and follow
and limitations of both in a		conclude an	that because	from your argument?"
manner that anticipates	sufficient	argument effectively		"What specific language or
the audience's knowledge	(suficiente)			domain-specific vocabulary do
level and concerns.	(Sarrelence)	use formal and	consistent verb	you use to support your
c. Create an organization	conclusion	objective language	tense when	argument?"
that establishes cohesion	(conclusión)		presenting	
and clear relationships	(COTICIUSIOTI)		arguments	Sentence Stems
among claim(s),				"I introduce my claim in a clear
counterclaim(s), reasons,	organization			and precise manner by"
and evidence.	(organización)			"I support my claim with
d. Provide a concluding				evidence such as, and l
statement or section that	cohesion			explain the counterclaim's
follows from and supports	(cohesión)			strengths and weaknesses by
the argument presented.				noting"
e. Use precise language	precise (preciso)			"By structuring my argument
and domain-specific				with the claim, supporting
vocabulary to manage the				evidence, and counterclaim in
complexity of the topic.				order, I make sure the
f. Establish and maintain a				relationships between them
formal style and objective				are clear, such as"
tone				"My conclusion supports my
				argument by summarizing the
				key points and reinforcing the
				claim that"
				"I use specific terms like to
	I .	l		. ase specific terms like to

					explain, which helps clarify
11-12.W.TTP.2	Mrito	informative	write informative/	use of transition	my argument."
11-12.W.11P.2	Write informative/evolunatory			words/phrases for	Questions "How can you introduce your
	informative/explanatory texts to analyze,	(informativo/a)	explanatory texts with clarity and	cohesion	topic in a way that engages the
	synthesize, and convey	avalanatan.	coherence		audience?"
	complex ideas, concepts,	explanatory	conterence	e.g., "furthermore,"	"What strategies can you use to
	and information clearly	(explicativo/a)		"in addition," "as a	organize your ideas
			organize ideas	result"	
	and accurately through the effective selection and	analyze (analizar)	logically to create		effectively?"
			cohesion	sentence structures	"How do your examples and
	organization of content.	concept		for explanations	evidence support your
	a. Provide an introduction	(concepto)		e.g., "This concept is	explanation?"
	that is relevant to the rest		introduce and	significant	"What domain-specific
	of the text and effectively	organize	conclude a topic	because," "By using	vocabulary is necessary for this
	engages the audience.	(organizar)	effectively	multiple examples,	topic?"
	b. Organize ideas to create		enceavery	the author	"How does your conclusion
	cohesion and clarify	cohesion	use facts, examples,	clarifies"	reinforce the main idea of your
	relationships among ideas	(cohesión)	and quotations to		text?"
	and concepts, including	,	support ideas	structures for	"What formatting or
	but not limited to use of	clarify (clarificar)		cause-and-effect	multimedia elements can help
	appropriate and varied	(3.3)		e.g., "Since this fact	your audience understand the
	transitions.	relevant	select precise	supports the main	topic?"
	c. Develop the topic	(relevante)	language and	idea, it helps the	"How do you ensure your
	thoroughly by selecting the	(relevance)	domain-specific	reader	writing maintains a formal and
	most significant and	introduction	vocabulary	understand"	objective tone?"
	relevant facts, extended				"How can you synthesize
	definitions, concrete	(introducción)	incorporate	comparative	information from multiple
	details, quotations, or		multimedia and	structures for	sources to strengthen your
	other information and	conclusion	formatting for	analysis	explanation?"
	examples appropriate to	(conclusión)	comprehension	e.g., "Unlike the	
	the audience's knowledge			previous example,	Sentence Stems
	of the topic.	synthesize	maintain a formal	this one	"The introduction effectively
	d. Provide a concluding	(sintetizer)	style and objective	demonstrates"	engages the reader by"
	statement or section that		tone	3.3	"To create cohesion, I
	follows from and supports			use of synthesis	organized my ideas by"
					"One key fact that supports my

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

particular tone and	Sequence	and precise details	dialogue	Sentence Stems
outcome. c. Create a	(secuencia)		punctuation	"The story begins with to
smooth progression of		maintain an	e.g., "I can't believe	introduce"
experiences or events.	Observation	appropriate style	it!" she exclaimed.	"The character's perspective is
d. Use narrative	(observación)	and tone		shown through"
techniques, such as		throughout the		"Events build on each other
dialogue, pacing,	Point of View	narrative		when happens because
description, reflection, and				·"
multiple plot lines to	Character	provide a		"To make the setting more
convey experiences,		conclusion that		vivid, I used details such as
events, and/or characters.	Coherent	reflects on the		·"
e. Provide a conclusion	(coherente)	events of the story		"The conclusion reflects on the
that follows from and	,	use appropriate		story by"
reflects on what is	Progression	language and		"To create a formal/informal
experienced, observed, or	(progresión)	techniques such as		tone, I chose words like ."
resolved over the course	, ,	metaphor, simile,		"I used a
of the narrative.	Description	and analogy		metaphor/simile/analogy when
f. Use precise words and	(descripción)			I wroteto show"
phrases, telling details, and	(
sensory language to	Reflection			
convey a vivid picture of	(reflexión)			
the experiences, events,	(
setting, and/or characters.	Conclusion			
g. Use appropriate	(conclusión)			
language and techniques,	(correlation)			
such as metaphor, simile,	Style (estilo)			
and analogy.	Style (estilo)			
h. Establish and maintain	Tone			
an appropriate style and	TOTIC			
tone.	Metaphor			
	(Metáfora)			
	(ivicial0ia)			
	Simile (Símil)			
	Sittille (Sittill)			
	\			
	Analogy (Analogía)			

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: e.g. "first, next, in addition, for example, as a result, finally, therefore" adaptation formal/informal language e.g., "using formal language in academic writing or informal language in casual conversation" using diction, sentence structure, and register to match task or audience e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using	"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 my audience because" "One way to improve coherence in my writing is"
				a persuasive tone in arguments or a descriptive tone in narratives	
11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	participate (participar) oral (oral)	plan and organize writing before drafting	use of transition words to improve flow e.g., "Therefore,", "As a	Questions "What is the main purpose of your writing?" "How can you revise your draft

approach, focusing on		revise text for	result,", "In	to make your argument
addressing what is most	information	clarity and	contrast,"	clearer?"
significant for a specific	(información)	coherence		"Does your writing effectively
purpose and audience.	-		compound and	address the audience?"
(Editing for conventions	ideas (ideas)	edit for grammar	complex sentences	"What changes could
should demonstrate	, ,	and mechanics	e.g., "Even though	strengthen your writing?"
command of Foundational	analysis (análisis)		the argument is	"How does this revision
Literacy standard 6 and	respond	rewrite to improve	strong, there are	improve the overall structure of
Language standards 1-3 up	(responder)	structure and	counterpoints to	your writing?"
to and including grades 11-	,	content	consider."	
12.)	audience			Sentence Stems
	(audiencia)	evaluate and refine		"The purpose of my writing is
	,	writing for purpose	appropriate verb	to"
	comment	and audience	tenses depending	"One way I can improve my
	(comentario)		on context	draft is by"
	,	provide and apply	e.g., past for	"My revision focuses on"
	plan (planear)	feedback in the	narratives, present	"I edited this section to
		writing process	for analysis	clarify"
	revise (revisar)		Joi unalysis	"To better address my
			active and passive	audience, l"
	edit (editar)		voice	
	care (carear)		e.g., "The study was	
	significant		conducted by the	
	(significativo)		researchers." vs.	
	(SIBITITICACIVO)		"The researchers	
			conducted the	
			study."	
			Juay.	
			structures to	
			strengthen	
			arguments	
			e.g., "This evidence	
			reinforces the claim	
			that"	

11-12.W.RW.10	Write routinely over	extend (extendido)	write consistently	genre-specific	Questions
	extended time frames and		for different tasks	writing structures	"What is the main purpose of
	shorter time frames for a	purpose		e.g., essays, reports,	this writing task?"
	range of tasks, purposes,		develop writing for	narratives	"How can you adjust your
	and audiences.	audience	both long-term and		writing to better fit your
		(audiencia)	short-term purposes	appropriate diction	audience?"
				for audience and	"What strategies will help you
			adjust writing style	task	manage your time to complete
			based on purpose	e.g., formal language	this writing on time?"
			and audience	for academic	"What changes can you make
				writing, informal for	to improve the clarity of your
			maintain focus on	personal writing	writing?"
			the task throughout		"How can you ensure that your
			the writing process	use of transition	writing meets the task
				words/phrases	requirements?"
				e.g., "Firstly,", "In	Santan as Stanes
				conclusion,", "On	Sentence Stems
				the other hand,"	"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 10 and Eleventh and Twelfth Grades English Language Arts

				TN ELA Standard					
		TN ELD Standard		FL	L	RL	RI	SL	W
Make accurate use of standard English to communicate in grade appropriate speech and writing 10			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		
	TI	N ELA Standard	Academic Language (Cognates)	Langua	ge Functions	Languag	ge Forms		and Sentence ems
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	Demonstrate (demostrar) Command (comando) Convention (convención)	rules in v speaking analyze	grammar writing and g variations in r and usage	use of subordina conjunction create con sentences e.g., althowers, so	ons to mplex	Questions "How does grachange in form informal conte "How does sul agreement aff writing?"	nal versus exts?" oject-verb
		convention.	Grammar (gramática) Usage	contexts	e complex or grammatical	condition structures e.g., "If the were writt formal Eng would say.	s sentence en in glish, it	Sentence Stems "Standard English grammar dictates that should be used instead of" "One contested grammar ruis because"	
			complex (complejo/a) contested	gramma accuracy distingu		comparat structures e.g., "Unlik speech, ac writing rec	s e informal ademic	of"	use instead

			grammar usage	modal verbs for discussion e.g., "should," "must," "might," "could" passive vs. active voice e.g., "The rule was changed vs. They changed the rule." subject-verb agreement e.g., "Each of the students is responsible." pronounantecedent agreement e.g., "Everyone must bring his or her	
11-12.L.CSE.2	Demonstrate command of	Domonstrato	identify how	book."	Questions
11-12.L.CSE.2	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	Demonstrate (demostrar) Command (comando) Convention (convención)	identify how punctuation affects sentence style and meaning use punctuation to clarify ideas and improve readability	capitalization rules for proper nouns and sentence beginnings semicolons to join related independent clauses	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; write and edit	Capitalization	apply punctuation	e.g., I studied all	Sentence Stems
	work so that it conforms to	(capitalización)	rules to clarify	night; however, I still	"One way to check for
	a style guide appropriate		meaning	felt unprepared.	punctuation errors is"
	for the discipline and	Punctuation			"Editing my work helps me
	writing type.	(puntuación)	edit writing to align	colons to introduce	by"
		,	with an appropriate	lists or	"Proper punctuation enhances
		Spelling	and academic style	explanations	style and coherence by"
				e.g., There are three	
		Explain (explicar)	identify errors in	main ideas: first,	
			capitalization,	clarity; second,	
		Function (función)	punctuation, and spelling	coherence; third, conciseness.	
		Separate (separar)		Calle of land 1	
				follow style guide	
		Edit (editar)		rules for punctuation and	
				formatting	
		Conform		e.g., MLA, APA	
		(conformar)		c.g., <i>m.z.</i> , , , , , ,	
		Appropriate			
		(apropiado)			
		Discipline			
		(disciplina)			
		(6.56.6			
		Writing			
		_			
		Type (tipo)			
11-12.SL.PKI.6	Adapt speech to a variety	adapt (adaptar)	adjust tone and	formal expressions	Questions
	of contexts and tasks,	, , , , , ,	register	e.g., "I would like to	"Who is your audience and
	demonstrating command	language		suggest,"	what tone should you use?"
	of formal English when	(lenguaje)	select appropriate	"According to the	"What is the purpose of your
	indicated or appropriate.	(vocabulary	data, " Dear	speech or writing?"
				Mr./Mrs./Dr" "I	"Should your language be

		purpose audience (audiencia) context (contexto) formal (formal)	use formal or informal languageidentify audience and contextexpress ideas clearly for different settings	think," "You know what I mean?" "Hey guys, today we're going to talk about"	formal or informal for this task?" "How can you adjust your language for different situations?" "Are your word choices appropriate for your audience?"
		appropriate (apropiado/a)			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	argument	develop claims and	use of transition	Questions
	support claims in an	(argumento)	counterclaims fairly	words to introduce	"How do you introduce your
	analysis of substantive topics or texts, using valid	vo o o o o i o o	provide relevant and	claims	claim in a clear and precise manner?"
	reasoning supported by	reasoning	sufficient evidence	e.g., "first," "foremost," "one	"What evidence supports your
	relevant and sufficient	(razonamiento)	Sufficient evidence	reason is,"	claim and counterclaim, and
	evidence.	evidence	explain strengths	"however," "on the	how do you explain their
	a. Introduce precise	(evidencia)	and limitations of	other hand," "in	strengths and limitations?"
	claim(s).	(cviacricia)	arguments	contrast"	"How does the organization of
	b. Develop claim(s) and	analysis (análisis)			your argument create clear
	counterclaim(s) fairly,	2	organize arguments	complex sentence	relationships between your
	supplying evidence for	valid (válido)	with cohesion	structures to	claims, counterclaims,
	each claim and	relevant		analyze claims	reasons, and evidence?"
	counterclaim while	(relevante)	conclude an	e.g., "although some	"How does your conclusion
	pointing out the strengths	,	argument effectively	may argue that,"	effectively support and follow
	and limitations of both in a manner that anticipates	sufficient		"evidence suggests	from your argument?" "What specific language or
	manner that anticipates	(suficiente)	use formal and	that because	domain-specific vocabulary do
			objective language		domain-specific vocabulary do

	the audience's knowledge				you use to support your
	level and concerns.	conclusion		consistent verb	argument?"
	c. Create an organization	(conclusión)		tense when	
	that establishes cohesion			presenting	Sentence Stems
	and clear relationships	organization		arguments	"I introduce my claim in a clear
	among claim(s),	(organización)			and precise manner by"
	counterclaim(s), reasons,	(0.80=0.0.0)			"I support my claim with
	and evidence.	cohesion			evidence such as, and I
	d. Provide a concluding	(cohesión)			explain the counterclaim's
	statement or section that	(Corresion)			strengths and weaknesses by
	follows from and supports				noting"
	the argument presented.	precise (preciso)			"By structuring my argument
	e.Use precise language				with the claim, supporting
	and domain-specific				evidence, and counterclaim in
	vocabulary to manage the				order, I make sure the
	complexity of the topic.				relationships between them
	f. Establish and maintain a				are clear, such as"
	formal style and objective				"My conclusion supports my
	tone				argument by summarizing the
					key points and reinforcing the
					claim that"
					"I use specific terms like
					to explain, which helps
					clarify my argument."
11-12.W.TTP.2	Write	informative	write	use of transition	Questions
	informative/explanatory	(informativo/a)	informative/explanat	words/phrases for	"How can you introduce your
	texts to analyze,	(ory texts with clarity	cohesion	topic in a way that engages
	synthesize, and convey	explanatory	and coherence	e.g., "furthermore,"	the audience?"
	complex ideas, concepts,	(explicativo/a)	G. 1. G. G. 1. G.	"in addition," "as a	"What strategies can you use
	and information clearly	(explicativo/a)	organize ideas	result"	to organize your ideas
	and accurately through the	analyza (analizar)	logically to create	resure	effectively?"
	effective selection and	analyze (analizar)	cohesion	sentence structures	"How do your examples and
	organization of content.		CONESION	for explanations	evidence support your
	a. Provide an introduction	concept	introduce	e.g., "This concept is	explanation?"
	that is relevant to the rest	(concepto)	introduce and	significant	"What domain-specific
			conclude a topic	because," "By using	vocabulary is necessary for
			effectively	because, by using	vocabalary is necessary for

6.1			1.1.1	.1.1
of the text and effectively	organize		multiple examples,	this topic?"
engages the audience.	(organizar)	use facts, examples,	the author	"How does your conclusion
b. Organize ideas to		and quotations to	clarifies"	reinforce the main idea of
create cohesion and clarify	cohesion	support ideas		your text?"
relationships among ideas	(cohesión)		structures for	"What formatting or
and concepts, including		select precise	cause-and-effect	multimedia elements can help
but not limited to use of	clarify (clarificar)	language and	e.g., "Since this fact	your audience understand the
appropriate and varied	,	domain-specific	supports the main	topic?"
transitions.	relevant	vocabulary	idea, it helps the	"How do you ensure your
c. Develop the topic	(relevante)	, , , , , , , , , , , , , , , , , , ,	reader	writing maintains a formal and
thoroughly by selecting the	(relevance)	incorporate	understand"	objective tone?"
most significant and	introduction	multimedia and		"How can you synthesize
relevant facts, extended		formatting for	comparative	information from multiple
definitions, concrete	(introducción)	comprehension	structures for	sources to strengthen your
details, quotations, or		comprehension	analysis	explanation?"
other information and	conclusion		e.g., "Unlike the	•
examples appropriate to	(conclusión)	maintain a formal	~	Sentence Stems
the audience's knowledge		style and objective	previous example, this one	"The introduction effectively
of the topic.	synthesize	tone		engages the reader by"
d. Provide a concluding	(sintetizer)		demonstrates"	"To create cohesion, I
statement or section that		Synthesize		organized my ideas by"
follows from and supports		information from	phrases to	"One key fact that supports
the information or		multiple sources to	synthesize	my explanation is"
explanation presented.		create a	e.g. "By combining	"The use of precise language is
e. Use appropriate		comprehensive	these perspectives,"	important because"
formatting, graphics, and		understanding	"This evidence, when	"My conclusion reinforces the
multimedia to aid			synthesized,	main idea by"
comprehension. f. Use			shows"	"To improve clarity, I included
precise language, domain-				formatting such as"
				I — — — — — — — — — — — — — — — — — — —
specific vocabulary, and techniques such as				"By synthesizing different sources, I was able to show
•				I
metaphor, simile, and				that"
analogy to manage the				
complexity of the topic.				

	g. Establish and maintain a formal style and objective tone.				
11-12.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen	Narrative (narrativa) Fiction (ficción)	develop a problem, situation, or observation in a narrative	transition words for sequencing e.g., first, next, then, finally	Questions "How does your narrative introduce the problem or situation?" "What techniques can you use
	details, and well-structured event sequences. a. Engage and orient the reader by setting out a	Literary (literario) Nonfiction (no ficción)	establish a clear point of view and introduce characters	sensory language e.g., The wind howled through the trees, carrying the	to develop your characters?" "How do you ensure your events build on one another?" "What sensory details can you
	problem, situation, or observation and its significance, establishing point of view, and	Experience (experiencia)	sequence events logically to build a coherent story	scent of pine. structure for cause	add to make the scene vivid?" "How does your conclusion reflect on the events of the story?"
	introducing a narrator/speaker and/or characters. b. Sequence events so	Event (evento) Technique (técnica)	-1'-1	e.g., Because the character hesitated,	"What choices help you establish a consistent tone and style?" "How can you use metaphor,
	that they build on one another to create a coherent whole and build	Detail (detalle)	incorporate sensory language and precise	opportunity. dialogue	simile, or analogy to enhance your descriptions?"
	toward a particular tone and outcome. c. Create a smooth	Sequence (secuencia)	details maintain an	punctuation e.g., "I can't believe it!" she exclaimed.	Sentence Stems "The story begins with to introduce"
	progression of experiences or events. d. Use narrative	Observation (observación)	appropriate style and tone throughout the narrative	it: She exclumed.	"The character's perspective is shown through" "Events build on each other
	techniques, such as dialogue, pacing, description, reflection, and	Point of View	provide a conclusion that reflects on the		when happens because" "To make the setting more
	multiple plot lines to convey experiences,	Character	events of the story		vivid, I used details such as"
	events, and/or characters.	Coherent (coherente)	Use appropriate language and		"The conclusion reflects on the story by"

	e. Provide a conclusion		techniques such as		"To create a formal/informal
	that follows from and	Progression	metaphor, simile,		tone, I chose words like ."
	reflects on what is	(progresión)	and analogy		"I used a
	experienced, observed, or	, , ,			metaphor/simile/analogy
	resolved over the course	Description			when I wrote to show
	of the narrative.	(descripción)			
	f. Use precise words and	, ,			
	phrases, telling details, and	Reflection			
	sensory language to	(reflexión)			
	convey a vivid picture of	(* 5 * * 5 *			
	the experiences, events,	Conclusion			
	setting, and/or characters.	(conclusión)			
	g. Use appropriate	()			
	language and techniques,	Style (estilo)			
	such as metaphor, simile,				
	and analogy.	Tone			
	h. Establish and maintain				
	an appropriate style and	Metaphor			
	tone.	(Metáfora)			
		Simile (Símil)			
		Analogy (Analogía)			
11-12.W.PDW.4	Produce clear and	produce (producir)	write with clarity and	use of transition	Questions
	coherent writing in which		coherence	words/phrases:	"How can you ensure your
	the development,	coherent		e.g., " first, next, in	writing is clear and coherent?"
	organization, and style are	(coherente)	organize ideas	addition, for	"What is the task, purpose,
	appropriate to task,		logically to fit the task	example, as a result,	and audience for this writing?"
	purpose, and audience.	development	and purpose	finally, therefore"	"Is your style appropriate for
	(Grade-specific				your intended audience?"
	expectations for writing	organization	develop content in a	adaptation of	"What revisions can improve
	types are defined in	(organización)	structured and	formal/informal	the clarity and coherence of
	standards 1-3 above.)		meaningful way	language	your writing?"
		style (estilo)	1	depending on the	
			select an	audience	

		appropriate (apropiado/a) task purpose audience (audiencia)	appropriate style and tone for the audience revise and refine writing for effectiveness	e.g., "using formal language in academic writing or informal language in casual conversation" using diction, sentence structure, and register to match task or audience 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	"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 my audience because" "One way to improve coherence in my writing is"
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.)	participate (participar) oral (oral) information (información) ideas (ideas) analysis (análisis)	plan and organize writing before drafting revise text for clarity and coherence edit for grammar and mechanics rewrite to improve structure and content	use of transition words to improve flow e.g., "Therefore,", "As a result,", "In contrast," compound and complex sentences e.g., "Even though the argument is strong, there are counterpoints to consider."	Questions "What is the main purpose of your writing?" "How can you revise your draft to make your argument clearer?" "Does your writing effectively address the audience?" "What changes could strengthen your writing?" "How does this revision improve the overall structure of your writing?"

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

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

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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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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