



English Language Development & Academic Standards Crosswalk

For First Grade

English Language Arts (ELA)

Tennessee Department of Education | July 2025

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Introduction

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

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

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

Background

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

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

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

Purpose

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

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

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

The Standards

Tennessee English Language Development (ELD) Standards

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

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

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

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

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

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

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

Tennessee English Language Arts Standards

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

The ELA standards are organized into five interrelated strands:

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

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

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

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

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

Integrating with Instruction

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

Educators can use this document to:

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

The Crosswalk includes a correspondence matrix, standards concordance matrix, and detailed crosswalk charts organized by English Language Development standards for first grade. 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 first grade. 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 teaching a lesson focused on ELA Standard 1.RI.1.2 — Identify the main topic and retell key details, a first grade teacher consults the crosswalk to identify the aligned ELD Standard 1. The teacher notices that students will need to understand and express key details using language for sequencing and retelling. The teacher anticipates that academic language such as "main idea," "details," "topic," "first," "next," and "finally" may not be familiar or used precisely by English learners.

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: While reviewing student work samples during PLCs for a lesson aligned to ELA Standard 1.RI.1.2 — Identify the main topic and retell key details, the team refers to the crosswalk to revisit the aligned ELD Standard 1. Noticing that several English learners retold details but omitted or confused the main idea, the teachers use the crosswalk to analyze the language functions and forms needed for success. The teacher plans anchor charts to support main idea identification for students in a visual chart form.

Planning Checks for Understanding

As part of lesson internalization and planning checkpoints, the **Questions and Sentence Stems** column in the Crosswalk Charts is a valuable resource for planning academic discourse and writing tasks and designing formative assessments that are accessible, engaging, and linguistically supportive for English learners. Teachers can use the tool to:

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

Example: Before planning the formative assessment, the teacher consults the crosswalk between ELA Standard 1.RI.1.2 and ELD Standard 1. The crosswalk identifies the language functions (identify, describe, retell) and forms (simple declarative sentences, transition words) necessary for English learners to meet the content objective. Using this, the teacher designs a graphic organizer and sentence frames to scaffold the language needed to retell key details. By embedding these supports into the formative assessment, the teacher ensures the task assesses both comprehension and language use, aligned with both the ELA and ELD standards.

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 First grade.

ELD to First Grade ELA Academic Standards Matrix

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

First Grade Concordance Matrix

Language (L)

Academic Standard	Linked ELD Standard(s)
1.FL.F.5	ELD 1
1.FL.VA.7a	ELD 8
1.FL.VA.7b	ELD 8
1.FL.VA.7c	ELD 7
1.FL.WC.4	ELD 9, ELD 10

Reading Informational (RI)

Academic Standard	Linked ELD Standard(s)
1.RI.CS.4	ELD 5, ELD 8
1.RI.IKI.7	ELD 1, ELD 3
1.RI.IKI.8	ELD 6
1.RI.IKI.9	ELD 1, ELD 3
1.RI.KID.1	ELD 1, ELD 2, ELD 3
1.RI.KID.2	ELD 1, ELD 3
1.RI.KID.3	ELD 1, ELD 3

Speaking & Listening (SL)

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

Reading Literature (RL)

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

Writing (W)

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

ELD Standard 1 and First Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1.FL.F.5		1.RL.KID.1 1.RL.KID.2 1.RL.KID.3	1.RI.KID.1 1.RI.KID.2 1.RI.KID.3	1.SL.CC.2 1.SL.CC.3	
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
1.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	fluency (fluidez) accuracy expression (expresión) self-correct reread	identify main ideas make predictions confirm understanding infer meaning analyze tone and expression	transition words <i>e.g. first, next, finally, because, therefore</i> question forms <i>e.g. "What happened first?", "How did the character feel?", "What was the problem and how was it solved?"</i> context clue phrases <i>e.g. "I know ____ means ____ because ____."</i>	Questions: "What is the purpose of this text?" "What strategies can you use if a word doesn't make sense?" "How can context clues help you understand a word?" "Why is it important to reread a sentence?" Sentence Stems: "The purpose of this text is ____ because ____." "If I don't understand a word, I can ____ to figure it out." "One way to use context clues is ____."		

					"I reread this part because ____."
1.RL.KID.1	Ask and answer questions about key details in a text.	key details character (carácter) event (evento) setting main idea	ask and answer questions identify key details recall information describe events	question words <i>e.g. who, what, where, when, why, how</i> verb phrases <i>e.g. "The story is about ____." / "The character did ____ because ____."</i> sentence structures: <i>e.g. "I learned that ____." / "The text says ____."</i>	Questions: "Who is the story about?" "What happened in the beginning/middle/end?" "Where does the story take place?" "Why did the character do ____?" "How do you know that ____ happened?" Sentence Stems: "The key detail in the text is ____ because ____." "I know ____ happened because ____." "The character did ____ because ____." "The setting of the story is ____." "One important detail is ____."
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	retell beginning middle (medio) end central message lesson (lección)	retell stories identify key details sequence events explain the central message	temporal words <i>e.g. first, next, then, last, finally</i> verb phrases <i>e.g. "The story is about ____." / "The character learned ____."</i>	Questions: "What happened at the beginning/middle/end of the story?" "Who are the main characters?" "Where does the story take place?" "What lesson did the character learn?"

			describe characters and settings	sentence structures <i>e.g. "At the beginning, ____ happened." / "The lesson of the story is ____."</i>	"How do the key details help you understand the story's message?" Sentence Stems: "First, _____. Then, _____. Finally, _____. "The story is about _____. "The central message of the story is _____ because _____. "The character learned _____ by _____. "One important detail is _____ because _____."
1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	describe (describir) character (carácter) setting event (evento) key details	describe characters, settings, major events explain using illustrations organize ideas with graphic organizers	descriptive adjectives <i>e.g. big, small, happy, sad, brave, kind</i> prepositional phrases <i>e.g. "in the forest," "at the school," "on a farm"</i> sentence structures <i>e.g. "The character is _____ because _____. " / "The story takes place in _____. "</i>	Questions: "Who are the characters in the story?" "Where does the story take place?" "What major events happen in the beginning, middle, and end?" "How do the illustrations help you understand the story?" "Why is this detail important?" Sentence Stems: "The main character is _____ because _____. "The setting of the story is _____."

					<p>"First, _____. Next, _____. Then, _____. Finally, _____."</p> <p>"The illustration shows _____, which helps me understand _____."</p> <p>"A key detail about the character is _____."</p>
1.RI.KID.1	Ask and answer questions about key details in a text.	<p>key details</p> <p>information (información)</p> <p>main topic</p> <p>fact (facto)</p>	<p>ask and answer questions</p> <p>identify key details</p> <p>recall information</p> <p>describe facts</p>	<p>question words <i>e.g. who, what, where, when, why, how</i></p> <p>verb phrases <i>e.g. "The text is about _____." / "The author explains _____."</i></p> <p>simple sentences <i>e.g. One key detail is _____." / "The text says _____."</i></p>	<p>Questions:</p> <p>"What is this text about?"</p> <p>"What key details help you understand the text?"</p> <p>"Where can you find information about _____ in the text?"</p> <p>"Why is this fact important?"</p> <p>"How does this detail help you understand the topic?"</p> <p>Sentence Stems:</p> <p>"One key detail in the text is _____ because _____."</p> <p>"I know _____ happened because _____."</p> <p>"The text says _____, which means _____."</p> <p>"One important fact is _____."</p> <p>"This text is about _____."</p>
1.RI.KID.2	Identify the main topic and retell key details of a text.	main topic	identify the main topic	noun phrases	Questions:

		<p>key details</p> <p>retell</p> <p>information (información)</p> <p>fact (facto)</p>	<p>retell key details</p> <p>summarize information</p> <p>explain ideas</p> <p>describe facts</p>	<p><i>e.g. "The main topic of the text is ____." / "One key detail is ____."</i></p> <p>transition words <i>e.g. first, next, then, finally</i></p> <p>simple sentences <i>e.g. "This text is about ____." / "The author explains ____."</i></p>	<p>"What is the main topic of the text?"</p> <p>"What key details support the main topic?"</p> <p>"How can you retell the text in your own words?"</p> <p>"Why is this detail important?"</p> <p>"What is the text mostly about?"</p> <p>Sentence Stems: The main topic of the text is ____ because ____." "One key detail is ____." "The text says ____, which means ____." "This text is about ____."</p>
1.RI.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	<p>describe (describir)</p> <p>connections (conexiones)</p> <p>events (eventos)</p> <p>ideas (ideas)</p> <p>information (información)</p>	<p>describe connections</p> <p>compare individuals/events/ideas</p> <p>explain using key details</p> <p>organize information visually</p>	<p>comparative phrases <i>e.g., "They are similar because ____." / "One difference is ____."</i></p> <p>transition words <i>e.g., both, also, however, because, so, then</i></p> <p>complex sentences <i>e.g. "The connection between ____ and ____ is ____."</i></p>	<p>Questions: "How are these two individuals/events/ideas connected?" "What is the relationship between ____ and ____?" "What key details show how these ideas are related?" "How do the illustrations help you understand the connection?"</p> <p>Sentence Stems:</p>

					<p>" ____ and ____ are connected because ____."</p> <p>"One similarity between ____ and ____ is ____."</p> <p>"One difference between ____ and ____ is ____."</p> <p>"This event caused ____ to happen."</p> <p>"The text shows a connection between ____ and ____ by ____."</p>
1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>Speaker key details</p> <p>information (información)</p> <p>presentation (presentación)</p>	<p>ask and answer questions</p> <p>identify key details</p> <p>recall information</p> <p>clarify understanding</p>	<p>question words <i>e.g. who, what, where, when, why, how</i></p> <p>verb phrases <i>e.g. "The speaker said ____.", "I heard that ____."</i></p> <p>simple sentences <i>e.g., "One key detail is ____.", "The information is about ____."</i></p>	<p>Questions:</p> <p>"What is this text/presentation about?"</p> <p>"What key details did you hear?"</p> <p>"Who is speaking in the presentation?"</p> <p>"Why is this information important?"</p> <p>"How do you know ____?"</p> <p>Sentence Stems:</p> <p>"The text is about ____."</p> <p>"One key detail I heard is ____."</p> <p>"The speaker said ____, which means ____."</p> <p>"I learned that ____ from the presentation."</p> <p>"This information is important because ____."</p>

1.SL.CC.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<p>Speaker</p> <p>information (información)</p> <p>details (detalles)</p> <p>explain (explicar)</p> <p>clarify (clarificar)</p>	<p>ask for clarification</p> <p>answer questions</p> <p>identify key details</p> <p>explain understanding</p>	<p>Question words <i>e.g. who, what, where, when, why, how</i></p> <p>Clarification phrases <i>e.g. "Can you explain ____?" / "I don't understand ____."</i></p> <p>Compound sentences <i>e.g. "The speaker said ____, but I want to know more about ____."</i></p>	<p>Questions:</p> <p>"What do you mean by ____?"</p> <p>"Can you explain that in a different way?"</p> <p>"Why is ____ important?"</p> <p>"How does ____ relate to ____?"</p> <p>"Can you give an example of ____?"</p> <p>Sentence Stems:</p> <p>"I didn't understand when you said ____, can you explain?"</p> <p>"Can you tell me more about ____?"</p> <p>"I have a question about ____ because ____."</p> <p>"The speaker mentioned ____, but I need more information about ____."</p> <p>"I understand ____, but I need clarification on ____."</p>
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ELD Standard 2 and First Grade English Language Arts

TN ELD Standard			TN ELA Standard											
			FL		L		RL		RI		SL		W	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions						1.RL.KID.1		1.RI.KID.1		1.SL.CC.1		1.W.PDW.6 1.W.RBPK.8	
TN ELA Standard			Academic Language (Cognates)		Language Functions			Language Forms			Questions and Sentence Stems			
1.RL.KID.1	Ask and answer questions about key details in a text.		story (historia) character (carácter) question answer information (información)		ask and answer questions about a story identify key details in a text discuss characters and events with peers explain ideas clearly in speech and writing respond to others' comments and questions			transition words <i>e.g., first, next, then, last</i> wh- question structures <i>e.g., "Who is the main character?" "Where does the story take place?"</i> prepositional phrases <i>e.g., "in the text," "on page __"</i>			Questions: "Who is the main character in the story?" "What happens first in the story?" "Where does the story take place?" "What do you think about the character's actions?" "How do you know this information from the story?" Sentence Stems: "The main character is ____." "The story takes place in ____." "First, ____ happens. then, ____." "I think ____ because ____."			

					"I know this because the story says ____."
1.RI.KID.1	Ask and answer questions about key details in a text.	text (texto) information (información) question answer topic (tópico)	ask and answer questions about a text identify key details in informational texts discuss information with peers explain ideas clearly in speech and writing respond to others' comments and questions	transition words <i>e.g., first, next, then, last</i> wh- question structures <i>e.g., "Who is mentioned in the text?" "What is the main idea?"</i> prepositional phrases <i>e.g., "in the text," "on page ____"</i>	Questions: "What is the topic of the text?" "What did you learn from the text?" "Where can you find this information in the text?" "How do you know this is true?" "What details help you understand the topic?" Sentence Stems: "The topic of the text is ____." "I learned that ____." "I found the answer on page ____." "I know this because the text says ____." "One important detail is ____."
1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	conversation (conversación) question answer idea (idea)	ask and answer questions about a topic build on others' ideas during conversations share personal thoughts and opinions clearly	question words <i>e.g., who/what/when/where/how/why</i> transition words <i>e.g. "I also think...:"</i> first person statements	Questions: "What do you think about ____?" "Can you tell me more about ____?" "How do you know ____?" "What did you learn about ____?" "Do you agree with ____? why or why not?"

		information (información)	respond appropriately to peers' comments	<i>e.g., "In my opinion..."</i>	Sentence Stems: "I think ___ because ___." "I agree with ___ because ___." "One idea I have is ___." "I learned that ___." "That is interesting! I also think ___."
1.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	technology (tecnología) writing tools information (información) publish (publicar)	discuss how tools help with writing ask and answer questions about using technology revise and edit writing respond to feedback on writing revise and edit writing	causal conjunctions <i>e.g., "I use the keyboard because I need to type."</i> wh- question words <i>e.g., "What does this button do?"</i> transition words for publishing <i>e.g., "Next, save your document."</i>	Questions: "How can technology help with writing?" "What tool did you use to write your ideas?" "How can you fix or change your writing?" "Can you share your writing using technology?" "What did you learn about using digital tools?" Sentence Stems: "I used ___ to write my ideas." "Technology helps me by ___." "One way to change my writing is ___." "I can share my writing by ___." "A tool that helps with writing is ___."
1.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather	research	gather information from sources ask and answer	transition words <i>e.g., first, next, then, finally</i>	Questions: "Where did you find this information?" "What did you learn

	information from provided sources to answer a question.	information (información) source question	questions about a topic discuss facts with peers share information learned from research respond to others' ideas and findings	past tense verbs <i>e.g., went, saw, learned, did</i> prepositions <i>e.g., from the speech, in the video, at the park</i>	about ____?" "How do you know this is true?" "Can you tell me more about ____?" "What is one fact you learned?" Sentence Stems: "I learned that ____." "One fact I found is ____." "My source says ____." "I found this information in ____." "This is important because ____."
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ELD Standard 3 and First Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
3	Speak and write about grade-appropriate complex literary and informational texts and topics			1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.5 1.RL.IKI.7 1.RL.IKI.9	1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.IKI.7 1.RI.IKI.9	1.SL.PKI.4 1.SL.PKI.5	1.W.TTP.1 1.W.TTP.2 1.W.TTP.3
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
1.RL.KID.1	Ask and answer questions about key details in a text.	story (historia) character (carácter) question answer information (información)	retell key details from a story describe characters, settings, and events answer questions about a text using evidence explain the main idea of a story make connections between the text and personal experiences	wh- questions <i>e.g., "Who is the story about?" / "What happened first?"</i> simple present tense verbs <i>e.g., "The character is sad." / "She runs home."</i> transition words <i>e.g., "first," "then," "next," "last"</i> prepositional phrases <i>e.g., "in the park," "at night"</i>	Questions: "Who is the main character in the story?" "What happens first in the story?" "Where does the story take place?" "How do the characters solve the problem?" "What lesson does the story teach?" Sentence Stems: "The story is about ____." "The main character is ____." "First, ____ happens. Then, ____."		

				<p>conjunctions e.g., "and," "but," "because"</p> <p>complete sentences e.g., "The story takes place at the zoo."</p>	<p>"The problem in the story is __, and it is solved by __."</p> <p>"The story teaches that __."</p>
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>retell</p> <p>story (historia)</p> <p>details (detalles)</p> <p>lesson (lección)</p> <p>events (eventos)</p>	<p>Identify the main idea of a story</p> <p>Retell key details from the text</p> <p>Explain the central message or lesson</p> <p>Describe how details support the main idea</p> <p>Discuss the meaning of the story with others</p>	<p>sequence words e.g., "first," "next," "then," "last"</p> <p>past tense verbs e.g., "The character helped," "They ran away."</p> <p>conjunctions e.g., "because," "so," "but"</p> <p>simple sentence structures e.g., "The lesson is to be kind."</p> <p>cause and effect phrases e.g., "He was sad because he lost his toy."</p> <p>noun + verb constructions e.g., "The character learned a lesson."</p>	<p>Questions:</p> <p>"What is the main idea of the story?"</p> <p>"What details support the main idea?"</p> <p>"What lesson does the story teach?"</p> <p>"How do the characters learn the lesson?"</p> <p>"Why is this story important?"</p> <p>Sentence Stems:</p> <p>"The main idea of the story is __."</p> <p>"One important detail is __ because __."</p> <p>"The lesson in the story is __."</p> <p>"The story teaches us that __."</p> <p>"This story is important because __."</p>

1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	<p>characters</p> <p>setting (escenario)</p> <p>event (evento)</p> <p>sequence (secuencia)</p> <p>describe (describir)</p>	<p>Describe characters in a story</p> <p>Identify the setting of a story</p> <p>Explain major events in a story</p> <p>Sequence events in order</p> <p>Discuss how a character's actions affect the story</p>	<p>noun + verb + detail <i>e.g., "The boy ran to the house."</i></p> <p>adjectives for description <i>e.g., "The big, red dragon"</i></p> <p>prepositional phrases <i>e.g., "in the forest," "at the park"</i></p> <p>past tense verbs <i>e.g., "jumped," "walked," "said"</i></p> <p>simple compound sentences <i>e.g., "The girl was brave, and she helped her friend."</i></p> <p>sequence connectors <i>e.g., "first," "next," "then," "finally"</i></p>	<p>Questions: "Who are the characters in the story?" "Where does the story take place?" "What happens first, next, and last?" "What problem does the character face?" "How do the character's actions change the story?"</p> <p>Sentence Stems: "The main character is ____." "The story takes place in ____." "First, ____ happens. Then, ____." "The character's problem is ____, and they solve it by ____." "This event is important because ____."</p>
1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	<p>fiction (ficción)</p> <p>nonfiction (no ficción)</p> <p>title</p> <p>author (autor)</p>	<p>Identify the structure of a text</p> <p>Distinguish between fiction and nonfiction</p> <p>Explain how illustrations support</p>	<p>Comparative language <i>e.g., "is different from," "both," "unlike"</i></p> <p>Simple declarative sentences <i>e.g., "This book tells a story."</i></p>	<p>Questions: "Is this book fiction or nonfiction? How do you know?" "What does the title tell us about the story?" "How do the illustrations help us understand the text?"</p>

		illustration (ilustración)	<p>the story</p> <p>Describe the role of the author and illustrator</p> <p>Discuss how different parts of a book help understanding</p>	<p>Topic + verb + detail <i>e.g., "The book gives information about animals."</i></p> <p>Text feature phrases <i>e.g., "This book has a table of contents."</i></p> <p>Conjunctions <i>e.g., "but," "and," "because"</i></p>	<p>"Who is the author of this book?"</p> <p>"What happens at the beginning, middle, and end of the story?"</p> <p>Sentence Stems: "This book is ___ because ____." "The title tells me ____." "The illustrations show ____." "The author writes the words, and the illustrator ____." "The story begins with ___, in the middle ___, and at the end ____."</p>
1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	<p>illustration (ilustración)</p> <p>information (información)</p> <p>picture (pictura)</p> <p>text (texto)</p> <p>detail (detalle)</p>	<p>Describe how illustrations support understanding</p> <p>Compare information from pictures and text</p> <p>Identify key details in illustrations</p> <p>Explain how pictures help tell a story</p> <p>Discuss how illustrations add meaning to a text</p>	<p>The picture shows + noun + verb <i>e.g., "The picture shows the dog running."</i></p> <p>In the story, the character is + action <i>e.g., "In the story, the character is playing outside."</i></p> <p>Prepositional phrases for setting <i>e.g., "in the forest," "at home," "on the playground"</i></p>	<p>Questions: "What do you see in the picture?" "How does the illustration help you understand the story?" "What details in the picture match the text?" "What is happening in this illustration?" "How do the words and pictures work together?"</p> <p>Sentence Stems: "The picture shows ____." "This illustration helps me understand ___ because ____"</p>

				<p>Time-order words <i>e.g., "first," "then," "next," "last"</i></p> <p>Descriptive adjectives <i>e.g., "happy boy," "dark room," "cold day"</i></p> <p>Conjunctions to connect details <i>e.g., "and," "because," "so"</i></p>	<p>___."</p> <p>"The text says ___, and the picture shows ___."</p> <p>"I can see ___ in the picture, which helps me know ___."</p> <p>"The illustration adds meaning by ___."</p>
1.RL.IK.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate	<p>compare (comparar)</p> <p>contrast (contrastar)</p> <p>character (carácter)</p> <p>story (historia)</p> <p>detail (detalle)</p>	<p>Compare characters, events, or ideas in different stories</p> <p>Identify similarities and differences between texts</p> <p>Discuss how details in two stories are alike or different</p> <p>Explain how characters act in different stories</p> <p>Analyze key details to compare two texts</p>	<p>Both characters + verb" <i>e.g., "Both characters go on a trip."</i></p> <p>Character A + verb, but Character B + verb <i>e.g., "Character A swims, but Character B runs."</i></p> <p>"They are the same because ___" <i>e.g., "They are the same because they are both brave."</i></p> <p>"They are different because ___" <i>e.g., "They are different because one stays home and the other</i></p>	<p>Questions:</p> <p>"How are these two stories alike?"</p> <p>"How are the characters different?"</p> <p>"What happens in both stories?"</p> <p>"What detail is the same in both texts?"</p> <p>"How does the ending of each story compare?"</p> <p>Sentence Stems:</p> <p>"Both stories have ___."</p> <p>"The characters are similar because ___, but different because ___."</p> <p>"One difference between the stories is ___."</p> <p>"In both texts, ___ happens."</p> <p>"This story is different</p>

				travels." Comparative phrases e.g., "more fun," "less scary," "braver than"	from the other because ____."
1.RI.KID.1	Ask and answer questions about key details in a text.	text (texto) information (información) question answer detail (detalle)	Identify key details in an informational text Ask and answer questions about a text Explain facts learned from a text Describe important details from the text Discuss information with peers	Wh- questions e.g., "Who is the text about?" "What did the author say?" Declarative sentences e.g., "The text is about animals." Sentence combining e.g., "The author says __, and I think __." Citing evidence e.g., "The text says __." Cause and effect e.g., "Because the animal is hungry, it finds food."	Questions: "What is this text about?" "What details help you understand the text?" "Where can you find this information in the text?" "What did you learn from the text?" "How do you know this fact is true?" Sentence Stems: This text is about ____." "One important detail is __ because ____." "I learned that ____." "The text says __, so I know ____." "This fact is important because ____."
1.RI.KID.2	Identify the main topic and retell key details of a text.	topic (tópico) main idea detail (detalle) information (información)	Identify the main idea of an informational text Describe key details that support the main idea Explain what the text	Topic sentences e.g., "This text is about ____." Transition words e.g., "First, next, then, last."	Questions: "What is the main idea of this text?" "What details support the main idea?" "What is this text mostly about?" "How do the details help you understand the

		text (texto)	<p>is mostly about</p> <p>Discuss important information with peers</p> <p>Summarize the main idea in speaking and writing</p>	<p>Cause and effect structures <i>e.g., "Because __, we know __."</i></p> <p>Citing from the text <i>e.g., "The text says __ which shows __."</i></p> <p>Main idea and detail structure <i>e.g., "The main idea is __. One detail is __."</i></p>	<p>topic?" "Why is this information important?"</p> <p>Sentence Stems: "The main idea of the text is __." "One important detail is __ because __." "This text is mostly about __." "The details help me understand that __." "This information is important because __."</p>
1.RI.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	<p>event (evento)</p> <p>sequence (secuencia)</p> <p>order (orden)</p> <p>information (información)</p> <p>text (texto)</p>	<p>Identify key events in an informational text</p> <p>Describe the sequence of events in order</p> <p>Explain how events are connected in a text</p> <p>Discuss important information from the text</p> <p>Summarize events using sequence words</p>	<p>Connecting words <i>e.g., "and," "also," "because," "then," "so"</i></p> <p>Comparison phrases <i>e.g., "Both __ and __," "are similar because __"</i></p> <p>Cause and effect <i>e.g., "Because __ happened, then __"</i></p> <p>Sequence phrases <i>e.g., "First __, then __, next __"</i></p> <p>Descriptive sentences <i>e.g., "They are connected because __."</i></p>	<p>Questions: "What happened first in the text?" "What event happened next?" "How are these events connected?" "What is the most important event in the text?" "How does this event help us understand the topic?"</p> <p>Sentence Stems: "First, __ happened." "Next, __ happened because __." "Then, __ helped __." "The most important event is __ because __."</p>

					"Finally, __ happened at the end."
1.RI.IKI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	<p>illustration (ilustración)</p> <p>information (información)</p> <p>picture (pictura)</p> <p>text (texto)</p> <p>detail (detalle)</p>	<p>Describe how illustrations help understand a text</p> <p>Compare information from pictures and words</p> <p>Identify key details in illustrations and text</p> <p>Explain how pictures add meaning to the text</p> <p>Discuss how images support understanding of the topic</p>	<p>Descriptive sentences <i>e.g., "The illustration shows __, which helps explain __."</i></p> <p>Cause and effect <i>e.g., "Because the words say __, the picture shows __."</i></p> <p>Comparative statements <i>e.g., "The picture is similar to the text because __."</i></p> <p>Supporting sentences <i>e.g., "The text says __, and the picture shows __."</i></p> <p>Clarifying sentences <i>e.g., "This detail from the text helps us understand __."</i></p>	<p>Questions: "What do you see in the picture?" "How does the illustration help you understand the text?" "What details in the picture match the words?" "What is happening in this illustration?" "How do the words and pictures work together?"</p> <p>Sentence Stems: "The picture shows __." "This illustration helps me understand __ because __." "The text says __, and the picture shows __." "I can see __ in the picture, which helps me know __." "The illustration adds meaning by __."</p>
1.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	<p>compare (comparar)</p> <p>contrast (contrastar)</p>	<p>Compare information from two texts on the same topic</p> <p>Identify similarities and differences between texts</p>	<p>Comparative sentences <i>e.g., "Both texts talk about __, but one focuses on __, while the other discusses __."</i></p>	<p>Questions: "How are these two texts alike?" "How are the details in each text different?" "What information is the same in both texts?"</p>

		<p>topic (tópico)</p> <p>information (información)</p> <p>detail (detalle)</p>	<p>Discuss how details in both texts are alike or different</p> <p>Explain how two authors present the same topic</p> <p>Analyze key details to compare informational texts</p>	<p>Contrastive statements <i>e.g., "The first text mentions __, but the second one does not."</i></p> <p>Detail comparison <i>e.g., "Both texts include details about __, but one provides more information on __."</i></p> <p>Cause and effect <i>e.g., "The text says __, so the illustration shows __."</i></p> <p>Supporting with evidence <i>e.g., "In the first text, it says __, and in the second text, it shows __."</i></p>	<p>"How does each author explain the topic?" "What is one fact that both texts share?"</p> <p>Sentence Stems: "Both texts are about ____." "One detail that is the same in both texts is ____." "The texts are different because ____." "In both texts, ____ happens." "This text explains __, but the other text says ____."</p>
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<p>presentation (presentación)</p> <p>information (información)</p> <p>description (descripción)</p>	<p>Present information clearly in speech and writing</p> <p>Describe a topic with supporting details</p> <p>Organize ideas in a logical order</p>	<p>Descriptive sentences: <i>e.g., "The person is tall and has brown hair."</i></p> <p>Expressing feelings: <i>e.g., "I feel excited when I see my friends."</i></p> <p>Explaining events: <i>e.g., "The event was fun"</i></p>	<p>Questions: "What topic are you presenting?" "What details help explain your idea?" "How can you describe this information clearly?" "What is the most important fact about your topic?" "How can you organize</p>

		<p>idea (idea)</p> <p>detail (detalle)</p>	<p>Explain thoughts and opinions about a topic</p> <p>Use complete sentences to share information</p>	<p><i>because we played games."</i></p> <p>Providing relevant details: <i>e.g., "The place has many trees and a big park where children can play."</i></p> <p>Clear expression of ideas: <i>e.g., "I like this movie because it is funny and exciting."</i></p> <p>Organizing ideas logically: <i>e.g., "First, we went to the park. Then, we had lunch at a restaurant."</i></p>	<p>your ideas to help others understand?"</p> <p>Sentence Stems: "I am presenting about ____." "One important detail is ____ because ____." "This information is important because ____." "First, I will talk about ____, then ____." "To help my audience understand, I will explain ____."</p>
1.SL.PKI.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	<p>illustration (ilustración)</p> <p>description (descripción)</p> <p>information (información)</p> <p>presentation (presentación)</p> <p>detail (detalle)</p>	<p>Use visuals to support spoken or written ideas</p> <p>Describe how pictures or objects help explain information</p> <p>Organize a presentation with clear details</p> <p>Explain ideas using both words and images</p>	<p>Descriptive sentences with visuals: <i>e.g., "The character is sad, and I will draw a teardrop to show how they feel."</i></p> <p>Using illustrations to clarify ideas: <i>e.g., "I will add a picture of the house to show how big it is."</i></p>	<p>Question: "What does this picture show?" "How does this illustration help explain your idea?" "What details can you add to your presentation?" "Why did you choose this picture to help explain your topic?" "How does your drawing</p>

			<p>Share information in a way that others can understand</p>	<p>Supporting written descriptions with visuals: <i>e.g., "This drawing shows the character in the park, enjoying the sunny weather."</i></p> <p>Creating visual connections: <i>e.g., "The illustration shows how the character is holding a gift, which makes me feel happy."</i></p>	<p>help others understand your idea?"</p> <p>Sentence Stems: "This picture shows ____." "I chose this illustration because ____." "The details in this picture help explain ____." "My drawing helps others understand ____ because ____." "This visual adds to my presentation by ____."</p>
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure	<p>opinion (opinión)</p> <p>reason (razón)</p> <p>sentence (oración)</p> <p>detail (detalle)</p> <p>conclusion (conclusión)</p>	<p>State an opinion clearly in speech and writing</p> <p>Provide reasons to support an opinion</p> <p>Organize ideas in a logical order</p> <p>Use details to explain thoughts</p> <p>Conclude an opinion with a clear statement</p>	<p>Opinion statements: <i>e.g., "I think __ because __."</i></p> <p>Reasoning with linking words: <i>e.g., "My favorite book is __ because it is funny."</i></p> <p>Topic introduction: <i>e.g., "Today I will write about __."</i></p> <p>Closure sentence: <i>e.g., "That is why I like __."</i></p> <p>Use of linking phrases: <i>e.g., "First, __. Next, __."</i></p>	<p>Questions: "What is your opinion about this topic?" "Why do you think that?" "What details support your opinion?" "How can you explain your reason clearly?" "How can you end your opinion with a strong statement?"</p> <p>Sentence Stems: "I think __ because ____." "One reason is ____." "A detail that supports my opinion is ____." "This is important because ____."</p>

				<i>Finally, __.</i> Supportive details: <i>e.g., "One reason is __."</i> Restating the opinion: <i>e.g., "So, I believe __ is the best."</i>	"In conclusion, I believe __ because __."
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	information (información) topic (tópico) fact (facto) detail (detalle) conclusion (conclusión)	Identify and write about a topic Provide facts and details to explain a topic Organize information in a logical order Use linking words to connect ideas Summarize information with a conclusion	Topic introduction: <i>e.g., "This writing is about __."</i> Stating facts: <i>e.g., "__ is a __ that lives in the ocean."</i> Providing details: <i>e.g., "It has __ and can __."</i> Using linking words: <i>e.g., "First, __. Then, __. Next, __."</i> Closure sentence: <i>e.g., "That is what I learned about __."</i> Elaborating with examples: <i>e.g., "For example, __."</i> Clarifying details: <i>e.g., "This means __."</i>	Questions: "What is your topic?" "What facts can you share about this topic?" "What details help explain your topic?" "How can you organize your information clearly?" "How can you end with a strong conclusion?" Sentence Stems: "This text is about __." "One fact about __ is __." "A detail that helps explain __ is __." "This information is important because __." "In conclusion, __."

<p>1.W.TTP.3</p>	<p>With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.</p>	<p>narrative (narrativa)</p> <p>sequence (secuencia)</p> <p>character (carácter)</p> <p>event (evento)</p> <p>conclusion (conclusión)</p>	<p>Tell a story with a clear beginning, middle, and end</p> <p>Describe characters and events in a narrative</p> <p>Use details to explain what happens in the story</p> <p>Organize events in the correct sequence</p> <p>Conclude the story in a meaningful way</p>	<p>Time order words: <i>e.g., "First, we went to the park. Then, we ate lunch. After that, we played."</i></p> <p>Describing thoughts and feelings: <i>e.g., "I felt happy when I saw my friend." / "I thought it was the best day ever."</i></p> <p>Recounting events: <i>e.g., "Yesterday, I __. I __ and then I __."</i></p> <p>Closure sentence: <i>e.g., "It was a great day." / "That's what happened."</i></p> <p>Elaborating with detail <i>e.g., "We played on the big red slide and ran through the grass."</i></p> <p>Using dialogue: <i>e.g., "She said, Let's go!"</i></p> <p>Connecting sentences with sequence: <i>e.g., "Next, we __. Finally, we __."</i></p>	<p>Questions:</p> <p>"Who is the main character in your story?"</p> <p>"What happens first in your story?"</p> <p>"What is the problem in your story?"</p> <p>"How does the character solve the problem?"</p> <p>"How does your story end?"</p> <p>Sentence Stems:</p> <p>"The story is about __."</p> <p>"First, __ happens."</p> <p>"The problem in the story is __."</p> <p>"Then, the character __."</p> <p>"Finally, the story ends with __."</p>
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ELD Standard 4 and First Grade English Language Arts

TN ELD Standard			TN ELA Standard											
			FL		L		RL		RI		SL		W	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence										1.SL.PKI.4 1.SL.PKI.6		1.W.TTP.1	
TN ELA Standard			Academic Language (Cognates)		Language Functions			Language Forms			Questions and Sentence Stems			
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		describe (describir) detail (detalle) people (personas) places event (evento)		describe familiar people, places, and events provide additional details to explain or clarify share information about everyday things			subject + verb + detail <i>e.g., "The person is____, The place is____"</i> adjectives to describe <i>e.g., big, small, happy, old</i> first-person phrases <i>e.g., "I saw____, I know____, I like____."</i> simple sentences for explaining <i>e.g., "This is a ____."</i>			Questions: "What does it look like?" "Where did it happen?" "What happened?" "Can you tell me more about it?" Sentence Stems: "It looks like ____." "This is a ____." "I saw ____."			
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.		express (expresar) thoughts feelings ideas (ideas)		express thoughts, feelings, and ideas share personal preferences verbally participate in conversations			present tense verbs <i>e.g., feel, think, like, want</i> simple sentences <i>e.g., "I am____, I want____"</i>			Questions: "What do you think?" "How do you feel?" "What is your idea?" "Can you share your thoughts?" "Why do you feel that way?"			

		speaking complete sentence	respond with support to questions or prompts	phrases explaining feelings or thoughts <i>e.g., because, when, about</i>	Sentence Stems: "I think ____." "I feel ____." "My idea is ____." "I want to say ____." "I feel this way because ____."
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure	opinion (opinión) topic (tema) reason (razón) write closure	state an opinion about a topic or book organize writing with an introduction, opinion, reason, and closure share thoughts and ideas in writing	first-person statements <i>e.g., I think, I like, My favorite</i> subject + verb + reason <i>e.g., "I think ____ because ____</i> simple sentence structures for writing <i>e.g., I think ____ is the best.</i>	Questions: "What is your opinion about ____?" "Why do you like ____?" "Can you explain your opinion?" "What reason do you have for your opinion?" "Can you write your opinion and explain it?" Sentence Stems: "I think ____." "My favorite ____ is ____." "I like ____ because ____." "My reason for thinking ____ is ____."

ELD Standard 5 and First Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			1.RL.CS.5	1.RI.KID.1	1.SL.PKI.4	1.W.RBPK.7
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	explain (explicar)	compare (comparar)	contrast (contrastar)	information (información)	evaluate (evaluar)	<p>explain differences</p> <p>compare and contrast texts</p> <p>analyze text types</p> <p>evaluate information</p> <p>communicate findings</p> <p>comparative and contrastive phrases <i>e.g., similar to, different from, both, however</i></p> <p>complex sentences with conjunctions <i>e.g., because, but, although</i></p> <p>subject-specific vocabulary <i>e.g., fiction, nonfiction, facts, characters</i></p> <p>present tense verbs for explanation</p> <p>Questions: "How are stories and informational books different?" "What features help you know if a book is fiction or nonfiction?" "Can you explain the purpose of this book?" "What evidence shows that this book is giving information?" "Why do you think the author wrote this book?"</p> <p>Sentence Stems: "This book is different from that book because ____." "A storybook usually has ___, while an informational book has ____."</p>

				question words <i>e.g., who, what, why, how</i>	"I know this book is nonfiction because ____." "One way to explain the difference is ____." "After evaluating both books, I found that ____."
1.RI.KID.1	Ask and answer questions about key details in a text.	research evaluate (evaluar) findings questions (preguntas) solve (resolver) key details	ask and answer questions gather information evaluate evidence explain findings solve problems	question words <i>e.g., who, what, where, when, why, how</i> present tense verbs declarative and interrogative sentences transition words <i>e.g., first, next, because, therefore</i> comparative language <i>e.g., better, worse, more effective</i>	Questions: "What key details did you find in your research?" "How does this information help answer the question?" "What evidence supports your answer?" "Why is this detail important?" "What conclusions can you draw from your findings?" Sentence Stems: "I found that ____ because ____." "This detail is important because ____." "One way to solve this problem is ____." "Based on my research, I think ____." "The evidence shows that ____."
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	describe (describir)	describe with relevant details	adjectives to describe people, places, and	Questions: "Can you describe what you observed using details?"

		<p>explain (explicar)</p> <p>research (investigar)</p> <p>evaluate (evaluar)</p> <p>communicate (comunicar)</p>	<p>explain ideas clearly</p> <p>conduct research</p> <p>evaluate information</p> <p>present findings</p>	<p>events</p> <p>past and present tense verbs</p> <p>prepositional phrases <i>e.g., at the park, in the classroom</i></p> <p>sequence words <i>e.g., first, next, then</i></p> <p>complete sentences with supporting details</p>	<p>"What did you learn from your research?"</p> <p>"How can you explain your findings clearly?"</p> <p>"Why do you think this information is important?"</p> <p>"What evidence supports your idea?"</p> <p>Sentence Stems:</p> <p>"I observed that ____ because ____."</p> <p>"My research shows that ____."</p> <p>"One important detail is ____."</p> <p>"I think ____ because ____."</p> <p>"This information helps me understand ____."</p>
1.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.	<p>research (investigar)</p> <p>explore (explorar)</p> <p>sequence (secuencia)</p> <p>instructions (instrucciones)</p> <p>findings (hallazgos)</p>	<p>conduct research</p> <p>gather information</p> <p>evaluate findings</p> <p>sequence steps</p> <p>communicate results</p>	<p>transition words <i>e.g., first, next, then, finally</i></p> <p>imperative verbs <i>e.g., mix, cut, fold</i></p> <p>question words <i>e.g., who, what, where, when, why, how</i></p>	<p>Questions:</p> <p>"What did you learn from your research?"</p> <p>"Can you explain the steps in your instructions?"</p> <p>"How did you decide which information to include?"</p> <p>"What problem are you trying to solve?"</p> <p>"Why is this step important?"</p> <p>Sentence Stems:</p>

				past tense and present tense verbs simple and compound sentences	"First, I ____." "Next, I will ____." "The most important step is ____ because ____." "I found out that ____." "My instructions help by ____."
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ELD Standard 6 and First Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
6	Analyze and critique the arguments of others orally and in writing				1.RI.IKI.8	1.SL.PKI.6	1.W.TTP.1
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
1.RI.IKI.8	Identify the reasons an author provides to support points in a text.	reason (razon)	support	identify points and supporting reasons analyze arguments critique ideas evaluate evidence	cause and effect words <i>e.g., because, so, since</i> descriptive phrases <i>e.g., "The author gives an example of ____."</i> simple sentences <i>e.g., "One reason is ____."</i>	Questions: "What point is the author making?" "What reasons does the author give to support this point?" "How does the author explain this idea?" "Why does the author think ____?" "What evidence does the author use to support their argument?" Sentence Stems: "The author's point is ____, and they support it by ____." "The author explains ____ by saying ____."	

					"This supports the idea that ____ because ____."
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	<p>opinion (opinión)</p> <p>argument (argumento)</p> <p>reason (razon)</p> <p>agree</p> <p>disagree</p>	<p>express ideas clearly</p> <p>explain opinions</p> <p>provide reasoning</p>	<p>conjunctions <i>e.g., because, so, and, but</i></p> <p>descriptive phrases <i>e.g., "It is important to ____ because ____."</i></p>	<p>Questions: "Can you say that in a complete sentence?" "How can you explain your reasoning using a full sentence?" "Why do you think that?" "What do you mean by ____?" "Can you add more details to your response?"</p> <p>Sentence Stems: "I believe ____ because ____." "One reason is ____." "This is important because ____." "I agree/disagree because ____." "My opinion is ____, and I think this because ____."</p>
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	<p>opinion (opinión)</p> <p>topic (tópico)</p> <p>introduction (introducción)</p> <p>conclusion (conclusión)</p>	<p>introduce a topic</p> <p>state an opinion</p> <p>provide reasons to support an opinion</p>	<p>opinion phrases <i>e.g., "I think that ____ because ____." / "In my opinion, ____."</i></p> <p>transition words <i>e.g., first, next, because, so, for example, in conclusion</i></p>	<p>Questions: "What is your opinion about this topic?" "How can you explain your opinion?" "What reason do you have for your opinion?" "How can you end your writing with a strong conclusion?" "Can you add more</p>

		reason (razon)		clarification phrases <i>e.g., "This means ____."</i>	<p>details to support your opinion?"</p> <p>Sentence Stems: "I think ____ because ____." "My opinion is ____, and one reason is ____." "For example, ____." "In conclusion, ____." "I agree/disagree with ____ because ____."</p>
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ELD Standard 7 and First Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
7	Adapt language choices to purpose, task, and audience when speaking and writing	1.FL.VA.7c				1.SL.CC.3 1.SL.PKI.4 1.SL.PKI.6	1.W.PDW.5 1.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
1.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	Word phrase (frase) conjunction (conjunción) relationship (relación) respond (responder)	Use new words and phrases in speaking and writing Respond to texts with newly learned words Understand and use conjunctions to link ideas Signal relationships between ideas with conjunctions	common conjunctions <i>e.g., and, but, or, because, so</i> subject + verb + conjunction + detail <i>e.g., "I like apples and oranges."</i> phrases to connect ideas <i>e.g., "I want __, but __."</i> questions and statements with conjunctions <i>e.g., "Why do you like __? Because __."</i>	Questions: "Can you use the word __ in a sentence?" "What conjunction can you use to connect these two ideas?" "How do you connect these thoughts with a conjunction?" "What happens when we use 'and' in a sentence?" Sentence Stems: "I like __ and __." "I want __ but __." "We can go to the park or the store." "I learned __ because." " __ happens, so __."		

1.SL.CC.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	question answer information (información) clarify (aclarar) understood	Ask questions to clarify information Answer questions about what was heard Seek additional information to understand better Explain what was said to confirm understanding	question words <i>e.g., who, what, where, when, why, how</i> present tense verbs <i>e.g., ask, answer, understand</i> simple subject + verb sentences <i>e.g., "Can you tell me..., What does __ mean?"</i> using phrases to ask for clarification <i>e.g., "I don't understand..., Can you explain?"</i>	Questions: "What did the speaker say?" "Can you explain that again?" "What does this word mean?" "Can you tell me more about that?" "Did I understand that correctly?" Sentence Stems: "I heard __, can you explain more?" "I didn't understand __, can you help?" "Can you tell me what __ means?" "Can you give me more information about?" "was said, but I need more details."
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	describe (describir) detail (detalle) people (personas)	Describe people, places, things, or events Provide relevant and specific details	subject + verb + detail <i>e.g., "The place is __, The person has __"</i> descriptive adjectives <i>e.g. big, small, happy, interesting</i>	Questions: "Can you describe what it looks like?" "What are the details about the event?" "How does the place make you feel?"

		places event (evento)	<p>Express personal ideas and feelings</p> <p>Share observations clearly with others</p> <p>Make connections between ideas and feelings</p>	<p>first-person phrases <i>e.g., "I think___ I feel___, I saw___"</i></p> <p>simple sentences <i>e.g., "This is a ___. It is ___."</i></p>	<p>"What is special about this person?"</p> <p>"What happened during the event?"</p> <p>Sentence Stems:</p> <p>"I am describing ___."</p> <p>"It looks like ___."</p> <p>"This happened at ___."</p> <p>"The person is ___."</p> <p>"One important detail is ___."</p> <p>"I feel ___ because ___."</p>
1.SL.PK1.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	<p>sentence</p> <p>task</p> <p>situation (situación)</p> <p>complete (completo)</p> <p>appropriate (apropiado)</p>	<p>Speak in full, complete sentences</p> <p>Provide relevant and clear responses</p> <p>Adjust speech based on the task or situation</p> <p>Use proper sentence structure when speaking</p>	<p>subject + verb + object <i>e.g., "I like ___, He is ___."</i></p> <p>question forms <i>e.g., "What is your name?"</i></p> <p>statements in complete sentences <i>e.g., "The book is on the table."</i></p> <p>using appropriate words for different situations (informal or formal)</p>	<p>Questions:</p> <p>"Can you say that in a full sentence?"</p> <p>"What is your answer in a complete sentence?"</p> <p>"Can you explain your idea in a sentence?"</p> <p>"What is the best way to answer this question?"</p> <p>Sentence Stems:</p> <p>"I think ___."</p> <p>"The answer is ___."</p> <p>"My idea is ___."</p> <p>"I want to say ___."</p> <p>"I can explain ___."</p>

1.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	<p>purpose (propósito)</p> <p>audience (audiencia)</p> <p>topic</p> <p>details (detalles)</p> <p>suggestions</p>	<p>Adapt language for purpose</p> <p>Consider the audience</p> <p>Clarify ideas</p> <p>Respond to feedback</p>	<p>descriptive words and phrases</p> <p>complete sentences</p> <p>conjunctions <i>e.g., and, but, because</i></p> <p>question words <i>e.g., who, what, where, why</i></p> <p>present and past tense verbs</p>	<p>Questions:</p> <p>"Who is your audience for this writing?"</p> <p>"What is the purpose of your writing?"</p> <p>"How can you add more details to explain your topic?"</p> <p>"What suggestions can help improve your writing?"</p> <p>"How can you change your language to match the audience?"</p> <p>Sentence Stems:</p> <p>"My writing is for ___, so I will ___."</p> <p>"The purpose of my writing is to ___."</p> <p>"I added more details by ___."</p> <p>"One way I responded to feedback was by ___."</p> <p>"To match my audience, I chose to say ___ instead of ___."</p>
1.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote	<p>purpose</p> <p>audience</p>	Determine purpose	declarative and interrogative	<p>Questions:</p> <p>"Who will read or listen to your writing?"</p>

	writing fluency and build writing stamina.	(audiencia) task adapt (adaptar) fluency	Identify audience Select appropriate language Maintain writing stamina Adjust tone and style	sentences pronouns to address different audiences e.g., you, we, they descriptive language to express ideas clearly conjunctions to expand sentences <i>e.g., and, because, so</i> transition words <i>e.g., first, then, finally</i>	"What is the purpose of your writing?" "How can you change your words to match your audience?" "What details can you add to make your writing clearer?" "How can you keep writing even when it feels challenging?" Sentence Stems: "The purpose of my writing is to ____." "My audience is ____, so I will use ____ words." "I can adapt my writing by ____." "To make my writing more interesting, I will add ____." "When I feel stuck, I will ____ to keep going."
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ELD Standard 8 and First Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	1.FL.VA.7a 1.FL.VA.7b		1.RL.CS.4 1.RL.RRTC.10	1.RI.CS.4 1.RI.RRTC.10	1.SL.CC.2	
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
1.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms.	context clues prefixes (prefijos) suffixes (sufijos) root words	identify context clues determine the meaning of unknown words analyze words with affixes recognize root words and their variations	inflected endings <i>e.g., -s, -ed, -ing</i> prefixes and suffixes <i>e.g., re-, un-, -ful, -less</i> subject + verb + meaning <i>e.g., "This word means____, I know __ means____."</i>	Questions: "What does the word ____ mean in this sentence?" "What clues in the sentence help you understand the word ____?" "What does the prefix ____ in the word ____ tell you about its meaning?" "How does the suffix ____ change the meaning of the word ____?" "What is the root word of ____, and how does it help you understand the word?" Sentence Stems:		

					<p>"The word ____ means ____ because ____."</p> <p>"The sentence says ____, which helps me understand that ____."</p> <p>"The prefix ____ means ____, so the word ____ means ____."</p> <p>"The root word ____ means ____, and with the suffix ____, the word means ____."</p>
1.FL.VA.7b	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Define words by category and by one or more key attributes.</p> <p>iii. Identify real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>	<p>categories (categorías)</p> <p>shades of meaning</p> <p>synonyms (sinónimos)</p> <p>antonyms (antónimos)</p>	<p>sort words into categories</p> <p>define words by their category and attributes</p> <p>identify connections between words and their use</p> <p>compare and contrast word meanings</p> <p>act out or describe word meanings</p>	<p>subject/verb agreement <i>e.g., birds fly/fish swim</i></p> <p>prepositional phrases for attributes <i>e.g., "A shark is a fish with sharp teeth."</i></p> <p>conjunctions <i>e.g., because, so, and</i></p> <p>comparative adjectives <i>bigger, faster, smaller</i></p> <p>adverbs to show how actions happen <i>e.g., slowly, quickly</i></p>	<p>Questions:</p> <p>"What category does the word ____ belong to?"</p> <p>"What are the attributes of a ____?"</p> <p>"Can you give an example of when you might use the word ____?"</p> <p>"How is the word ____ similar to or different from the word ____?"</p> <p>"What does the word ____ mean, and how can you act it out?"</p> <p>Sentence Stems:</p> <p>"The word ____ belongs in the category ____ because ____."</p> <p>"A ____ is a type of ____."</p>

					<p>_____ that is _____."</p> <p>"I know the word _____ means _____ because I have seen it used in _____."</p> <p>"The word _____ is similar to _____ because they both _____, but they are different because _____."</p> <p>"When you _____, it means _____."</p>
1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	<p>senses</p> <p>emotions (emociones)</p> <p>descriptive (descriptivo)</p> <p>words</p> <p>phrases</p> <p>story (historia)</p> <p>poem (poema)</p>	<p>identify words and phrases</p> <p>explain how words and phrases suggest feelings</p> <p>describe how words and phrases appeal to the senses</p> <p>analyze descriptive language</p>	<p>demonstratives <i>e.g. this, that, those</i></p> <p>simple comparative language <i>e.g., very happy, more sad</i></p> <p>adverbs to describe sensory action <i>e.g., loudly, quickly</i></p> <p>cause-effect linking language <i>e.g., so, because</i></p>	<p>Questions:</p> <p>"What words or phrases in the story suggest feelings?"</p> <p>"Which words appeal to the senses of sight, sound, touch, taste, or smell?"</p> <p>"How does the phrase _____ make you feel?"</p> <p>"What is the effect of using the word _____ in the poem?"</p> <p>"Can you find a phrase that creates an image in your mind? What sense does it appeal to?"</p> <p>Sentence Stems:</p>

					<p>"The word ____ suggests feelings of ____ because ____."</p> <p>"The phrase ____ appeals to the sense of ____ by describing ____."</p> <p>"When I read the word/phrase ____, it makes me feel ____ because ____."</p> <p>"Words like ____ and ____ create a ____ feeling."</p>
1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.	story (historia) poem (poema)	<p>identify words and phrases in a text</p> <p>analyze the meaning of words and phrases</p> <p>discuss the meaning of a story or poem</p> <p>make connections between words and their context</p>	<p>simple compound sentences <i>e.g., "Bright means light and shiny."</i></p> <p>pronouns <i>e.g., "He ran away because..."</i></p> <p>comparisons <i>e.g., is like, means</i></p>	<p>Questions:</p> <p>"What do you think the word ____ means in this story/poem?"</p> <p>"How does the phrase ____ help us understand the text?"</p> <p>"What words or phrases make the story or poem interesting?"</p> <p>"Why do you think the author used the word ____?"</p> <p>Sentence Stems:</p> <p>"The word ____ means ____ in this context."</p> <p>"The phrase ____ helps me understand the</p>

					poem by ____." "I think the author used ____ to show ____."
1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	topic (topico) subject informational text determine (determinar)	identify key words and phrases in a text analyze the meaning of words in context explain the meaning of words and phrases relevant to a topic connect words to subject areas and their meanings use context clues to define unfamiliar words	basic declarative sentences <i>e.g., "The key word is volcano."</i> conjunctions <i>e.g., so, because</i> definition statements <i>e.g., __ means, __ is</i> wh- question words <i>e.g., who, what, why</i>	Questions: "What is the meaning of the word ____ in this text?" "How does the phrase ____ help you understand the topic?" "What words or phrases are important to understanding this text?" "How can you use context clues to find the meaning of ____?" "Why do you think the author included the word/phrase ____?" Sentence Stems: "The word ____ in the text means ____ because ____." "The phrase ____ helps explain ____ by ____." "I think the word ____ is important to the topic because ____."
1.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for grade 1.	informational text topic	identify key details in informational texts	pronouns referring to key ideas <i>e.g. "It is important because ____"</i>	Questions: "What does the word ____ mean in this text?"

		details (detalles)	<p>interpret the meaning of words and phrases in a text</p> <p>explain the significance of specific phrases or words</p> <p>recognize how words relate to the topic of the text</p> <p>use illustrations or text features to understand content</p>	<p>synonyms <i>e.g., "___ is like ___."</i></p> <p>action verbs related to observation <i>e.g., shows, tells, helps</i></p> <p>compound sentences using and, but, because</p>	<p>"What details in the text help you understand ___?"</p> <p>"How do the pictures or diagrams help you understand the text?"</p> <p>Sentence Stems: "I think the word ___ means ___ because ____." "The phrase ___ helps explain ___ because ____." "I understand ___ because the text says ____." "The picture/diagram helps me understand ___ because ____"</p>
1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<p>question</p> <p>answer</p> <p>key details</p> <p>information (información)</p> <p>identify (identificar)</p>	<p>ask questions to clarify understanding</p> <p>answer questions about key details</p> <p>identify important information in a text or presentation</p> <p>connect information from media to the topic</p>	<p>simple auxiliary verbs <i>e.g., do, does</i></p> <p>compound sentences using and, or, but</p> <p>comparative language <i>e.g., also, like, same</i></p> <p>reference words <i>e.g., this, that, it, they</i></p>	<p>Questions: "Can you tell me about the key details?" "What does the author mean by ___?" "Why is ___ important in the story?" "How does this information help us understand ___?"</p> <p>Sentence Stems: "The key detail is ___ because ____."</p>

			explain the meaning of details		<p>"I think ____ means ____ because ____."</p> <p>"One important detail is ____, which shows ____."</p> <p>"The text says ____, so I think ____."</p> <p>"This part of the text is important because ____."</p>
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ELD Standard 9 and First Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
9	Create clear and coherent grade-appropriate speech and text	1.FL.WC.4		1.RL.KID.2	1.RI.KID.2	1.SL.PKI.4 1.SL.PKI.6	1.W.TTP.1 1.W.TTP.2 1.W.TTP.3 1.W.PDW.4 1.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
1.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two	spelling word syllable (sílabas) vowel plural (plural)	Spell one-syllable words correctly Recognize vowel patterns for long vowels Identify plural and possessive forms Spell contractions and homophones correctly	one-syllable words <i>e.g., cat, dog, sun</i> <i>plurals -s, -es</i> contractions <i>e.g., can't, won't, it's</i> possessives <i>e.g., dog's, cat's</i> common vowel patterns <i>e.g., ea, oa, ai</i>	Questions: "How do you spell this word?" "What is the plural form of this word?" "Can you make a possessive form of the word?" "How do you spell the contraction?" "Can you find the vowel pattern in this word?" Sentence Stems: "The word is spelled ____." "The plural form is ____." "This is a contraction for ____." "I made the word possessive by adding ____."		

	closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.				"I can spell the word by using the vowel pattern ____."
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	retell story (historia) detail (detalle) beginning end	Retell a familiar story Share key details from the story Explain the beginning, middle, and end of a story Describe what happened in the story Use sequence words to retell events	past tense verbs <i>e.g., went, saw, did, said</i> sequencing words <i>e.g., first, next, then, last</i> subject + verb + detail sentences <i>e.g., "The character went..., The story is about..."</i> phrases to describe order <i>e.g., "At the beginning..., In the middle..."</i>	Questions: "What happened first in the story?" "Can you tell me what happened next?" "What happened at the end?" "What are the key details?" "Can you retell the story?" Sentence Stems: "The story is about ____." "First, ____ happened." "Then, ____ happened." "At the end, ____ happened." "A key detail is ____."
1.RI.KID.2	Identify the main topic and retell key details of a text.	topic key detail text (texto) main idea (idea principal)	Identify the main topic of a text Retell key details from the text Explain the main idea of the text	present and past tense verbs <i>e.g., is, are, tells, shows, learned</i> subject + verb + detail <i>e.g., "The text is about..., I learned..."</i>	Questions: "What is the text about?" "What is the main topic?" "What key details did you learn?" "What happened first in the text?"

		retell	Describe important facts and ideas from the text	phrases that explain key details <i>e.g., "The main topic is..., A key detail is..."</i> sequencing words <i>e.g., first, next, then, last</i>	"What is the most important thing from the text?" Sentence Stems: "The main topic is ____." "The text is about ____." "First, I learned ____." "Next, the text says ____." "A key detail is ____."
1.SL.PK1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	describe (describir) detail (detalle) people (personas) places event (evento)	Describe familiar people, places, things, or events Add details to explain or clarify descriptions Share information about everyday things Give more information to strengthen a description	subject + verb + detail <i>e.g., "The person is..., The place is..."</i> using adjectives to describe <i>e.g., big, small, happy, old</i> first-person phrases <i>e.g., I saw..., I know..., I like..."</i> simple sentences for explaining <i>e.g., "This is a ____."</i>	Questions: "Who are you describing?" "What does it look like?" "Where did it happen?" "What happened?" "Can you tell me more about it?" Sentence Stems: "I am describing ____." "It looks like ____." "This happened at ____." "One more detail is ____." "I saw ____."
1.SL.PK1.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	sentence task situation (situación) complete (completo)	Speak in full, complete sentences Provide responses that are relevant to the task or situation Express thoughts and ideas clearly	subject + verb + object constructions <i>e.g., "I like ___, He is ___"</i> questions in sentence form <i>e.g., "Where are you going?"</i>	Questions: "Can you say that in a full sentence?" "What is your answer in a complete sentence?" "Can you explain your idea in a sentence?" "What is the best way to answer this question?"

		appropriate (apropiado)	Use proper sentence structure when speaking	statements in complete sentences <i>e.g., "The book is on the table."</i> appropriate use of pronouns <i>e.g., he, she, it, they</i>	Sentence Stems: "I think ____." "The answer is ____." "My idea is ____." "I want to say ____." "I can explain ____."
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	opinion (opinión) reason (razón) evidence (evidencia) conclusion (conclusión) evaluate (evaluar)	Express opinions Support opinions with reasons Provide evidence Draw conclusions Communicate findings	opinion statements <i>e.g., "I think..., I believe...."</i> linking words <i>e.g., because, so, also</i> complete sentences with reasons and examples concluding statements <i>e.g., That is why I think...</i> descriptive and persuasive language	Questions: "What is your opinion about this topic?" "Why do you think that?" "What reasons can you give to support your opinion?" "What evidence helps explain your opinion?" "How can you conclude your opinion piece?" Sentence Stems: "I think ____ because ____." "My opinion is ____ and my reason is ____." "One reason I believe this is ____." "The evidence shows ____." "In conclusion, I think ____ because ____."
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	research information (información)	Conduct research Gather information Explain findings	declarative sentences topic sentences	Questions: "What is your topic about?" "What facts did you find during your research?"

		<p>explain (explicar)</p> <p>topic</p> <p>findings</p>	<p>Answer questions</p> <p>Provide closure</p>	<p>sequencing words <i>e.g., first, next, then, finally</i></p> <p>descriptive vocabulary</p> <p>present tense verbs</p>	<p>"How can you explain your findings clearly?"</p> <p>"What information supports your answer?"</p> <p>"How will you end your writing to give a sense of closure?"</p> <p>Sentence Stems:</p> <p>"My topic is about ____."</p> <p>"I learned that ____."</p> <p>"One fact about my topic is ____."</p> <p>"This information helps me understand that ____."</p> <p>"To close my writing, I will say ____."</p>
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	<p>event (evento)</p> <p>narrative (narrativa)</p> <p>detail (detalle)</p> <p>describe (describir)</p> <p>conclusion (conclusión)</p>	<p>Recount events</p> <p>Describe actions and feelings</p> <p>Organize thoughts in sequence</p> <p>Provide closure</p> <p>Evaluate information</p>	<p>past tense verbs <i>e.g., walked, said, thought</i></p> <p>pronouns <i>e.g., I, we, they</i></p> <p>time order words <i>e.g., first, then, next, finally</i></p> <p>adjectives to describe feelings <i>e.g., happy, surprised, excited</i></p> <p>conjunctions to connect ideas <i>e.g., because, so, but</i></p>	<p>Questions:</p> <p>"What happened first, next, and last?"</p> <p>"How did you feel during this event?"</p> <p>"What details can you add to describe what you saw or heard?"</p> <p>"How can you show what the characters were thinking?"</p> <p>"What words can you use to show how the story ends?"</p> <p>Sentence Stems:</p> <p>"First, I ____."</p> <p>"Next, we ____."</p> <p>"I felt ____ because ____."</p>

					<p>"One important detail is ____."</p> <p>"At the end, ____ happened."</p>
1.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (<p>research</p> <p>evaluate (evaluar)</p> <p>findings evidence (evidencia)</p> <p>communicate (comunicar)</p>	<p>Conduct research</p> <p>Evaluate information</p> <p>Organize ideas</p> <p>Present findings</p> <p>Explain solutions</p>	<p>question words <i>e.g., who, what, when, where, why, how</i></p> <p>declarative sentences to present information</p> <p>compound and complex sentences using conjunctions <i>e.g., because, so, and</i></p> <p>comparative language <i>e.g., more than, less than, similar to</i></p> <p>sequencing words <i>e.g., first, next, then, finally</i></p>	<p>Questions:</p> <p>"What information did you find to answer your question?"</p> <p>"How can you explain your findings clearly?"</p> <p>"Why is this evidence important?"</p> <p>"What problem did you solve, and how did you solve it?"</p> <p>"How does your information connect to the main idea?"</p> <p>Sentence Stems:</p> <p>"My research shows that ____."</p> <p>"I found evidence that ____."</p> <p>"One reason this is important is ____."</p> <p>"The problem I solved is ____ and I solved it by ____."</p> <p>"In conclusion, my findings suggest ____."</p>
1.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina	<p>research</p> <p>findings</p>	<p>Conduct research</p> <p>Evaluate information</p>	<p>question words <i>e.g., who, what, where, when, why, how</i></p>	<p>Questions:</p> <p>"What did you learn from your research?"</p> <p>"How can you explain your findings?"</p>

		<p>evaluate (evaluar)</p> <p>communicate (comunicar)</p> <p>problem (problema)</p>	<p>Communicate findings</p> <p>Answer questions</p> <p>Solve problems</p>	<p>present tense verbs <i>e.g., find, look, read</i></p> <p>simple sentences to explain ideas</p> <p>conjunctions for explanations <i>e.g., because, so</i></p> <p>academic vocabulary for describing findings</p>	<p>"What problem are you trying to solve?"</p> <p>"Why is this information important?"</p> <p>"How can you share what you found?"</p> <p>Sentence Stems: "I learned ____." "The problem I am trying to solve is ____." "This information is important because ____."</p>
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ELD Standard 10 and First Grade English Language Arts

TN ELD Standard			TN ELA Standard					
			FL	L	RL	RI	SL	W
10	Make accurate use of standard English to communicate in grade appropriate speech and writing		1.FL.WC.4				1.SL.PKI.6	1.W.TTP.1 1.W.TTP.2 1.W.TTP.3
1.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used	phonics consonant blends vowel teams inflectional endings compound words irregular words	Apply phonics to spell words Analyze word patterns Identify and writing conventional spellings Form sentences with accurately spelled words Self-correct spelling errors	syllable patterns e.g., "VC", "CV", "CVC", "VCVe" consonant digraphs e.g., "sh," "ch," "th" vowel teams e.g., "ea," "ai," "ou" inflectional endings e.g., "-ed," "-ing," "-es" compound word structures e.g., "snowman," "backpack" irregular words e.g., "said," "does," "have"				Questions: "What is the vowel pattern in this word?" "How can you spell this word using phonics rules?" "What inflectional ending do you need to add?" "Is this word a compound word or a single syllable word?" "What strategies can you use to spell this word phonetically?" Sentence Stems: "The word ____ has a ____ pattern." "I spelled the word ____ using the rule for ____." "To add an inflectional ending, I ____." "This word is a compound word because ____." "The irregular word I

	words and some irregular words. g. Print all upper and lowercase letters.				wrote is ____, and I know it's correct because ____."
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	complete sentences subject predicate (predicado) capitalization punctuation (puntuación)	Form complete sentences Organize ideas coherently Use correct grammar in speaking Clarify meaning in speech Respond appropriately to prompts	sentence structures: subject + verb + object <i>e.g., "I like apples."</i> capitalization of proper nouns <i>e.g., "Mary walked home."</i> punctuation at the end of sentences <i>e.g., periods, question marks</i> use of conjunctions <i>e.g., and, but, because"</i>	Questions: "What is the subject of your sentence?" "Does your sentence start with a capital letter?" "What punctuation do you need at the end of your sentence?" "How can you make this a complete sentence?" "What words can you add to make your sentence more clear?" Sentence Stems: "My sentence is complete because it has a ____ and a ____." "The punctuation at the end of my sentence is a ____ because ____." "To make my sentence clearer, I added ____." "I used the conjunction ____ to connect my ideas."
1.W.TTP.1	With prompting and support, write opinion pieces	opinion (opinión)	Express an opinion	sentence structures:	Questions: "What is your opinion

	introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	reason (razón) topic introduction (introducción) linking words	<p>Introduce a topic or text</p> <p>Give reasons to support an opinion</p> <p>Provide a concluding statement</p> <p>Organize sentences logically</p>	<p><i>e.g., "I think ____ because _____. The topic I am writing about is _____, In conclusion, _____."</i></p> <p>use of linking words: <i>e.g., because, so, and, therefore</i></p> <p>capitalization of the first word in a sentence and proper nouns <i>e.g., "This is the beginning...", "Nancy", "Friday"</i></p> <p>punctuation to end sentences <i>e.g., ". " ! " ? "</i></p>	<p>about the topic?"</p> <p>"Can you explain why you think that?"</p> <p>"What is the reason for your opinion?"</p> <p>"How does your concluding sentence tie everything together?"</p> <p>"What linking words can you use to connect your opinion and reasons?"</p> <p>Sentence Stems:</p> <p>"I believe ____ because _____."</p> <p>"My opinion is that _____."</p> <p>"One reason I think this is _____."</p> <p>"In conclusion, I feel ____ because _____."</p> <p>"I used the word ____ to link my opinion to my reason."</p>
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	informative (informativo) explanatory (explicativo) topic detail (detalle) support	<p>Name a topic</p> <p>Supply facts about a topic</p> <p>Organize ideas logically</p> <p>Provide a conclusion</p> <p>Use linking words to connect details</p>	<p>sentence structures: <i>e.g., "The topic I am writing about is _____. "One fact about ____ is _____. Another detail is _____. In conclusion, _____."</i></p> <p>use of linking words: <i>e.g., "and, also, because, therefore"</i></p>	<p>Questions:</p> <p>"What topic are you writing about?"</p> <p>"Can you name a fact about the topic?"</p> <p>"What details can you include to explain your topic?"</p> <p>"How will you conclude your writing?"</p> <p>"What linking words can</p>

				<p>capitalization of the first word in a sentence and proper nouns e.g., "This is the beginning...", "Nancy", "Friday"</p> <p>punctuation at the end of sentences e.g., ". " "!" "?"</p>	<p>you use to connect your ideas?"</p> <p>Sentence Stems: "My topic is ____." "One fact about ____ is ____." "Another interesting detail is ____." "In conclusion, I want to say ____." "I used the word ____ to link my ideas together."</p>
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	<p>narrative (narrativa)</p> <p>event (evento)</p> <p>detail (detalle)</p> <p>sequence (secuencia)</p> <p>time order words</p>	<p>Recount an event</p> <p>Describe actions, thoughts, and feelings</p> <p>Sequence events logically</p> <p>Use time order words to show sequence</p> <p>Conclude a narrative</p>	<p>sentence structures: e.g. "First, ____ happened. Then, I _____. Next, _____. Finally, _____. "</p> <p>time order words: e.g. first, then, next, after, finally</p> <p>descriptive phrases: e.g. "I felt ____ when ____." "My thought was ____ because ____."</p>	<p>Questions: "What event are you writing about?" "What actions took place during the event?" "How did you feel during the event?" "What words can you use to show the order of events?" "How will you conclude your narrative?"</p> <p>Sentence Stems: "The event I am writing about is ____." "First, ____ happened." "Next, I ____." "I felt ____ because ____." "In the end, ____."</p>

1.FL.WC.4	<p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.</p>	<p>phonics</p> <p>consonant blends</p> <p>vowel teams</p> <p>inflectional endings</p> <p>compound words</p> <p>irregular words (irregular)</p>	<p>Apply phonics to spell words</p> <p>Analyze word patterns</p> <p>Identify and writing conventional spellings</p> <p>Form sentences with accurately spelled words</p> <p>Self-correct spelling errors</p>	<p>syllable patterns <i>e.g., "VC", "CV", "CVC", "VCVe"</i></p> <p>consonant digraphs <i>e.g., "sh," "ch," "th"</i></p> <p>vowel teams <i>e.g., "ea," "ai," "ou"</i></p> <p>inflectional endings <i>e.g., "-ed," "-ing," "-es"</i></p> <p>compound word structures <i>e.g., "snowman," "backpack"</i></p> <p>irregular words <i>e.g., said, does, have</i></p>	<p>Questions:</p> <p>"What is the vowel pattern in this word?"</p> <p>"How can you spell this word using phonics rules?"</p> <p>"What inflectional ending do you need to add?"</p> <p>"Is this word a compound word or a single syllable word?"</p> <p>"What strategies can you use to spell this untaught word phonetically?"</p> <p>Sentence Stems:</p> <p>"The word ____ has a ____ pattern."</p> <p>"I spelled the word ____ using the rule for ____."</p> <p>"To add an inflectional ending, I ____."</p> <p>"This word is a compound word because ____."</p> <p>"I used phonemic awareness to spell ____ as ____."</p> <p>"The irregular word I wrote is ____, and I know it's correct because ____."</p>
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Conclusion

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

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

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

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

Acknowledgements

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

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

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Appendix A: Glossary

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

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

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

Appendix B: Academic Language

Academic Language for Language Development

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

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

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

Academic Language for Content

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

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

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

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

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

Appendix C: Language Functions

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

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

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

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

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

Appendix D: Language Forms & Structures

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

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

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

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

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

Appendix E: Additional Resources

ELPA21

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

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

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

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

Tennessee

Tennessee Department of Education – English Learners

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

Tennessee Department of Education – English Language Arts Standards

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

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