



English Language Development & Academic Standards Crosswalk

For Second Grade English Language Arts (ELA)

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Introduction

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

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

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

Background

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

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

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

Purpose

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

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

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

The Standards

Tennessee English Language Development (ELD) Standards

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

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

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

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

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

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

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

Tennessee English Language Arts Standards

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

The ELA standards are organized into five interrelated strands:

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

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

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

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

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

Integrating with Instruction

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

Educators can use this document to:

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

The Crosswalk includes a correspondence matrix, standards concordance matrix, and detailed crosswalk charts organized by English Language Development standards for second 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 second 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 planning a lesson on ELA Standard 2.SL.CC.1, the teacher uses the crosswalk to identify key academic vocabulary such as collaborate, participate, and audience, and plans to pre-teach these words with visuals and real-life examples so English learners can better engage in collaborative discussions.

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: After reviewing student work on collaborative discussions, teachers use the crosswalk to identify gaps in students' use of key academic vocabulary and language functions tied to ELD Standard 2. They notice many students can share ideas but struggle with words like agree, disagree, and clarify. The team decides to plan targeted supports, including re-teaching discussion vocabulary, adding visual word banks, and creating opportunities for structured oral practice to strengthen language use aligned to both the ELA and ELD standards.

Planning Checks for Understanding

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

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

Example: While planning checks for understanding aligned to ELA Standard 2.SL.CC.1 (participate in collaborative conversations) and ELD Standard 2 (engage in oral and written exchanges), the teacher uses the crosswalk to identify grammar forms students will need, such as subject-verb agreement and complete sentences when responding. During discussions, the teacher prompts students to restate peers' ideas using forms like "He thinks that..." or "I agree because she said..." to check both comprehension and correct use of grammar structures in academic conversations.

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 Second grade.

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

Second Grade Concordance Matrix

Foundational Literacy (FL)

Academic Standard	Linked ELD Standard(s)
2.FL.F.5	ELD 1
2.FL.SC.6	ELD 9, ELD 10
2.FL.VA.7a	ELD 8
2.FL.VA.7b	ELD 8
2.FL.VA.7c	ELD 9, ELD 10

Reading Informational (RI)

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

Speaking & Listening (SL)

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

Reading Literature (RL)

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

Writing (W)

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

Crosswalk Charts

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

ELD Standard 1 and Second 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		2.FL.F.5		2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.6 2.RL.IKI.7 2.RL.IKI.9 2.RL.RRTC.10	2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 D 2.RI.CS.6 2.RI.IKI.7 2.RI.IKI.8 2.RI.IKI.9 2.RL.RRTC.10	2.SL.CC.2	
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
2.FL.F.5 a	a. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	fluency comprehension (comprensión) expression (expresión) context (contexto)	read to confirm accuracy understanding adjust rate and expression use context clues to decode meaning self-correct confirm understanding		imperative structures for reading strategies e.g., "Look at the next sentence," "Check the context." prepositional phrases e.g., "with expression," "for accuracy" sentence starters for self-correction e.g., "I think the word means ____ because of the sentence..." adverbs to describe reading fluency e.g., "accurately," "clearly"		Questions: "What is the purpose of this text?" "Can you read this sentence with more expression?" "What does this word mean in the sentence?" "How can you figure out what this word means?" "What part of the sentence helps you understand this word?"	

					Sentence Stems: "The purpose of this text is ____." "This word means ____ because ____." "I can use the word ____ in the sentence to understand the meaning." "When I reread the sentence, I noticed ____." "I will read this part with ____ to make it sound better."
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	key details (detalles clave) informational text (texto informativo) demonstrate (demostrar) questions answers	identify key details in a text ask and answer comprehension questions summarize key points explain understanding of text make connections between details and ideas	wh- question structures <i>e.g., "Who is the main character?" "Where does the story take place?"</i> prepositional phrases for evidence <i>e.g., "in the text," "on page ____"</i> sentence starters for comprehension <i>e.g., "The text says that..." "I think this means..."</i> conjunctions for reasoning <i>e.g., "because," "so"</i>	Questions: "Who is the story about?" "What happened in the story?" "Where does the story take place?" "When did the events happen?" "Why did the character do that?" "How does this detail help us understand the story?" Sentence Stems: "The main character is ____." "This story is about ____."

					<p>"The event happened at ____."</p> <p>"The character did this because ____."</p> <p>"I know this because the text says ____."</p> <p>"This detail is important because ____."</p>
1.RL.KID.3	Describe how characters in a story respond to major events and challenges.	<p>story</p> <p>respond (responder)</p> <p>events (eventos)</p> <p>describe (describir)</p>	<p>identify characters in a story</p> <p>describe responses to events and challenges</p> <p>analyze character behavior</p> <p>make connections between events and actions</p> <p>explain the significance of responses</p>	<p>verbs in the present and past tense <i>e.g., "The character responds by..." "The character responded by..."</i></p> <p>prepositional phrases to connect events and responses <i>e.g., "after the event," "because of the challenge"</i></p> <p>sentence starters for description <i>e.g., "The character felt..." "The character decided to..."</i></p> <p>conjunctions for cause and effect <i>e.g., "because," "so"</i></p>	<p>Questions:</p> <p>"Who are the characters in the story?"</p> <p>"What challenge does the character face?"</p> <p>"How does the character respond to the event?"</p> <p>"Why did the character act that way?"</p> <p>"What does this response tell us about the character?"</p> <p>Sentence Stems:</p> <p>"The main character is ____."</p> <p>"The challenge in the story is ____."</p> <p>"The character responds by ____."</p> <p>"The character did this because ____."</p>

					<p>"This response shows that the character is ____."</p> <p>"After the event, the character ____."</p>
2.RL.CS.6	Determine when characters have different points of view.	<p>characters</p> <p>points of view (puntos de vista)</p> <p>determine (determinar)</p> <p>different (diferente)</p> <p>perspective (perspectiva)</p> <p>opinion (opinión)</p>	<p>identify points of view in a story</p> <p>compare and contrast characters' perspectives</p> <p>explain how characters' opinions or beliefs differ</p> <p>interpret evidence from the text to support understanding</p> <p>describe how different perspectives influence the story</p>	<p>comparative structures <i>e.g., "Character A thinks ____, but Character B thinks ____."</i></p> <p>prepositional phrases for evidence <i>e.g., "according to the text," "in this part of the story"</i></p> <p>sentence starters for comparison <i>e.g., "Both characters think ____, but ____."</i></p> <p>conjunctions for contrast <i>e.g., "however," "but"</i></p>	<p>Questions:</p> <p>"What does this character think about the situation?"</p> <p>"How is this character's opinion different from another character's opinion?"</p> <p>"Why does the character feel this way?"</p> <p>"What evidence in the text shows their point of view?"</p> <p>"How do the different points of view affect the story?"</p> <p>Sentence Stems:</p> <p>"Character A thinks ____, but Character B thinks ____."</p> <p>"The point of view of ____ is ____ because ____."</p> <p>"In the text, ____ says ____, which shows their opinion is ____."</p>

					<p>"These characters have different points of view because ____."</p> <p>"This difference in perspective changes the story by ____."</p>
2.RL.IK.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>illustrations (ilustraciones)</p> <p>print</p> <p>digital (digital)</p> <p>text (texto)</p> <p>characters</p> <p>setting</p> <p>plot</p> <p>demonstrate (demostrar)</p> <p>understanding</p>	<p>identify information from illustrations and text</p> <p>explain how illustrations support understanding</p> <p>describe characters, setting, and plot</p> <p>make connections between text and images</p> <p>interpret visual and written information</p>	<p>prepositional phrases for referencing text or illustrations <i>e.g., "in the illustration," "according to the text"</i></p> <p>descriptive verbs <i>e.g., "shows," "illustrates," "explains"</i></p> <p>sentence starters for explanation <i>e.g., "The illustration helps me understand that..." "The text says..."</i></p> <p>conjunctions for cause and effect <i>e.g., "because," "so"</i></p>	<p>Questions:</p> <p>"What do you notice in the illustration?"</p> <p>"How do the words and pictures work together?"</p> <p>"Who are the characters in the story?"</p> <p>"What does the illustration tell us about the setting?"</p> <p>"How does this illustration help you understand the plot?"</p> <p>Sentence Stems:</p> <p>"The illustration shows ____."</p> <p>"The text says ____, which helps me understand ____."</p> <p>"The setting is ____ because the illustration shows ____."</p>

					<p>"The characters are _____, and I know this because _____."</p> <p>"The words and illustrations together help me understand _____."</p>
2.RL.IK1.9	Compare and contrast two or more versions of the same story by different authors or different cultures.	<p>compare (comparar)</p> <p>contrast (contrastar)</p> <p>versions (versiones)</p> <p>story (historia)</p> <p>authors (autores)</p> <p>cultures (culturas)</p> <p>similarities (similitudes)</p> <p>differences (diferencias)</p> <p>perspectives (perspectivas)</p>	<p>compare versions of the same story</p> <p>identifying similarities and differences in stories</p> <p>explaining cultural or authorial influences on the story</p> <p>analyze how different versions affect understanding of the plot or characters</p> <p>describe perspectives in different cultural contexts</p>	<p>comparative structures <i>e.g., "Both stories show _____, but _____."</i></p> <p>conjunctions for comparison and contrast <i>e.g., "like," "unlike," "however," "similarly"</i></p> <p>prepositional phrases for evidence <i>e.g., "in this version," "according to the author"</i></p> <p>sentence starters for comparison <i>e.g., "This version is similar because _____." "This version is different because _____."</i></p>	<p>Questions:</p> <p>"How are the two versions of the story alike?"</p> <p>"What are the differences between these versions?"</p> <p>"What does each author emphasize in their version?"</p> <p>"How does the culture influence this version of the story?"</p> <p>"What is similar about the characters in both versions?"</p> <p>"How do the settings differ in the two versions?"</p> <p>Sentence Stems:</p> <p>"This version of the story is similar to the other because _____."</p> <p>"One difference between the two versions is _____."</p>

					<p>"Both authors focus on ____, but they differ in ____."</p> <p>"The cultural influence in this version is shown by ____."</p> <p>"The characters are similar because ____, but they are different because ____."</p> <p>"The settings in the stories are alike because ____, but different because ____."</p>
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<p>comprehend (comprender)</p> <p>stories (historias)</p> <p>poems (poemas)</p>	<p>read and understand grade-level texts</p> <p>identify key ideas in stories and poems</p> <p>summarize the main points of a text</p> <p>explain the meaning of words or phrases in context</p> <p>connect ideas in a story or poem to prior knowledge</p>	<p>verbs for comprehension <i>e.g., "understand," "explain," "summarize"</i></p> <p>sentence structures for summaries <i>e.g., "The story is about ____." "The poem describes ____."</i></p> <p>prepositional phrases for locating information <i>e.g., "in the story," "in the second stanza"</i></p> <p>transition words for sequencing <i>e.g., "first," "next," "then"</i></p>	<p>Questions:</p> <p>"What is the main idea of the story?"</p> <p>"What happens in the beginning, middle, and end of the story?"</p> <p>"What is the poem about?"</p> <p>"What does this word mean in the poem?"</p> <p>"How do the characters or images help you understand the story or poem?"</p> <p>"What is the tone or feeling of the poem?"</p>

					Sentence Stems: "The story is about ____." "The main idea of the poem is ____." "In the beginning, ____ happens." "The word ____ means ____ because ____." "This part of the story/poem helps me understand ____." "The tone of the poem is ____ because ____."
2.RI.KID.1	Ask and answer questions about key details in a text.	key details (detalles clave) text (texto) ask answer questions information (información) support understand	identify key details in a text ask questions about the text answer questions using information from the text explain how key details support understanding describe information found in the text	question words <i>e.g., "who," "what," "where," "when," "why," "how"</i> sentence starters for questions <i>e.g., "What is ____ about?" "Where does ____ happen?"</i> verbs for explanation <i>e.g., "shows," "means," "explains"</i> conjunctions for cause and effect <i>e.g., "because," "so that"</i>	Questions: "Who is the text about?" "What is the main idea of the text?" "Where does the story or event take place?" "Why is this detail important?" "How does this detail help you understand the text?" Sentence Stems: "The text says ____, which helps me understand ____." "The key detail is ____ because ____."

					<p>"I think this part of the text is important because ____."</p> <p>"This detail shows ____."</p> <p>"I understand that ____ because the text says ____."</p>
2.RI.KID.2	Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within a text.	<p>main topic paragraphs (párrafos)</p> <p>identify (identificar)</p>	<p>identify the main topic of a text</p> <p>recognize the focus of specific paragraphs</p> <p>summarize the main idea of a text or paragraph</p> <p>distinguish between general and specific information</p> <p>explain how specific details support the main topic</p>	<p>sentence starters for identification <i>e.g., "The main topic is ____." "This paragraph focuses on ____."</i></p> <p>verbs for explanation <i>e.g., "shows," "describes," "explains"</i></p> <p>prepositional phrases for evidence <i>e.g., "in the paragraph," "throughout the text"</i></p> <p>conjunctions for clarification <i>e.g., "because," "since"</i></p>	<p>Questions:</p> <p>"What is the main topic of this text?"</p> <p>"What is the focus of this specific paragraph?"</p> <p>"How does this paragraph connect to the main topic?"</p> <p>"What details in the paragraph support the focus?"</p> <p>"Why is the main topic important?"</p> <p>Sentence Stems:</p> <p>"The main topic of the text is ____."</p> <p>"This paragraph focuses on ____."</p> <p>"The focus of this paragraph is related to the main topic because ____."</p> <p>"The details ____ and ____ show that the focus is ____."</p>

					"I think the main topic is ____ because the text says ____."
2.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.	describe (describir) connections (conexiones) events (eventos) ideas (ideas) information (información) illustrations (ilustraciones)	describe connections between people, events, or ideas in a text identify relationships between information in the text use graphic organizers to visualize connections explain how illustrations or written details support understanding summarize relationships between key ideas	sentence structures for describing relationships <i>e.g., "____ is connected to ____ because ____."</i> prepositional phrases for evidence <i>e.g., "in the text," "based on the illustration"</i> verbs for describing relationships <i>e.g., "connects," "shows," "relates"</i> comparative phrases <i>e.g., "similar to," "different from"</i>	Questions: "What is the connection between these two individuals?" "How are these events related?" "What ideas are connected in the text?" "What details in the text show the relationship between these two pieces of information?" "How do the illustrations help explain the connections?" Sentence Stems: "The connection between ____ and ____ is ____." "These events are related because ____." "The text shows a connection between ____ and ____ by ____."

					<p>"This illustration helps me understand the connection between ____ and ____ because ____."</p> <p>"The relationship between these ideas is ____, which is shown in the text by ____."</p>
2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	<p>author (autor)</p> <p>identify (identificar)</p> <p>answer</p> <p>explain (explicar)</p> <p>describe (describir)</p>	<p>identify the main purpose of a text</p> <p>determine what the author wants to answer, explain, or describe</p> <p>explain the author's intent based on evidence from the text</p> <p>summarize the purpose of the text</p>	<p>sentence starters for identifying purpose e.g., "The main purpose of the text is ____." "The author wants to ____."</p> <p>verbs related to purpose e.g., "answer," "explain," "describe"</p> <p>prepositional phrases for evidence e.g., "according to the text," "in the passage"</p> <p>conjunctions for reasoning e.g., "because," "since"</p>	<p>Questions:</p> <p>"What is the main purpose of this text?"</p> <p>"What does the author want to explain?"</p> <p>"What is the author trying to answer in this text?"</p> <p>"What does the author describe in the text?"</p> <p>"How do you know the purpose of the text?"</p> <p>Sentence Stems:</p> <p>"The main purpose of the text is ____."</p> <p>The author wants to ____ in the text."</p> <p>"The purpose of the text is shown by ____."</p>

					<p>"According to the text, the author explains ____."</p> <p>"I think the author's purpose is ____ because ____."</p>
2.RI.IKI.7	Identify and explain how illustrations and words contribute to and clarify a text.	<p>identify (identificar)</p> <p>explain (explicar)</p> <p>illustrations (ilustraciones)</p>	<p>identify illustrations and words in a text</p> <p>explain how illustrations contribute to understanding the text</p> <p>describe how words clarify the meaning of the text</p> <p>connect illustrations and text meaning</p>	<p>sentence starters for explanations <i>e.g., "The illustration shows ____, which helps us understand ____."</i></p> <p>verbs for describing effects <i>e.g., "shows," "clarifies," "contributes"</i></p> <p>prepositional phrases for evidence <i>e.g., "in the illustration," "in the text"</i></p> <p>conjunctions for cause and effect <i>e.g., "because," "so that"</i></p>	<p>Questions:</p> <p>"How does the illustration help you understand the text?"</p> <p>"What do the words explain about the illustration?"</p> <p>"How do the words contribute to the meaning of the text?"</p> <p>"What details in the text clarify the illustration?"</p> <p>"Why are both the illustrations and words important in this text?"</p> <p>Sentence Stems:</p> <p>"The illustration helps clarify ____ by showing ____."</p> <p>"The words contribute to the text by ____."</p> <p>"This illustration and the text work together to explain ____."</p>

					<p>"The author uses illustrations to show ____ because ____."</p> <p>"The words in the text help us understand the illustration by ____."</p>
2.RI.IKI.8	Identify the reasons an author provides to support points in a text.	<p>identify (identificar)</p> <p>reasons (razones)</p> <p>author (autor)</p> <p>points (puntos)</p> <p>text (texto)</p> <p>evidence (evidencia)</p>	<p>identify reasons an author provides</p> <p>explain how reasons support the author's points</p> <p>summarize the author's arguments</p> <p>analyze evidence in a text</p>	<p>sentence structures for identifying reasons <i>e.g., "The author provides ____ as a reason."</i></p> <p>verbs for supporting arguments <i>e.g., "explains," "shows," "supports"</i></p> <p>prepositional phrases for citing evidence <i>e.g., "in the text," "according to the author"</i></p> <p>conjunctions for cause and effect <i>e.g., "because," "so that"</i></p>	<p>Questions:</p> <p>"What reasons does the author give to support the points?"</p> <p>"How do the author's reasons explain the points in the text?"</p> <p>"What evidence does the author use to support these ideas?"</p> <p>"Why does the author include this reason?"</p> <p>"How do the reasons and points connect in the text?"</p> <p>Sentence Stems:</p> <p>"The author provides ____ as a reason to support ____."</p> <p>"The reason ____ explains the point ____ by ____."</p> <p>According to the text, the author supports the idea that ____ by ____."</p>

					<p>"One reason the author gives is ____, which helps the reader understand ____."</p> <p>"The evidence ____ supports the point because ____."</p>
2.RI.IK1.9	Compare and contrast the most important points presented by two texts on the same topic.	<p>compare (comparar)</p> <p>contrast (contrastar)</p> <p>points (puntos)</p> <p>similarities (similitudes)</p> <p>differences (diferencias)</p>	<p>compare important points between two texts</p> <p>contrast differences between two texts on the same topic</p> <p>analyze how each text addresses the same topic</p> <p>summarize similarities and differences</p>	<p>comparative structures <i>e.g., "similar to," "different from," "both texts"</i></p> <p>verbs for comparing and contrasting <i>e.g., "compare," "contrast," "show"</i></p> <p>conjunctions for comparing and contrasting <i>e.g., "however," "but," "also"</i></p> <p>prepositional phrases for referencing texts <i>e.g., "in the first text," "according to the second text"</i></p>	<p>Questions:</p> <p>"What are the similarities between the two texts?"</p> <p>"How are the points in the first text different from the second text?"</p> <p>"What important points do both texts share?"</p> <p>"What is a major difference between the two texts on this topic?"</p> <p>"How does each text present the same topic differently?"</p> <p>Sentence Stems:</p> <p>"The first text explains ____, while the second text focuses on ____."</p> <p>"Both texts agree that ____; however, they differ in ____."</p>

					<p>"In the first text, the author shows ____," whereas in the second text, ____." "The similarities between the two texts are ____." "The differences between the two texts include ____ and ____."</p>
2.RL.RRTC.10	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<p>stories (historias)</p> <p>informational texts (textos informativos)</p>	<p>read stories and informational texts</p> <p>understand the meaning of texts</p> <p>identify key ideas and details in texts</p> <p>summarize information from stories and texts</p> <p>analyze text complexity with support</p>	<p>verbs for reading and understanding <i>e.g., "comprehend," "summarize"</i></p> <p>noun phrases for text complexity <i>e.g., "stories," "informational texts"</i></p> <p>prepositional phrases for text details <i>e.g., "in the story," "in the text"</i></p> <p>conjunctions for explanation <i>e.g., "because," "so that"</i></p>	<p>Questions: "What is the main idea of the story or text?" "What details help you understand the text better?" "How does the text help you learn about ____?" "What are some key points in the story or informational text?" "What makes this text more complex?"</p> <p>Sentence Stems: "The main idea of the text is ____." "One detail that helps explain the story is ____." "This informational text teaches us ____ by explaining ____."</p>

					<p>"The story is about _____, and it includes details such as _____."</p> <p>"With support, I understood that the text was complex because _____."</p>
2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p>retell</p> <p>describe (describir)</p> <p>key ideas (ideas)</p> <p>details (detalles)</p> <p>text (texto)</p> <p>information (información)</p>	<p>recount key ideas from a text or presentation</p> <p>describe details from oral or multimedia sources</p> <p>summarize information</p> <p>explain the main points presented</p>	<p>verbs for recounting and describing <i>e.g., "recount," "describe," "explain"</i></p> <p>noun phrases for ideas and details <i>e.g., "key ideas," "important details"</i></p> <p>prepositional phrases for referencing sources <i>e.g., "from the text," "in the presentation"</i></p> <p>temporal adverbs for sequencing <i>e.g., "first," "next," "then"</i></p>	<p>Questions:</p> <p>"What are the key ideas from the text read aloud?"</p> <p>"What details were presented in the oral presentation?"</p> <p>"How does the media help explain the information?"</p> <p>"What did you learn from the presentation?"</p> <p>"Can you describe one important detail you heard or saw?"</p> <p>Sentence Stems:</p> <p>"The key idea from the text is _____."</p> <p>"One important detail I heard is _____."</p> <p>"The presentation showed that _____ by explaining _____."</p> <p>"From the media, I learned that _____."</p>

					"First, the presentation explained ____, and then it described ____."
2.FL.F.5 a	a. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	<p>fluency</p> <p>comprehension (comprensión)</p> <p>expression (expresión)</p> <p>context (contexto)</p>	<p>read to confirm accuracy understanding</p> <p>adjust rate and expression</p> <p>use context clues to decode meaning</p> <p>self-correct</p> <p>confirm understanding</p>	<p>imperative structures for reading strategies e.g., <i>"Look at the next sentence," "Check the context."</i></p> <p>prepositional phrases e.g., <i>"with expression," "for accuracy"</i></p> <p>sentence starters for self-correction e.g., <i>"I think the word means ____ because of the sentence..."</i></p> <p>adverbs to describe reading fluency e.g., <i>"accurately," "clearly"</i></p>	<p>Questions:</p> <p>"What is the purpose of this text?"</p> <p>"Can you read this sentence with more expression?"</p> <p>"What does this word mean in the sentence?"</p> <p>"How can you figure out what this word means?"</p> <p>"What part of the sentence helps you understand this word?"</p> <p>Sentence Stems:</p> <p>"The purpose of this text is ____."</p> <p>"This word means ____ because ____."</p> <p>"I can use the word ____ in the sentence to understand the meaning."</p> <p>"When I reread the sentence, I noticed ____."</p>

					"I will read this part with ____ to make it sound better."
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ELD Standard 2 and Second 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			2.RL.KID.1	2.RI.KID.1	2.SL.CC.1	2.W.PDW.6
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	collaboration (colaboración) participation (participación) ideas (ideas) audience (audiencia)	participate in discussions share ideas agree and disagree respectfully ask and answer questions clarify information respond to others	question structures <i>e.g., "What do you think about...?" or "Why do you believe that...?"</i> conditional phrases <i>e.g., "If we consider..., then..."</i> sentence starters for agreement or disagreement <i>e.g., "I agree because..." or "I disagree because..."</i> transitions for elaboration <i>e.g., "In addition..." or "For example..."</i>	Questions: "What is your opinion on...?" "Can you explain why you think that?" "How does this connect to...?" "What evidence supports your idea?" "What did you mean when you said...?" Sentence Stems: "I think ____ because ____." "I agree with ____ because ____." "I disagree with ____ because ____." "One question I have is ____." "This idea connects to ____ because ____."		

2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	publish (publicar) draft revise (revisar) edit (editar) feedback share	use digital tools write collaboratively give and receive feedback revise and edit writing explain writing ideas publish writing respond to peer comments share work with others	imperatives for instruction <i>e.g., "Click on...", "Type your name here..."</i> conditional phrases for guidance <i>e.g., "If you finish this step, then you can..."</i> sentence structures for collaboration <i>e.g., "Can you help me with...?"</i> transition words for publishing <i>e.g., "Next, save your document," "Finally, share your work"</i>	Questions: "What digital tool should we use for this project?" "How can we make this writing better?" "Can you show me how to ____?" "What steps do we need to follow to publish our work?" "Who can help with this part of the writing?" Sentence Stems: "I used ____ to create my writing." "Can you explain how to ____?" "We collaborated by ____." "With support, I ____." "To publish my writing, I ____."
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	key details who what where why when	ask questions about a text identify key details explain understanding provide evidence from the text clarify ideas	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> sentence starters for explaining	Questions: "Who is the story about?" "What happened in the story?" "Where does the story take place?" "When did the events happen?" "Why did the character do that?" "How does this detail help us understand the story?"

				<p><i>e.g., "The text says that..." "I think this means..."</i></p> <p>conjunctions for reasoning <i>e.g., "because," "so"</i></p>	<p>Sentence Stems:</p> <p>"The main character is ____."</p> <p>"This story is about ____."</p> <p>"The event happened at ____."</p> <p>"The character did this because ____."</p> <p>"I know this because the text says ____."</p> <p>"This detail is important because ____."</p>
2.RI.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>key details (detalles)</p> <p>informational text (texto informativo)</p> <p>questions</p> <p>evidence (evidencia)</p>	<p>ask and answer questions</p> <p>identify key details</p> <p>clarify understanding</p> <p>explain information</p> <p>participate in discussions</p> <p>respond to comments</p>	<p>wh- question structures <i>e.g., "Who is mentioned in the text?" "What is the main idea?"</i></p> <p>prepositional phrases <i>e.g., "according to the text," "in paragraph ____"</i></p> <p>sentence starters for evidence <i>e.g., "The text says that..." "In paragraph ____, it states..."</i></p> <p>conjunctions for cause and effect <i>e.g., "because," "so that"</i></p>	<p>Questions:</p> <p>"Who is the text about?"</p> <p>"What is the main idea of the text?"</p> <p>"Where does the event or information take place?"</p> <p>"When did this happen?"</p> <p>"How does this information help us understand the topic?"</p> <p>Sentence Stems:</p> <p>"The text is about ____."</p> <p>"The main idea is ____."</p> <p>"This happened at ____."</p> <p>"This event occurred because ____."</p> <p>"I know this because the text says ____."</p> <p>"This detail is important because ____."</p>

ELD Standard 3 and Second 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					2.SL.PKI.4 2.SL.PLI.6	2.W.TTP.2 2.W.TTP.3
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	story (historia)	recount	experience (experiencia)	facts	details (detalles)	<p>narrate a story or personal experience</p> <p>describe details and facts related to a topic</p> <p>organize information logically when speaking</p> <p>emphasize key points with relevant details</p> <p>verbs for narrating and describing <i>e.g., "tell," "recount," "describe"</i></p> <p>noun phrases for details and facts <i>e.g., "relevant facts," "descriptive details"</i></p> <p>adverbs for speaking <i>e.g., "audibly," "clearly"</i></p> <p>conjunctions for coherence <i>e.g., "and," "but," "then"</i></p> <p>sentence starters for narrative sequencing <i>e.g., "First," "Next," "Finally"</i></p> <p>Questions: "Can you tell a story about ____?" "What facts are important to include in your story?" ""How can you describe the experience with more details?" "What happened first, next, and finally?" "What details make your story more descriptive and clear?"</p> <p>Sentence Stems: "I want to tell a story about ____." "In my experience, ____ happened first, and then ____." "One important fact is ____ because ____."</p>

					<p>"To describe this better, I would add details like ____."</p> <p>"Finally, I want to emphasize that ____."</p>
2.SL.PLI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>complete (completo)</p> <p>sentence</p> <p>task</p> <p>detail (detalle)</p>	<p>speak in complete sentences</p> <p>provide details to explain an idea</p> <p>clarify information</p> <p>respond to questions with specific examples</p> <p>adapt responses to the task or situation</p>	<p>verbs for providing information e.g., "provide," "explain," "clarify"</p> <p>noun phrases for tasks and situations e.g., "the specific task," "this situation"</p> <p>adverbs to indicate completeness e.g., "completely," "fully"</p> <p>sentence starters for clarification e.g., "What I mean is ____."</p> <p>conjunctions for linking ideas e.g., "and," "because," "so"</p>	<p>Questions:</p> <p>"Can you say that in a complete sentence?"</p> <p>"What details can you add to explain your idea?"</p> <p>"How can you clarify what you just said?"</p> <p>"Why is this response appropriate for the situation?"</p> <p>"What else can you provide to complete your answer?"</p> <p>Sentence Stems:</p> <p>"My complete sentence is ____."</p> <p>"One detail I can add is ____."</p> <p>"To clarify, I mean ____."</p> <p>"This is appropriate because ____."</p> <p>"The requested detail is ____."</p>
2.W.TTP.2	Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.	<p>informative (informativo)</p> <p>explanatory</p> <p>topic</p>	<p>introduce a topic</p> <p>provide facts and definitions</p>	<p>verbs for writing e.g., "introduce," "explain," "provide"</p> <p>noun phrases for facts and definitions</p>	<p>Questions:</p> <p>"What is the topic you will write about?"</p> <p>"What facts and definitions will you use to support your topic?"</p>

		<p>facts</p> <p>conclusion (conclusion)</p>	<p>organize information logically</p> <p>write a conclusion</p> <p>explain ideas clearly</p>	<p><i>e.g., "an important fact," "a helpful definition"</i></p> <p>transition words <i>e.g., "first," "next," "in conclusion"</i></p> <p>sentence starters for organization <i>e.g., "The topic of this text is ____."</i></p> <p>conjunctions to connect ideas <i>e.g., "and," "because," "therefore"</i></p>	<p>"How will you organize your information?"</p> <p>"What will your concluding statement or section say?"</p> <p>"How does your information explain your topic?"</p> <p>Sentence Stems:</p> <p>"The topic I am writing about is ____."</p> <p>"An important fact about this is ____ because ____."</p> <p>"This definition helps explain ____."</p> <p>"To conclude, ____."</p> <p>"This shows that ____ because ____."</p>
2.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use	<p>narrative (narrativa)</p> <p>events (eventos)</p> <p>details (detalles)</p> <p>characters</p> <p>sequence (secuencia)</p> <p>dialogue (diálogo)</p>	<p>narrate real or imagined events</p> <p>describe characters, settings, and events</p> <p>sequence events logically</p> <p>show cause and effect in stories</p> <p>use dialogue to show character interactions</p>	<p>verbs for narration <i>e.g., "told," "described," "thought"</i></p> <p>adjectives for descriptive details <i>e.g., "bright," "quiet," "joyful"</i></p> <p>temporal words and phrases <i>e.g., "first," "then," "suddenly," "finally"</i></p> <p>punctuation for dialogue</p>	<p>Questions:</p> <p>"Who are the characters in your story?"</p> <p>"What is the setting of your narrative?"</p> <p>"What events will happen, and in what order?"</p> <p>"How will you show what the characters think or feel?"</p> <p>"What words will you use to show the sequence of events?"</p> <p>"How will your story end?"</p>

	temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.		provide closure	<p><i>e.g., quotation marks, commas</i></p> <p>sentence structures for event sequences <i>e.g., "Next, the character decided to ____."</i></p> <p>transitions for closure <i>e.g., "In the end," "Finally"</i></p>	<p>Sentence Stems:</p> <p>"Once upon a time, ____."</p> <p>"The main character is ____, and the story takes place in ____."</p> <p>"First, ____ happened. Then, ____."</p> <p>"The character said, '____' to show ____."</p> <p>"This made the character feel ____."</p> <p>"Finally, ____."</p> <p>"The story ends with ____."</p>
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ELD Standard 4 and Second 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										2.SL.PKI.6		2.W.TTP.1	
TN ELA Standard			Academic Language (Cognates)		Language Functions		Language Forms		Questions and Sentence Stems					
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		complete sentence detail (detalle) claim reasoning (razonamiento)		explain a claim clearly respond appropriately to specific tasks or situations support claims with reasoning and evidence clarify ideas when asked		sentence frames for claims <i>e.g., "I believe that ____ because ____."</i> linking phrases for reasoning <i>e.g., "This shows that," "The reason is that"</i> phrases for clarification <i>e.g., "What I mean is ____," "Let me explain ____."</i> complete sentence structures with appropriate grammar		Questions: "What is the task or situation that requires a complete sentence?" "What details can you include to make your statement clear?" "How can you support your claim with reasoning or evidence?" "What clarification can you provide if someone doesn't understand your point?" "How will you structure your sentence to ensure it is complete and clear?" Sentence Stems: "I think ____ because ____." "The reason for this is ____."					

					<p>"This evidence shows that ____."</p> <p>"What I mean is ____."</p> <p>"Let me explain ____ in more detail."</p> <p>"The main idea is ____, and the details are ____."</p> <p>"I believe ____ because ____, and this is supported by ____."</p>
2.W.TTP.1	Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.	<p>opinion (opinión)</p> <p>reasons (razones)</p> <p>evidence (evidencia)</p> <p>conclusion (conclusion)</p> <p>introduction (introducción)</p>	<p>express an opinion</p> <p>provide reasons to support a claim</p> <p>connect ideas with linking words</p> <p>conclude an argument</p>	<p>sentence frames for opinions <i>e.g., "I believe ____ because ____."</i></p> <p>linking words <i>e.g., "because," "therefore," "so," "in conclusion"</i></p> <p>phrases for introductions <i>e.g., "This topic is about ____," "I want to share my opinion about ____"</i></p> <p>structures for providing reasons <i>e.g., "One reason is ____," "Another reason is ____"</i></p> <p>concluding sentence frames <i>e.g., "In conclusion, ____," "This is why I believe ____"</i></p>	<p>Questions:</p> <p>"What is your opinion on this topic?"</p> <p>"What reasons can you give to support your opinion?"</p> <p>"How can you use linking words to connect your ideas?"</p> <p>"What evidence or examples can you include to strengthen your argument?"</p> <p>"How will you write a conclusion to summarize your opinion?"</p> <p>Sentence Stems:</p> <p>"I think ____ because ____."</p> <p>"My opinion is that ____, and one reason is ____."</p> <p>"Another reason I believe this is because ____."</p> <p>"This shows that ____ because ____."</p>

					<p>"In conclusion, I believe ____ because ____."</p> <p>"The topic I am writing about is ____, and my opinion is ____."</p> <p>"I support my opinion with the following reasons: ____."</p>
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ELD Standard 5 and Second 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					2.SL.PK1.4	2.W.RBPK.7 2.W.RBPK.8
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
2.SL.PK1.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	retell	experience (experiencia)	recount an experience or event describe details and facts organize ideas logically	temporal phrases to sequence events <i>e.g., "First," "Then," "After that," "Finally"</i> descriptive adjectives <i>e.g., "important," "beautiful," "challenging"</i> sentence structures for retelling <i>e.g., "I remember when ____ happened," "One important detail is ____"</i> transition phrases for coherence <i>e.g., "because," "therefore," "as a result"</i>	Questions: "Can you recount the experience in the order it happened?" "What facts and details can you include to describe the event?" "Why is this detail important to your story?" "What happened first, next, and last in your story?" "How do these details help explain your experience?" "What did you learn from this experience?" Sentence Stems: "One day, ____ happened." "The experience took	

				<p>sentence structures to evaluate information e.g., <i>"This detail is important because ____"</i></p>	<p>place in ____, and it was about ____." "First, ____ happened, and then ____." "I think this happened because ____." "For example, ____ shows why this is important." "As a result, ____." "In the end, ____."</p>
2.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	<p>research topic</p> <p>report (reporte)</p> <p>evidence (evidencia)</p> <p>information (información)</p>	<p>ask and answer research questions</p> <p>gather and organize information</p> <p>evaluate sources and evidence</p> <p>communicate findings through writing or speaking</p> <p>summarize and synthesize information</p> <p>participate in collaborative discussions</p>	<p>question structures for research e.g., <i>"What is the main idea of this source?"</i> <i>"How does this experiment help answer the question?"</i></p> <p>comparative phrases e.g., <i>"This source provides more details than ____."</i></p> <p>linking words for explanations e.g., <i>"because"</i> <i>"therefore," "as a result"</i></p> <p>sentence structures for presenting findings e.g., <i>"Our research shows that ____," "The results of the</i></p>	<p>Questions: "What is the topic of your research?" "What sources will you use to gather information?" "What evidence have you found to support your findings?" "How does this experiment or source help answer the research question?" "What are the main findings of your research?"</p> <p>Sentence Stems: "We asked the question ____ and learned ____" "One way we communicated our research about ____ was by..." "We compared the information from</p>

				<i>experiment indicate ____."</i> report-writing structures <i>e.g., introduction, body, conclusion</i>	different books and noticed that..." "After reading several books about __, we discovered that..." "We compared the information from different books and noticed that..."
2.W.RBPK.8	Recall information from experiences or gather information from provided sources to answer a question.	gather information (información) sources experiences (experiencias) findings	recall prior knowledge or experiences gather information from sources answer research questions synthesize information present findings make connections between experiences and gathered information	question structures for gathering information <i>e.g., "What information do I already know about ____?" "What can I learn from this source?"</i> connecting phrases <i>e.g., "based on my experience," "according to the source"</i> sentence structures for stating findings <i>e.g., "The information I found shows that ____," "Based on my experience, I know that ____."</i> comparative language <i>e.g., "This source provides more evidence than ____."</i>	Questions: "What information do you recall from your experiences about this topic?" "What did the source say about the question?" "How does the information you gathered answer the question?" "What is one key detail from the source that helps you answer the question?" "Can you connect what you already know to what you learned from the source?" Sentence Stems: "I remember that ____ from my experience." "The source explains that ____." "One detail I gathered is ____, which answers the question because ____."

					<p>"Based on my experience, I know ____, and the source adds ____."</p> <p>"The information from the source and my experience shows that ____."</p> <p>"To answer the question, I learned ____ from ____."</p> <p>"I connected my prior knowledge of ____ with the information from ____."</p> <p>"The findings show that ____ because ____."</p>
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ELD Standard 6 and Second 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					2.SL.CC.3	2.W.TTP.1
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
2.SL.CC.3	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	information (información)	speaker	clarify	<p>ask for clarification or additional details</p> <p>evaluate the reasoning behind an argument</p> <p>critique the evidence or logic presented by a speaker</p> <p>identify key points in an argument</p> <p>summarize a speaker's claim</p>	<p>interrogative forms for questions e.g., "Why did you say ____?" "Can you explain ____ further?"</p> <p>phrases to express misunderstanding e.g., "I'm not sure I understand ____," "Could you clarify what you mean by ____?"</p> <p>sentence structures for evaluation e.g., "I agree/disagree with ____ because ____," "This argument is strong/weak because ____"</p> <p>transition phrases for critique</p>	<p>Questions:</p> <p>"What do you mean by ____?"</p> <p>"Can you clarify your point about ____?"</p> <p>"Why do you think ____ is important?"</p> <p>"What evidence do you have to support your argument?"</p> <p>"How does this information relate to ____?"</p> <p>"Do you think there's another perspective on this topic?"</p> <p>Sentence Stems:</p> <p>"I heard you say ____, but I'm not sure I understand ____."</p> <p>"Could you explain why you believe ____?"</p>

				<p><i>e.g., "However," "On the other hand," "This point could be clearer"</i></p> <p>modal verbs for polite critique <i>e.g., "Could you explain why ____?" "Would it be possible to provide more evidence for ____?"</i></p>	<p>"Your argument about ____ makes sense because ____."</p> <p>"I think ____ is a strong/weak argument because ____."</p> <p>"One thing I agree with is ____, but I have a question about ____."</p> <p>"I would like to know more about ____ because ____."</p> <p>"Your reasoning about ____ is clear, but could you clarify ____?"</p> <p>"I think you could strengthen your argument by ____."</p>
2.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>reason (razón)</p> <p>support</p> <p>closure</p>	<p>state an opinion with a clear point of view</p> <p>provide reasons to support an opinion</p> <p>critique the strength of an argument</p> <p>identify and analyze reasons and evidence in others' arguments</p> <p>construct a conclusion or sense of closure</p>	<p>phrases to introduce an opinion <i>e.g., "I believe ____ because ____," "In my opinion, ____"</i></p> <p>transition words to link reasons <i>e.g., "because", "therefore," "for this reason"</i></p> <p>phrases to critique arguments <i>e.g., "I agree/disagree with ____ because ____," "This argument is</i></p>	<p>Questions:</p> <p>"What is your opinion about ____?"</p> <p>"Can you explain why you believe ____?"</p> <p>"What reasons support your opinion about ____?"</p> <p>"Do you think this argument is strong? Why or why not?"</p> <p>"What evidence could make this argument stronger?"</p> <p>"How does your opinion connect to ____?"</p>

				<p><i>persuasive because</i> ____"</p> <p>concluding phrases <i>e.g., "In conclusion," "To sum up," "This is why I think ____"</i></p> <p>modal verbs for polite critique <i>e.g., "Could you provide more reasons for ____?" "Would you consider explaining ____ further?"</i></p>	<p>Sentence Stems: "I think ____ because ____." "My opinion about ____ is ____ because ____." "One reason I believe this is ____." "A strong/weak point in this argument is ____." "In conclusion, I think ____ because ____." "Your argument about ____ is persuasive because ____." "I would suggest adding ____ to support your opinion." "This argument could be improved by ____."</p>
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ELD Standard 7 and Second 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					2.SL.PKI.6	2.W.PDW.5
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	sentence detail (detalle) context (contexto)	select language appropriate for the task and audience provide clarification with relevant details speak in formal or informal tone based on the situation explain choices in language use adapt vocabulary and sentence structure to purpose	formal phrases <i>e.g., "I would like to explain ____, " "May I clarify ____?"</i> informal phrases <i>e.g., "Let me tell you about ____, " "Here's what I mean: ____"</i> examples for clarification <i>e.g., "For example," "To explain further"</i> question forms to ensure understanding <i>e.g., "Did I explain that clearly?" "Do you need more detail about ____?"</i>	Questions: "Who is your audience for this task?" "What is the purpose of your message?" "How can you adapt your language for this situation?" "Is this language formal or informal? Why?" "Do you need to clarify your details? How?" "What words or phrases could make your explanation clearer?" Sentence Stems: "My purpose is to ____, so I will use ____ language." "For this audience, I will say ____ because ____." "I need to clarify ____ by saying ____."		

				<p>modal verbs for polite requests e.g., "Could you explain ____?" "Would you like me to clarify ____?"</p>	<p>"In a formal situation, I would say ____, but in an informal one, I might say ____."</p> <p>"I chose this sentence because it is appropriate for ____."</p> <p>"To make this clearer, I can add ____."</p> <p>"When speaking to ____, I would say ____ because ____."</p>
2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing	<p>topic</p> <p>revise (revisar)</p> <p>edit (editar)</p> <p>purpose</p>	<p>adapt content and language to fit purpose, task, and audience</p> <p>respond to peer feedback and suggestions</p> <p>revise and edit for clarity, organization, and appropriateness</p> <p>ask questions to clarify peer or teacher feedback</p> <p>justify changes made during revisions</p>	<p>question forms for feedback e.g., "What can I improve about ____?" "Do you think this is clear for the audience?"</p> <p>transition phrases for revising e.g., "To make this clearer, I changed ____," "I added ____ because ____"</p> <p>modal verbs for suggestions e.g., "You might consider ____," "Could you explain what you mean by ____?"</p> <p>polite language for peer interactions e.g., "Thank you for your</p>	<p>Questions:</p> <p>"What is the purpose of this writing?"</p> <p>"Who is the audience for this task?"</p> <p>"How can I revise my writing to make it clearer?"</p> <p>"What suggestions do you have for improving my writing?"</p> <p>"Does this meet the expectations of the task?"</p> <p>"What changes can I make to better address my audience?"</p> <p>Sentence Stems:</p> <p>"The purpose of my writing is ____, so I will revise by ____."</p> <p>"Based on your suggestion, I will ____ to improve ____."</p>

				<p><i>suggestion. I will _____,"</i></p> <p><i>"I appreciate your feedback on _____"</i></p>	<p>"To strengthen my writing, I revised _____ and added _____."</p> <p>"I edited my work by _____ to make it clearer for the audience."</p> <p>"In response to your feedback, I _____ because _____."</p> <p>"I think my writing is effective for this audience because _____."</p> <p>"Could you clarify what you mean by _____? That will help me improve _____."</p>
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ELD Standard 8 and Second 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	2.FL.VA.7a 2.FL.VA.7b		2.RL.CS.4	2.RI.CS.4 2.RI.CS.5		
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
2.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 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. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	root word prefix (prefijo) suffix (sufijo) compound word multiple-meaning word	determine word meanings using context clues identify the meaning of words with affixes analyze root words to determine meanings predict meanings of compound words use glossaries and dictionaries to clarify meanings explain strategies for determining word meanings	sentence structures with cause-effect relationships <i>e.g., "Because the word ____ has the root ____, it means ____."</i> phrases for explaining reasoning <i>e.g., "The prefix ____ means ____, so the word means ____."</i> question forms to inquire about meaning <i>e.g., "What does ____ mean in this sentence?"</i> <i>"How does the suffix ____ change the meaning of the word?"</i> comparative forms <i>e.g., "This root word is similar to ____, which</i>	Questions: "What does the word ____ mean in this sentence?" "What is the meaning of the new word formed by adding the prefix/suffix ____?" "How does the root word ____ help you understand the meaning of ____?" "What clues in the sentence help you figure out what ____ means?" "What does the compound word ____ mean, and how do its parts contribute to its meaning?" "How can a glossary or dictionary help you understand the word		

				<p><i>means ____."</i></p> <p>sentence-level context phrases <i>e.g., "In the sentence, ____ gives a clue that ____ means ____."</i></p>	<p><i>____?"</i></p> <p>Sentence Stems: "The word ____ means ____ because ____." "I used the context clue ____ to figure out that ____ means ____." "The prefix ____ means ____, so the word ____ means ____." "The root word ____ means ____, which helps me understand that ____ means ____." "The parts of the compound word ____, ____ and ____, mean ____ and ____, so the compound word means ____." "I looked up the word ____ in the glossary/dictionary, and it means ____ because ____." "The sentence says ____, which helps me understand that the word ____ means ____."</p>
2.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use.	meaning shades of meaning	identify word relationships	comparative phrases <i>e.g., "____ is similar to ____ but different because ____."</i>	Questions: "What does the word ____ mean in this context?"

	<p>ii. Distinguish shades of meaning among closely related words.</p>	<p>synonyms (sinónimos)</p> <p>antonyms (antónimos)</p>	<p>explain nuances in word meanings</p> <p>distinguish between similar words</p> <p>connect words to real-life situations</p> <p>determine precise meanings of words in context</p>	<p>cause-and-effect phrases <i>e.g., "When you use the word ____, it means ____ because ____."</i></p> <p>descriptive phrases for real-life connections <i>e.g., "In real life, ____ means ____ when ____ happens."</i></p> <p>vocabulary-specific sentence starters <i>e.g., "The word ____ is a synonym/antonym of ____."</i></p> <p>question forms to explore nuances <i>e.g., "How is ____ different from ____?"</i></p>	<p>"How are the words ____ and ____ similar? How are they different?"</p> <p>"What real-life example can you think of for the word ____?"</p> <p>"What is the difference between the words ____ and ____?"</p> <p>"How does the word ____ fit into this situation?"</p> <p>Sentence Stems:</p> <p>"The word ____ means ____ in this context because ____."</p> <p>"____ and ____ are similar because ____, but they are different because ____."</p> <p>"In real life, the word ____ can describe ____ when ____."</p> <p>"The word ____ is a synonym for ____, but it has a slightly different meaning because ____."</p> <p>"When you use the word ____, it implies ____, but when you use ____, it implies ____."</p> <p>"The sentence suggests that ____ means ____ because ____."</p>
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<p>2.RL.CS.4</p>	<p>Describe how words and phrases supply meaning in a story, poem, or song.</p>	<p>imagery (imágenes)</p> <p>tone</p> <p>mood</p> <p>poem (poema)</p> <p>song</p>	<p>identify words and phrases that contribute to meaning</p> <p>explain the effect of specific words and phrases</p> <p>describe how words and phrases create imagery, tone, or mood</p> <p>analyze word choice in a story, poem, or song</p> <p>connect context to meaning</p>	<p>descriptive phrases <i>e.g., "The word ____ creates a feeling of ____."</i></p> <p>cause-and-effect phrases <i>e.g., "The phrase ____ makes the reader feel ____ because ____."</i></p> <p>comparative phrases <i>e.g., "The tone of ____ is different from ____ because ____."</i></p> <p>explanatory sentence frames <i>e.g., "This word suggests ____ because ____."</i></p> <p>question forms to analyze meaning <i>e.g., "What does the phrase ____ mean in this story/poem/song?"</i></p>	<p>Questions:</p> <p>"What does the word ____ mean in the context of this story/poem/song?"</p> <p>"How does the phrase ____ contribute to the meaning of the text?"</p> <p>"What imagery does the word ____ create in the poem?"</p> <p>"What mood does the song convey through the phrase ____?"</p> <p>"How do the words ____ and ____ change the tone of the story?"</p> <p>Sentence Stems:</p> <p>"The word ____ in the story means ____ because ____."</p> <p>"The phrase ____ supplies meaning by ____."</p> <p>"In the poem, the word ____ creates imagery of ____ because ____."</p> <p>"The tone of the story is ____ because of the phrase ____."</p> <p>"The mood of the song is ____ because the words ____ suggest ____."</p> <p>"The text uses the word</p>
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					____ to emphasize ____."
2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	definition (definición) context (contexto) phrase (frase) meaning interpretation (interpretación)	determine the meaning of words and phrases in informational texts use context clues to define unfamiliar words analyze how specific word choices affect meaning interpret academic and domain-specific vocabulary explain how word meaning changes based on context	using transition words <i>e.g., for example, in contrast, similarly, as a result</i> write sentences to define and explain words and phrases use comparative language to analyze different meanings	Questions: "What does this word or phrase mean in the text?" "How does the context help you understand this word?" "What is another way to say this phrase?" "How does the author's word choice affect the meaning of the text?" "What is the meaning of this word?" Sentence Stems: "The word ____ means ____ because ____." "Based on the context, I think ____ means ____." "Another way to say ____ is ____." "The author uses this phrase to explain ____." "This word is important because ____."
2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	compare (comparar)	identify different text structures	transition words <i>e.g., first, next, then, finally, because, so, for example, in</i>	Questions: "How do the headings and subheadings help

		<p>contrast (contrastar)</p> <p>describe (describir)</p> <p>identify (identificar)</p> <p>summarize</p>	<p>explain how text features help understanding the text</p> <p>compare and contrast information within a text</p> <p>describe the sequence of events in a text</p> <p>determine cause and effect relationships in a text</p> <p>discuss how headings and sections organize information</p>	<p><i>contrast, as a result</i></p> <p>sentence structures for explaining <i>e.g., "The text is organized by ___ because ___."</i></p> <p>question forms <i>e.g., "What text features help you understand this text?" "How is this section different from the next one?" "Why did the author include this heading?"</i></p> <p>Response <i>e.g., "This part of the text is important because ___."; "The heading tells me that ___."</i></p>	<p>you understand the text?"</p> <p>"What words and phrases connect the paragraphs in this text?"</p> <p>"How does understanding vocabulary words in this section help you understand the topic?"</p> <p>Sentence Stems:</p> <p>"The heading helps me understand that ___."</p> <p>"One phrase that connects this section to next is ___."</p> <p>"This paragraph connects to the next because ___."</p>
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ELD Standard 9 and Second 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										2.SL.PKI.4 2.SL.PKI.6		2.W.TTP.2 2.W.TTP.3	
TN ELA Standard			Academic Language (Cognates)		Language Functions			Language Forms			Questions and Sentence Stems			
2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		retell experience (experiencia) details (detalles) descriptive (descriptivo) sequence (secuencia) narrative (narrativa)		tell a story or recount an event describe experiences with relevant details organize ideas sequentially speak clearly and audibly create coherent sentences			temporal phrases <i>e.g., "First," "Next," "Then," "Finally"</i> descriptive phrases <i>e.g., "with bright colors," "in a loud voice"</i> sentence frames for narration <i>e.g., "I remember when ____."</i> phrases to include details <i>e.g., "The most important detail is ____ because ____."</i> subject-verb agreement in past tense			Questions: "Can you tell the story in order, starting with the beginning?" "What are the key details about your experience?" "How did you feel during the experience, and why?" "What happened next in your story?" "Can you describe the event using facts and details?" Sentence Stems: "One day, I ____, and it started with ____." "The most important part of the story is ____ because ____." "After that, I ____." "I felt ____ because ____." "The story ends with ____, and it shows ____."			

				<i>e.g., "She went," "They saw"</i>	"When I experienced this, I noticed ____ and ____."
2.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.	topic facts closure introduction (introducción) detail (detalle)	name and introduce a topic provide relevant facts about a topic conclude with a sense of closure organize ideas coherently describe and explain details	introduction phrases <i>e.g., "The topic I am writing about is ____."</i> factual statements <i>e.g., "____ is important because ____."</i> concluding phrases <i>e.g., "In conclusion, ____."</i> linking words for clarity <i>e.g., "First," "Next," "Finally"</i> subject-verb-object structures <i>e.g., "The sun gives us light."</i>	Questions: "What is the topic of your writing?" "Can you name some facts about your topic?" "How can you organize your ideas clearly?" "What sentence can you write to conclude your text?" "Why is it important to explain details about your topic?" Sentence Stems: "The topic I am writing about is ____." "One important fact about this topic is ____." "Another fact to include is ____." "I want to explain that ____." "In conclusion, ____." "This topic is important because ____."
2.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and	narrative (narrativa) event (evento) sequence (secuencia)	describe a situation or event develop a sequence of events	introduction phrases <i>e.g., "Once upon a time, there was ____."</i> temporal words <i>e.g., "First," "Next," "Then," "Finally"</i>	Questions: "Who are the characters in your story?" "What event happens at the beginning?" "What actions or dialogue show what the characters are thinking or feeling?"

	organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.	characters dialogue (diálogo)	use dialogue to enhance the story describe thoughts and feelings of characters signal the order of events with temporal words provide a logical closure to the narrative	dialogue markers e.g., "She said, ' ____ '" descriptive phrases e.g., "He felt very ____." conclusion sentences e.g., "And they lived happily ever after." past-tense verbs for recounting events e.g., "walked," "said," "thought"	"What words or phrases will you use to show the order of events?" "How does your story end?" Sentence Stems: "The story begins when ____." "The main characters are ____ and ____." "One day, ____." "Then, ____ happened, and the characters ____." "The dialogue shows how ____ felt by saying, ' ____ '." "Finally, the story ends with ____." "The sequence of events is ____."
2.SL.PK1.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	retell experience (experiencia) details (detalles) descriptive (descriptivo) sequence (secuencia) narrative (narrativa)	tell a story or recount an event describe experiences with relevant details organize ideas sequentially speak clearly and audibly create coherent sentences	temporal phrases e.g., "First," "Next," "Then," "Finally" descriptive phrases e.g., "with bright colors," "in a loud voice" sentence frames for narration e.g., "I remember when ____." phrases to include details	Questions: "Can you tell the story in order, starting with the beginning?" "What are the key details about your experience?" "How did you feel during the experience, and why?" "What happened next in your story?" "Can you describe the event using facts and details?"

				<p><i>e.g., "The most important detail is ____ because ____."</i></p> <p>subject-verb agreement in past tense</p> <p><i>e.g., "She went," "They saw"</i></p>	<p>Sentence Stems:</p> <p>"One day, I ____, and it started with ____."</p> <p>"The most important part of the story is ____ because ____."</p> <p>"After that, I ____."</p> <p>"I felt ____ because ____."</p> <p>"The story ends with ____, and it shows ____."</p> <p>"When I experienced this, I noticed ____ and ____."</p>
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ELD Standard 10 and Second 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	2.FL.SC.6 2.FL.VA.7c				2.SL.PKI.6	2.W.TTP.1 2.W.TTP.2 2.W.TTP.3
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
2. FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns, such as myself and ourselves. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. f. Produce, expand, and rearrange simple and compound sentences.	punctuation (puntuación) noun verb (verbo) adjectives (adjetivos) adverbs (adverbios) compound sentences	use correct grammar and punctuation in speech and writing form and use collective nouns, reflexive pronouns, and irregular verbs create and revise sentences to ensure clarity and cohesion link sentences into a cohesive paragraph with a main idea apply capitalization rules for proper nouns	noun and verb agreement <i>e.g., "The team plays together."</i> irregular verb forms <i>e.g., "went," "saw"</i> reflexive pronouns <i>e.g., "I did it myself."</i> adjectives and adverbs <i>e.g., "The quick fox jumped swiftly."</i> coordinating conjunctions <i>e.g., "and," "but," "or"</i> sentence structure <i>e.g., "I went to the store, and I bought milk."</i>	Questions: "What is a collective noun, and how can you use it in a sentence?" "Can you give an example of an irregular plural noun?" "How do you use reflexive pronouns like 'myself' or 'ourselves' in a sentence?" "What is the correct past tense of the verb 'go'?" "How can you link these sentences into a cohesive paragraph?" "Where should you place the comma in the greeting of a letter?" "Can you use an apostrophe to show possession?"		

	<p>g. Use common coordinating conjunctions.</p> <p>h. Capitalize holidays, product names, and geographic names.</p> <p>i. Use commas in the greeting and closing of a letter.</p> <p>j. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>		<p>use punctuation like commas and apostrophes accurately</p>	<p>proper noun capitalization <i>e.g., "Thanksgiving," "Coca-Cola"</i></p> <p>commas in letters <i>e.g., "Dear John," "Sincerely, Mary"</i></p> <p>apostrophes for possessives and contractions <i>e.g., "Sara's book," "can't"</i></p>	<p>Sentence Stems:</p> <p>"The irregular plural of ____ is ____."</p> <p>"I use the reflexive pronoun ' ____ ' when I say, ' ____ '."</p> <p>"The past tense of ' ____ ' is ' ____ '."</p> <p>"To join these sentences, I will use the conjunction ' ____ '."</p> <p>"In the greeting of a letter, the comma goes ____."</p> <p>"An apostrophe is used in this sentence to show : "To make my paragraph cohesive, I will link the sentences by ____."</p>
2.FL.VA.7c	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>academic vocabulary (vocabulario académico)</p> <p>contrast (contraste)</p> <p>addition (adición)</p> <p>signal words</p>	<p>identify and use academic and domain-specific vocabulary</p> <p>recognize and apply words and phrases that signal contrast, addition, and logical relationships</p> <p>construct sentences that include signal words to show connections between ideas</p> <p>distinguish between general and domain-specific words</p>	<p>signal words for contrast <i>e.g., "however," "but," "although"</i></p> <p>signal words for addition <i>e.g., "and," "also," "in addition"</i></p> <p>signal words for logical relationships <i>e.g., "therefore," "because," "since"</i></p> <p>sentence structures with transitions</p>	<p>Questions:</p> <p>"What are some examples of words that show contrast?"</p> <p>"Can you think of a word that signals addition?"</p> <p>"How do you use a phrase to connect two ideas logically?"</p> <p>"What is the meaning of the word ' ____ ' in this context?"</p> <p>"Can you identify a domain-specific word in this sentence?"</p> <p>Sentence Stems:</p>

				<p><i>e.g., "Although the weather was cold, we went outside."</i></p> <p>domain-specific phrases <i>e.g., "photosynthesis is the process by which..."</i></p>	<p>"A word that shows contrast is _____. For example, _____."</p> <p>"To add another idea, I can use the word _____. For instance, _____."</p> <p>"This sentence shows a logical relationship because it uses the phrase '_____' to _____."</p> <p>"The domain-specific word '_____' means _____."</p> <p>"To signal contrast between two ideas, I used the word '_____.'"</p>
2.SL.PK1.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>complete sentences</p> <p>detail (detalle)</p> <p>clarification (aclaración)</p> <p>task</p>	<p>construct complete sentences</p> <p>provide clarification when requested</p> <p>use details to support an explanation</p> <p>adapt speech to suit the task or situation</p>	<p>sentence starters for clarification <i>e.g., "What I mean is..."</i></p> <p>question forms <i>e.g., "Can you explain that again?"</i></p> <p>conjunctions for connecting ideas <i>e.g., "because," "so that," "and"</i></p> <p>adverbs for emphasis <i>e.g., "clearly," "specifically"</i></p>	<p>Questions:</p> <p>"Can you say that in a complete sentence?"</p> <p>"What details can you add to explain your idea?"</p> <p>"How can you clarify your answer for me?"</p> <p>"What makes this sentence appropriate for the situation?"</p> <p>"Can you connect this detail to your main idea?"</p> <p>Sentence Stems:</p> <p>"I think _____ because _____."</p> <p>"The detail I want to add is _____."</p> <p>"What I meant to say is _____."</p> <p>"In this situation, it is</p>

					appropriate to say ____ because ____." "To clarify, I meant that ____."
2.W.TTP.1	Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.	opinion (opinión) reasons (razones) evidence (evidencia) concluding statement introduction (introducción)	express an opinion provide reasons to support a claim connect ideas with linking words conclude an argument	sentence frames for opinions <i>e.g., "I believe ____ because ____."</i> linking words <i>e.g., "because," "therefore," "so," "in conclusion"</i> phrases for introductions <i>e.g., "This topic is about ____," "I want to share my opinion about ____"</i> structures for providing reasons <i>e.g., "One reason is ____," "Another reason is ____"</i> concluding sentence frames <i>e.g., "In conclusion, ____," "This is why I believe ____"</i>	Questions: "What is your opinion on this topic?" "What reasons can you give to support your opinion?" "How can you use linking words to connect your ideas?" "What evidence or examples can you include to strengthen your argument?" "How will you write a conclusion to summarize your opinion?" Sentence Stems: "I think ____ because ____." "My opinion is that ____, and one reason is ____." "Another reason I believe this is because ____." "This shows that ____ because ____." "In conclusion, I believe ____ because ____." "The topic I am writing about is ____, and my opinion is ____." "I support my opinion

					with the following reasons: ____."
2.W.TTP.2	<p>Write informative/explanatory texts.</p> <p>a. Introduce a topic.</p> <p>b. Use facts and definitions to provide information.</p> <p>c. Provide a concluding statement or section.</p>	<p>informative (informativo)</p> <p>explanatory</p> <p>topic</p> <p>facts</p> <p>concluding statement</p>	<p>introduce a topic</p> <p>provide facts and definitions</p> <p>organize information logically</p> <p>write a conclusion</p> <p>explain ideas clearly</p>	<p>verbs for writing <i>e.g., "introduce," "explain," "provide"</i></p> <p>noun phrases for facts and definitions <i>e.g., "an important fact," "a helpful definition"</i></p> <p>transition words <i>e.g., "first," "next," "in conclusion"</i></p> <p>sentence starters for organization <i>e.g., "The topic of this text is ____."</i></p> <p>conjunctions to connect ideas <i>e.g., "and," "because," "therefore"</i></p>	<p>Questions:</p> <p>"What is the topic you will write about?"</p> <p>"What facts will you use to support your topic?"</p> <p>"How will you organize your information?"</p> <p>"What will your concluding statement or section say?"</p> <p>"How does your information explain your topic?"</p> <p>Sentence Stems:</p> <p>"The topic I am writing about is ____."</p> <p>"An important fact about this is ____ because ____."</p> <p>"This definition helps explain ____."</p> <p>"To conclude, ____."</p> <p>"This shows that ____ because ____."</p>
2.W.TTP.3	<p>Write narratives recounting an event or short sequence of events.</p> <p>a. Include details to describe actions, thoughts, and feelings.</p> <p>b. Use time order words to signal event order.</p> <p>c. Provide a sense of closure.</p>	<p>narrative (narrativa)</p> <p>events (eventos)</p> <p>details (detalles)</p> <p>characters</p>	<p>narrate real or imagined events</p> <p>describe characters, settings, and events</p> <p>sequence events logically</p>	<p>verbs for narration <i>e.g., "told," "described," "thought"</i></p> <p>adjectives for descriptive details <i>e.g., "bright," "quiet," "joyful"</i></p>	<p>Questions:</p> <p>"Who are the characters in your story?"</p> <p>"What is the setting of your narrative?"</p> <p>"What events will happen, and in what order?"</p>

		sequence (secuencia)	<p>show cause and effect in stories</p> <p>use dialogue to show character interactions</p> <p>provide closure</p>	<p>temporal words and phrases <i>e.g., "first," "then," "suddenly," "finally"</i></p> <p>punctuation for dialogue <i>e.g., quotation marks, commas</i></p> <p>sentence structures for event sequences <i>e.g., "Next, the character decided to ____."</i></p> <p>transitions for closure <i>e.g., "In the end," "Finally"</i></p>	<p>"How will you show what the characters think or feel?"</p> <p>"What words will you use to show the sequence of events?"</p> <p>"How will your story end?"</p> <p>Sentence Stems:</p> <p>"Once upon a time, ____."</p> <p>"The main character is ____, and the story takes place in ____."</p> <p>"First, ____ happened. Then, ____."</p> <p>"The character said, '____' to show ____."</p> <p>"This made the character feel ____."</p> <p>"Finally, ____."</p> <p>"The story ends with ____."</p>
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Conclusion

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

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

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

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

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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.

ELD & K-5 ELA Facilitator

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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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