English Language Development & Academic Standards Crosswalk

For Third 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 third 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 third 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 3.RL.CS.6, the teacher uses the crosswalk to identify ELD Standard 6 and notes that students will need academic vocabulary (e.g., point of view, perspective) and comparative language (e.g., however, on the other hand). The teacher plans to pre-teach these words using a word bank and real-life examples before reading to support English learners in identifying and discussing different perspectives.

During PLCs and Planning

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

The crosswalk helps teachers:

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

Example: During PLCs, after reviewing students' responses to a point of view task, teachers use the crosswalk to determine that many English learners described the story but did not compare perspectives. Noticing this gap in the language function compare, they agree to re-teach using sentence frames and transition words (e.g., In contrast...) to strengthen academic language needed to meet both ELA and ELD expectations.

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 routiSnes (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: As students share perspectives, the teacher uses the crosswalk to listen for use of correct grammar forms, especially transition words and sentence structures for comparing (e.g., On the other hand...). When students omit or misuse these forms, the teacher uses quick prompts to recast and model, ensuring language use aligns with the analytical and comparative forms required by ELD Standard 6.

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 Third grade.

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

| 10 | Make accurate use of standard English to communicate in grade appropriate speech and writing | 3.FL.WC.4 3.FL.SC.6 | | | | 3.SL.PKI.6 | 3.W.TTP.1 3.W.TTP.2 3.W.TTP.3 3.W.PDW.4 3.W.PDW.5 |

Third Grade Concordance Matrix

Foundational Literacy (FL)

Academic Standard	Linked ELD Standard(s)
3.FL.F.5	ELD 1
3.FL.PWR.3	ELD 8
3.FL.SC.6	ELD 9, ELD 10
3.FL.VA.7a	ELD 8
3.FL.VA.7b	ELD 8
3.FL.VA.7c	ELD 8
3.FL.WC.4	ELD 9, ELD 10

Reading Informational (RI)

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

Speaking & Listening (SL)

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

Reading Literature (RL)

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

Writing (W)

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

ELD Standard 1 and Third 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	3.FL.F.5		3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.5 3.RL.RRTC.10	3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.5 3.RI.RRTC.10	3.SL.CC.2	

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	fluency (fluencia) accuracy expression (expresión) comprehension (comprensión) pronunciation (pronunciación)	**tell** a story with a clear sequence **describe** characters, settings, and events **explain** a problem and solution **use** dialogue and action to **develop** a story **organize** a narrative with a beginning, middle, and end **respond** to and **build** on others' storytelling ideas	transition words *e.g., first, next, then, after that, finally* sentence structures for storytelling *e.g., "One day, ___ happened." "Then, ___." "At the end, ___."* question forms *e.g., "What happened first?", "How did the character feel?", "What was the problem and how was it solved?"* response structures *e.g., "I like how you*	**Questions:** "Who are the characters in the story?" "Where and when does the story take place?" "What happens in the beginning, middle , and end?" "What is the problem in the story, and how is it solved?" "How does the character feel during the story?" "Can you add more details to describe what is happening?" **Sentence Stems:** "The story takes place in ___." "The main character is ___, who ___."

				described ___.", "What if __ happened next?", "Can you add more details about ___?"	"First, ___ happens." "Then, ___." "The problem in the story is ___." "To solve the problem, ___." "At the end, ___." "One way to add more detail is ___." "A character feels ___ because ___."
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	question answer evidence (evidencia) details (detalles) comprehension (comprensión)	**identify** key details in a story **ask** and **answer** questions about a text **make** inferences based on evidence **summarize** a story's main events **explain** how details support understanding **discuss** story elements with others	transition words *e.g., first, next, then, finally* sentence structures for explaining *e.g., "The story is about ___." "One important detail is ___ because ___."* question forms *e.g., "What is the story about?" "How do you know ___?" "What happened after ___?"* response structures *e.g., "I found the answer on page ___."*	**Questions:** "What is the main idea of the story?" "What details support your answer?" "How can you infer what the character is feeling?" "Where in the text do you find evidence for your answer?" "What happens first, next, and last?" "How does the setting affect the story?" **Sentence Stems:** "The main idea of the story is ___." "One important detail is ___ because ___." "I think ___ because the text says ___." "I can infer that ___ because ___."

				"This detail is important because ___."	"First, ___ happens. Then, ___. Finally, ___." "The character feels ___ because ___." "The setting is important because ___."
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	main idea summary events (eventos) character (carácter) central message (mensaje central)	**identify** the central message or theme of a story **summarize** key details in a text **explain** how details support the main idea **retell** a story in a logical sequence **make** inferences about the message of a text **discuss** story elements with others	transition words *e.g., first, next, then, finally, because, so* sentence structures for summarizing *e.g., "The main idea is ___ because ___." "The story is about ___."* question forms *e.g., "What is the central message of the story?" "How do the key details support the main idea?" "What happens at the beginning, middle, and end?"* response structures *e.g., "The story teaches ___ because ___." "I think the theme is ___ because the text says ___."*	**Questions:** "What is the main idea of the story?" "What key details support the main idea?" "What lesson does the story teach?" "How do the characters help show the theme?" "What happened at the beginning, middle, and end?" "How can you summarize the story in a few sentences?" **Sentence Stems:** The main idea of the story is ___." "The key details that support this are ___." "The central message of the story is ___ because ___." "I think the theme is ___ because the text says ___." "First, ___ happens. Then, ___. Finally, ___."

				"The character learns ___ by ___." "The story teaches that ___."
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events	character (carácter) action (acción) motivation (motivación) event (evento) relationship (relación)	**describe** characters, settings, and events in a story **explain** how a character's actions affect the story **identify** problems and solutions in a story **make** inferences about characters' motivations **analyze** relationships between characters **discuss** how story events are connected	transition words *e.g., first, next, then, after that, finally, because, so* sentence structures for describing *e.g., "The character is ___ because ___." "The setting is important because ___."* question forms *e.g., "How does the character change?" "What problem does the character face?" "How does the setting affect the story?"* response structures *e.g., "The character's actions show ___ because ___.", "This event is important because ___."*	**Questions:** "Who are the main characters in the story?" "What is the setting of the story?" "What important events happen in the story?" "What problem does the character face, and how is it solved?" "How do the character's actions affect what happens next?" "How does the setting influence the events in the story?" "Why does the character make that decision?" **Sentence Stems:** "The main character is ___, and they are ___." "The setting of the story is ___, and it is important because ___." "First, ___ happens. Then, ___. Finally, ___." "The problem in the story is ___, and the solution is ___." "The character changes by ___."

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				"The character's actions are important because __." "The story would be different if ___."
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	structure (estructura) paragraph (párrafo) section (sección) pattern (patrón) organization (organización)	**ask** and a**nswer** questions **clarify** meaning **build** on others' ideas **express** opinions **agree** and **disagree** respectfully **summarize** key points **provide** evidence **make** connections **elaborate** on ideas **explain** reasoning	sentence structures for agreeing/disagreeing transition words *e.g., "first," "next," "also," "because"* question words *e.g., who, what, where, when, why, how* conjunctions *e.g., "and," "but," "so"* comparative phrases *e.g., "I think __ because __"* conditional phrases *e.g., "If __, then __"* verb phrases for participation *e.g., "I would like to share __," "I want to add __"*	**Questions:** "What do you think about __?" "How does this connect to __?" "Can you explain why you think that?" "What evidence supports your idea?" "How can we build on __'s idea?" "Do you agree or disagree? Why?" "Can you clarify what you mean by __?" "What is another way to explain __?" "How does this detail support the main idea?" "What questions do you have about __?" "What is the most important idea in this discussion?" "How can we summarize what we talked about?" **Sentence Stems:** "I think __ because __." "I agree with __ because __."

				sequencing words *e.g., "first," "then," "after that," "finally"*	"I disagree with __ because __." "One example is __." "I would like to add __." "Can you explain more about __?" "This reminds me of __ because __." "Another way to look at this is __." "Based on __, I think __." "In my opinion, __ because __." "I understand your point, but I think __." "That's a good idea. I would also add __." "To summarize, we talked about __." "A key idea from this discussion is __."
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	comprehend (comprender) literature (literatura) information (información) respond (responder) discuss (discutir)	**ask** and **answer** questions **clarify** meaning **build** on others' ideas **express** opinions **agree** and **disagree** respectfully **summarize** key points	sentence structures for agreeing/disagreeing e.g., "I agree with ____ because _____.", "I disagree with ____ because _____." transition words *e.g., "first," "next," "also," "because"* question words	**Questions:** "What do you think about __?" "How does this connect to __?" "Can you explain why you think that?" "What evidence supports your idea?" "How can we build on __'s idea?" "Do you agree or disagree? Why?" "Can you clarify what you mean by __?"

			provide evidence **make** connections **elaborate** on ideas **explain** reasoning **support** ideas with details **listen** actively	*e.g., who, what, where, when, why, how* conjunctions *e.g., "and," "but," "so"* comparative phrases *e.g., "I think __ because __"* conditional phrases *e.g., "If __, then __"* verb phrases for participation *e.g., "I would like to share __," "I want to add __"* sequencing words *e.g., "first," "then," "after that," "finally"* cause and effect phrases *e.g., "Because of __, __ happened."*	"What is another way to explain __?" "How does this detail support the main idea?" "What questions do you have about __?" "What is the most important idea in this discussion?" "How can we summarize what we talked about?" "What is your opinion about __?" "What details help you understand __? **Sentence Stems:** "I think __ because __." "I agree with __ because __." "I disagree with __ because __." "One example is __." "I would like to add __." "Can you explain more about __?" "This reminds me of __ because __." "Another way to look at this is __." "Based on __, I think __." "In my opinion, __ because __." "I understand your point, but I think __."

					"That's a good idea. I would also add __." "To summarize, we talked about __." "A key idea from this discussion is __." "The text says __, which means __." "I noticed that __ because __." "This detail is important because __."
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	identify (identificar) details (detalles) question (cuestión) explain (explicar) information (información)	**ask** and **answer** questions **clarify** meaning **identify** key details **make** inferences **summarize** information **distinguish** fact from opinion **explain** reasoning **support** ideas with evidence **draw** conclusions **make** connections	transition words *e.g., "first," "next," "also," "because"* question words *e.g., who, what, where, when, why, how* conjunctions *e.g., "and," "but," "so"* comparative phrases *e.g., "This is similar to __ because __."* conditional phrases *e.g., "If __, then __."* cause and effect phrases	**Questions:** "What is the main idea of __?" "What details support the main idea?" "How do you know that __?" "What evidence from the text supports your answer?" "What can you infer from __?" "What is the author trying to tell us?" "How is __ similar to __?" "What conclusions can we draw from __?" "How does this information help us understand __?" **Sentence Stems:** "What is the difference between __ and __?"

			compare and contrast information	e.g., "Because __, __ happened." inference phrases e.g., "I can infer __ because __."	"The main idea of __ is __." "One important detail is __ because __." "I can infer that __ because __." "The author's purpose is to __." "This information tells me that __." "Based on __, I think __." "A key detail in the text is __." "I know this because the text says __." "This reminds me of __ because __." "To summarize, __." "The difference between __ and __ is __."
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	main idea (idea principal) support (soporte) summary key details topic (tópico)	identify the main idea recognize key details summarize information explain reasoning make inferences support answers with evidence clarify meaning	sentence structures for identifying the main idea transition words e.g., "first," "next," "also," "because" question words e.g., who, what, where, when, why, how conjunctions e.g., "and," "but," "so"	**Questions:** "What is the main idea of this text?" "What details support the main idea?" "How do the key details help us understand the main idea?" "Why is __ an important detail?" "What is the text mostly about?" "How can we summarize this information?" "What conclusion can we draw from __?"

			draw conclusions / distinguish important details / making connections between ideas	cause and effect phrases *e.g., "Because __, __ happened."* / inference phrases *e.g., "I can infer __ because __."* / comparative phrases *e.g., "This is similar to __ because __."* / summarizing phrases *e.g., "The main idea is __ because __."*	"What evidence from the text supports your answer?" "What can you infer from this text?" "How does this information connect to __?"
					Sentence Stems: "The main idea of this text is __ because __." "One important detail is __ because __." "I can infer that __ because __." "The text is mostly about __." "This detail supports the main idea by __." "The author wants us to understand __." "Based on __, I think __." "A key detail in the text is __." "I know this because the text says __." "To summarize, __." "This information is important because __."
3.RI.KID.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that	sequence (secuencia) event (evento) explain (explicar)	**describe** characters, settings, and events in a story **explain** how a character's actions	transition words e.g., *first, next, then, after that, finally, because, so*	**Questions:** "Who are the main characters in the story?" "What is the setting of the story?"

	pertains to time, sequence, and cause/effect.	relationship (relación) process (proceso)	**affect** the story **identify** problems and solutions in a story **make** inferences about characters' motivations **analyze** relationships between characters **discuss** how story events are connected	sentence structures for describing *e.g., "The character is ___ because ___." "The setting is important because ___."* question forms *e.g., "How does the character change?" "What problem does the character face?" "How does the setting affect the story?"* response structures *e.g., "The character's actions show ___ because ___.", "This event is important because ___."*	"What important events happen in the story?" "What problem does the character face, and how is it solved?" "How do the character's actions affect what happens next?" "How does the setting influence the events in the story?" "Why does the character make that decision?" **Sentence Stems:** "The main character is ___, and they are ___." "The setting of the story is ___, and it is important because ___." "First, ___ happens. Then, ___. Finally, ___." "The problem in the story is ___, and the solution is ___." "The character changes by ___." "The character's actions are important because ___." "The story would be different if ___."
3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.	compare (comparar) contrast	**identify** different text structures **explain** how text	transition words *e.g.., first, next, then, finally, because, so, for example, in contrast, as*	**Questions:** "How is the text organized?" "What are the headings

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| | | (contrastar)

describe (describir)

identify (identificar)

summarize | features help understanding

compare and **contrast** information within a text

describe the sequence of events in a text

determine cause and effect relationships in a text

discuss how headings and sections organize information | *a result*

sentence structures for explaining *e.g., "The text is organized by ___ because ___."*

question forms *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?"*

response structures *e.g., "This part of the text is important because ___.", "The heading tells me that ___."* | and subheadings in the text?"<br>"How do the paragraphs in this text connect?"<br>"What is the purpose of this section?"<br>"How does the text structure help you understand the topic?"<br>"What is the cause and effect in this text?"<br>"How does this text compare to another text on the same topic?"

Sentence Stems:
"The text structure is ___ because ___."
"The heading helps me understand that ___."
"The author organizes the information by ___."
"One way this section is different from the next is ___."
"The cause of ___ is ___, and the effect is ___."
"This paragraph connects to the next one because ___."
"This section is important because ___." |
| **3.FL.F.5** | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with | fluency (fluencia)

accuracy | **tell** a story with a clear sequence | transition words *e.g., first, next, then, after that, finally* | **Questions:**
"Who are the characters in the story?" |

	purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	expression (expresión) comprehension (comprensión) pronunciation (pronunciación)	**describe** characters, settings, and events **explain** a problem and solution **use** dialogue and action to **develop** a story **organize** a narrative with a beginning, middle, and end **respond** to and **build** on others' storytelling ideas	sentence structures for storytelling *e.g., "One day, ___ happened." "Then, ___." "At the end, ___."* response structures *e.g., "I like how you described ___.", "What if ___ happened next?", "Can you add more details about ___?"*	"Where and when does the story take place?" "What happens in the beginning, middle, and end?" "What is the problem in the story, and how is it solved?" "How does the character feel during the story?" "Can you add more details to describe what is happening?" **Sentence Stems:** "The story takes place in ___." "The main character is ___, who ___." "First, ___ happens." "Then, ___." "The problem in the story is ___." "To solve the problem, ___." "At the end, ___." "One way to add more detail is ___." "A character feels ___ because ___."
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	question answer evidence (evidencia)	**identify** key details in a story **ask** and **answer** questions about a text	transition words *e.g., first, next, then, finally* sentence structures for explaining	**Questions:** "What is the main idea of the story?" "What details support your answer?" "How can you infer what

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| | | details (detalles)

comprehension (comprensión) | **make** inferences based on evidence

summarize a story's main events

explain how details support understanding

discuss story elements with others | *e.g., "The story is about __." "One important detail is __ because __."*

question forms
e.g., "What is the story about?" "How do you know __?" "What happened after __?"

response structures
e.g., "I found the answer on page __."
"This detail is important because __." | the character is feeling?"<br>"Where in the text do you find evidence for your answer?"<br>"What happens first, next, and last?"<br>"How does the setting affect the story?"

Sentence Stems:
"The main idea of the story is __."
"One important detail is __ because __."
"I think __ because the text says __."
"I can infer that __ because __."
"First, __ happens. Then, __. Finally, __."
"The character feels __ because __."
"The setting is important because __." |

ELD Standard 2 and Third 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			3.RL.CS.6 3.RL.IKI.7 3.RL.IKI.9	3.RI.KID.3 3.RI.CS.6 3.RI.IKI.7 3.RI.IKI.9	3.SL.CC.1	3.W.TTP.1 3.W.TTP.2 3.W.TTP.3

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	point of view narrator (narrador) perspective (perspectiva) dialogue (diálogo) opinion (opinión)	**identify** the narrator's point of view **compare** different perspectives in a text **analyze** how dialogue reveals a character's perspective **discuss** how the point of view affects the story **respond** to questions and comments about a character's viewpoint	using transition words *e.g., For example, In contrast, According to the narrator* structuring sentences to compare and analyze perspectives forming complete sentences in speaking and writing	**Questions:** "How does the narrator's point of view affect the events in the story?" "What details from the story help you understand the character's perspective?" "How would the story change if it were told from a different character's point of view?" "What role does the setting play in the story?" "Can you identify the character's feelings based on their actions?" "How do the events in the story shape the character's development?"

				"Why do you think the author chose to tell the story from this point of view?" "How does the author use the setting to create mood or tone?" "What can we infer about the character from their interactions with others?" "How would you describe the narrator's attitude toward the main character?" **Sentence Stems:** "I think the character feels _____ because _____." "From the narrator's point of view, we can see that _____." "The setting is important because _____." "If the story were told from another character's point of view, _____." "The author shows the character's feelings by _____." "Based on the details in the text, I believe that _____." "The events in the story affect the character because _____."

					"The mood in this scene is created by _____." "I would describe the narrator as _____ because _____." "This part of the story shows that _____."
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	illustration (ilustración) comparison (comparación) information (información) text (texto) detail (detalle)	**analyze** how illustrations contribute to a story **compare** information from illustrations and text **identify** key details in visual and written formats **explain** how images help readers understand a story **discuss** how illustrations support the meaning of a text	using transition words *e.g., For example, In contrast, According to the illustration)* structuring sentences to describe and compare images and text forming complete sentences in speaking and writing	**Questions:** "How does your idea connect to what your partner just said?" "What evidence can you provide to support your response?" "How can you explain your point of view more clearly?" "What do you think about the idea your partner shared?" "Can you give an example to help explain your idea?" "How would you respond to that question?" "What is another way to approach this topic?" "Can you clarify what you meant by _____?" "Why do you think that detail is important?" "How does this idea relate to the text we read?"

				Sentence Stems: "I agree with you because _____." "I think differently because _____." "To support my idea, I would say _____." "Can you explain that part again? I don't understand _____." "I would like to add that _____." "In response to your question, _____." "My point of view is _____ because _____." "An example of this is _____." "What I mean is _____." "Can you give more details about _____?"
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	compare (comparar) contrast (contrastar) theme (tema) character (carácter) detail (detalle)	**compare** and **contrast** themes, settings, and plots in stories **identify** similarities and differences between two texts **discuss** how characters react to events in different stories	using transition words *e.g., Both, However, In contrast, Similarly* structuring sentences to compare and contrast story elements forming complete sentences in speaking and writing	**Questions:** "How does your idea connect to the topic we are discussing?" "Can you explain more about that point?" "What evidence can you give to support your opinion?" "Why do you agree or disagree with your partner's perspective?"

			analyze how themes are developed in multiple texts **respond** to peers' ideas about similarities and differences in texts		"What is another way to think about this idea?" "How can we build on the idea your partner just shared?" "What do you think about the evidence your peer provided?" "Can you clarify your explanation of _____?" "What question do you have about the text we read?" "How does this idea relate to what we talked about earlier?" **Sentence Stems:** "I agree with you because _____." "I disagree because _____." "To add to your point, _____." "Can you explain what you mean by _____?" "I would like to share my idea: _____." "In response to your comment, _____." "I can support my answer with _____." "One example of this is _____."

					"This idea connects to what we talked about because _____." "What I think is _____."
3.RI.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	sequence (secuencia) event (evento) explanation (explicación) process (proceso) cause (causa)	**identify** key events in an informational text **describe** the sequence of events in order **explain** how events, ideas, or steps are connected in a text **discuss** cause-and-effect relationships in informational texts **respond** to peers' questions and comments about events in a text	using transition words *e.g., First, Next, Then, Finally* structuring sentences to explain sequences and cause-effect relationships forming complete sentences in speaking and writing	**Questions:** "What evidence from the text supports your idea?" "Can you explain more about what you mean by _____?" "How does your partner's idea connect to what you said?" "Can you give an example to support your point?" "How does the main idea in the text help explain the details?" "Why do you think the author chose to focus on _____?" "What is another way to interpret that idea?" "How does the information in the text help you answer the question?" "What did you learn from your partner's explanation?" "What additional details would you add to this discussion?"

					Sentence Stems: "I agree with you because _____." "I think _____ because _____." "Can you explain what you mean by _____?" "I would like to add that _____." "To support my idea, I would say _____." "I disagree because _____." "What I understand is _____." "An example of this is _____." "In response to your idea, _____." "The main idea of the text is _____, which shows that _____."
3.RI.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	author (autor) point of view (punto de vista) perspective (perspectiva) opinion (opinión) argument (argumento)	**identify** the author's point of view in a text **compare** different perspectives on a topic **analyze** how an author's opinion influences the text **discuss** how point of view affects the information presented	using transition words *e.g., According to, In contrast, The author believes* structuring sentences to explain and compare perspectives forming complete sentences in speaking and writing	**Questions:** "How does the evidence in the text support your idea?" "Can you explain your point of view about _____?" "What details from the text help explain this topic?" "Why do you think this idea is important?" "What other examples can you give to support

		respond to peers' ideas about an author's perspective		your response?" "How does the information from the text help you answer this question?" "What did you learn from your partner's idea?" "Can you clarify what you meant by _____?" "How do the details in the text connect to the main idea?" "What is another way to look at this topic?" **Sentence Stems:** "I agree with you because _____." "I think _____ because _____." "Can you explain more about _____?" "I would like to add that _____." "To support my point, _____." "I disagree because _____." "One example of this is _____." "What I mean is _____." "The details from the text show that _____." "Let me clarify my idea, _____."

3.RI.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	illustration (ilustración) diagram (diagrama) information (información) comparison (comparación) interpretation (interpretación)	**ask** and **answer** questions **express** and **support** opinions **clarify** ideas **summarize** information **respond** to others' comments **build** on others' ideas	transition words *e.g., first, next, for example, in addition, because* sentence structures for agreement/ disagreement *e.g., "I agree because...", "I see it differently because..."* question forms *e.g., "What do you think about...?", "Can you explain more about...?"* response structures *e.g., "That's a great point! I also think...", "I understand your idea, but..."*	**Questions:** "What do you think about this topic?" "Can you explain your idea in a different way?" "Why do you think that?" "How does this text support your opinion?" "What evidence can you use to support your answer?" "Can you add to what was just said?" **Sentence Stems:** "I think ___ because ___." "I agree with ___ because ___." "I see it differently because ___." "One reason is ___." "In the text , it says ___, which shows ___." "To add to your idea, ___." "Can you explain more about ___?" "I understand your point, but I think ___."
3.RI.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	compare (comparar) contrast (contrastar)	**compare** and **contrast** two texts on the same topic **identify** similarities and differences	using transition words *e.g., Both, However, In contrast, Similarly* structuring sentences to compare and	**Questions:** "How are these ideas similar?" "What is different about ___ and ___?"

		topic (tópico) detail (detalle) information (información)	between texts **discuss** how different authors present the same information **analyze** key details in multiple texts **respond** to peers' ideas about similarities and differences in texts	contrast texts forming complete sentences in speaking and writing	"Can you explain your thinking in another way?" "What evidence from the text supports your opinion?" "How does your idea connect to what was just said?" "Can you add more details to support your point?" **Sentence Stems:** "___ and ___ are similar because ___." "One way ___ is different from ___ is ___." "I think ___ because ___." "I agree with ___ because ___." "I see it differently because ___." "In the text, it says ___, which shows ___." "To add to your idea, ___." "I understand your point, but I think ___."
3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied	discussion (discusión) conversation	**engage** in collaborative discussions with peers **ask** and **answer**	using transition words *e.g., I agree, In my opinion, I would like to add*	**Questions:** "What do you think about the idea shared by your

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partners, building on others' ideas and expressing one's own ideas clearly.	(conversación) question opinion (opinión) information (información)	questions to deepen understanding **express** opinions clearly in a discussion **build** on others' ideas during a conversation **respond** respectfully to different perspectives	structuring sentences to share and build on ideas forming complete sentences in speaking and writing	peers?" "How would you respond to that question?" "Can you explain your answer further?" "Why do you agree or disagree with that response?" "What do you want to ask the speaker about their point?" "How can we clarify that idea to help everyone understand?" "Can you provide another example to support your point?" "What is another way to explain your idea?" "How did you arrive at that conclusion?" "What do you think the speaker meant when they said _____?" **Sentence Stems:** "I agree with you because _____." "I disagree because _____." "Can you explain that part

					again? I don't understand _____." "Let me clarify that, _____." "Based on your answer, I think _____." "I would like to add that _____." "In response to your question, _____." "To explain further, _____." "A question I have is _____." "Another way to think about this is _____."
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.	opinion (opinión) reason (razón) evidence (evidencia) argument (argumento) conclusion (conclusión)	**state** and **support** an opinion **provide** reasons and evidence **persuade** others with arguments **clarify** and **explain** ideas **respond** to counter arguments	opinion statements *e.g., "I believe that…", "In my opinion…"* supporting details *e.g., "One reason is…", "For example…"* transition words *e.g., because, therefore, for instance, in addition, however* question forms *e.g., "Why do you think that?", "What evidence supports your*	**Questions:** "What is your opinion about ___?" "What reasons support your argument?" "Can you give an example as evidence?" "How can you explain your thinking more clearly?" "What would you say to someone who disagrees?" "How can you organize your ideas to make them stronger?" **Sentence Stems:**

			organize and structure ideas in writing	opinion?", "How can you explain your reasoning?" response structures e.g., "I agree with ___ because ___.", "I have a different opinion because ___."	"I believe ___ because ___." "My opinion is ___, and I support it with ___." "One reason for my opinion is ___." "For example, ___ shows that ___." "The topic I am explaining is ___." "One important fact about this is ___." "For example, ___ shows ___." "Another detail to support this idea is ___." "This happens because ___." "To summarize , ___." "The main idea is ___ because ___." "A key detail that explains this is ___." "Another reason is ___." "Some people might say ___, but I think ___ because ___." "To make my argument stronger, I could add ___." "I agree/disagree with ___ because ___."
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together,	information (información) topic (tópico)	**discuss** and **explain** a topic with clear details **ask** and **answer** questions about	using transition words e.g., *For example, In addition, As a result, In conclusion*	**Questions:** "What is the main idea of this topic?" "Can you explain that in a different way?"

	including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.	explanation (explicación) detail (detalle) conclusion (conclusión)	informational writing **organize** and **present** information logically **provide** supporting details to **explain** a main idea **respond** to peer feedback about explanations	structuring sentences to explain and support a topic forming complete sentences in speaking and writing	"What details support your explanation?" "How can you organize your ideas clearly?" "What example can you give to support your idea?" **Sentence Stems:** "Can you summarize what you just said?" "I would describe ___ as ___." "Can you clarify what you meant by ___?" "My response to that is ___." "I would explain ___ by saying ___." "I support ___ because ___."
3.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	narrative (narrativa) sequence (secuencia) character (carácter) event (evento) conclusion (conclusión)	**discuss** and **share** narrative writing ideas **organize** and **sequence** events in a story **describe** characters, settings, and events in detail **respond** to peer	transition words *e.g., first, next, then, after that, finally* sentence structures for storytelling *e.g., "One day, ___ happened." "Then, ___." "At the end, ___."* question forms *e.g., "What happened first?", "How did the character (carácter)*	**Questions:** "Who are the characters in the story?" "Where and when does the story take place?" "What happens in the beginning, middle , and end?" "What is the problem (problema) in the story, and how is it solved?" "How does the character feel during the story?" "Can you add more

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	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.		feedback on a narrative **explain** how events connect in a story	*feel?", "What was the problem (problema) and how was it solved?"* response structures *e.g., "I like how you described ___.", "What if ___ happened next?", "Can you add more details about ___?"*	details to describe what is happening?" **Sentence Stems:** "The story takes place in ___." "The main character is ___, who ___." "First, ___ happens." "Then, ___." "The problem in the story is ___." "To solve the problem, ___." "At the end, ___." "One way to add more detail is ___." "A character feels ___ because ___."

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ELD Standard 3 and Third 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			3.RL.KID.1￼3.RL.KID.2￼3.RL.IKI.7￼3.RL.IKI.9	3.RI.KID.1￼3.RI.KID.2￼3.RI.IKI.7￼3.RI.IKI.9	3.SL.PKI.4￼3.SL.PKI.5	3.W.TTP.1￼3.W.TTP.2￼3.W.TTP.3

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	identify (identificar)￼￼question (cuestión)￼￼answer￼￼detail (detalle)￼￼information (información)	**ask** and **answer** questions￼￼**identify** and **recall** key ideas￼￼**explain** textual evidence￼￼**paraphrase** information￼￼**clarify** understanding in discussion	interrogative sentence structures￼ *e.g., "What does the author mean by __?"*￼￼simple and compound sentences￼ *e.g., "The text explains __, and it also shows __."*￼￼sentence frames for citing details￼ *e.g., "According to the text, __."*￼￼present tense verbs for explanations￼ *e.g., "The author*	**Questions:**￼"What is the main idea of the story?"￼"What details support your answer?"￼"How can you infer what the character is feeling?"￼"Where in the text do you find evidence for your answer?"￼"What happens first, next, and last?"￼"How does the setting affect the story?"￼￼**Sentence Stems:**￼"The main idea of the story is __."￼"One important detail is __ because __."￼"I think __ because the

				explains..." prepositional phrases for location in text *e.g., "In the second paragraph," "At the beginning of the article,"*	text says ___." "I can infer that ___ because ___." "First, ___ happens. Then, ___. Finally, ___." "The character feels ___ because ___." "The setting is important because ___."
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	summarize (resumir) theme message (mensaje) retell (relatar) conclude (concluir)	**identify** the central message or theme of a story **summarize** key details in a text **explain** how details support the main idea **retell** a story in a logical sequence **make** inferences about the message of a text **discuss** story elements with others	chronological sequence *e.g., "First, the girl finds a map. Then, she goes on a journey. At the end, she returns home."* main idea and supporting details *e.g., "The main idea is that friendship is important. One detail is when the boy shared his snack."* cause and effect sentences *e.g., "Because the rabbit was late, he ran very fast."* complex sentences using so, because, although *e.g., "Although it was*	**Questions:** "What is the main idea of the story?" "What key details support the main idea?" "What lesson does the story teach?" "How do the characters help show the theme?" "What happened at the beginning, middle, and end?" "How can you summarize the story in a few sentences?" **Sentence Stems:** "The main idea of the story is ___." "The key details that support this are ___." "The central message of the story is ___ because ___." "I think the theme is ___ because the text says

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				raining, they still had fun." phrases for drawing conclusions *e.g., "This shows that..."* *e.g., "We can tell that..."*	___." "First, ___ happens. Then, ___. Finally, ___." "The character learns ___ by ___." "The story teaches that ___."
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	compare (comparar) contrast (contrastar) analyze (analizar) interpret (interpretar) visual (visual)	**describe** details in text and illustrations **compare** and **contrast** text and visuals **make** inferences based on images **express** opinions based on evidence **explain** connections between text and illustration	present tense verbs *e.g., "The picture shows a girl reading."* complex sentences using because, so, although *e.g., "The illustration helps because it shows the setting."* comparative phrases *e.g., "The picture is similar to the text because ___."* prepositional phrases *e.g., "In the background, the illustration shows a mountain."* sentence frames for evidence *e.g., "According to the illustration..."*	**Questions:** "How does your idea connect to what your partner just said?" "What evidence can you provide to support your response?" "How can you explain your point of view more clearly?" "What do you think about the idea your partner shared?" "Can you give an example to help explain your idea?" "How would you respond to that question?" "What is another way to approach this topic?" "Can you clarify what you meant by _____?" "Why do you think that detail is important?" "How does this idea relate to the text we read?"

				e.g., *"The text says ___, and the image shows ___."*	**Sentence Stems:** "I agree with you because _____." "I think differently because _____." "To support my idea, I would say _____." "Can you explain that part again? I don't understand _____." "I would like to add that _____." "In response to your question, _____." "My point of view is _____ because _____." "An example of this is _____." "What I mean is _____." "Can you give more details about _____?"
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	compare (comparar) contrast (contrastar) theme character (carácter)	**compare** characters, settings, and plots **identify** similarities and differences **express** and **support** opinions **explain** how elements of stories are related	comparative structures e.g., *"This story is more exciting than the other."* coordinating and subordinating conjunctions e.g., *"Both stories have the same theme, but the settings are different."* e.g., *"Although the*	**Questions:** "How does your idea connect to the topic we are discussing?" "Can you explain more about that point?" "What evidence can you give to support your opinion?" "Why do you agree or disagree with your partner's perspective?" "What is another way to

		setting (escenario)	**summarize** key points from two texts	*characters are similar, they make different choices."* transition words and phrases for comparison *e.g., "Similarly," "On the other hand," "In contrast,"* sentence frames for analysis *e.g., "In both stories, __ happens."* *e.g., "The author shows __ in the first story and __ in the second story."* descriptive adjectives and adverbs *e.g., "The main character is brave and clever."*	think about this idea?" "How can we build on the idea your partner just shared?" "What do you think about the evidence your peer provided?" "Can you clarify your explanation of _____?" "What question do you have about the text we read?" "How does this idea relate to what we talked about earlier?" **Sentence Stems:** "I agree with you because _____." "I disagree because _____." "To add to your point, _____." "Can you explain what you mean by _____?" "I would like to share my idea: _____." "In response to your comment, _____." "I can support my answer with _____." "One example of this is _____." "This idea connects to what we talked about

					because _____." "What I think is _____."
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	identify (identificar) question (cuestión) answer detail (detalle) information (información)	**ask** and **answer** questions **identify** and **recall** key ideas **explain** textual evidence **paraphrase** information **clarify** understanding in discussion	interrogative sentence structures *e.g., "What does the author mean by __?"* simple and compound sentences *e.g., "The text explains __, and it also shows __."* sentence frames for citing details *e.g., "According to the text, __."* present tense verbs for explanations *e.g., "The author explains…"* prepositional phrases for location in text *e.g., "In the second paragraph," "At the beginning of the article,"*	**Questions:** "How does your idea connect to the topic we are discussing?" "Can you explain more about that point?" "What evidence can you give to support your opinion?" "Why do you agree or disagree with your partner's perspective?" "What is another way to think about this idea?" "How can we build on the idea your partner just shared?" "What do you think about the evidence your peer provided?" "Can you clarify your explanation of _____?" "What question do you have about the text we read?" "How does this idea relate to what we talked about earlier?" **Sentence Stems:** "I agree with you because _____."

					"I disagree because _____." "To add to your point, _____." "Can you explain what you mean by _____?" "I would like to share my idea: _____." "In response to your comment, _____." "I can support my answer with _____." "One example of this is _____." "This idea connects to what we talked about because _____." "What I think is _____."
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	main idea (idea principal) support (soporte) paragraph (párrafo) summary (resumen) information (información)	**ask** and **answer** questions **identify** and **recall** key ideas **explain** textual evidence **paraphrase** information **clarify** understanding in discussion	interrogative sentence structures *e.g., "What does the author mean by __?"* simple and compound sentences *e.g., "The text explains __, and it also shows __."* sentence frames for citing details *e.g., "According to the text, __."*	**Questions:** "What is the main idea of __?" "What details support the main idea?" "How do you know that __?" "What evidence from the text supports your answer?" "What can you infer from __?" "What is the author trying to tell us?" "How is __ similar to __?" "What conclusions can we draw from __?"

				present tense verbs for explanations *e.g., "The author explains..."* prepositional phrases for location in text *e.g., "In the second paragraph," "At the beginning of the article,"*	"How does this information help us understand __?" "What is the difference between __ and __?" **Sentence Stems:** "The main idea of __ is __." "One important detail is __ because __." "I can infer that __ because __." "The author's purpose is to __." "This information tells me that __." "Based on __, I think __." "A key detail in the text is __." "I know this because the text says __." "This reminds me of __ because __." "To summarize, __." "The difference between __ and __ is __."
3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding.	analyze (analizar) information (información) visual (visual) details (detalles) explain (explicar)	**identify** key ideas **explain** how visuals support text **compare** information in text and images	cause and effect phrases *e.g., "because," "so," "as a result"* comparative language *e.g., "both," "similarly," "in contrast"*	**Questions:** "What is the main idea of this text?" "What details support the main idea?" "How do the key details help us understand the main idea?" "Why is __ an important detail?"

			describe relationships between ideas express interpretations	present tense verbs *e.g., "shows,"* *"explains," "supports"* prepositional phrases *e.g., "in the image,"* *"from the text," "with* *the details"* sentence frames for explanation *e.g., "This means ___,"* *"This helps me* *understand ___"*	"What is the text mostly about?" "How can we summarize this information?" "What conclusion can we draw from __?" "What evidence from the text supports your answer?" "What can you infer from this text?" "How does this information connect to __?" **Sentence Stems:** "The main idea of this text is __ because __." "One important detail is __ because __." "I can infer that __ because __." "The text is mostly about __." "This detail supports the main idea by __." "The author wants us to understand __." "Based on __, I think __." "A key detail in the text is __." "I know this because the text says __." "To summarize, __." "This information is important because __."

| 3.RI.IKI.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | compare (comparar)

contrast (contrastar)

point (punto)

detail (detalle)

topic (tópico) | **compare** and **contrast** ideas

express and **support** opinions

clarify and **elaborate** on ideas

summarize key points from discussions

respond to and **build** on others' ideas

ask and **answer** questions for deeper understanding | comparative phrases
 e.g., "Both texts..." "Similarly," "In the same way,"

contrast transitions
 e.g., "However," "On the other hand," "In contrast,"

sentence frames for comparison and contrast
 e.g., "Text A shows ___, while Text B explains ___."

coordinating conjunctions
 e.g., "but," "and," "yet,"

referencing structures
 e.g., "According to the first text..." "In the second passage..." | **Questions:**
"What do you think about this topic?"<br>"Can you explain your idea in a different way?"<br>"Why do you think that?"<br>"How does this text support your opinion?"<br>"What evidence can you use to support your answer?"<br>"Can you add to what was just said?"

Sentence Stems:
"I think ___ because ___."
"I agree with ___ because ___."
"I see it differently because ___."
"One reason is ___."
"In the text, it says ___, which shows ___."
"To add to your idea, ___."
"Can you explain more about ___?"<br>"I understand your point, but I think ___." |
| 3.SL.PKI.4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | present (presentar)

idea (idea)

organize | **present** ideas clearly

organize information logically

elaborate and | temporal transition words
 e.g., "first," "next," "then," "finally"

sentence starters for | **Questions:**
"How are these ideas similar?"<br>"What is different about ___ and ___?"<br>"Can you explain your |

		(organizar) clarify (clarificar) support (soportar)	**support** opinions **clarify** meaning **engage** the audience	clarification *e.g., "In other words," "What I mean is..."* phrases for elaboration *e.g., "This shows that..." "For example..."* present tense verbs *e.g., "I explain," "She describes," "We show"* sequencing phrases *e.g., "To begin," "After that," "The last step is..."*	thinking in another way?" "What evidence from the text supports your opinion?" "How does your idea connect to what was just said?" "Can you add more details to support your point?" **Sentence Stems:** "___ and ___ are similar because ___." "One way ___ is different from ___ is ___." "I think ___ because ___." "I agree with ___ because ___." "I see it differently because ___." "In the text, it says ___, which shows ___." "To add to your idea, ___." "I understand your point, but I think ___."
					Questions: "What is your perspective on this idea?" "How does your comment add to the discussion?" "Can you explain your analysis further?" "What evidence supports your opinion?"

					"Why do you agree or disagree with that point?" **Sentence Stems:** "I think that ___ because ___." "In my opinion, ___ shows ___." "I agree with ___ because ___." "One way to look at this is ___ because ___." "I would add ___ to support ___." "Could you tell me more about ___?"
3.SL.PKI.5	Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.	illustrate (ilustrar) support (soportar) present (presentar) media (media) clarify (clarificar)	**clarify** ideas with visuals **present** information using media **support** ideas with evidence **explain** meaning through illustrations **enhance** understanding through digital tools	transition words for explanation *e.g., "for example,"* *"such as," "in addition"* present tense verbs *e.g., "shows,"* *"explains," "illustrates"* prepositional phrases *e.g., "with the chart,"* *"through the image,"* *"by using visuals"* complex sentences with conjunctions *e.g., "I used a diagram because it helps explain*	**Questions:** "How can you illustrate your idea clearly?" "What are you going to present to the class?" "What supports your explanation?" "Can you explain how the visual helps your message?" "Which media helps show your ideas clearly?" **Sentence Stems:** "I can illustrate my thinking by ___." "I will present my ideas by ___." "I support my point with ___."

				the topic." demonstrative pronouns *e.g., "this," "that," "these," "those"*	"This helps explain my idea because ___." "The media shows ___ so the audience can understand better."
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards	opinion (opinión) reason (razón) support (soporte) conclude (concluir) persuade (persuadir)	**express** opinions **provide** reasons and evidence **support** claims with examples **conclude** arguments or discussions **persuade** audience through structured language	opinion statements *e.g., "I think that...," "I believe..."* cause and effect phrases *e.g., "because," "so that," "as a result"* sequencing words *e.g., "first," "next," "finally"* conditional clauses *e.g., "If we do this, then..."* modal verbs for persuasion *e.g., "should," "must," "could"*	**Questions:** "What is your opinion about ___?" "What reasons support your argument?" "Can you give an example as evidence?" "How can you explain your thinking more clearly?" "What would you say to someone who disagrees?" "How can you organize your ideas to make them stronger?" **Sentence Stems:** "I believe ___ because ___." "My opinion is ___, and I support it with ___." "One reason for my opinion is ___." "For example, ___ shows that ___." "The topic I am explaining is ___." "One important fact about this is ___." "Another detail to support

					this idea is ___." "This happens because ___." "To summarize, ___." "The main idea is ___ because ___." "A key detail that explains this is ___." "Another reason is ___." "Some people might say ___, but I think ___ because ___." "To make my argument stronger, I could add ___." "I agree/disagree with ___ because ___."
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.	inform (informar) explain (explicar) describe (describir) organize (organizar) clarify (clarificar)	**provide** information **explain** ideas and concepts **describe** key details **organize** writing into logical sections **clarify** meaning through definitions and examples	topic sentences *e.g., "This text is about..."* sequence words *e.g., "first," "then," "next," "finally"* descriptive phrases *e.g., "The main idea is..."* cause-and-effect connectors *e.g., "because," "so," "as a result"* comparative structures	**Questions:** "What is the main idea of this topic?" "Can you explain that in a different way?" "What details support your explanation?" "How can you organize your ideas clearly?" "What example can you give to support your idea?" "Can you summarize what you just said?" **Sentence Stems:** "The topic is about ___." "First, ___ Next, ___ Finally, ___." "One important fact is

				e.g., "similar to," "different from"	___." "This means that ___." "In conclusion, ___."
3.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 temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.	narrate (narrar) sequence (secuencia) describe (describir) dialogue (diálogo) event (evento)	**narrate** a series of events **describe** characters, settings, and actions **explain** a problem and resolution **express** sequence and time order **reflect** on experiences	temporal transition words *e.g., "first," "next," "then," "after that," "finally"* past tense verbs *e.g., "ran," "jumped," "said," "found"* descriptive adjectives *e.g., "tall," "brave," "scary," "peaceful"* dialogue phrases *e.g., "She said," "He asked," "They shouted"* simple and compound sentences *e.g., "The dog barked, and the cat ran away."*	**Questions:** "Who are the characters in the story?" "Where and when does the story take place?" "What happens in the beginning, middle, and end?" "What is the problem in the story, and how is it solved?" "How does the character feel during the story?" "Can you add more details to describe what is happening?" **Sentence Stems:** "The story takes place in ___." "The main character is ___, who ___." "First, ___ happens." "Then, ___." "The problem in the story is ___." "To solve the problem, ___." "At the end, ___." "One way to add more detail is ___." "A character feels ___ because ___."

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ELD Standard 4 and Third 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				3.RI.IKI.8	3.SL.PKI.4 3.SL.PKI.6	3.W.TTP.1 3.W.TTP.2 3.W.TTP.3

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.	evidence (evidencia) reasoning explanation (explicación) justification (justificación) argument (argumento)	**construct** claims **support** ideas with reasoning **analyze** evidence **explain** justification **evaluate** arguments	complete sentences transition words *e.g., first, next, then, therefore)* structure responses with a claim, reasoning, and evidence persuasive language	**Questions:** "What claim does the author make in this text?" "How does your evidence support your reasoning?" "Can you explain your justification for this argument?" "What reasoning did you use to support your claim?" "Why is this evidence important for your argument?" **Sentence Stems:** "I claim that ___ because ___." "My reasoning is based on ___."

					"The evidence shows ___, which supports ___." "I justify my argument by ___." "This example supports my claim because ___."
3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	claim evidence (evidencia) reasoning explanation (explicación) argument (argumento)	**state** a claim **provide** supporting evidence **explain** reasoning **organize** ideas logically **respond** to counter arguments	transition words *e.g., because, therefore, for example, in conclusion* sentences providing claims and evidence comparative and persuasive language	**Questions:** "What is your claim about this topic?" "What evidence supports your reasoning?" "Can you explain your argument more clearly?" "How does this information support your claim?" "Why is your reasoning important to your argument?" **Sentence Stems:** "My claim is ___ because ___." "The evidence shows ___, which proves ___." "My reasoning for this argument is ___." "One example that supports my claim is ___." "To conclude, my

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				argument is strong because ___."
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	presentation (presentación) expression (expresión) explanation (explicación) clarification (clarificación) communication (comunicación)	**express** ideas clearly **support** claims with reasoning and evidence **adjust** speech for different audiences **organize** information logically **use** appropriate tone and vocabulary	transition words *e.g., first, next, in conclusion, for example* sentences structured for clarity and emphasis use of persuasive and explanatory language	**Questions:** "How can you clearly present your ideas?" "What evidence supports your explanation?" "How can you adjust your tone for your audience?" "Why is it important to clarify your argument?" "What details can you add to strengthen your claim?" **Sentence Stems:** "I want to explain ___ because ___." "My claim is ___, and my evidence is ___." "To make my argument clear, I will ___." "One important detail to include is ___." "In conclusion, my point is ___ because ___."
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with	opinion (opinión) reason evidence (evidencia)	**state** an opinion clearly **provide** reasons to support a claim	transition words *e.g., because, for example, in addition, therefore, in conclusion*	**Questions:** "What is your opinion on this topic?" "What reasons support your argument?"

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	reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.	argument (argumento) conclusion (conclusión)	**use** evidence to justify reasoning **organize** arguments logically **write** a strong conclusion	use of sentences with claims, reasons, and evidence persuasive and explanatory language	"Can you provide evidence for your claim?" "How does your reasoning connect to your opinion?" "What conclusion can you draw from your evidence?" **Sentence Stems:** "I believe ___ because ___." "One reason to support my opinion is ___." "The evidence shows ___, which proves ___." "My argument is strong because ___." "In conclusion, ___ is important because ___."
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking	information (información) explanation (explicación) description (descripción) details (detalles) organization (organización)	**present** information clearly **explain** a topic with supporting details **organize** ideas logically **provide** evidence to support explanations **summarize** key points	transition words *e.g., first, next, for example, in addition, in conclusion* use of sentences with a topic sentence, supporting details, and a conclusion descriptive and explanatory language	**Questions:** "What is the main idea of your writing?" "What details support your explanation?" "How can you organize your information clearly?" "What evidence can you use to support your topic?" "How does your

	words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.				conclusion summarize your key points?" **Sentence Stems:** "The topic of my writing is ___." "One important detail is ___ because ___." "For example, ___ shows ___." "To explain this idea, I will include ___." "In conclusion, ___ is important because ___."
3.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 temporal words and phrases	narrative (narrativa) sequence (secuencia) character (carácter) description (descripción) dialogue (diálogo)	**develop** a narrative with clear sequence **describe** characters, settings, and events **use** dialogue to develop a story **organize** events logically **conclude** a story effectively	using transition words *e.g., first, next, then, after that, finally* structuring sentences with a beginning, middle, and end employing descriptive and narrative language	**Questions:** "What is the main idea of your story?" "Who are the characters, and what are they like?" "How does the setting affect the events in the story?" "What happens first, next, and last?" "How does your conclusion wrap up the story?" **Sentence Stems:** "The story is about ___." "First, ___ happens. then, ___."

	to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.				"The main character is ___, and they ___." "The problem in the story is ___, and it is solved by ___." "At the end, ___."

ELD Standard 5 and Third 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			3.RL.CS.6	3.RI.IKI.8	3.SL.PKI.4	3.W.RBPK.7

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	point of view (punto de vista) perspective (perspectiva) narrator (narrador) argument (argumento) opinion (opinión)	**identify** the narrator's point of view **compare** different perspectives in a text **analyze** how point of view affects a story **critique** an argument based on evidence **discuss** how perspective shapes understanding	using transition words *e.g., however, on the other hand, in contrast, according to* structuring sentences with comparisons and critiques employing analytical and evaluative language	**Questions:** "What is the narrator's point of view in this story?" "How does the character's perspective affect the events?" "How would the story change if told from a different point of view?" "What argument is the author making, and do you agree?" "How does the narrator's opinion influence the reader?" **Sentence Stems:** "The narrator's point of view is ___ because ___."

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					"This perspective affects the story by ___." "If the story were told from ___'s point of view, it would ___." "The author argues that ___, but I think ___ because ___." "The character's opinion influences the reader by ___."
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text	argument (argumento) evidence (evidencia) reason (razón) explanation (explicación) conclusion (conclusión)	**analyze** the strength of an argument **evaluate** the evidence used to **support** a claim **critique** reasoning and logic **compare** different arguments on the same topic **identify** strengths and weaknesses in explanations	using transition words *e.g., for example, in contrast, however, therefore* structuring sentences to introduce, analyze, and critique arguments employing formal and evaluative language	**Questions:** "What is the main argument in this text?" "What evidence supports the argument?" "Is the reasoning strong or weak? Why?" "How does the explanation support the conclusion?" "What are the strengths and weaknesses of this argument?" **Sentence Stems:** "This argument is strong/weak because ___." "One reason to support this argument is ___." "The conclusion is

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					valid/not valid because ___." "A stronger argument would include ___."
3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	research information (información) analysis (análisis) evidence (evidencia) conclusion (conclusión)	**conduct** research to **answer** questions **gather** and **analyze** information **evaluate** sources and evidence **organize** findings logically **present** conclusions clearly	using transition words *e.g., first, next, according to, in conclusion* structuring sentences with a claim, evidence, and explanation employing formal and academic language	**Questions:** "What information did you find in your research?" "How does this evidence support your findings?" "What sources did you use to gather information?" "How can you organize your findings clearly?" "What conclusion can you make based on your research?" **Sentence Stems:** "My research shows that ___ because ___." "According to ___, the evidence suggests ___." "One important finding is ___." "The information from ___ supports my conclusion because ___." "In conclusion, the research suggests ___."

| 3.W.RBPK.7 | Conduct short research projects that build general knowledge about a topic. | research

information (información)

evidence (evidencia)

source

conclusion (conclusión) | **conduct** research to support a claim

gather and **organize** information

use evidence to **justify** reasoning

evaluate sources for reliability

present findings clearly | using transition words *e.g., according to, for example, in addition, therefore, in conclusion*

structuring sentences with claims, supporting details, and explanations employing formal and academic language | **Questions:**
"What claim can you make based on your research?"<br>"What evidence supports your claim?"<br>"How can you organize your information clearly?"<br>"What conclusion can you draw from your findings?"

Sentence Stems:
"My research shows that ___ because ___."
"According to ___, the evidence suggests ___."
"One important fact is ___, which supports ___."
"In conclusion, the research suggests ___." |

ELD Standard 6 and Third 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			3.RL.CS.6	3.RI.IKI.8	3.SL.CC.3	4.W.TTP.1

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	point of view (punto de vista) perspective (perspectiva) narrator (narrador) argument (argumento) opinion (opinión)	**identify** the narrator's point of view **compare** different perspectives in a text **analyze** how point of view affects a story **critique** an argument based on evidence **discuss** how perspective shapes understanding	using transition words *e.g., however, on the other hand, in contrast, according to* structuring sentences with comparisons and critiques employing analytical and evaluative language	**Questions:** "What is the narrator's point of view in this story?" "How does the character's perspective affect the events?" "How would the story change if told from a different point of view?" "What argument is the author making, and do you agree?" "How does the narrator's opinion influence the reader?" **Sentence Stems:** "The narrator's point of view is ___ because ___." "This perspective affects

				the story by ___." "If the story were told from ___'s point of view, it would ___." "The author argues that ___, but I think ___ because ___." "The character's opinion influences the reader by ___."
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text	argument (argumento) evidence (evidencia) reason (razón) explanation (explicación) conclusion (conclusión)	**analyze** the strength of an argument **evaluate** the evidence used to **support** a claim **critique** reasoning and logic **compare** different arguments on the same topic **identify** strengths and weaknesses in explanations	using transition words *e.g., for example, in contrast, however, therefore* structuring sentences to introduce, analyze, and critique arguments employing formal and evaluative language	**Questions:** "What is the main argument in this text?" "What evidence supports the argument?" "Is the reasoning strong or weak? Why?" "How does the explanation support the conclusion?" "What are the strengths and weaknesses of this argument?" **Sentence Stems:** "This argument is strong/weak because ___." "One reason to support this argument is ___." "The conclusion is valid/not valid because

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				___." "A stronger argument would include ___."
3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	argument (argumento) evidence (evidencia) explanation (explicación) reasoning (razonamiento) conclusion (conclusión)	**analyze** and **evaluate** arguments **identify** supporting evidence **critique** reasoning and explanations **compare** different viewpoints **determine** the strength of a conclusion	using transition words *e.g., however, in contrast, for example, therefore* structuring sentences to introduce, analyze, and critique arguments employing evaluative and comparative language	**Questions:** "What is the main argument being presented?" "What evidence supports this claim?" "Is the reasoning logical? Why or why not?" "How does the conclusion connect to the argument?" "What are the strengths and weaknesses of this argument?" **Sentence Stems:** "The speaker argues that ___, but the evidence shows ___." "This argument is strong/weak because ___." "One reason that supports this claim is ___." "The reasoning is valid/not valid because ___." "A stronger argument would include ___."

| 3.W.TTP.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards | opinion (opinión)

argument (argumento)

evidence (evidencia)

reason (razón)

conclusion (conclusión) | **analyze** the strength of an argument

evaluate the evidence supporting a claim

critique reasoning and logic

compare different perspectives on a topic

determine if a conclusion is well-supported | using transition words *e.g., for example, in contrast, however, therefore*

structuring sentences to introduce, analyze, and critique arguments

employing persuasive and evaluative language | **Questions:**
"What is the main argument in this writing?"<br>"What evidence supports the opinion?"<br>"Is the reasoning strong or weak? Why?"<br>"How does the conclusion connect to the evidence?"<br>"What are the strengths and weaknesses of this argument?"

Sentence Stems:
"The author argues that ___, but the evidence shows ___."
"This argument is strong/weak because ___."
"One reason to support this opinion is ___."
"The conclusion is valid/not valid because ___."
"A stronger argument would include ___." |

ELD Standard 7 and Third 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					3.SL.PKI.6	3.W.TTP.1 3.W.TTP.2 3.W.TTP.3 3.W.PDW.4 3.W.PDW.6

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	audience (audiencia) purpose communication (comunicación) expression (expresión) tone	**adapt** speech for different audiences **choose** appropriate tone and vocabulary **clarify** meaning based on context **modify** language for formal and informal settings **adjust** word choice to match purpose	using transition words *e.g., for example, in conclusion, on the other hand* structuring sentences to match the audience and purpose employing formal and informal language appropriately	**Questions:** "Who is your audience, and how should you speak to them?" "What is the purpose of your communication?" "How can you adjust your tone for this situation?" "Why is it important to choose the right words for your audience?" "How does your language change depending on who you are speaking to?" **Sentence Stems:** "I am speaking to ___, so I will use ___ language." "The purpose of my writing is ___, so I will use

					___." "To communicate clearly, I will adjust my tone by ___." "Since my audience is ___, I will explain my ideas by ___." "Formal language is needed in this situation because ___."
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.	opinion (opinión) argument (argumento) audience (audiencia) purpose tone	**adapt** language to persuade an audience **choose** appropriate tone for formal and informal writing **structure** arguments based on purpose **modify** word choice for clarity and effectiveness **use** precise language to **support** claims	using transition words *e.g., for example, in conclusion, therefore, because* structuring sentences to match audience and purpose employing persuasive and formal language when needed	**Questions:** "Who is the audience for this opinion piece?" "How should your tone change based on the purpose of your writing?" "What words can make your argument stronger?" "Why is it important to adapt language for different audiences?" "How can you make your claim clearer for the reader?" **Sentence Stems:** "Since my audience is ___, I will use ___ tone." "The purpose of my writing is ___, so I will include ___." "To persuade my reader, I will use words like ___." "Formal language is needed in this piece because ___."

					"To make my argument stronger, I will change ___ to ___."
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.	information (información) explanation (explicación) audience (audiencia) purpose organization (organización)	**adapt** language to clearly **explain** a topic **choose** appropriate tone for formal and informal writing **structure** information logically for the audience **modify** word choice for clarity and precision **use** descriptive and factual language based on purpose	using transition words *e.g., first, next, for example, in conclusion* structuring sentences to clearly present facts and explanations employing formal and academic language when necessary	**Questions:** "Who is your audience, and how should you present your information?" "What is the purpose of your explanation?" "How can you organize your writing to make it clearer?" "What words can make your explanation more precise?" "How does your language change depending on your audience?" **Sentence Stems:** "Since my audience is ___, I will use ___ tone." "The purpose of my writing is ___, so I will include ___." "To clearly explain my topic, I will organize my ideas by ___." "Formal language is needed in this piece because ___." "To make my explanation clearer, I will change ___ to ___."

| 3.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 temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards. | narrative (narrativa)

sequence (secuencia)

character (carácter)

description (descripción)

audience (audiencia) | **adapt** language to **create** engaging narratives

choose appropriate tone based on audience and purpose **organize** events in a logical sequence

modify word choice for vivid descriptions

use dialogue and sensory details to enhance storytelling | using transition words *e.g., first, next, then, finally*

structuring sentences to develop characters, setting, and plot

employing descriptive and expressive language | **Questions:**
"Who is your audience, and how should your story sound?"<br>"How can you make your descriptions more engaging?"<br>"What words will help your reader visualize the story?"<br>"How does your language change depending on your audience?"<br>"How can you organize your events to make the story clear?"

Sentence Stems:
"Since my audience is ___, I will use ___ tone."
"To make my story more interesting, I will describe ___."
"The events in my story will be organized by ___."
"To help my reader visualize the setting, I will use words like ___."
"Formal or informal language is needed because ___." |
| 3.W.PDW.4 | With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to | purpose

audience (audiencia) | **adapt** language based on the purpose of writing | using transition words *e.g., first, next, in conclusion, for example* | **Questions:**
"Who is your audience, and how should you adjust your language?"<br>"What is the purpose of |

	task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)	organization (organización) structure (estructura) revision (revisión)	**choose** appropriate tone and vocabulary for the audience **organize** ideas clearly and effectively **structure** sentences for clarity and coherence **revise** writing to improve word choice and effectiveness	structuring sentences to fit the writing purpose employing formal or informal language based on the audience	your writing?" "How can you organize your ideas clearly?" "What words will make your writing stronger?" "How can you revise your writing to match your audience?" **Sentence Stems:** "Since my audience is ___, I will use ___ tone." "The purpose of my writing is ___, so I will include ___." "To make my writing clearer, I will organize my ideas by ___." "To strengthen my writing, I will revise ___." "Formal or informal language is needed because ___."
3.W.PDW.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.	technology (tecnología) publication (publicación) collaboration (colaboración) communication (comunicación)	**adapt** language for digital and print publication **choose** appropriate tone and format for audience **use** technology to **produce** and **share** writing		**Questions:** "How can technology help improve your writing?" "Who is your audience, and how should you format your writing?" "How does the purpose of your writing affect your word choice?" "What tools can you use to revise and edit your work?" "How can collaboration

| | | revision (revisión) | **collaborate** effectively in digital spaces

revise writing for clarity and effectiveness | | improve your final product?"

Sentence Stems:
"Since my writing will be published ___, I will use ___ tone."
"To make my writing clearer, I will use technology to ___."
"I will collaborate with ___ to improve ___."
"To match my audience, I will adjust my language by ___."
"Revising my work using ___ will help me ___." |

ELD Standard 8 and Third 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	3.FL.PWR.3 3.FL.VA.7a 3.FL.VA.7b 3.FL.VA.7c		3.RL.CS.4	3.RI.CS.4		

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as -ly, -less, and -ful. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	vocabulary (vocabulario) context (contexto) phrase (frase) definition (definición) comprehension (comprensión)	**determine** word meaning using context clues **analyze** phrases in literary and informational texts **identify** word relationships and nuances in meaning **explain** how word choice affects comprehension **use** word structure (prefixes, suffixes, root words) to **determine** meaning	using transition words *e.g., for example, in contrast, similarly, as a result* structuring sentences to define and explain word meanings employing comparative language to analyze word differences	**Questions:** "What does this word mean in the sentence?" "How does the context help you understand this phrase?" "What is another word that means the same as ___?" "How does this word choice affect the meaning of the text?" "What prefix or suffix helps you determine the meaning of this word?"

					Sentence Stems:
					"The word ___ means ___ because ___." "Based on the context, I think ___ means ___." "Another way to say ___ is ___." "The phrase ___ helps me understand that ___." "The prefix/suffix ___ helps me know that ___ means ___."
3.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range 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 glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	synonym (sinónimo) antonym (antónimo) context (contexto) definition (definición) expression (expresión)	**determine** word meaning using context clues **identify** and **use** synonyms and antonyms **analyze** word relationships in texts **explain** multiple meanings of words and phrases **interpret** figurative language and expressions	using transition words *e.g., for example, in contrast, similarly, as a result* structuring sentences to define and compare words employing descriptive language to explain word meanings	**Questions:** "What does this word mean in the sentence?" "What is a synonym or antonym for this word?" "How does the context help you understand this phrase?" "Does this word have more than one meaning? If so, what are they?" "How does this expression add meaning to the text?"

				Sentence Stems: "The word ___ means ___ because ___." "A synonym for ___ is ___, and an antonym is ___." "Based on the context, I think ___ means ___." "This word has multiple meanings, including ___ and ___." "The phrase ___ helps me understand that ___."
3.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	affix (afijo) prefix (prefijo) suffix (sufijo) root meaning	**determine** word meaning using prefixes and suffixes **identify** root words and their meanings **analyze** how affixes change word meaning **explain** how word parts help with comprehension **use** knowledge of word structure to **define** new words	using transition words *e.g., for example, in contrast, similarly, as a result* structuring sentences to explain word formation employing descriptive language to define word parts	**Questions:** "What is the root word in this word?" "How does the prefix or suffix change the meaning of the word?" "What does this affix mean in other words?" "Can you think of another word with the same root?" "How does breaking the word into parts help you understand its meaning?"

				Sentence Stems: "The root word ___ means ___." "The prefix ___ means ___, so the word ___ means ___." "The suffix ___ changes the word by ___." "Another word with the same root is ___, which means ___." "When I break the word into parts, I see ___, which helps me understand what it means ___."
3.FL.VA.7c	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.	figurative language (lenguaje figurativo) metaphor (metáfora) simile (símil) expression (expresión) interpretation (interpretación)	**identify** figurative language in texts **identify** the meaning of metaphors and similes **explain** how figurative language enhances meaning **analyze** word choices in literary and informational texts **discuss** how expressions	using transition words *e.g., for example, in contrast, similarly, as a result* structuring sentences to compare literal and figurative meanings employing descriptive language to explain figurative expressions	**Questions:** "What does this figurative phrase mean in the text?" "Is this a metaphor or a simile? How do you know?" "How does this expression add meaning to the text?" "What is the difference between the literal and figurative meaning of this phrase?" "How does figurative

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			contribute to a text's tone and message		language help the reader visualize the text?" **Sentence Stems:** "The phrase ___ means ___ because ___." "This is a metaphor/simile because it compares ___ to ___." "The figurative language in this sentence helps show ___." "Literally, this phrase means ___, but figuratively, it means ___." "The author uses this expression to suggest ___."
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue)	meaning phrase (frase) context (contexto) expression (expresión) interpretation (interpretación)	**determine** the meaning of words and phrases in a text **use** context clues to understand unfamiliar words **analyze** how word choice affects meaning and tone	using transition words *e.g., for example, in contrast, similarly, as a result* structuring sentences to define and explain words and phrases employing comparative language to analyze word meanings	**Questions:** "What does this word or phrase mean in the story?" "How does the context help you understand this word?" "What is another way to say this phrase?" "How does the author's

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			interpret figurative language in literary texts **explain** how expressions contribute to a story's message		word choice affect the meaning of the text?" "Is this phrase literal or figurative? How do you know?" **Sentence Stems:** "The word ___ means ___ because ___." "Based on the context, I think ___ means ___." "Another way to say ___ is ___." "The author uses this phrase to show ___." "This expression means ___ in the story."
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 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	using transition words *e.g., for example, in contrast, similarly, as a result* structuring sentences to define and explain words and phrases employing 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

			vocabulary **explain** how word meaning changes based on context		this domain-specific 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 ___."

ELD Standard 9 and Third 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	3.FL.WC.4 3.FL.SC.6				3.SL.PKI.4 3.SL.PKI.6	3.W.TTP.1 3.W.TTP.2 3.W.TTP.3 3.W.PDW.4 3.W.PDW.5

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters	spelling punctuation (puntuación) capitalization (capitalización) sentence accuracy	**apply** correct spelling in writing **use** appropriate punctuation for clarity **capitalize** words correctly in sentences **structure** sentences to **communicate** ideas clearly **edit** written text for accuracy and coherence	using transition words *e.g., first, next, finally, in conclusion* structuring sentences with correct grammar and punctuation employing formal and informal language appropriately	**Questions:** "Did you spell all the words correctly?" "Where should punctuation marks be added?" "Which words need to be capitalized in this sentence?" "How can you make your sentence clearer?" "Does your writing follow the rules of spelling and punctuation?" **Sentence Stems:** "I will check my spelling by ___."

				"This sentence needs a ___ because ___." "The word ___ should be capitalized because ___." "To make my writing clearer, I will ___." "I will edit my writing by fixing ___."
3.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. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and	grammar (gramática) sentence subject (sujeto) predicate (predicado) agreement (acuerdo)	**form** complete and coherent sentences **ensure** subject-verb agreement in writing and speech **use** correct grammar to **communicate** ideas clearly **organize** words and phrases logically **edit** sentences for clarity and correctness	using transition words *e.g., first, next, finally, in conclusion* structuring sentences with a subject and predicate employing correct verb tenses and agreements	**Questions:** "Does this sentence have a subject and a predicate?" "Is the verb tense correct in this sentence?" "How can you make your sentence clearer?" "Do the subject and verb agree?" "What corrections can you make to improve this sentence?" **Sentence Stems:** "This sentence is correct because ___." "To fix this sentence, I will ___." "The subject of my sentence is ___, and the predicate is ___." "I will check for subject-

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	complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure				verb agreement by ___." "To make my writing clearer, I will change ___ to ___."
3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	presentation (presentación) organization (organización) expression (expresión) communication (comunicación) clarity (claridad)	**organize** ideas logically in speech and writing **express** thoughts clearly and effectively **use** appropriate tone and vocabulary for the audience **structure** sentences for coherence and clarity **revise** speech and text for better communication	using transition words *e.g., first, next, finally, in conclusion* structuring sentences with a clear beginning, middle, and end employing descriptive and precise language	**Questions:** "How can you organize your ideas to make them clearer?" "What words will help your audience understand your message?" "How does your tone affect your communication?" "Does your presentation have a clear beginning, middle, and end?" "What revisions can you make to improve clarity?" **Sentence Stems:** "To make my message clear, I will ___." "My main idea is ___, and I will support it by ___." "To help my audience

					understand, I will use ___." "I will revise my speech by ___." "My presentation will be organized by ___."
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	language (lenguaje) expression (expresión) communication (comunicación) audience (audiencia) purpose (propósito)	**adapt** language for different audiences and purposes **express** ideas clearly in speech and writing **use** appropriate tone and vocabulary **organize** thoughts logically for effective communication **revise** speech and text for clarity and coherence	using transition words *e.g., first, next, finally, in conclusion* structuring sentences to match the audience and purpose employing formal and informal language appropriately	**Questions:** "Who is your audience, and how should you adjust your language?" "What is the purpose of your speech or writing?" "How can you make your ideas clearer?" "Does your language match the audience and situation?" "What changes can you make to improve communication?" **Sentence Stems:** "Since my audience is ___, I will use ___ language." "The purpose of my message is ___, so I will include ___." "To communicate clearly, I will organize my ideas by ___." "I will adjust my tone by ___ to match my

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					audience." "To make my speech or writing more effective, I will change ___ to ___."
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.	opinion (opinión) argument (argumento) evidence (evidencia) reason (razón) conclusion (conclusión)	**state** and **support** an opinion clearly **organize** arguments logically in writing and speech **use** evidence to **justify** reasoning **structure** ideas with a clear beginning, middle, and end **revise** speech and text for clarity and coherence	using transition words *e.g., for example, in conclusion, because, therefore* structuring sentences with claims, supporting details, and conclusions employing persuasive and explanatory language	**Questions:** "What is your opinion on this topic?" "What reasons support your argument?" "What evidence helps explain your reasoning?" "How can you organize your ideas clearly?" "Does your conclusion summarize your main points effectively?" **Sentence Stems:** "My opinion is ___ because ___." "One reason to support my argument is ___." "The evidence shows ___, which proves ___." "To make my argument clear, I will ___." "In conclusion, my main idea is ___ because ___."
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group	information (información) explanation	**present** information clearly and logically	using transition words *e.g., first, next, finally, in conclusion*	**Questions:** "What is the main idea of your writing?"

	related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.	(explicación) organization (organización) details (detalles) conclusion (conclusión)	**explain** a topic with supporting details **organize** ideas effectively in writing and speech **use** precise language to **clarify** meaning **revise** speech and text for coherence and accuracy	structuring sentences with a topic sentence, supporting details, and a conclusion employing formal and academic language when needed	"What details support your explanation?" "How can you organize your information clearly?" "What words will make your explanation more precise?" "Does your conclusion summarize your key points effectively?" **Sentence Stems:** "The topic of my writing is ___." "One important detail is ___ because ___." "For example, ___ shows ___." "To explain this idea, I will include ___." "In conclusion, ___ is important because ___."
3.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	narrative (narrativa) sequence (secuencia) character (carácter) description	**develop** a clear and engaging narrative **organize** events in a logical sequence **describe** characters, settings, and events effectively	using transition words e.g., first, next, then, finally structuring sentences with a clear beginning, middle, and end employing descriptive and expressive language	**Questions:** "What is the main idea of your story?" "Who are the characters, and what are they like?" "How does the setting affect the events in the story?" "What happens first, next,

	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.	(descripción) conclusion (conclusión)	**use** dialogue and sensory details to enhance storytelling **revise** speech and text for coherence and clarity		and last?" "How does your conclusion wrap up the story?" **Sentence Stems:** "The story is about ___." "First, ___ happens. Then, ___." "The main character is ___, and they ___." "The problem in the story is ___, and it is solved by ___." "At the end, ___."
3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	organization (organización) structure (estructura) revision (revisión) clarity (claridad) publication (publicación)	**organize** ideas clearly in writing and speech **structure** text with a clear beginning, middle, and end **revise** for clarity, coherence, and accuracy **use** appropriate language for audience and purpose **prepare** writing for presentation or publication	using transition words *e.g., first, next, finally, in conclusion* structuring sentences to improve readability and flow employing formal and informal language based on purpose	**Questions:** "How can you organize your writing to make it clearer?" "Does your text have a clear beginning, middle, and end?" "What revisions can you make to improve your writing?" "How does your word choice affect clarity?" "Is your writing structured for the intended audience?"

				Sentence Stems:
				"To make my writing clearer, I will ___."
				"My writing is organized by ___."
				"I will revise my text by ___."
				"The purpose of my writing is ___, so I will structure it by ___."
				"To improve clarity, I will change ___ to ___."
3.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)	planning (planificación) drafting editing (edición) revising (revisión) publishing (publicación)	**organize** ideas before writing **draft** clear and structured text **revise** for clarity, coherence, and accuracy **edit** for correct grammar, spelling, and punctuation **prepare** writing for final presentation or publication	using transition words *e.g., first, next, finally, in conclusion* structuring sentences to improve readability and flow employing formal and informal language based on purpose	**Questions:** "How can you plan your writing before you start?" "Does your draft have a clear beginning, middle, and end?" "What revisions can you make to improve your writing?" "How does editing help make your writing clearer?" "Is your writing ready for publication?" **Sentence Stems:** "Before writing, I will plan by ___." "My draft includes ___ to

					make my ideas clear." "To revise my writing, I will ___." "I will edit my work by checking for ___." "My final piece is ready for publication because ___."

ELD Standard 10 and Third 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	3.FL.WC.4 3.FL.SC.6				3.SL.PKI.6	3.W.TTP.1 3.W.TTP.2 3.W.TTP.3 3.W.PDW.4 3.W.PDW.5

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters	punctuation (puntuación) capitalization (capitalización) spelling sentence (oración) accuracy	**apply** correct spelling in writing **use** appropriate punctuation for clarity **capitalize** words correctly in sentences **structure** sentences using standard English grammar **edit** writing for accuracy and correctness	using transition words *e.g., first, next, then, finally* structuring sentences with correct grammar and punctuation employing formal and academic language appropriately	**Questions:** "Did you spell all the words correctly?" "Where should punctuation marks be added?" "Which words need to be capitalized in this sentence?" "How can you make your sentence clearer?" "Does your writing follow standard English rules?" **Sentence Stems:** "I will check my spelling by ___." "This sentence needs a ___ because ___." "The word ___ should be capitalized because ___."

				"To make my writing clearer, I will ___." "I will edit my writing by fixing ___."
3.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. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j.	grammar (gramática) sentence subject (sujeto) predicate (predicado) agreement	**form** complete and grammatically correct sentences ensuring subject-verb agreement in speech and writing **use** correct verb tenses **apply** standard English grammar rules **edit** writing for grammatical accuracy	using transition words *e.g., first, next, then, finally* structuring sentences with subject and predicate employing correct verb tense and sentence structure	**Questions:** "Does this sentence have a subject and a predicate?" "Is the verb tense correct in this sentence?" "Do the subject and verb agree?" "How can you make your sentence clearer?" "What corrections can you make to improve this sentence?" **Sentence Stems:** "This sentence is correct because ___." "To fix this sentence, I will ___." "The subject of my sentence is ___, and the predicate is ___." "I will check for subject-verb agreement by ___." "To make my writing clearer, I will change ___ to ___."

	Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure.				
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	pronunciation (pronunciación) articulation (articulación) expression (expresión) communication (comunicación) grammar (gramática)	**speak** clearly using standard English pronunciation **articulate** words correctly in speech **use** appropriate expression and tone **apply** correct grammar in spoken communication adjusting speech for different audiences and contexts	using complete sentences in spoken communication employing appropriate verb tense and subject-verb agreement structuring speech with clear beginning, middle, and end	**Questions:** "How can you pronounce this word clearly?" "Does your sentence follow correct grammar rules?" "How can you improve your articulation?" "Is your speech clear and easy to understand?" "How does your tone affect your message?" **Sentence Stems:** "I will pronounce ___ clearly by ___." "To improve my speech, I will ___." "My sentences are correct because ___." "To make my message clear, I will ___." "I will adjust my tone by ___ to match my audience."

3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.	opinion (opinión) argument (argumento) evidence (evidencia) reason (razón) conclusion (conclusión)	**state** an opinion clearly using standard English **support** an argument with reasons and evidence **organize** ideas logically in speech and writing **use** proper grammar, punctuation, and sentence structure **revise** writing for clarity and correctness	using transition words *e.g.,because, therefore, for example, in conclusion* structuring sentences with claims, supporting details, and conclusions applying correct subject-verb agreement and punctuation	**Questions:** "What is your opinion on this topic?" "How can you support your argument with evidence?" "Does your sentence follow correct grammar rules?" "How can you organize your ideas clearly?" "Does your conclusion summarize your main points effectively?" **Sentence Stems:** "My opinion is ___ because ___." "One reason to support my argument is ___." "The evidence shows ___, which proves ___." "To make my argument clear, I will ___." "In conclusion, my main idea is ___ because ___."
3.W.TTP.2	Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions,	information (información) explanation (explicación) organization (organización)	**present** information clearly using standard English **explain** a topic with supporting details **organize** ideas logically in speech and writing	using transition words *e.g., first, next, for example, in addition, in conclusion* structuring sentences with a topic sentence, supporting details, and a conclusion	**Questions:** "What is the main idea of your writing?" "What details support your explanation?" "How can you organize your information clearly?" "Does your writing follow correct grammar and punctuation rules?"

	and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.	details (detalles) conclusion (conclusión)	**use** proper grammar, punctuation, and sentence structure **revise** for clarity, coherence, and correctness	applying subject-verb agreement and correct punctuation	"How does your conclusion summarize your key points?" **Sentence Stems:** "The topic of my writing is ___." "One important detail is ___ because ___." "For example, ___ shows ___." "To explain this idea, I will include ___." "In conclusion, ___ is important because ___."
3.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 temporal words and phrases to signal event order. d.	narrative (narrativa) sequence (secuencia) character (carácter) description (descripción) conclusion (conclusión)	**write** a clear and structured narrative using standard English **organize** events in a logical sequence **describe** characters, settings, and events effectively **use** proper grammar, punctuation, and sentence structure **revise** for clarity, coherence, and accuracy	using transition words *e.g., first, next, then, finally* structuring sentences with a clear beginning, middle, and end applying correct verb tense and subject-verb agreement	**Questions:** "What is the main idea of your story?" "Who are the characters, and how are they described?" "Does your story follow a logical sequence?" "Are your sentences complete and grammatically correct?" "How does your conclusion wrap up the story?" **Sentence Stems:** "The story is about ___." "First, ___ happens. Then, ___." "The main character is ___, and they ___."

	Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.				"To describe the setting, I will use ___." "At the end, ___."
3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)	organization (organización) structure (estructura) revision (revisión) clarity (claridad) publication (publicación)	**organize** ideas clearly in writing and speech **structure** text with a clear beginning, middle, and end **revise** for clarity, coherence, and accuracy **use** proper grammar, punctuation, and sentence structure **prepare** writing for presentation or publication	sing transition words *e.g., first, next, then, finally, in conclusion* structuring sentences to improve readability and flow applying correct capitalization, punctuation, and spelling	**Questions:** "How can you organize your writing to make it clearer?" "Does your text have a clear beginning, middle, and end?" "What revisions can you make to improve your writing?" "Does your writing follow proper grammar and punctuation rules?" "Is your writing structured for the intended audience?" **Sentence Stems:** "To make my writing clearer, I will ___." "My writing is organized by ___." "I will revise my text by ___." "The purpose of my writing is ___, so I will structure it by ___." "To improve clarity, I will change ___ to ___."

| 3.W.PDW.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.) | planning (planificación)

drafting

editing (edición)

revising (revisión)

publishing (publicación) | **organize** ideas before writing

draft clear and structured text

revise for clarity, coherence, and accuracy

edit for correct grammar, spelling, and punctuation

prepare writing for final presentation or publication | using transition words *e.g., first, next, then, finally, in conclusion* structuring sentences with proper grammar and punctuation

applying correct capitalization and spelling | **Questions:**
"How can you plan your writing before you start?"<br>"Does your draft have a clear beginning, middle, and end?"<br>"What revisions can you make to improve your writing?"<br>"How does editing help make your writing clearer?"<br>"Is your writing ready for publication?"

Sentence Stems:
"Before writing, I will plan by ___."
"My draft includes ___ to make my ideas clear."
"To revise my writing, I will ___."
"I will edit my work by checking for ___."
"My final piece is ready for publication because ___." |

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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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