



# English Language Development & Academic Standards Crosswalk

## For Seventh Grade English Language Arts (ELA)

Tennessee Department of Education | July 2025

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# Introduction

A standards crosswalk is a tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection. In this document, the Tennessee **English Language Development (ELD) Standards** are systematically cross walked 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 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 seventh 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 seventh 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***

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### ***Before teaching a lesson from HQIM...***

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

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

*Example: Before planning a vocabulary lesson aligned to ELA Standard 7.L.VAU.6, the teacher uses the crosswalk with ELD Standard 6 to identify the need for students to use academic language to explain and critique word meanings. The teacher plans to pre-teach sentence structures such as "The term \_\_\_ refers to \_\_\_" and "Based on the sentence, the word \_\_\_ means \_\_\_" to help English learners accurately discuss and analyze word meaning during class.*

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### *During PLCs and Planning*

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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: In PLCs, after reviewing vocabulary responses, teachers note that English learners often give simple definitions but struggle to justify or clarify word meaning in context. Using the crosswalk to revisit ELD Standard 6, the team identifies the need to reteach analyze and distinguish functions and agree to introduce clarification phrases (e.g., This word means \_\_\_ because...) to strengthen academic discussion and writing.*

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### *Planning Checks for Understanding*

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

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

*Example: During vocabulary work aligned to ELA Standard 7.L.VAU.6, the teacher uses formative checks (e.g., What does the word \_\_\_ mean in this context?) to assess if students use precise phrases to define and clarify meaning as identified in ELD Standard 6. Students orally or in writing use target sentence stems (e.g., In this passage, the word \_\_\_ contributes to \_\_\_) to show comprehension of domain-specific language.*

## Corresponding & Concordance Matrices

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***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 Seventh grade.***

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

10	Make accurate use of standard English to communicate in grade-appropriate speech and writing		7.L.CSE.1 7.L.CSE.2 7.L.VAU.5			7.SL.PKI.6	7.W.TTP.1 7.W.TTP.2 7.W.TTP.3 7.W.PDW.4 7.W.RW.10
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# Seventh Grade Concordance Matrix

## Language (L)

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

## Reading Informational (RI)

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

## Speaking & Listening (SL)

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

## Reading Literature (RL)

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

## Writing (W)

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



# Crosswalk Charts

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***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 Seventh Grade.***

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# ELD Standard 1 and Seventh 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			7.L.VAU.4 7.L.VAU.5 7.L.VAU.6	7.RL.KID.1 7.RL.KID.2 7.RL.KID.3 7.RL.CS.5 7.RL.CS.6 7.RL.IKI.7 7.RL.IKI.9 7.RL.RRTC.10	7.RI.KID.1 7.RI.KID.2 7.RI.KID.3 7.RI.CS.5 7.RI.IKI.7 7.RI.IKI.9 7.RI.RRTC.10	7.SL.CC.2	
TN ELA Standard			Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
7.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues	context (contexto)  reference (referencia)  etymology (etimología)  strategy (estrategia)  meaning  phrase (frase)  connotation  morphological (morfológico/a)	<b>determine</b> meaning  <b>clarify</b> meaning  <b>analyze</b> word structure  <b>use</b> reference materials  <b>identify</b> word origins	structures for explaining <i>e.g., "Based on the sentence, the word __ most likely means__." "The phrase __ suggests that..." "The surrounding words indicate that __ means__."</i>  deconstructing prefixes, suffixes, and root words <i>e.g., "The prefix __ means__." "The suffix __ indicates..." "The root word __ suggests__."</i>  structures for defining <i>e.g., "According to the dictionary, the word __ means__." "The</i>	<b>Questions</b> "How can the context help you determine the meaning of the word?" "What morphological elements/parts of this word provide clues to its meaning?" "How can a reference material help you understand an unfamiliar word?" "What does the word's root tell you about its meaning?" "How does spelling provide clues to a word's meaning?"			

	to the meaning of a word or phrase.			<p><i>pronunciation guide shows that __ is pronounced__."</i>  <i>"In the glossary, the term __ is defined as__."</i></p> <p>determining etymology patterns  <i>e.g., "The spelling of __ suggests it comes from __."</i>  <i>"The Latin/Greek root __ means..." "Words with the suffix __ usually indicate__."</i></p> <p>structures for comparing  <i>e.g., "The connotation of __ is positive/negative."</i>  <i>"Although __ and __ are synonyms, __ has a more negative connotation."</i>  <i>"In this context, the word __ means __."</i>  <i>"However, in a different context, it could mean__."</i></p>	<p><b>Sentence Stems</b>  "The context suggests that the word __ means __ because __."  "By analyzing the word parts, I can infer that __ means __."  "The root word __ means __ in __ language, which helps me understand __."  "The spelling of __ is similar to the word __, which suggests that it means __."</p>
<b>7.L.VAU.5</b>	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	relationship (relación)  connotation (connotación)  denotation (denotación)  metaphor (metáfora)	<b>interpret</b> figurative language  <b>analyze</b> word relationships  <b>compare</b> connotation and denotation  <b>explain</b> word meaning	phrases for describing <i>e.g., "The phrase "__" is an example of __ because__."</i>  phrases for identification <i>e.g., "The word __ is related to __ because__."</i> <i>"In this context, the __ stands for __."</i>  complex sentences for demonstrating word	<p><b>Questions</b>  "What is the meaning of this figurative expression?"  "How does the connotation of this word affect the tone of the text?"  "What is the difference between the denotation and connotation of this</p>

		simile (símil)  synonym (sinónimo)  antonym (antónimo)	<b>use</b> figurative expressions effectively	usage <i>e.g., "The author's use of ____ creates ____." "The use of ____ in this passage is ____ because ____."</i>	word?" "How does the use of figurative language enhance the meaning of the text?" "What word relationships help clarify meaning?"  <b>Sentence Stems</b> "The phrase ____ means ____ because ____." "The word ____ has a (positive/negative) connotation, which makes the text feel ____." "The denotation of ____ is ____, but its connotation suggests ____." "The word ____ is related to ____ because ____."
<b>7.L.VAU.6</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	acquire (adquirir)  accurately phrase (frase)  expression (expresión)  comprehension (comprensión)	<b>acquire</b> unfamiliar words  <b>define</b> the meanings of content-related terms  <b>analyze</b> the meaning of words based on their usage	phrases to define vocabulary <i>e.g., "The term ____ means ____." "____ refers to ____."</i>  phrases to clarify meaning <i>e.g., "Based on the sentence, the word ____ means ____." "The phrase "____" helps the reader</i>	<b>Questions</b> "What does the word ____ mean in this context?" "How can you determine the meaning of the word ____?" "What context clues help you understand the word ____?"

		context (contexto)	<p><b>distinguish</b> between every day and subject-specific terms</p> <p><b>interpret</b> subtle differences in word meanings</p>	<p><i>understand that __.</i>"</p> <p>demonstrating comprehension <i>e.g., "In this passage, the word __ contributes to the meaning by __."</i></p> <p>explaining domain-specific vocabulary <i>e.g., "In __, the word __ refers to __." "The term __ is used in __ to describe __."</i></p>	<p>"How does the domain-specific vocabulary clarify the concept?"</p> <p>"How can you apply this new vocabulary word in your writing or speaking?"</p> <p><b>Sentence Stems</b>            "The word __ means __ because __."            "Based on the sentence, I can determine that the word __ means __."            "The phrase __ provides a clue to the meaning of __ by __."            "The term __ is used to describe __ in the __."            "I can apply this new vocabulary word in my writing by __."            "The author's use of __ demonstrates __ by providing a specific term for __."</p>
<b>7.RL.KID.1</b>	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	analysis (análisis)  inference (inferencia)	<p><b>analyze</b> explicit information</p> <p><b>make</b> inferences</p>	<p>phrases to cite textual evidence <i>e.g., "According to the text, __." "The author states, '__,' which shows __." "The text clearly states that __."</i></p>	<p><b>Questions</b>            "What does the text explicitly state?"            "What inference can you make based on the text?"</p>

		evidence (evidencia)	<b>cite</b> textual evidence  <b>justify</b> conclusions  <b>interpret</b> meaning	<i>"The sentence ___ is evidence of ___."</i>  phrases to draw inferences <i>e.g., "Based on ___, I can infer that ___."</i>  conditional statements <i>e.g., "From the evidence, it can be concluded that ___."</i>  use of the present progressive tense <i>e.g., "The narrator is describing, ___." "The speaker is explaining___."</i>	"What textual evidence supports your conclusion?" "What connections can be made between explicit statements and inferences?"  <b>Sentence Stems</b> "The text explicitly states that ___ because ___." "Based on ___, I can infer that ___ because ___." "According to the text, ___ supports the idea that ___." "Although the text does not directly say ___, it suggests ___." "The statement ___ clearly shows ___, which allows me to infer ___."
<b>7.RL.KID.2</b>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	theme  central idea (idea central)  analysis (análisis)  development  summary	<b>determine</b> theme  <b>identify</b> central idea  <b>analyze</b> development  <b>summarize</b> objectively	sentence forms for summary structures <i>e.g., "The text is about ___." "The main idea is ___." "The author conveys___."</i>  use of pronouns in objective summary <i>e.g., "He/she explains his/her point by stating ___."</i>	<b>Questions</b> "What is the theme or central idea of the text?" "How does the author develop the theme throughout the text?" "What details support the development of the theme?" "How can you

		objective (objetivo)	<b>support</b> analysis with evidence	<p>use of past and present verbs  <i>e.g., is established, emerges, occurs/occurred, is reinforced, explains, shows, states, describes, follows</i></p> <p>complex sentences with dependent clauses  <i>e.g., when, because, as, although</i>  <i>"This theme becomes clearer when ____." "The conflict is resolved because ____."</i></p>	<p>summarize the text objectively?"          "How does the central idea change or remain consistent?"          "What evidence from the text supports the central idea?"</p> <p><b>Sentence Stems</b>          "The theme/central idea of the text is ____ because ____."          "At the beginning, the author introduces ____ by _____. As the text progresses, ____."          "One key detail that supports the theme is ____ because ____."          "This text is about _____. It discusses ____."          "At first, the central idea focuses on _____, but later it shifts to ____."</p>
<b>7.RL.KID.3</b>	Analyze how specific elements of a story or drama interact with and affect each other.	analyze (analizar)  character  setting (escenario)  plot  conflict (conflicto)	<p><b>analyze</b> interactions</p> <p><b>explain</b> cause and effect</p> <p><b>interpret</b> relationships</p> <p><b>describe</b> character development</p>	<p>complex sentences with subordinating conjunctions  <i>e.g., "____ affects ____ because ____." "Although the main character is _____, the ____."</i></p> <p>use of passive constructions</p>	<p><b>Questions</b>          "How does the setting affect the plot or characters?"          "How do the characters' interactions shape the story?"          "What role does conflict play in the</p>



			<p><b>evaluate</b> the impact of elements on the story</p> <p>e.g., "___ is affected by ___." "___ is influenced by ___."</p> <p>use of prepositional phrases e.g., "Due to ___, the characters begin ___." "In response to ___, ___."</p> <p>relative clauses to describe e.g., <i>who, which, that</i> "The character <i>who</i> ___." The event <i>that</i> ___."</p>	<p>e.g., "___ is affected by ___." "___ is influenced by ___."</p> <p>development of the plot?" "How does dialogue contribute to character development?" "How does one element of the story impact another?" "What effect does a character's motivation have on their actions?" "How do specific story elements work together to develop the theme?"</p> <p><b>Sentence Stems</b> "The setting of ___ influences ___ by ___." "When ___ interacts with ___, it affects the story by ___." "The conflict between ___ and ___ leads to ___." "Through the dialogue, we learn that ___ because ___." "The ___ affects the ___ by ___." "Because ___ wants ___, they decide to</p>
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					____." "The combination of ____ and ____ helps develop the theme of ____ because ____."
<b>7.RL.CS.5</b>	Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	form (forma)  structure (estructura)  analysis (análisis)  theme  meaning (significado)	<b>analyze</b> text structure  <b>explain</b> how form contributes to meaning  <b>interpret</b> how structure develops theme  <b>compare</b> different text structures  <b>evaluate</b> the effect of structure on the reader	use of simple present tense <i>e.g., "The character develops, ____." "The plot advances ____."</i>  use of present progressive tense <i>e.g., "The theme is emerging, ____." "The scene is revealing ____."</i>  use of modal verbs <i>e.g., can, must, should "This sentence can ____."</i>  complex sentence structures for cause and effect <i>e.g., "Because of ____, the plot is developed in ____."</i>  use of sequence words <i>e.g., First, Then, Next, Finally</i>	<b>Questions</b> "How does the structure of the text contribute to its meaning?" "How does the form of the poem, story, or drama support its theme?" "What effect does the order of events have on the reader's understanding?" "How does dialogue or narration affect the structure of a drama or story?" "How do different structural elements interact within the text?" "How does a specific structural choice (e.g., flashback, foreshadowing) impact the story?"  <b>Sentence Stems</b> "The structure of ____ helps convey the meaning by ____."

					<p>"The use of ____ (stanzas, acts, rhyme scheme, etc.) emphasizes the theme of ____ by ____."</p> <p>"By organizing the events in ____, the author helps the reader understand ____."</p> <p>"The dialogue/narration in ____ influences the structure by ____."</p> <p>"The combination of ____ and ____ creates a sense of ____ that supports the text's meaning."</p> <p>"The author uses ____ to ____ which helps the reader ____."</p>
<b>7.RL.CS.6</b>	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	<p>comparison (comparación)</p> <p>contrast (contraste)</p> <p>point of view</p> <p>narrator (narrador)</p> <p>conveys</p>	<p><b>analyze</b> point of view</p> <p><b>compare</b> character perspectives</p> <p><b>contrast</b> narrators</p> <p><b>interpret</b> how point of view affects meaning</p> <p><b>evaluate</b> the author's choices</p>	<p>use of simple present tense <i>e.g., "The narrator describes, ____." "The author presents ____."</i></p> <p>use of present progressive tense <i>e.g., "The character is describing, ____." "The author is developing ____."</i></p> <p>use of modal verbs <i>e.g., can, must, should</i></p>	<p><b>Questions</b></p> <p>"What point of view is used in the text, and how does it shape the reader's understanding?"</p> <p>"How does the author establish a character's perspective?"</p> <p>"How do the points of view of different characters or narrators' contrast?"</p> <p>"How does the</p>

				<p><i>"The narrator can ____."</i></p> <p>complex sentence structures for cause and effect  <i>e.g., "Because the narrator speaks from a ____ point of view, the reader can ____."</i></p> <p>use of transition words  <i>e.g., First, Next, In addition, Finally, For example</i></p>	<p>narrator's perspective influence the story's meaning?"</p> <p>"What techniques does the author use to convey different perspectives?"</p> <p>"How does point of view affect the tone and mood of the text?"</p> <p><b>Sentence Stems</b></p> <p>"The text is written in ____ point of view, which allows the reader to ____."</p> <p>"The author shows ____'s perspective by using ____."</p> <p>"While ____ sees ____, ____ believes ____ because ____."</p> <p>"Because the narrator is ____, the reader understands ____."</p> <p>"The author uses ____ (dialogue, inner thoughts, description) to highlight ____'s perspective."</p> <p>"The ____ point of view creates a ____ tone because ____."</p>
<b>7.RL.IKI.7</b>	Compare and contrast a written story, drama, or	comparison (comparación)	<b>compare</b> versions of a text	transition words for comparison and contrast	<b>Questions</b> "How does the written

	poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	<p>contrast (contraste)</p> <p>analysis (análisis)</p> <p>medium</p> <p>effect (efecto)</p> <p>technique (técnica)</p>	<p><b>contrast</b> different media techniques</p> <p><b>analyze</b> the impact of adaptations</p> <p><b>evaluate</b> the effectiveness of multimedia elements</p> <p><b>interpret</b> differences in presentation</p>	<p><i>e.g., similarly, in contrast, "however, whereas "This text is more focused on __, whereas __."</i></p> <p>use of cause-and-effect structures <i>e.g., "due to," "as a result," "because of" "Because the text __, then __."</i></p> <p>use of simple present tense <i>e.g., "The story describes, __." "The technique presents __."</i></p> <p>use of modal verbs <i>e.g., can, must, should "The film should __."</i></p>	<p>version compare to the audio/filmed/staged/multimedia version?"</p> <p>"What techniques does each medium use to convey meaning?"</p> <p>"What are the effects of unique techniques in each medium?"</p> <p>"How does the adaptation change the interpretation of the original text?"</p> <p>"Which version is more effective in conveying the theme or mood?"</p> <p><b>Sentence Stems</b></p> <p>"The __ version is similar to the __ version because __."</p> <p>"The __ version is different from the __ version because __."</p> <p>"The written text uses __, while the film/stage version uses __ to create __."</p> <p>"In the __ version, the use of __ enhances the story by __."</p>
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					<p>"The use of ____ in the ____ version creates ____."</p> <p>"The ____ version is ____ because it conveys ____."</p>
<b>7.RL.IK.9</b>	Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	<p>comparison (comparación)</p> <p>contrast (contraste)</p> <p>historical account</p> <p>fiction (ficción)</p> <p>portrayal</p>	<p><b>compare</b> historical and fictional portrayals</p> <p><b>contrast</b> perspectives</p> <p><b>analyze</b> accuracy in representation</p> <p><b>evaluate</b> bias in historical and fictional texts</p> <p><b>interpret</b> the effects of fictionalization</p>	<p>use of comparative structures e.g., "<u>  </u> is more/less than<u>  </u>." "While <u>  </u> shows..." "Compared to <u>  </u>, the <u>  </u>."</p> <p>use of infinitive phrases (to + verb) e.g., "The author alters <u>  </u> to <u>  </u>." "The character is <u>  </u> to <u>  </u>." "The scene is <u>  </u> to <u>  </u>."</p> <p>use of prepositional phrases e.g., in contrast to, according to, due to, as a result of</p> <p>use of relative clauses e.g., who, which, that "The character who <u>  </u>." "The event that <u>  </u>." "The version which <u>  </u>."</p>	<p><b>Questions</b></p> <p>"How does the historical account compare to the fictional portrayal?"</p> <p>"How does the fictional version change the historical facts?"</p> <p>"How does the setting or time period influence both versions?"</p> <p>"Which version provides a clearer understanding of the time period, and why?"</p> <p><b>Sentence Stems</b></p> <p>"The historical account and the fictional portrayal are similar in ____ but differ in ____."</p> <p>"The fictional portrayal changes ____ by ____."</p> <p>"Both versions take place in ____, which</p>

					affects the story by ____." "The ____ version provides a clearer understanding because ____."
<b>7.RL.RRTC.10</b>	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	comprehension (comprensión)  literature (literatura)	<b>comprehend</b> literature  <b>analyze</b> text complexity  <b>interpret</b> meaning  <b>identify</b> themes  <b>make</b> inferences  <b>support</b> understanding with evidence	complex sentence with subordinating conjunction <i>e.g., "Although the text is __, __." "While __ is challenging, __."</i>  use of preposition phrases to for time, method, and reason <i>e.g., by using, though, despite, with support</i> <i>"By using __, I __."</i>  use of relative clauses for explanation or expansion <i>e.g., who, that, which, where</i> <i>"The story that __." "The character who __."</i>	<b>Questions</b> "How do you comprehend and interpret the text's theme or message?" "What strategies help you understand more difficult parts of the text?" "What evidence from the text supports your understanding?" "How do you determine the meaning of unfamiliar words in a complex text?" "How does figurative language in the text contribute to the meaning?"  <b>Sentence Stems</b> "The theme of the text is ____ because ____." "I can understand ____ by using ____ (context clues, re-reading, discussing with others, etc.)."



					<p>"The text shows ____ (evidence) that supports the idea that ____."</p> <p>"I use ____ to determine the meaning of ____."</p>
<b>7.RI.KID.1</b>	Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	<p>analysis (análisis)</p> <p>inference (inferencia)</p> <p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>explicit (explícito)</p>	<p><b>analyze</b> explicit meaning</p> <p><b>make</b> inferences</p> <p><b>cite</b> evidence</p> <p><b>justify</b> conclusions</p> <p><b>interpret</b> meaning</p> <p><b>evaluate</b> reasoning</p>	<p>use of simple present tense <i>e.g., "The text presents," "The author explains ____."</i></p> <p>use of present progressive tense <i>e.g., "The narrator is revealing, ____." "The author is developing ____."</i></p> <p>use of modal verbs <i>e.g., can, should, must</i> <i>"The text must ____."</i></p> <p>complex sentence structures for analysis <i>e.g., "Because the text says __, I can infer ____." "This text is ____ than ____."</i></p>	<p><b>Questions</b></p> <p>"What does the text explicitly say?"</p> <p>"What inferences can you make based on the text?"</p> <p>"What textual evidence supports your conclusion?"</p> <p>"How do you justify your interpretation of the text?"</p> <p>"How does the author use evidence to support the main idea?"</p> <p><b>Sentence Stems</b></p> <p>"The text explicitly states that ____ because ____."</p> <p>"I infer that ____ because ____."</p> <p>"The text provides the evidence of ____ to support the conclusion that ____."</p> <p>"I justify my interpretation by</p>

					<p>pointing to the details in the text such as ____."</p> <p>"The author uses evidence like ____ to support the main idea that ____."</p>
<b>7.RI.KID.2</b>	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	<p>central idea (idea central)</p> <p>analysis (análisis)</p> <p>development</p> <p>summary</p>	<p><b>determine</b> central idea</p> <p><b>analyze</b> development</p> <p><b>summarize</b> objectively</p> <p><b>identify</b> key details</p> <p><b>support</b> analysis with evidence</p>	<p>use of simple present tense <i>e.g., "The text conveys, ____."</i> <i>"The central idea is ____."</i></p> <p>use of present progressive tense <i>e.g., "The author is explaining, ____."</i> <i>"The character is highlighting ____."</i></p> <p>use of modal verbs <i>e.g., can, should, must</i></p> <p>complex sentence structures for cause and effect <i>e.g., "Because the details show __, the central idea is ____."</i></p> <p>use of sequencing words <i>e.g., First, Next, Then, Finally, In conclusion</i></p>	<p><b>Questions</b></p> <p>"What is the central idea of the text?"</p> <p>"How does the central idea develop over the course of the text?"</p> <p>"What key details support the development of the central idea?"</p> <p>"How can you provide an objective summary of the text?"</p> <p>"What evidence from the text supports the central idea?"</p> <p><b>Sentence Stems</b></p> <p>"The central idea of the text is ____ because ____."</p> <p>"The central idea develops from ____ to ____ by showing ____."</p> <p>"The key details that support the central idea are ____ because ____."</p> <p>"The text is about ____."</p>

					<p>It discusses ____."</p> <p>"The evidence from the text that supports the central idea includes ____ because ____."</p>
<b>7.RI.KID.3</b>	Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	<p>relationships (relaciones)</p> <p>interactions (interacciones)</p> <p>individuals (individuos)</p> <p>events (eventos)</p> <p>ideas (ideas)</p> <p>analyze (analizar)</p>	<p><b>analyze</b> relationships</p> <p><b>explain</b> interactions</p> <p><b>identify</b> connections</p> <p><b>describe</b> cause and effect</p> <p><b>interpret</b> the significance of relationships</p>	<p>use of complex sentence with subordinating conjunctions e.g., "Although __, __." "When __, __."</p> <p>use of preposition phrase for cause, effect, and comparison e.g., <i>as a result of, in response to, in contrast to, due to</i></p> <p>use of relative clauses e.g., <i>who, which, that</i> "The individual who ____." "The idea that ____." "The event which ____."</p> <p>use of infinitive phrase (to + verb) e.g., "To show the __, the author ____."</p> <p>Use of comparative structures e.g., "____ is more/less than ____ because ____." "While __, the other ____."</p>	<p><b>Questions</b></p> <p>"What relationships and interactions are shown between individuals/events/ideas?"</p> <p>"How do the individuals/events influence each other?"</p> <p>"How do the interactions between individuals/events affect the story?"</p> <p>"How does the author show the connection between events/individuals?"</p> <p><b>Sentence Stems</b></p> <p>"The relationship between ____ and ____ is important because ____."</p> <p>"____ influences ____ by ____."</p> <p>"The interaction between ____ and ____ affects the story by ____."</p> <p>"The author shows</p>

					the connection between ____ and ____ through ____ (action, dialogue, description)."
<b>7.RI.CS.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<p>structure (estructura)</p> <p>author (autor)</p> <p>development</p> <p>ideas (ideas)</p> <p>analysis (análisis)</p>	<p><b>analyze</b> text structure</p> <p><b>explain</b> the organization of ideas</p> <p><b>interpret</b> how sections contribute to the whole</p> <p><b>evaluate</b> the effect of structural choices</p>	<p>transition words for analysis <i>e.g., first, next, in addition, finally, for example, therefore</i></p> <p>complex sentences with subordinating conjunctions <i>e.g., "Although the section __, it __." "While the __ explains, the __."</i></p> <p>use of prepositional phrase for structure and function <i>e.g., in contrast, in the beginning, in support of, as part of</i> <i>"As part of the __, the section __." "In contrast to __, the __."</i></p> <p>use of relative clauses <i>e.g., that, which, who</i> <i>"The paragraph which __."</i></p> <p>use of infinitive phrases (to + verb)</p>	<p><b>Questions</b></p> <p>"How does the author structure the text to organize the ideas?"</p> <p>"How do the major sections of the text contribute to the whole?"</p> <p>"How do transitions between sections help the reader understand the development of an idea?"</p> <p>"How does the author use organization to create coherence in the text?"</p> <p><b>Sentence Stems</b></p> <p>"The author organizes the text by using ____ (sections, paragraphs, etc.), which helps develop the idea of ____."</p> <p>"The major sections of the text contribute to the whole by ____."</p> <p>"The transitions between sections help</p>

				<p>e.g., "To develop the __, the __." "To support the __, the __."</p>	<p>the reader follow the development of the idea by ____."</p> <p>"The author structures the text in a way that highlights the theme of ____ by organizing the ideas into ____."</p>
<b>7.RI.IKI.7</b>	Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	<p>compare (comparar)</p> <p>contrast (contrastar)</p> <p>analyze (analizar)</p> <p>medium portrayal</p>	<p><b>compare and contrast</b> versions of a text</p> <p><b>analyze</b> the portrayal of a subject</p> <p><b>evaluate</b> the techniques used in each medium</p> <p><b>interpret</b> the effect of different media</p>	<p>use of simple present tense e.g., "The diagram shows, __." "The table presents __. "</p> <p>use of present progressive tense e.g., "The chart is displaying, __." "The speaker is explaining __."</p> <p>use of modal verbs e.g., can, should, must "The images should __."</p> <p>complex sentence structures for cause and effect and comparison e.g., "Because the table shows __, we can conclude __." "The image illustrates __, while the table provides __."</p>	<p><b>Questions</b></p> <p>"How does the written text compare to the audio, video, or multimedia version?"</p> <p>"How does each medium affect the portrayal of the subject?"</p> <p>"How do the elements of sound or visuals in a multimedia version enhance the portrayal of the subject?"</p> <p>"How do the different media versions alter the interpretation of the subject?"</p> <p><b>Sentence Stems</b></p> <p>"The written text and the multimedia version are similar in __ but differ in __."</p> <p>"The use of __ in the multimedia version enhances the</p>

					<p>portrayal by ____."</p> <p>"The interpretation of the subject changes in the video/audio version because ____ (sound effects, tone, pacing), while the written text provides a more ____ portrayal."</p>
<b>7.RI.IKI.9</b>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	<p>analyze (analizar)</p> <p>authors (autores)</p> <p>evidence (evidencia)</p> <p>explanation (explicación)</p> <p>emphasize (énfasis)</p> <p>viewpoint</p>	<p><b>analyze</b> different authors' presentations</p> <p><b>compare</b> and <b>contrast</b> perspectives</p> <p><b>evaluate</b> evidence</p> <p><b>explain</b> how authors shape their explanations</p> <p><b>interpret</b> different arguments</p>	<p>complex sentences with subordinating conjunctions</p> <p><i>e.g., "Although both __ write about, they differ __."</i></p> <p><i>"While __ emphasizes, __ focuses on __."</i></p> <p>use of preposition phrases for contrast and emphasis</p> <p><i>e.g., in contrast, in comparison, in addition to, instead of</i></p> <p><i>"In compassion to __, the __."</i></p> <p>use of relative clauses</p> <p><i>e.g., "The article that focuses on __ argues that __."</i></p> <p>use of infinitive phrase (to + verb)</p> <p><i>e.g., "To emphasize __, the author uses __."</i></p>	<p><b>Questions</b></p> <p>"How do two authors present key information differently on the same topic?"</p> <p>"What evidence does each author emphasize to support their claims?"</p> <p>"How does each author or shape their explanation of events?"</p> <p>"What different perspectives do the authors offer on the same topic?"</p> <p>"How can you compare the effectiveness of each author's argument based on the evidence they use?"</p> <p><b>Sentence Stems</b></p> <p>"The authors present</p>

					<p>key information differently by emphasizing ____ (evidence, perspective) in their arguments."</p> <p>"Author A emphasizes ____ as evidence to support the claim that ____; whereas, Author B emphasizes ____ to argue that ____."</p> <p>"Author A shapes their explanation by focusing on ____ (events, reasons, consequences), while Author B explains the same events through ____ (different causes, different outcomes)."</p> <p>"Author A presents the topic from the perspective of ____ (e.g., historical, social, personal), where Author B offers an alternative perspective by focusing on ____."</p> <p>"Author A's argument is more effective because they use ____ as evidence, where Author B's argument</p>
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					is ____ due to the lack of ____."
<b>7.RI.RRTC.10</b>	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	comprehension (comprensión)  literature (literatura)  nonfiction	<b>comprehend</b> literature  <b>analyze</b> text complexity  <b>interpret</b> meaning  <b>identify</b> topics  <b>make</b> inferences  <b>support</b> understanding with evidence	complex sentence with subordinating conjunction <i>e.g., "Although the text is __, __." "While __ is challenging, __."</i>  use of preposition phrases to for time, method, and reason <i>e.g., by using, though, despite, with support</i> <i>"By using __, I __."</i>  use of relative clauses for explanation or expansion <i>e.g., who, that, which, where</i> <i>"The story that __." "The character who __."</i>	<b>Questions</b> "How did your language change for this audience?" "What tone did you use, and why?" "How did your word choice match the task?" "Why did you revise certain words or phrases?" "What kind of language works best for this purpose?"  <b>Sentence Stems</b> "I chose to use __ language because my audience is ____." "For this formal/informal task, I used ____." "The tone of my writing is __ to match the purpose." "Because this is for __, I included/excluded

					<p>____."</p> <p>"To adapt to this task, I revised my language by ____."</p>
<b>7.SL.CC.2</b>	Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	<p>main idea (idea central)</p> <p>details</p> <p>clarify (aclarar)</p> <p>analysis (análisis)</p> <p>interpretation (interpretación)</p>	<p><b>analyze</b> main ideas</p> <p><b>identify</b> supporting details</p> <p><b>explain</b> clarification of topics</p> <p><b>evaluate</b> how media formats contribute to understanding</p>	<p>complex sentences with subordinating conjunctions  <i>e.g., "Although the image seems, it ____." "While the video shows ____, the ____."</i></p> <p>use of prepositional phrases for source function and contribution  <i>e.g., according to, in addition to, based on, in contrast with</i>  <i>"According to the video, the ____." "In addition to the ____, the ____."</i></p> <p>use of relative clauses  <i>e.g., "The chart that illustrates __ helps the ____." "The media that accompany the article show ____."</i></p>	<p><b>Questions</b></p> <p>"What are the main ideas presented in the different media formats?"</p> <p>"What differences do you notice between the main ideas presented in a written text and a multimedia format?"</p> <p>"How do the supporting details in an audio, video, or multimedia format help explain the text?"</p> <p>"How do the media formats used in the presentation affect the way the information is understood?"</p> <p><b>Sentence Stems</b></p> <p>"The main idea in the media format is ____ because ____."</p> <p>"The supporting details in the media format help clarify the topic by ____."</p>

					<p>"The media clarifies the issue by presenting ____ (visuals, sound, facts, etc.) which make it easier to understand ____."</p> <p>"The media impacts my interpretation by ____ (highlighting, focusing on, repeating) certain details that I might have missed in the written text."</p>
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# ELD Standard 2 and Seventh 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										7.SL.CC.1		7.W.PDW.6 7.W.RW.10	
TN ELA Standard			Academic Language (Cognates)		Language Functions			Language Forms			Questions and Sentence Stems			
7.SL.CC.1	Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly	discussion (discusión)  collaboration (colaboración)  idea (idea)  analysis (análisis)  response  audience (audiencia)	<b>participate</b> in discussions by sharing ideas  <b>respond</b> to peer comments and questions  <b>build</b> on others' ideas in conversation  <b>clarify or rephrase</b> statements for understanding  <b>provide</b> evidence to support opinions  <b>ask</b> for clarification or elaboration			transition words <i>e.g., First, In addition, Furthermore, However</i>  question word <i>e.g., Who, What, Where, When, Why, How</i> <i>"What do you think about ___?" "How does this relate to ___?"</i>  complex sentences <i>e.g., "I agree because ____." "I see it differently because ____."</i>  use of modal verbs <i>e.g., could, should, would</i> <i>"We could consider ____." "Maybe we should ____."</i>			<b>Questions</b> "What can you do to listen carefully and understand what others are saying?" "Why is it important to build on others' ideas instead of just talking about your own?" "What are some ways to keep the conversation focused on the topic?" "How can you make sure your ideas are clear and easy for others to understand?"  <b>Sentence Stems</b> "What do you think about ____?" "How does this connect to what ____ said?" "Can you explain your reasoning for ____?"					

				<p>phrases for clarification  <i>e.g., "So, are you saying that ___?" "Can you explain that another way?"</i></p>	<p>"I agree with ___ because ___."          "I see it differently because ___."          "Can you clarify what you meant by ___?"          "Building on what ___ said, I think ___."          "One example that supports this idea is ___."</p>
<b>7.W.PDW.6</b>	Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	<p>technology (tecnología)</p> <p>internet (internet)</p> <p>publish (publicar)</p> <p>collaboration (colaboración)</p> <p>citation (citación)</p> <p>link</p> <p>analysis (análisis)</p> <p>cite</p>	<p><b>produce and publish</b> writing using technology</p> <p><b>collaborate</b> with peers in digital spaces</p> <p><b>link and cite</b> sources appropriately</p> <p><b>respond</b> to comments and feedback online</p> <p><b>revise and edit</b> digital writing</p> <p><b>type and format</b> a complete product</p>	<p>citations with signal phrases  <i>e.g., "The author states that ___." "According to the text, ___."</i></p> <p>compound and complex sentences  <i>e.g., "Even though I think ___, there are some points ___."</i></p> <p>present for explanations  <i>e.g., "This story shows ___."</i></p> <p>active and passive voice  <i>e.g., "The study was conducted by the researchers." vs. "The researchers conducted the study."</i></p> <p>structures to strengthen arguments</p>	<p><b>Questions</b>          "How can we use technology to improve our writing?"          "What is the best way to cite sources in a digital format?"          "Where can you find reliable sources for your writing?"</p> <p><b>Sentence Stems</b>          "I used technology to publish my work by ___."          "One source that supports my idea is ___."</p>

				<i>e.g., "This shows that ____." "This proves ____."</i>	
<b>7.W.RW.10</b>	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	<p>routine (rutina)</p> <p>extended (extendido/a)</p> <p>purpose</p> <p>audience (audiencia)</p> <p>discipline (disciplina)</p>	<p><b>write</b> for different purposes and audiences</p> <p><b>organize</b> writing based on task requirements</p> <p><b>develop</b> ideas over time through drafting and revising</p> <p><b>use</b> appropriate tone and style for the audience</p> <p><b>revise and refine</b> writing for clarity</p> <p><b>adjust</b> writing length based on time constraints</p>	<p>complex sentences <i>e.g., "Since the audience is academic, the tone should be formal."</i></p> <p>verb tense consistency <i>e.g., "Yesterday, I wrote my first draft. Today, I am revising it."</i></p> <p>pronoun-antecedent agreement <i>e.g., "Each student must have their books."</i></p> <p>genre-specific writing structures <i>e.g., essays, reports, narratives</i></p> <p>diction for the audience and the task <i>e.g., formal language for academic writing, informal for personal writing</i></p> <p>transition words/phrases <i>e.g., Firstly, In conclusion, On the other hand</i></p>	<p><b>Questions</b></p> <p>"How can you develop your ideas over multiple drafts?"</p> <p>"What strategies can you use to stay on task during extended writing?"</p> <p>"Why is it important to write both quickly and carefully for different tasks?"</p> <p>"How can you improve your writing when you only have a short time?"</p> <p><b>Sentence Stems</b></p> <p>"To improve my writing, I revised ____ by ____."</p> <p>"One strategy I used to manage my writing time was ____."</p> <p>"In a shorter time frame, I will focus on ____ to make sure I finish on time."</p> <p>"If I have a longer time frame, I will ____ to revise and improve my work."</p>

# ELD Standard 3 and Seventh 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		7.L.VAU.6			7.SL.CC.3	7.W.TTP.2 7.W.TTP.3
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	acquire (adquirir)	accurately phrase (frase) expression (expresión) comprehension (comprensión) context (contexto)	<b>acquire</b> unfamiliar words  <b>define</b> the meanings of content-related terms  <b>analyze</b> the meaning of words based on their usage  <b>distinguish</b> between every day and subject-specific terms  <b>interpret</b> subtle differences in word meanings	phrases to define vocabulary <i>e.g., "The term __ means __." " __ refers to __."</i>  phrases to clarify meaning <i>e.g., "Based on the sentence, the word __ means __." "The phrase ' __ ' helps the reader understand that __."</i>  demonstrating comprehension <i>e.g., "In this passage, the word __ contributes to the meaning by __."</i>  explaining domain-specific vocabulary <i>e.g., "In __, the word</i>	<b>Questions</b> "What does the word __ mean in this context?" "How can you determine the meaning of the word __?" "What context clues help you understand the word __?" "How does the domain-specific vocabulary clarify the concept?" "How can you apply this new vocabulary word in your writing or speaking?"  <b>Sentence Stems</b> "The word __ means __ because __." "Based on the sentence, I can determine that the word __ means __." "The phrase __ provides a clue to the meaning of	

				<p>__ refers to __." "The term __ is used in __ to describe __."</p> <p>__ by __."</p> <p>"The term __ is used to describe __ in the __."</p> <p>"I can apply this new vocabulary word in my writing by __."</p> <p>"The author's use of __ demonstrates __ by providing a specific term for __."</p>	
<b>7.SL.CC.3</b>	Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	<p>argument (argumento)</p> <p>claim</p> <p>evidence (evidencia)</p> <p>reason (razón)</p> <p>sufficient</p> <p>relevance</p>	<p><b>explain</b> an argument</p> <p><b>distinguish</b> between supported and unsupported claims</p> <p><b>analyze</b> reasoning</p> <p><b>evaluate</b> evidence</p> <p><b>report</b> findings from a speech or presentation</p>	<p>reporting verbs &amp; noun clauses e.g., "The speaker argues that __." "It is claimed that __." "According to the speaker, __."</p> <p>appositives and relative clauses e.g., "One claim, which is central to the argument, is that __." "If this evidence is valid, then the claim is __." "The reason provided is that __."</p> <p>causal and conditional clauses e.g., "This claim is supported by evidence because __." "The reason provided is that __."</p>	<p><b>Questions</b></p> <p>"What is the speaker's main argument?"</p> <p>"Which claims are supported by evidence?"</p> <p>"What kind of evidence does the speaker provide?"</p> <p>"Which claims seem unsupported?"</p> <p>"Why do you think the argument is strong or weak?"</p> <p><b>Sentence Stems</b></p> <p>"The speaker's argument is that __."</p> <p>"One claim that is supported by evidence is __ because __."</p> <p>"The speaker provides __ as a reason for __."</p> <p>"This claim is not supported because __."</p> <p>"I believe the argument is strong/weak because __."</p>



				<p>use of cohesive devices and local transitions</p> <p><i>e.g., "For example, the statement ___ provides evidence from the claim that ___." "However, this claim ___."</i></p>	
<b>7.W.TTP.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p>	<p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>formatting (formato)</p> <p>clarify (clarificar)</p> <p>precise (preciso/a)</p> <p>formal (formal)</p> <p>text evidence</p> <p>elaborate</p>	<p><b>introduce</b> a topic</p> <p><b>organize</b> ideas clearly</p> <p><b>explain and analyze</b> evidence</p> <p><b>develop</b> a topic with specific details</p> <p><b>conclude</b> a written explanation</p>	<p>declarative statements, appositives, and noun clauses for introductory topics</p> <p><i>e.g., "The purpose of this text is to explain__." "___, refer to ___, is important because __." "This article will examine how/why/what __."</i></p> <p>sequencing transitions, spatial/chronological language</p> <p><i>e.g., "First, it is important to understand__." "Following this, the __." "Each section is __."</i></p> <p>complex sentence structures and embedded clauses</p> <p><i>e.g., "According to __, means __." "One</i></p>	<p><b>Questions</b></p> <p>"What facts, definitions, or examples support your topic?"</p> <p>"How will you introduce your topic clearly?"</p> <p>"How can you improve cohesion in your writing?"</p> <p>"What makes an effective conclusion?"</p> <p>"How will you ensure your writing is precise and formal?"</p> <p><b>Sentence Stems</b></p> <p>"One relevant fact/example that supports my topic is ___ because __."</p> <p>"I will introduce my topic by stating ___ and providing __."</p> <p>"I will use transitions such as ___ to connect my ideas."</p> <p>"To organize my ideas, I will use ___ such as __."</p> <p>"This evidence supports</p>

	<p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>			<p><i>example of this is ___, which shows that ___.</i>  <i>"This concept can be defined as ___ and demonstrated ___."</i></p> <p>conditional clause for cause/effect and elaboration  <i>e.g., "This evidence is significant because it shows that ___." "If this trend continues, then ___ by ___." "This detail supports the idea that ___ by ___." "The fact emphasized the importance of ___."</i></p> <p>logical connectors  <i>e.g., "Furthermore, ___ supports the previous idea." "In contrast, ___ demonstrates ___." "For instance, ___ shows that ___." "As a result, ___."</i></p> <p>vocabulary integration and clarification  <i>e.g., "The term '___' refers to ___ and is used to describe ___." "In scientific/technical/historical terms, ___ means ___." "This topic involves specialized vocabulary</i></p>	<p>my explanation by ___."          "An effective conclusion might be ___."          "I will use precise vocabulary such as ___ instead of ___."</p>
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				<p><i>such as __, which means __."</i></p> <p>sentence combining, subordination, and relative clauses e.g., "Although __, it is also true that __." "__, which is defined as __, plays a key role in __." "Not only does __ affect __, but it also influences __." "By analyzing __, one can see that __."</p>	
<b>7.W.TTP.3</b>	<p>Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing,</p>	<p>narrator (narrador)</p> <p>character</p> <p>sequence (secuencia)</p> <p>description (descripción)</p> <p>reflection (reflexión)</p> <p>point of view</p>	<p><b>establish</b> a clear narrative context and point of view</p> <p><b>organize</b> events logically and sequentially</p> <p><b>develop</b> characters and events through dialogue, pacing, and description</p> <p><b>use</b> transitions to signal shifts and relationships between</p>	<p>past tense verbs (regular/irregular) e.g., "She walked into the room and saw __."</p> <p>punctuation of a dialogue e.g., "<i>He whispered, 'We have to go now.'</i>"</p> <p>descriptive adjectives and adverbs e.g., "<i>The eerie silence filled the cold, dark alley.</i>"</p> <p>transition words/phrases</p>	<p><b>Questions</b></p> <p>"Who is the narrator or main character in your story?"</p> <p>"What happens first, next, and last in your narrative?"</p> <p>"How do you show what the characters are feeling or doing?"</p> <p>"What descriptive or sensory language helps the reader imagine the scene?"</p> <p>"How does your story end or reflect on the experience?"</p> <p><b>Sentence Stems</b></p> <p>"The story begins when</p>

	<p>description, and reflection when appropriate, to develop experiences, events, and/or characters.</p> <p>e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</p> <p>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</p>		<p>events</p> <p><b>describe</b> experiences with sensory and precise language</p> <p><b>maintain</b> coherence through structured storytelling</p> <p><b>add</b> sensory and descriptive language</p>	<p><i>e.g., first, next, suddenly, after that, finally</i></p> <p>temporal adverbs, participial phrases, cause-effect structures  <i>e.g., "Gradually, tension began to rise as ____."</i>  <i>"Having realized his mistake, he quickly ____."</i> <i>"As the story progressed, it became clear that ____."</i>  <i>"Meanwhile, in another part of the city, ____ was unfolding."</i></p> <p>use of narrative techniques and sensory language  <i>e.g., "He whispered, 'I think we're being followed,' and quickened his pace."</i> <i>"The cold wind pressed against her skin, reminding her of ____."</i></p>	<p>____."</p> <p>"Suddenly, ____ happened, and the character ____."</p> <p>"This moment was important because ____."</p> <p>"I used dialogue to show ____."</p> <p>"In the end, the character learned that ____."</p>
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# ELD Standard 4 and Seventh 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		7.L.VAU.6			7.SL.PKI.4	7.W.TTP.1 7.W.RBPK.9
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	acquire (adquirir)	accurately phrase (frase) expression (expresión) comprehension (comprensión) context (contexto)	<b>acquire</b> unfamiliar words  <b>define</b> the meanings of content-related terms  <b>analyze</b> the meaning of words based on their usage  <b>distinguish</b> between every day and subject-specific terms  <b>interpret</b> subtle differences in word meanings	phrases to define vocabulary <i>e.g., "The term ___ means ___." "___ refers to ___."</i>  phrases to clarify meaning <i>e.g., "Based on the sentence, the word ___ means ___." "The phrase '___' helps the reader understand that ___."</i>  demonstrating comprehension <i>e.g., "In this passage, the word ___ contributes to the meaning by ___."</i>  explaining domain-specific vocabulary <i>e.g., "In ___, the word</i>	<b>Questions</b> "What does the word ___ mean in this context?" "How can you determine the meaning of the word ___?" "What context clues help you understand the word ___?" "How does the domain-specific vocabulary clarify the concept?" "How can you apply this new vocabulary word in your writing or speaking?"  <b>Sentence Stems</b> "The word ___ means ___ because ___." "Based on the sentence, I can determine that the word ___ means ___." "The phrase ___ provides a clue to the meaning of	

				<p>__ refers to __." "The term __ is used in __ to describe __."</p>	<p>__ by __."</p> <p>"The term __ is used to describe __ in the __."</p> <p>"I can apply this new vocabulary word in my writing by __."</p> <p>"The author's use of __ demonstrates __ by providing a specific term for __."</p>
<b>7.SL.PKI.4</b>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>claim</p> <p>findings</p> <p>coherent (coherente)</p> <p>detail (detalle)</p> <p>example (ejemplo)</p> <p>appropriate (apropiado/a)</p> <p>eye contact</p> <p>volume (volumen)</p>	<p><b>present</b> claims and findings effectively</p> <p><b>support</b> key points with relevant details and examples</p> <p><b>organize</b> information in a coherent and logical manner</p> <p><b>use</b> descriptions, facts, and examples to support a claim</p> <p><b>apply</b> proper speaking techniques (eye contact, volume, pronunciation)</p> <p><b>structure</b> ideas clearly for oral presentation</p>	<p>use of declarative structures, reporting verbs, appositives <i>e.g., "Today, I will present the claim that __." "The main idea of this presentation is that __." "My claim, which is based on current research, states that __."</i></p> <p>use of emphatic structures, adverbial phrases, repetition for focus <i>e.g., "What's most important to understand is that __." "A critical point to remember is __." "The phrase __ highlights how significant this issue is."</i></p>	<p><b>Questions</b></p> <p>"What is your main claim or finding?"</p> <p>"How will you emphasize the most important points?"</p> <p>"What evidence supports your claim?"</p> <p>"How will you organize your information coherently?"</p> <p>"What speaking strategies will you use for clarity?"</p> <p>"How will you engage your audience?"</p> <p>"Why is eye contact important in presentations?"</p> <p><b>Sentence Stems</b></p> <p>"The main claim I am presenting is __ because __."</p> <p>"I will emphasize __ by using __ and providing examples like __."</p>

				<p>complex sentences for cause-effect and citation phrases  <i>e.g., "According to [source], __, which supports my claim because __." "This fact demonstrates that __." "For example, __ illustrates how __." "One detail that supports this idea is __, showing that __."</i></p> <p>use of transition words, sequencing language, contrastive markers  <i>e.g., "First, I will explain __, and then I'll discuss __." "Next, let's look at __." "However, some people argue that __, but the evidence shows __." "In contrast to this view, __ provides a different perspective."</i></p> <p>summative language, conditional and result clauses  <i>e.g., "To conclude, the evidence supports the claim that __." "If we take this information seriously, then __ is</i></p>	<p>"The evidence that supports this claim is __ because __."</p> <p>"First, I will discuss __, then I will explain __, and finally, I will conclude with __."</p> <p>"I will use clear pronunciation and maintain eye contact by __."</p> <p>"To engage my audience, I will use __ and make sure to __."</p> <p>"Eye contact is important because it helps __ and shows __."</p>
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				<p><i>possible." "In summary, my findings show that ____." "The key takeaway is that ____."</i></p> <p>metacognitive language for self-monitoring speaking skills  <i>e.g., "I will now slow down to explain this point more clearly." "Let me repeat that point to ensure clarity."</i></p>	
<b>7.W.TTP.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).  b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.  d. Use credible sources and demonstrate an understanding of the topic or source material.  e. Craft an effective and relevant conclusion that supports the argument presented.</p>	<p>argument (argumento)</p> <p>claim</p> <p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>transition (transición)</p>	<p><b>state</b> and <b>defend</b> a claim</p> <p><b>support</b> ideas with reasons and evidence</p> <p><b>acknowledge</b> opposing views</p> <p><b>organize</b> arguments logically</p> <p><b>conclude</b> writing with a clear position</p>	<p>declarative statements, thesis structures, parallel phrasing  <i>e.g., "This argument supports the claim that ____." "It is clear that ____ because ____." "The central claim of this essay is that ____."</i></p> <p>use of complex sentence structures for cause-effect, contrasting transitions, concessive clauses  <i>e.g., "One reason this claim is valid is that ____." "According to [source], ____, which</i></p>	<p><b>Questions</b></p> <p>"How will you support your claim with evidence?"</p> <p>"What counterarguments or opposing claims should you acknowledge?"</p> <p>"How will you organize your reasons and evidence?"</p> <p>"What will your conclusion emphasize?"</p> <p>"What precise language will you use?"</p> <p>"What transitions will you use to connect ideas?"</p> <p>"How will you maintain a formal tone in your writing?"</p>



	<p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style</p>		<p><i>supports the argument by __.</i> "An opposing viewpoint suggests __; however, this claim is weakened by __."</p> <p>use of logical connectors, sequence transitions, relative clauses  <i>e.g., "The first reason this claim holds true is that __." "Another factor that contributes to __ is __." "This leads to __, which in turn causes __." "Each reason builds on the last to show that __."</i></p> <p>attribution phrases, embedded citations, summary clauses  <i>e.g., "According to the research presented by __, __." "This source explains that __, which helps the reader understand that __." "The article ' __ ' provides evidence that __."</i></p> <p>summative phrases, result clauses, conditional structures</p>	<p><b>Sentence Stems</b></p> <p>"My claim is __ because __."</p> <p>"I will support my claim by providing __ from __, which shows __."</p> <p>"Some may argue that __, but I believe __ because __."</p> <p>"First, I will write __, followed by __, and then I will explain why __."</p> <p>"In conclusion, my argument is supported by __, and it shows that __."</p> <p>"I will use terms like __ to make my argument clearer and more specific."</p> <p>"I will use transitions such as __ to show relationships between ideas."</p> <p>"I will avoid casual language and use formal language such as __ to maintain a professional tone."</p>
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				<p>e.g., "In conclusion, the evidence supports the argument that ____." "If we follow the logic of the argument, then it is clear that ____." "To summarize, the claim is well supported by ____." "Ultimately, this reasoning shows that ____."</p> <p>logical connectors (additive, contrastive, causal) e.g., "Furthermore, the data supports ____." "In contrast, others believe ____." "Therefore, it can be concluded that ____." "As a result of this evidence, ____ becomes more convincing."</p>	
<b>7.W.RBPK.9</b>	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	<p>interpretation (interpretación)</p> <p>analysis (análisis)</p> <p>reflection (reflexión)</p> <p>evidence (evidencia)</p>	<p><b>interpret</b> and <b>explain</b> meaning</p> <p><b>analyze</b> ideas or claims</p> <p><b>reflect</b> on meaning or significance</p> <p><b>select</b> and <b>cite</b> relevant evidence</p>	<p>use of declarative structures, relative clauses, and appositives e.g., "The text suggests that ___, which means ____." "This detail reveals that the character ____." "The author's use of ___ illustrates ____."</p>	<p><b>Questions</b></p> <p>"How do you know if the evidence is relevant?"</p> <p>"How do you know if the evidence is sufficient to support your claim?"</p> <p>"What evidence from the text can you use to support your claim?"</p> <p>"How will you compare evidence from different texts?"</p>

		relevant (relevante)	<p><b>evaluate</b> the sufficiency of evidence</p> <p>use of reporting verbs, prepositional phrases, and quotation integration  <i>e.g., "According to the text, '___,' which supports the idea that ___." "In paragraph ___, the narrator explains that ___."</i></p> <p>use of conditional phrases, participial phrases, and complex sentences  <i>e.g., "Reflecting on this detail, I believe the author wants the reader to understand that ___." "If we consider the character's actions, it becomes clear that ___." "This connects to research on ___, which also shows that ___."</i></p> <p>use of comparative and evaluative structures, metacognitive verbs  <i>e.g., "This evidence is relevant because it directly supports the claim that ___." "Although the</i></p>	<p><b>Sentence Stems</b></p> <p>"The evidence is relevant because it directly addresses ___ and helps explain ___."</p> <p>"The evidence is sufficient because it provides enough detail to show ___."</p> <p>"In the text, it says ___, which supports my claim that ___."</p> <p>"The evidence from ___ supports my claim by showing ___, while the evidence from ___ also provides support because ___."</p>
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				<i>quote provides detail, it is insufficient to prove ____." "This example is more convincing than the previous one because ____."</i>	
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# ELD Standard 5 and Seventh 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										7.SL.PKI.4 7.SL.PKI.5		7.W.RBPK.7 7.W.RBPK.8 7.W.RBPK.9
TN ELA Standard			Academic Language (Cognates)		Language Functions		Language Forms		Questions and Sentence Stems				
7.SL.PKI.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		findings  coherent (coherente)  detail (detalle)  example (ejemplo)  appropriate (apropiado/a)		<b>present</b> findings effectively  <b>support</b> with key points with relevant details and examples  <b>organize</b> information in a coherent and logical manner  <b>use</b> descriptions, facts, and examples to support a claim  <b>apply</b> proper speaking techniques (eye contact, volume, pronunciation)  <b>structure</b> ideas clearly for oral presentation		use of emphatic structures, adverbial phrases, repetition for focus <i>e.g., "What's most important to understand is that ____."</i> <i>"A critical point to remember is ____."</i> <i>"This matters because ____."</i>  use of transition words, sequencing language, contrastive markers <i>e.g., "First, I will explain ____, and then I'll discuss ____."</i> <i>"Next, let's look at ____."</i> <i>"However, some people argue that ____, but the evidence shows ____."</i> <i>"In contrast to this ____"</i>		<b>Questions</b> "What is your main finding?" "How will you emphasize the most important points?" "What evidence supports your claim?" "How will you organize your information coherently?" "What speaking strategies will you use for clarity?"  <b>Sentence Stems</b> "The main finding is ____ because ____." "I will emphasize ____ by using ____ and providing examples like ____." "The evidence that supports this claim is ____ because ____."				

				<p><i>view, __ provides a different perspective."</i></p> <p>summative language, conditional and result clauses  <i>e.g., "To conclude, the evidence supports the claim that __." "If we take this information seriously, then __ is possible." "In summary, my findings show that __." "The key takeaway is that __."</i></p> <p>metacognitive language for self-monitoring speaking skills  <i>e.g., "I will now slow down to explain this point more clearly." "Let me repeat that point to ensure clarity."</i></p>	<p>"First, I will discuss __, then I will explain __, and finally, I will conclude with __."</p> <p>"To engage my audience, I will use __ and make sure to __."</p>
<b>7.SL.PKI.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	<p>visual (visual) display</p> <p>presentation (presentación)</p> <p>clarify</p> <p>claim</p>	<p><b>use</b> multimedia components to clarify claims and findings</p> <p><b>use</b> visual displays to emphasize key points</p> <p><b>organize</b> multimedia to enhance communication</p>	<p>use of subordinating conjunctions  <i>e.g., because, since, as a result, therefore</i>  <i>"We found that __ because __." "As a result of __, we concluded __." "This happened since __."</i></p>	<p><b>Questions</b></p> <p>"What multimedia will you use to clarify your claims?"</p> <p>"How will you use visuals to emphasize major points?"</p> <p>"How will you organize your presentation with multimedia?"</p>

		<p>emphasize (enfaticar)</p> <p>solution (solución)</p>	<p><b>evaluate</b> multimedia components in clarifying and supporting claims</p>	<p>use of was/were + past participle e.g., "The data was collected by ____." "The results were analyzed and presented using ____."</p> <p>use of reporting verbs e.g., said, stated, reported, claimed "The author stated that '____', which supports our claim because ____." "Research shows that ____."</p>	<p>"How will multimedia help you communicate your findings?" "What solution will you present using multimedia?"</p> <p><b>Sentence Stems</b> "I will use a video demonstrating ____ to clarify my claim that ____." "I will use a chart to show the relationship between ____ and ____, emphasizing the key point that ____." "I will start with an introduction, followed by a video, and end with a summary of the main points shown on the slides." "The chart I'm using will emphasize the most important aspect of ____ by showing how ____." "By showing this example, I will propose that ____ is an effective solution to the problem of ____."</p>
<b>7.W.RBPK.7</b>	Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	<p>generate (generar)</p> <p>related (relacionado)</p> <p>focused</p>	<p><b>conduct</b> research to answer a question</p> <p><b>synthesize</b> information from multiple sources</p>	<p>formulate wh-questions (who, what, when, where, why, how) and auxiliary verbs e.g., "What causes ____, and how can it be</p>	<p><b>Questions</b> "What question are you researching?" "What sources will you use to answer the question?" "What additional focused</p>

		<p>clarify</p> <p>explore (explorar)</p> <p>evaluate (evaluar)</p> <p>resource</p> <p>synthesis (síntesis)</p>	<p><b>formulate</b> questions for further investigation</p> <p><b>evaluate</b> sources for credibility and relevance</p> <p><b>clarify</b> concepts through investigation</p> <p><b>organize</b> findings to answer the research question effectively</p>	<p><i>prevented?" "Why is __ important in __?" "How does __ affect __?"</i></p> <p>use of transition words <i>e.g., according to, in other words, this means</i> <i>"According to the article, __." "In other words, the author is saying that __." "This means that __."</i></p> <p>use of subordinating conjunctions <i>e.g., although, even though, while, because</i> <i>"Although Source A says __, Source B claims __." "While both sources discuss __, only one explains __."</i></p> <p>use of the future tense and modals <i>e.g., will, might, could, going to</i> <i>"Next, we will investigate __ to learn more about __." "This research leads us to ask: What could happen if __?" "We might explore __ as a</i></p>	<p>questions do you need to explore?"</p> <p>"How do you organize your findings?"</p> <p>"How will you synthesize information from multiple sources?"</p> <p>"What examples will you provide to clarify your findings?"</p> <p>"What related topics are you exploring?"</p> <p><b>Sentence Stems</b></p> <p>"I am researching the question: __."</p> <p>"I will review multiple sources such as __, __, and __ to gather information."</p> <p>"One additional question I need to explore is __, to further understand __."</p> <p>"I organized my findings by grouping related information under themes like __ and __."</p> <p>"I will combine the findings from __ and __ to support my argument that __."</p> <p>"As I research, I will adjust my question based on the information I find, especially focusing on __."</p>
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				<i>follow-up to our original question."</i>	"I will provide examples from ____ to clarify that ____." "I am also exploring related topics such as ____ to deepen my understanding of ____."
<b>7.W.RBPK.8</b>	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	integrate (integrar)  print and digital resources  data (datos)  paraphrase  citation (citación)	<b>integrate</b> relevant and credible information from various sources  <b>quote</b> or <b>paraphrase</b> information accurately from sources  <b>cite</b> sources appropriately  <b>synthesize</b> information from different sources to support claims	use of adjectives and adverbs <i>e.g., credible, reliable, relevant, clearly, strongly</i> <i>"This source is credible because it was written by ____ and published by ____."</i> <i>"The information is relevant to our topic because ____."</i> <i>"The author clearly supports their claims with ____."</i>  complex sentences with conjunctions <i>e.g., while, although, since, because</i> <i>"Although both sources discuss ____, only one provides ____ to support the claim."</i> <i>"Since the study was published by ____, it adds credibility to our argument."</i> <i>"While Source A focuses on ____, Source B provides more recent data about ____."</i>	<b>Questions</b> "What relevant and credible sources will you use for your research?" "How will you paraphrase the information you find?" "How will you synthesize information from multiple sources?"  <b>Sentence Stems</b> "I will use sources such as ____ and ____ because they provide credible and relevant information." "I will paraphrase the data from ____ and quote the conclusion of ____ to support my argument." "I will synthesize information from ____ and ____ to make a stronger argument about ____."

				<p>use of punctuation in direct quotes  <i>e.g., "The author explains that ____."</i>  <i>"[Author] states, '____.'"</i></p>	
<b>7.W.RBPK.9</b>	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	<p>interpretation (interpretación)</p> <p>analysis (análisis)</p> <p>reflection (reflexión)</p> <p>evidence (evidencia)</p> <p>relevant (relevante)</p>	<p><b>interpret</b> and <b>explain</b> meaning</p> <p><b>analyze</b> ideas or claims</p> <p><b>reflect</b> on meaning or significance</p> <p><b>select</b> and <b>cite</b> relevant evidence</p> <p><b>evaluate</b> the sufficiency of evidence</p>	<p>use of declarative structures, relative clauses, and appositives  <i>e.g., "The text suggests that ___, which means ____."</i> "One interpretation of this passage is that ___ because ____." "This detail reveals that the character ____." "The author's use of ___ illustrates ____."</p> <p>use of reporting verbs, prepositional phrases, and quotation integration  <i>e.g., "According to the text, '____,' which supports the idea that ____."</i> "The phrase '____' shows that ____." "In paragraph ___, the narrator explains that ____."</p> <p>use of conditional phrases, participial</p>	<p><b>Questions</b></p> <p>"How do you know if the evidence is relevant?"</p> <p>"How do you know if the evidence is sufficient to support your claim?"</p> <p>"What evidence from the text can you use to support your claim?"</p> <p>"How will you compare evidence from different texts?"</p> <p><b>Sentence Stems</b></p> <p>"The evidence is relevant because it directly addresses ____ and helps explain ____."</p> <p>"The evidence is sufficient because it provides enough detail to show ____."</p> <p>"In the text, it says ___, which supports my claim that ____."</p> <p>"The evidence from ____ supports my claim by showing ___, while the evidence from ____ also provides support because ____."</p>

				<p>phrases, and complex sentences  <i>e.g., "If we consider the character's actions, it becomes clear that ____." "This connects to research on ___, which also shows that ____." "Having read both sources, I can conclude that ____."</i></p> <p>use of comparative and evaluative structures, metacognitive verbs  <i>e.g., "This evidence is relevant because it directly supports the claim that ____." "This example is more convincing than the previous one because ____."</i></p>	
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# ELD Standard 6 and Seventh 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			7.L.VAU.6		7.RI.CS.6 7.RI.IKI.8	7.SL.CC.3	7.W.TTP.1
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
7.L.VAU.6	Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	acquire (adquirir)  accurately phrase (frase)  expression (expresión)  comprehension (comprensión)  context (contexto)	<b>acquire</b> unfamiliar words  <b>define</b> the meanings of content-related terms  <b>analyze</b> the meaning of words based on their usage  <b>distinguish</b> between every day and subject-specific terms  <b>interpret</b> subtle differences in word meanings		phrases to define vocabulary <i>e.g., "The term ___ means ___." "___ refers to ___."</i>  phrases to clarify meaning <i>e.g., "Based on the sentence, the word ___ means ___." "The phrase '___' helps the reader understand that ___."</i>  demonstrating comprehension <i>e.g., "In this passage, the word ___ contributes to the meaning by ___."</i>  explaining domain-specific vocabulary <i>e.g., "In ___, the word</i>		<b>Questions</b> "What does the word ___ mean in this context?" "How can you determine the meaning of the word ___?" "What context clues help you understand the word ___?" "How does the domain-specific vocabulary clarify the concept?" "How can you apply this new vocabulary word in your writing or speaking?"  <b>Sentence Stems</b> "The word ___ means ___ because ___." "Based on the sentence, I can determine that the	

				<p>__ refers to __." "The term __ is used in __ to describe __."</p> <p>comparative adjectives and adverbs e.g., more clearly, stronger, less effective "This argument is stronger than the other because it uses __." "Using the term ' __ ' makes the point clearer because __. "</p>	<p>word __ means __."</p> <p>"The phrase __ provides a clue to the meaning of __ by __."</p> <p>"The term __ is used to describe __ in the __."</p> <p>"I can apply this new vocabulary word in my writing by __."</p> <p>"The author's use of __ demonstrates __ by providing a specific term for __."</p>
<b>7.RI.CS.6</b>	Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	<p>distinguish (distinguir)</p> <p>critique (criticar)</p> <p>argument (argumento)</p> <p>reasoning</p> <p>evidence (evidencia)</p> <p>compare (comparar)</p> <p>contrast (contrastar)</p>	<p><b>determine</b> the author's point of view or purpose</p> <p><b>analyze</b> how the author distinguishes their position from others</p> <p><b>critique</b> the author's argument</p> <p><b>compare and contrast</b> different points of view or positions</p> <p><b>support</b> critiques with specific examples from the text</p>	<p>subject-verb agreement in present tense; prepositional phrases e.g., "The author believes that __ because __." "In the text, the author's point of view is that __." "From the author's perspective, __ is important because __."</p> <p>use of infinitive structures (to inform, to persuade, to entertain) e.g., "The author's purpose is to __ by __." "The author wrote this</p>	<p><b>Questions</b></p> <p>"What is the author's point of view or purpose in this text? How do you know?"</p> <p>"What words or phrases does the author use to show their opinion or position?"</p> <p>"How does the author make their perspective different from others? What language or evidence do they use?"</p> <p>"Does the author support their point of view? What words or examples help you decide?"</p>

				<p>text to __, which is clear from __."</p> <p>use of subjunctive and conditional forms e.g, <i>If the author had, It would be stronger if</i> <i>"The author makes a good point, but it would be stronger if __."</i> <i>"If the author had included __, the argument might be more convincing."</i></p>	<p>"How does the author respond to other viewpoints? What words or phrases show how they agree or disagree?"</p> <p><b>Sentence Stems</b></p> <p>"The author's point of view is __ because __."</p> <p>"The purpose of this text is __ because the author says __."</p> <p>"The author shows their opinion by using words like __."</p> <p>"The author makes their position clear by __."</p> <p>"The author responds to other viewpoints by saying __, which shows __."</p>
<b>7.RI.IKI.8</b>	Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	<p>evaluate (evaluar)</p> <p>argument (argumento)</p> <p>claim</p> <p>relevant (relevante)</p> <p>sufficient (suficiente)</p>	<p><b>evaluate</b> the argument and specific claims</p> <p><b>assess</b> whether the evidence is relevant and sufficient</p> <p><b>critique</b> the reasoning behind the claims</p>	<p>compound and complex sentence structures e.g., <i>"The author claims that __ because __."</i> <i>"One supporting detail is __, which shows __."</i> <i>"For example, the text states, '__,' which supports the idea that __."</i>use of adjective clauses and modals</p>	<p><b>Questions</b></p> <p>"What is the main argument in this text? How do you know?"</p> <p>"What claims does the author make to support their argument?"</p> <p>"What evidence does the author use to support their claims? Is it strong</p>

		<p>assess</p> <p>critique (criticar)</p> <p>reasoning</p>	<p><b>analyze</b> how the evidence supports or weakens the claims</p> <p><b>evaluate</b> the strength of the argument based on the evidence provided</p>	<p><i>e.g., "This evidence is relevant because it directly supports the claim that ____." "The detail about ____ is not related to the main idea." "This may seem related, but it doesn't fully explain ____."</i></p> <p>use of quantifiers and conditionals <i>e.g., enough, too little, if...then</i> <i>"The author provides enough evidence to support the claim that ____."</i></p> <p>use of transition words/phrases <i>e.g., first, next, finally, as a result</i></p>	<p>and relevant? Why or why not?"</p> <p>"Does the author provide enough evidence to prove their argument? What could make it stronger?"</p> <p>"Are there any weak or missing pieces of evidence in this text? How does that affect the argument?"</p> <p><b>Sentence Stems</b></p> <p>"The main argument in this text is ____ because ____."</p> <p>"The author claims that ____ and supports it by saying ____."</p> <p>"The evidence used to support this claim is ____ because ____ and it could be improved by ____."</p> <p>"One piece of evidence that is missing or weak is ____ and this affects the argument because ____."</p>
<b>7.SL.CC.3</b>	Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	<p>argument (argumento)</p> <p>claim</p>	<p><b>explain</b> an argument</p> <p><b>distinguish</b> between supported and unsupported claims</p>	<p>reporting verbs &amp; noun clauses <i>e.g., "The speaker argues that ____." "It is claimed that ____."</i></p>	<p><b>Questions</b></p> <p>"What is the speaker's main argument?"</p> <p>"Which claims are</p>

		evidence (evidencia)  reason (razón)  sufficient (suficiente)  relevance	<b>analyze</b> reasoning  <b>evaluate</b> evidence  <b>report</b> findings from a speech or presentation	<i>"According to the speaker, ___."</i>  appositives and relative clauses <i>e.g., "One claim, which is central to the argument, is that ___."</i> <i>"If this evidence is valid, then the claim is ___."</i> <i>"The reason provided is that ___."</i>  causal and conditional clauses <i>e.g., "This claim is supported by evidence because ___." "The reason provided is that ___."</i>  use of cohesive devices and local transitions <i>e.g., "For example, the statement ___ provides evidence from the claim that ___." "However, this claim ___."</i>	supported by evidence?" "What kind of evidence does the speaker provide?" "Which claims seem unsupported?" "Why do you think the argument is strong or weak?"  <b>Sentence Stems</b> "The speaker's argument is that ___." "One claim that is supported by evidence is ___ because ___." "The speaker provides ___ as a reason for ___." "This claim is not supported because ___." "I believe the argument is strong/weak because ___."
<b>7.W.TTP.1</b>	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence;	argument (argumento)  claim  evidence (evidencia)	<b>state</b> and <b>defend</b> a claim  <b>support</b> ideas with reasons and evidence  <b>acknowledge</b>	declarative statements, thesis structures, parallel phrasing <i>e.g., "This argument supports the claim that ___." "It is clear that ___"</i>	<b>Questions</b> "How will you support your claim with evidence?" "What counterarguments or opposing claims



	<p>acknowledge and refute alternate or opposing claim(s).</p> <p>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p> <p>d. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>e. Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p>	<p>conclusion (conclusión)</p> <p>transition (transición)</p>	<p>opposing views</p> <p><b>organize</b> arguments logically</p> <p><b>conclude</b> writing with a clear position</p>	<p><i>because __.</i> "The central claim of this essay is that __."</p> <p>use of complex sentence structures for cause-effect, contrasting transitions, concessive clauses</p> <p><i>e.g., "One reason this claim is valid is that __." "According to [source], __, which supports the argument by __." "Although some may argue that __, the evidence shows that __." "An opposing viewpoint suggests __; however, this claim is weakened by __."</i></p> <p>use of logical connectors, sequence transitions, relative clauses</p> <p><i>e.g., "The first reason this claim holds true is that __." "Another factor that contributes to __ is __." "This leads to __, which in turn causes __." "Each reason builds on the last to show that __."</i></p>	<p>should you acknowledge?"</p> <p>"How will you organize your reasons and evidence?"</p> <p>"What will your conclusion emphasize?"</p> <p>"What precise language will you use?"</p> <p>"What transitions will you use to connect ideas?"</p> <p>"How will you maintain a formal tone in your writing?"</p> <p><b>Sentence Stems</b></p> <p>"My claim is __ because __."</p> <p>"I will support my claim by providing __ from __, which shows __."</p> <p>"Some may argue that __, but I believe __ because __."</p> <p>"First, I will write __, followed by __, and then I will explain why __."</p> <p>"In conclusion, my argument is supported by __ and it shows that __."</p> <p>"I will use terms like __ to</p>
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				<p>attribution phrases, embedded citations, summary clauses  <i>e.g., "According to the research presented by __, __." "This source explains that __, which helps the reader understand that __." "The article ' __ ' provides evidence that __." "By analyzing this source, it becomes clear that __."</i></p> <p>summative phrases, result clauses, conditional structures  <i>e.g., "In conclusion, the evidence supports the argument that __." "If we follow the logic of the argument, then it is clear that __." "To summarize, the claim is well supported by __." "Ultimately, this reasoning shows that __."</i></p> <p>logical connectors (additive, contrastive, causal)  <i>e.g., "Furthermore, the data supports __." "In</i></p>	<p>make my argument clearer and more specific."          "I will use transitions such as __ to show relationships between ideas."          "I will avoid casual language and use formal language such as __ to maintain a professional tone."</p>
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				<i>contrast, others believe ____." "Therefore, it can be concluded that ____." "As a result of this evidence, ____ becomes more convincing."</i>	
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# ELD Standard 7 and Seventh 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			7.L.KL.3 7.L.VAU.6			7.SL.PKI.6	7.W.PDW.4 7.W.PDW.5 7.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.	consistency (consistencia)  purpose  task  audience (audiencia)  adapt (adaptar)  expression (expresión)	<b>vary</b> sentence structures for clarity, interest, and impact.  <b>adapt</b> language choices according to the audience, purpose, and task.  <b>maintain</b> a consistent tone and style throughout a text or speech.  <b>organize</b> sentences and ideas in a way that appeals to the intended audience.  <b>express</b> ideas effectively and appropriately for the task at hand.		use of content-specific nouns, vivid verbs, and modifiers <i>e.g., "Instead of saying __, I can say __ depending on the context." "The word __ is more precise than __." "The term __ is used instead of saying __."</i>  command of concise language <i>e.g., "Instead of saying, __, I can say, ' __.' " "I revised the sentence from __ to __."</i>  sentence structures for clarification <i>e.g., "Let me rephrase that more clearly: __."</i>		<b>Questions</b> "What language choices will best suit the purpose of your writing or speaking task?" "How can you maintain consistency in tone while adapting your style to fit the audience?" "What is the impact of sentence variety on reader or listener interest?" "How can you adjust your sentence structure to make your message clearer for your audience?" "What strategies can you use to keep your style	

				<p><i>"A more accurate way to say that is ____." "What I meant to say is ____." "In other words, ____."</i></p> <p>metacognitive stems to encourage language awareness e.g., <i>"I chose the word ____ because ____."</i></p>	<p>consistent throughout your text?"</p> <p><b>Sentence Stems</b></p> <p>"When adjusting my language choices for this task, I should focus on ____ to match the audience's expectations."</p> <p>"To keep my style consistent, I will make sure to ____ throughout my writing/speaking."</p> <p>"By varying sentence length and structure, I can make my writing more ____."</p> <p>"When I adapt my language choices to the task, I make sure to ____ to fit the purpose."</p>
<b>7.L.VAU.6</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>acquire (adquirir)</p> <p>accurately phrase (frase)</p> <p>expression (expresión)</p> <p>comprehension (comprensión)</p> <p>context (contexto)</p>	<p><b>acquire</b> unfamiliar words</p> <p><b>define</b> the meanings of content-related terms</p> <p><b>analyze</b> the meaning of words based on their usage</p> <p><b>distinguish</b> between every day and subject-</p>	<p>phrases to define vocabulary e.g., <i>"The term ____ means ____." "____ refers to ____."</i></p> <p>phrases to clarify meaning e.g., <i>"Based on the sentence, the word ____ means ____." "The phrase '____' helps the reader</i></p>	<p><b>Questions</b></p> <p>"What does the word ____ mean in this context?"</p> <p>"How can you determine the meaning of the word ____?"</p> <p>"What context clues help you understand the word ____?"</p> <p>"How does the domain-</p>

			<p>specific terms</p> <p><b>interpret</b> subtle differences in word meanings</p>	<p><i>understand that __.</i>"</p> <p>demonstrating comprehension <i>e.g., "In this passage, the word __ contributes to the meaning by __."</i></p> <p>explaining domain-specific vocabulary <i>e.g., "In __, the word __ refers to __." "The term __ is used in __ to describe __."</i></p>	<p>specific vocabulary clarify the concept?"</p> <p>"How can you apply this new vocabulary word in your writing or speaking?"</p> <p><b>Sentence Stems</b></p> <p>"The word __ means __ because __."</p> <p>"Based on the sentence, I can determine that the word __ means __."</p> <p>"The phrase __ provides a clue to the meaning of __ by __."</p> <p>"The term __ is used to describe __ in the __."</p> <p>"I can apply this new vocabulary word in my writing by __."</p> <p>"The author's use of __ demonstrates __ by providing a specific term for __."</p>
<b>7.SL.PK1.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>adapt (adaptar)</p> <p>contexts (contextos)</p> <p>demonstrate (demostrar)</p>	<p><b>adapt</b> speech for purpose</p> <p><b>demonstrate</b> control over formal and informal language</p>	<p>use of modal verbs, conditional phrases, and contextual awareness <i>e.g., "In a formal setting, it's more appropriate to say __ instead of</i></p>	<p><b>Questions</b></p> <p>"Who is your audience, and how should that affect your language?"</p> <p>"How can you change your tone for a more formal situation?"</p>

		<p>command</p> <p>formal (formal)</p> <p>audience (audiencia)</p>	<p><b>adjust</b> tone, style, and vocabulary depending on the situation</p> <p><b>maintain</b> a consistent register of speech</p> <p><b>select</b> appropriate words and phrases</p>	<p>___." <i>"Depending on the audience, I might say ___ to sound more respectful."</i></p> <p>complex sentence structures with passive voice, objective tone e.g., <i>"It can be concluded that ___."</i> <i>"The data were analyzed to determine whether ___."</i> <i>"This evidence clearly demonstrates that ___."</i></p> <p>sentence structures to clarify tone and register e.g., <i>"Let me restate that more formally: ___."</i> <i>"Although I usually say ___, in this context it's better to say ___."</i></p>	<p>"Is this language appropriate for this task?" "What words would be better in a formal speech?" "How do you know when to use academic language?"</p> <p><b>Sentence Stems</b> "Because my audience is ___, I will use ___ language." "In this situation, it is appropriate to say ___." "I changed my language because ___." "For a formal setting, I would say ___ instead of ___." "To show respect for the audience, I will use ___ tone."</p>
<b>7.W.PDW.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>development</p> <p>organization (organización)</p> <p>purpose</p> <p>audience (audiencia)</p>	<p><b>structure</b> ideas logically</p> <p><b>demonstrate</b> appropriate tone</p> <p><b>organize</b> content effectively</p>	<p>stating purpose or introductory phrases e.g., <i>"The purpose of this piece is to ___."</i> <i>"This essay will explain how ___ affects ___."</i> <i>"My goal is to inform the reader about ___ by presenting</i></p>	<p><b>Questions</b> "How can you ensure your writing is clear and coherent for your audience?" "What strategies can you use to organize your ideas in a way that fits the</p>

		style	<p><b>develop</b> ideas clearly</p> <p><b>match</b> writing to purpose and audience</p>	<p><i>clear evidence and examples."</i></p> <p>organizing and developing ideas  <i>e.g., "First, __ shows that __." "Another important point is __." "This example supports the idea that __." "Finally, it is important to understand that __." "Each step in this process begins with __ and continues with __."</i></p> <p>use of style appropriate to the task and audience  <i>e.g., "According to the data, __ ." "The evidence clearly indicates that __."</i></p> <p>use of transitional phrases  <i>e.g., "For example, __." "In contrast, __." "As a result, __ occurs." "This leads to __, which __." "Therefore, the evidence supports the idea that __."</i></p> <p>use of concluding phrases</p>	<p>purpose of the task?"</p> <p>"How do you adjust your writing style to make sure it is appropriate for the intended audience?"</p> <p>"What writing techniques can help you develop your ideas clearly and logically?"</p> <p>"How can you make sure your writing aligns with the expectations for the task and purpose?"</p> <p><b>Sentence Stems</b></p> <p>"For this task, I will choose words like __ because they are appropriate for the audience."</p> <p>"In my conclusion, I will summarize __ to reinforce my main point."</p> <p>"To develop my ideas more clearly, I will __ and __."</p> <p>"I will adjust my tone by __ so that my writing fits the expectations of __."</p> <p>"To make my writing more effective, I will vary</p>
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				<p>e.g., "In conclusion, the evidence shows that ____." "Overall, the information presented supports the idea that ____." "The main takeaway is that ____."</p>	<p>my sentence structure by ____."</p> <p>"The purpose of this writing is to ____, so I will use ____ to achieve this."</p>
<b>7.W.PDW.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>revise (revisar)</p> <p>edit (editar)</p> <p>audience (audiencia)</p> <p>purpose</p> <p>approach</p>	<p><b>revise</b> for clarity and purpose</p> <p><b>edit</b> for grammar and structure</p> <p><b>collaborate</b> with peers</p> <p><b>evaluate</b> tone for audience</p> <p><b>adjust</b> approach based on feedback</p>	<p>use of future tense e.g., "I will write this piece for ____ (audience) because ____."</p> <p>use of modals e.g., "This paragraph would be stronger if I added ____." "I should use more specific words like ____ instead of ____."</p> <p>use of formal vs. informal language (contractions, slang, precise vocabulary) e.g., "I replaced ____ with ____ to sound more formal/professional." "Instead of saying '____', I used ____."</p> <p>sentence structures to reflect editing or reflection e.g., "I corrected ____." "I changed the word ____ to ____ to improve word</p>	<p><b>Questions</b></p> <p>"How can revising and editing help improve your writing?"</p> <p>"What steps do you take to strengthen your writing?"</p> <p>"How do you adapt your language based on your audience?"</p> <p>"What role does feedback from peers and adults play in developing your writing?"</p> <p>"How do you know if you've addressed the purpose and audience in your writing?"</p> <p><b>Sentence Stems</b></p> <p>"Revising and editing help clarify my ideas and ensure my writing fits the ____ and ____."</p>

				<i>choice." "Instead of starting __, I began with __." "I rewrote this section __." "I changed __ to __."</i>	<p>"I seek __ from peers, then I __ and __ based on their suggestions to make my writing clearer."</p> <p>"I adjust the level of formality, tone, and vocabulary to match the __ needs, whether it's a teacher or a general audience."</p> <p>"Peers and adults provide helpful __ that helps me __ my ideas and structure."</p> <p>"I read my work and check if my main points are __ and if the tone matches what I want to convey to the __."</p>
<b>7.W.RW.10</b>	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	audience (audiencia)  purpose  tone  formal (formal)  revise (revisar)	<b>choose</b> appropriate tone and register  <b>revise</b> language for clarity or formality  <b>tailor</b> vocabulary to audience knowledge  <b>clarify</b> ideas for specific tasks  <b>explain</b> language choices	stating purpose or intent <i>e.g., "I am writing to __." "This report will focus on __." "In response to __, I will analyze __."</i>  statements to address the audience <i>e.g., "Since this is for __, I will __."</i>	<b>Questions</b> "How did your language change for this audience?" "What tone did you use, and why?" "How did your word choice match the task?" "Why did you revise certain words or phrases?" "What kind of language

				<p>complex sentences for explaining reasoning or evidence  <i>e.g., "This shows that ___ because__." "For example, ___ demonstrates __." "This is evidence that supports my claim that __."</i></p> <p>use of linking phrases  <i>e.g., "In addition to __, another important aspect is __." "Over time, it becomes clearer that ____."</i></p>	<p>works best for this purpose?"</p> <p><b>Sentence Stems</b></p> <p>"I chose to use ___ language because my audience is __."</p> <p>"For this formal/informal task, I used __."</p> <p>"The tone of my writing is ___ to match the purpose."</p> <p>"Because this is for __, I included/excluded __."</p> <p>"To adapt to this task, I revised my language by __."</p>
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# ELD Standard 8 and Seventh 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			7.L.CSE.1 7.L.VAU.4 7.L.VAU.5 7.L.VAU.6	7.RL.CS.4	7.RI.CS.4		
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.	conventions (convenciones)  modifier (modificador)  simple (simple)  compound (compuesta)  complex (compleja)  determine (determinar)	<b>demonstrate</b> command of grammar conventions  <b>explain</b> the function of phrases and clauses  <b>produce</b> sentences with correct grammar and modifiers  <b>determine</b> the meaning of words and phrases  <b>analyze</b> how word choices and modifiers affect meaning		phrases and clauses <i>e.g., "I explained the function of the phrase by showing how it added more detail to the sentence."</i>  simple, compound, and complex sentences <i>e.g., "I produced a compound sentence by connecting two independent clauses with a coordinating conjunction."</i>  modifiers <i>e.g., "I placed the modifier in the correct position to clarify the sentence's meaning."</i>		<b>Questions</b> "What is the function of this phrase or clause?" "How do you produce different types of sentences?" "How do modifiers affect the meaning of a sentence?" "What role do phrases and clauses play in a sentence?"  <b>Sentence Stems</b> "The function of the phrase is to ___, which helps clarify ___." "I produce a ___ sentence by ___." "The adjective ___ modifies ___ by giving more details about it."	

<p><b>7.L.VAU.4</b></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or a phrase.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c. Consult print and digital reference materials to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p>	<p>determine (determinar)</p> <p>multiple-meaning</p> <p>phrase (frase)</p> <p>context (contexto)</p> <p>clue</p>	<p><b>determine or clarify</b> the meaning of words and phrases</p> <p><b>use</b> context clues to understand word meanings</p> <p><b>apply</b> morphological elements to decode unfamiliar words</p> <p><b>consult</b> reference materials for pronunciation or meaning</p>	<p>structures for explaining e.g., "Based on the sentence, the word __ most likely means__." "The phrase __ suggests that__." "The surrounding words indicate that __ means__."</p> <p>deconstructing prefixes, suffixes, and root words e.g., "The prefix __ means__." "The suffix __ indicates__." "The root word __ suggests__."</p> <p>structures for defining e.g., "According to the dictionary, the word __ means__." "In the glossary, the term __ is defined as..."</p> <p>determining etymology patterns e.g., "The spelling of __ suggests it comes from __." "The Latin/Greek root __ means__." "Words with the suffix __ usually indicate__."</p> <p>structures for comparing e.g., "The connotation of __ is positive/negative." "In this context, the word __ means__." "However, in a</p>	<p><b>Questions</b></p> <p>"How can context help you determine the meaning of a word?"</p> <p>"How can you determine the meaning of an unfamiliar word?"</p> <p>"How can you use spelling patterns to determine the meaning of a word?"</p> <p>"How can you clarify the meaning of a word with multiple meanings?"</p> <p>"How do morphological elements help you understand a word?"</p> <p>"What reference materials can you consult to find the meaning or pronunciation of a word?"</p> <p><b>Sentence Stems</b></p> <p>"I used context clues from the surrounding sentences to determine that the word means __."</p> <p>"The prefix __ means __, so I understood that the word means __."</p> <p>"From the way the word __ is used in this sentence, I can infer</p>
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				<p><i>different context, it could mean</i></p> <p>modal verbs e.g., "I will look up the word ___ in the dictionary to find its meaning."</p>	<p>that it means ____."</p> <p>"The word ___ is made up of the root ___, which means ___, and the suffix ___, which suggests ____."</p> <p>"Based on the surrounding words, the meaning of ___ is ____."</p>
<b>7.L.VAU.5</b>	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	<p>relationship (relación)</p> <p>connotation (connotación)</p> <p>denotation (denotación)</p> <p>metaphor (metáfora)</p> <p>simile (símil)</p> <p>synonym (sinónimo)</p> <p>antonym (antónimo)</p>	<p><b>interpret</b> figurative language</p> <p><b>analyze</b> word relationships</p> <p><b>compare</b> connotation and denotation</p> <p><b>explain</b> word meaning</p> <p><b>use</b> figurative expressions effectively</p>	<p>phrases for describing e.g., "The phrase "___" is an example of ___ because____."</p> <p>phrases for identification e.g., "The word ___ is related to ___ because____." "In this context, the ___ stands for ____."</p> <p>complex sentences for demonstrating word usage e.g., "The author's use of ___ creates____." "The use if ___ in this passage is ___ because..."</p> <p>comparative adjectives and clarifying conjunctions e.g., <i>more, less, similar to</i> "The denotation of ___ is ___, but its connotation could be ___ because it</p>	<p><b>Questions</b></p> <p>"What is the meaning of this figurative expression?"</p> <p>"How does the connotation of this word affect the tone of the text?"</p> <p>"What is the difference between the denotation and connotation of this word?"</p> <p>"How does the use of figurative language enhance the meaning of the text?"</p> <p>"What word relationships help clarify meaning?"</p> <p><b>Sentence Stems</b></p> <p>"The phrase ___ means ___ because ____."</p> <p>"The word ___ has a (positive/negative) connotation, which makes the text feel ____."</p>

				suggests ____." "Although ____ means ____, the connotation in this context is ____."	"The denotation of ____ is ____, but its connotation suggests ____." "The word ____ is related to ____ because ____."
<b>7.L.VAU.6</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>acquire (adquirir)</p> <p>accurately phrase (frase)</p> <p>expression (expresión)</p> <p>comprehension (comprensión)</p> <p>context (contexto)</p>	<p><b>acquire</b> unfamiliar words</p> <p><b>define</b> the meanings of content-related terms</p> <p><b>analyze</b> the meaning of words based on their usage</p> <p><b>distinguish</b> between every day and subject-specific terms</p> <p><b>interpret</b> subtle differences in word meanings</p>	<p>phrases to define vocabulary e.g., "The term ____ means ____." "____ refers to ____."</p> <p>phrases to clarify meaning e.g., "Based on the sentence, the word ____ means ____." "The phrase '____' helps the reader understand that ____."</p> <p>demonstrating comprehension e.g., "In this passage, the word ____ contributes to the meaning by ____."</p> <p>explaining domain-specific vocabulary e.g., "In ____, the word ____ refers to ____." "The term ____ is used in ____ to describe ____."</p>	<p><b>Questions</b></p> <p>"What does the word ____ mean in this context?"</p> <p>"How can you determine the meaning of the word ____?"</p> <p>"What context clues help you understand the word ____?"</p> <p>"How does the domain-specific vocabulary clarify the concept?"</p> <p>"How can you apply this new vocabulary word in your writing or speaking?"</p> <p><b>Sentence Stems</b></p> <p>"The word ____ means ____ because ____."</p> <p>"Based on the sentence, I can determine that the word ____ means ____."</p> <p>"The phrase ____ provides a clue to the meaning of ____ by ____."</p> <p>"The term ____ is used to describe ____ in the ____."</p> <p>"I can apply this new vocabulary word in my</p>

					writing by ____." "The author's use of ____ demonstrates ____ by providing a specific term for ____."
<b>7.RL.CS.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	determine (determinar)  figurative (figurado/a)  connotative (connotativo/a)  analyze (analizar) tone (tono)	<b>determine</b> the meaning of words and phrases in context  <b>analyze</b> figurative and connotative meanings  <b>evaluate</b> the impact of word choices on meaning and tone  <b>interpret</b> allusions to other texts  <b>recognize</b> repetition and its effect on the reader	complex sentences <i>e.g., "The allusion to '____' refers to ____, which adds meaning to the text by suggesting ____."</i>  use of purpose clauses, gerund phrases, and emphasis in sentence construction <i>e.g., "The repetition of the word '____' functions to emphasize ____ and build intensity." "By repeating the phrase '____,' the author is highlighting the importance of ____." "Repetition is used here to draw attention to ____ while reinforcing the theme of ____."</i>  use of relative clauses, appositives, and prepositional phrases <i>e.g., "The word ____ means ____." "The phrase ____ used in the context of ____, suggests that ____." "The use of ____ in this sentence modifies the subject and shows that ____."</i>	<b>Questions</b> "How do you determine the meaning of a word or phrase in a text?" "What is the difference between figurative and connotative meanings?" "How does the author's choice of words affect the tone of a text?" "What impact do allusions have in a text?" "How does repetition of words or phrases affect the meaning?"  <b>Sentence Stems</b> "The phrase ____ means ____, which shows that ____." "In this sentence, the word ____ is used figuratively to represent ____." "The choice of the word ____ creates a tone of ____, making the reader feel ____." "The metaphor ____ is used to compare ____ to



					__, which makes the meaning of __ clearer." "The repetition of the word __ highlights the idea of __ and helps to reinforce the message about __."
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# ELD Standard 9 and Seventh 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				7.L.KL.3 7.L.VAU.6						7.SL.PKI.4 7.SL.PKI.6		7.W.TTP.1 7.W.TTP.2 7.W.TTP.3 7.W.PDW.4 7.W.RW.10	
TN ELA Standard			Academic Language (Cognates)		Language Functions		Language Forms		Questions and Sentence Stems					
7.L.KL.3	When writing and speaking, choose precise language to express ideas concisely.	consistency (consistencia)  purpose  task  audience (audiencia)  adapt (adaptar)  expression (expresión)	<b>vary</b> sentence structures for clarity, interest, and impact.  <b>adapt</b> language choices according to the audience, purpose, and task.  <b>maintain</b> a consistent tone and style throughout a text or speech.  <b>organize</b> sentences and ideas in a way that appeals to the intended audience.  <b>express</b> ideas effectively and		use of content-specific nouns, vivid verbs, and modifiers <i>e.g., "Instead of saying __, I can say __ depending on the context." "The word __ is more precise than __." "The term __ is used instead of saying __."</i>  command of concise language <i>e.g., "Instead of saying, __, I can say, ' __.'"</i> "I revised the sentence from __ to __."  sentence structures for clarification		<b>Questions</b> "What language choices will best suit the purpose of your writing or speaking task?" "How can you maintain consistency in tone while adapting your style to fit the audience?" "What is the impact of sentence variety on reader or listener interest?" "How can you adjust your sentence structure to make your message clearer for your audience?" "What strategies can you use to keep your style							

			appropriately for the task at hand.	<p>e.g., "Let me rephrase that more clearly: ____." "A more accurate way to say that is ____." "What I meant to say is ____." "In other words, ____."</p> <p>metacognitive stems to encourage language awareness e.g., "I chose the word ____ because ____."</p>	<p>consistent throughout your text?"</p> <p><b>Sentence Stems</b></p> <p>"When adjusting my language choices for this task, I should focus on ____ to match the audience's expectations."</p> <p>"To keep my style consistent, I will make sure to ____ throughout my writing/speaking."</p> <p>"By varying sentence length and structure, I can make my writing more ____."</p> <p>"When I adapt my language choices to the task, I make sure to ____ to fit the purpose."</p>
<b>7.L.VAU.6</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>acquire (adquirir)</p> <p>accurate</p> <p>appropriate (apropiado/a)</p> <p>phrase (frase)</p> <p>expression (expresión)</p> <p>coherent (coherente)</p>	<p><b>define</b> domain-specific vocabulary in context.</p> <p><b>describe</b> how specific words enhance comprehension</p> <p><b>explain</b> why a particular word or phrase is important</p> <p><b>apply</b> new vocabulary in speech and writing.</p>	<p>phrases to define vocabulary e.g., "The term ____ means ____." "____ refers to ____."</p> <p>phrases to clarify meaning e.g., "Based on the sentence, the word ____ means ____." "The phrase '____' helps the reader understand that ____."</p>	<p><b>Questions</b></p> <p>"How can you make sure you're using the right words when writing or speaking?"</p> <p>"What should you do if you don't understand a word in a text or conversation?"</p> <p>"Why is it important to know and use specific words for different subjects?"</p> <p>"How can you remember new words and their</p>

				<p>demonstrating comprehension e.g., "In this passage, the word ____ contributes to the meaning by ____."</p> <p>explaining domain-specific vocabulary e.g., "In ____, the word ____ refers to ____." "The term ____ is used in ____ to describe ____."</p> <p><b>prefix:</b> re- (again) → rebuild</p> <p><b>suffix:</b> -able (capable of) → readable</p> <p><b>root:</b> spect (to look) → inspect, spectator</p>	<p>meanings?"</p> <p>"How can you practice using new words in your writing or speaking?"</p> <p><b>Sentence Stems</b></p> <p>"The word ____ means ____ because ____."</p> <p>"I learned that ____ is an important word for understanding because ____."</p> <p>"Instead of using ____, I could use ____ to sound more precise."</p> <p>"When I didn't understand ____, I figured it out by ____."</p> <p>"This word is important because it helps me understand ____."</p> <p>"The word ____ means ____ based on the context clues in the sentence."</p> <p>"I can determine the meaning of ____ by breaking it into its root and prefix/suffix."</p>
<b>7.SL.PKI.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<p>findings</p> <p>coherent (coherente)</p> <p>detail (detalle)</p> <p>example (ejemplo)</p>	<p><b>present</b> findings effectively</p> <p><b>support</b> with key points with relevant details and examples</p> <p><b>organize</b> information</p>	<p>use of emphatic structures, adverbial phrases, repetition for focus e.g., "What's most important to understand is that ____."</p> <p>"A critical point to</p>	<p><b>Questions</b></p> <p>"What is your main finding?"</p> <p>"How will you emphasize the most important points?"</p> <p>"What evidence supports your claim?"</p>

		appropriate (apropiado/a)	<p>in a coherent and logical manner</p> <p><b>use</b> descriptions, facts, and examples to support a claim</p> <p><b>apply</b> proper speaking techniques (eye contact, volume, pronunciation)</p> <p><b>structure</b> ideas clearly for oral presentation</p>	<p><i>remember is __.</i> "The phrase __ highlights how significant this issue is."</p> <p>use of transition words, sequencing language, contrastive markers e.g., "First, I will explain __, and then I'll discuss __." "Next, let's look at __." "However, some people argue that __, but the evidence shows __." "In contrast to this view, __ provides a different perspective."</p> <p>summative language, conditional and result clauses e.g., "To conclude, the evidence supports the claim that __." "If we take this information seriously, then __ is possible." "In summary, my findings show that __." "The key takeaway is that __."</p> <p>metacognitive language for self-monitoring speaking skills</p>	<p>"How will you organize your information coherently?"</p> <p>"What speaking strategies will you use for clarity?"</p> <p><b>Sentence Stems</b></p> <p>"The main finding is __ because __."</p> <p>"I will emphasize __ by using __ and providing examples like __."</p> <p>"The evidence that supports this claim is __ because __."</p> <p>"First, I will discuss __, then I will explain __, and finally, I will conclude with __."</p> <p>"To engage my audience, I will use __ and make sure to __."</p>
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				<i>e.g., "I will now slow down to explain this point more clearly." "Let me repeat that point to ensure clarity."</i>	
<b>7.SL.PKI.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	adapt (adaptar)  contexts (contextos)  demonstrate (demostrar)  command  formal (formal)  audience (audiencia)	<b>adapt</b> speech for purpose  <b>demonstrate</b> control over formal and informal language  <b>adjust</b> tone, style, and vocabulary depending on the situation  <b>maintain</b> a consistent register of speech  <b>select</b> appropriate words and phrases	use of modal verbs, conditional phrases, and contextual awareness <i>e.g., "In a formal setting, it's more appropriate to say ___ instead of ___." "Depending on the audience, I might say ___ to sound more respectful."</i>  complex sentence structures with passive voice, objective tone <i>e.g., "It can be concluded that ___." "The data were analyzed to determine whether ___." "This evidence clearly demonstrates that ___."</i>  sentence structures to clarify tone and register <i>e.g., "Let me restate that more formally:</i>	<b>Questions</b> "Who is your audience, and how should that affect your language?" "How can you change your tone for a more formal situation?" "Is this language appropriate for this task?" "What words would be better in a formal speech?" "How do you know when to use academic language?"  <b>Sentence Stems</b> "Because my audience is ___, I will use ___ language." "In this situation, it is appropriate to say ___." "I changed my language because ___." "For a formal setting, I would say ___ instead of ___." "To show respect for the audience, I will use ___ tone."

				__." "Although I usually say __, in this context it's better to say __."	
<b>7.W.TTP.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).</p> <p>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p> <p>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p> <p>d. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>e. Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style</p>	<p>argument (argumento)</p> <p>claim</p> <p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>transition (transición)</p>	<p><b>state</b> and <b>defend</b> a claim</p> <p><b>support</b> ideas with reasons and evidence</p> <p><b>acknowledge</b> opposing views</p> <p><b>organize</b> arguments logically</p> <p><b>conclude</b> writing with a clear position</p>	<p>declarative statements, thesis structures, parallel phrasing e.g., "This argument supports the claim that __." "It is clear that __ because __." "The central claim of this essay is that __."</p> <p>use of complex sentence structures for cause-effect, contrasting transitions, concessive clauses e.g., "One reason this claim is valid is that __." "According to [source], __, which supports the argument by __." "Although some may argue that __, the evidence shows that __." "An opposing viewpoint suggests __; however, this claim is weakened by __."</p> <p>use of logical connectors, sequence</p>	<p><b>Questions</b></p> <p>"How will you support your claim with evidence?"</p> <p>"What counterarguments or opposing claims should you acknowledge?"</p> <p>"How will you organize your reasons and evidence?"</p> <p>"What will your conclusion emphasize?"</p> <p>"What precise language will you use?"</p> <p>"What transitions will you use to connect ideas?"</p> <p>"How will you maintain a formal tone in your writing?"</p> <p><b>Sentence Stems</b></p> <p>"My claim is __ because __."</p> <p>"I will support my claim by providing __ from __, which shows __."</p> <p>"Some may argue that __, but I believe __ because __."</p> <p>"First, I will write __, followed by __, and then I will explain why __."</p>

				<p>transitions, relative clauses  <i>e.g., "The first reason this claim holds true is that ____." "Another factor that contributes to ____ is ____." "This leads to ____, which in turn causes ____." "Each reason builds on the last to show that ____."</i></p> <p>attribution phrases, embedded citations, summary clauses  <i>e.g., "According to the research presented by ____, ____." "This source explains that ____, which helps the reader understand that ____." "The article '____' provides evidence that ____." "By analyzing this source, it becomes clear that ____."</i></p> <p>summative phrases, result clauses, conditional structures  <i>e.g., "In conclusion, the evidence supports the argument that ____." "If we follow the logic of the argument, then it is clear that ____." "To</i></p>	<p>"In conclusion, my argument is supported by ____, and it shows that ____."          "I will use terms like ____ to make my argument clearer and more specific."          "I will use transitions such as ____ to show relationships between ideas."          "I will avoid casual language and use formal language such as ____ to maintain a professional tone."</p>
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				<p><i>summarize, the claim is well supported by ____.</i>  <i>"Ultimately, this reasoning shows that ____."</i></p> <p>logical connectors  (additive, contrastive, causal)  <i>e.g., "Furthermore, the data supports ____." "In contrast, others believe ____." "Therefore, it can be concluded that ____." "As a result of this evidence, ____ becomes more convincing."</i></p>	
<b>7.W.TTP.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations,</p>	<p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>formatting (formato)</p> <p>clarify (clarificar)</p> <p>precise (preciso/a)</p> <p>formal (formal)</p> <p>text evidence</p> <p>elaborate</p>	<p><b>introduce</b> a topic</p> <p><b>organize</b> ideas clearly</p> <p><b>explain and analyze</b> evidence</p> <p><b>develop</b> a topic with specific details</p> <p><b>conclude</b> a written explanation</p>	<p>declarative statements, appositives, and noun clauses for introductory topics  <i>e.g., "The purpose of this text is to explain ____." "____, refer to ____, is important because ____." "This article will examine how/why/what ____."</i></p> <p>sequencing transitions, spatial/chronological language  <i>e.g., "First, it is important to</i></p>	<p><b>Questions</b></p> <p>"What facts, definitions, or examples support your topic?"</p> <p>"How will you introduce your topic clearly?"</p> <p>"How can you improve cohesion in your writing?"</p> <p>"What makes an effective conclusion?"</p> <p>"How will you ensure your writing is precise and formal?"</p> <p><b>Sentence Stems</b></p> <p>"One relevant fact/example that supports my topic is ____ because ____."</p>

	<p>or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>			<p><i>understand__."</i>  <i>"Following this, the __."</i>  <i>"Each section is __."</i></p> <p>complex sentence structures and embedded clauses  <i>e.g., "According to __, means __."</i> <i>"One example of this is __, which shows that __."</i>  <i>"This concept can be defined as __ and demonstrated __."</i></p> <p>conditional clause for cause/effect and elaboration  <i>e.g., "This evidence is significant because it shows that __."</i> <i>"If this trend continues, then __ by __."</i> <i>"This detail supports the idea that __ by __."</i> <i>"The fact emphasized the importance of __."</i></p> <p>logical connectors  <i>e.g., "Furthermore, __ supports the previous idea."</i> <i>"In contrast, __ demonstrates __."</i> <i>"For instance, __ shows that __."</i> <i>"As a result, __."</i></p>	<p>"I will introduce my topic by stating __ and providing __."</p> <p>"I will use transitions such as __ to connect my ideas."</p> <p>"To organize my ideas, I will use __ such as __."</p> <p>"This evidence supports my explanation by __."</p> <p>"An effective conclusion might be __."</p> <p>"I will use precise vocabulary such as __ instead of __."</p>
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				<p>vocabulary integration and clarification  <i>e.g., "The term '___' refers to ___ and is used to describe ___." "In scientific/technical/historical terms, ___ means ___." "This topic involves specialized vocabulary such as ___, which means ___."</i></p> <p>sentence combining, subordination, and relative clauses  <i>e.g., "Although ___, it is also true that ___." "___, which is defined as ___, plays a key role in ___." "Not only does ___ affect ___, but it also influences ___." "By analyzing ___, one can see that ___."</i></p>	
<b>7.W.TTP.3</b>	<p>Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</p>	<p>narrator (narrador)</p> <p>character</p> <p>sequence (secuencia)</p> <p>description (descripción)</p>	<p><b>establish</b> a clear narrative context and point of view</p> <p><b>organize</b> events logically and sequentially</p> <p><b>develop</b> characters and events through dialogue, pacing, and</p>	<p>past tense verbs (regular/irregular)  <i>e.g., "She walked into the room and saw___."</i></p> <p>punctuation of a dialogue  <i>e.g., "He whispered, 'We have to go now.'"</i></p> <p>descriptive adjectives and adverbs</p>	<p><b>Questions</b></p> <p>"Who is the narrator or main character in your story?"</p> <p>"What happens first, next, and last in your narrative?"</p> <p>"How do you show what the characters are feeling or doing?"</p> <p>"What descriptive or sensory language helps</p>

	<p>b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>reflection (reflexión)</p> <p>point of view</p>	<p>description</p> <p><b>use</b> transitions to signal shifts and relationships between events</p> <p><b>describe</b> experiences with sensory and precise language</p> <p><b>maintain</b> coherence through structured storytelling</p> <p><b>add</b> sensory and descriptive language</p>	<p>e.g., <i>"The eerie silence filled the cold, dark alley."</i></p> <p>transition words/phrases e.g., <i>first, next, suddenly, after that, finally</i></p> <p>temporal adverbs, participial phrases, cause-effect structures e.g., <i>"Gradually, tension began to rise as ____."</i> <i>"Having realized his mistake, he quickly ____."</i> <i>"As the story progressed, it became clear that ____."</i> <i>"Meanwhile, in another part of the city, ____ was unfolding."</i></p> <p>use of narrative techniques and sensory language e.g., <i>"He whispered, 'I think we're being followed,' and quickened his pace."</i> <i>"The cold wind pressed against her skin, reminding her of ____."</i> <i>"The wind howled</i></p>	<p>the reader imagine the scene?"</p> <p>"How does your story end or reflect on the experience?"</p> <p><b>Sentence Stems</b></p> <p>"The story begins when ____."</p> <p>"Suddenly, ____ happened, and the character ____."</p> <p>"This moment was important because ____."</p> <p>"I used dialogue to show ____."</p> <p>"In the end, the character learned that ____."</p>
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				<i>through the trees, carrying the scent of pine.</i>	
<b>7.W.PDW.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	development  organization (organización)  purpose  audience (audiencia)  style	<b>structure</b> ideas logically  <b>demonstrate</b> appropriate tone  <b>organize</b> content effectively  <b>develop</b> ideas clearly  <b>match</b> writing to purpose and audience	stating purpose or introductory phrases <i>e.g., "The purpose of this piece is to ____."</i> <i>"This essay will explain how ____ affects ____."</i> <i>"In this article, I will describe ____ and provide examples to support my explanation."</i> <i>"My goal is to inform the reader about ____ by presenting clear evidence and examples."</i>  organizing and developing ideas <i>e.g., "First, ____ shows that ____."</i> <i>"Another important point is ____."</i> <i>"This example supports the idea that ____."</i> <i>"Finally, it is important to understand that ____."</i> <i>"Each step in this process begins with ____ and continues with ____."</i>  use of style appropriate to the task and audience	<b>Questions</b> "How can you ensure your writing is clear and coherent for your audience?" "What strategies can you use to organize your ideas in a way that fits the purpose of the task?" "How do you adjust your writing style to make sure it is appropriate for the intended audience?" "What writing techniques can help you develop your ideas clearly and logically?" "How can you make sure your writing aligns with the expectations for the task and purpose?"  <b>Sentence Stems</b> "For this task, I will choose words like ____ because they are appropriate for the audience." "In my conclusion, I will summarize ____ to reinforce my main point." "To develop my ideas more clearly, I will ____ and

				<p>e.g., "According to the data__." "The evidence clearly indicates that __." "A formal analysis reveals that __."</p> <p>use of transitional phrases e.g., "For example, __." "In contrast, __." "As a result, __ occurs." "This leads to __, which __." "Therefore, the evidence supports the idea that __."</p> <p>use of concluding phrases e.g., "In conclusion, the evidence shows that __." "Overall, the information presented supports the idea that __." "The main takeaway is that __."</p>	<p>__."</p> <p>"I will adjust my tone by __ so that my writing fits the expectations of __."</p> <p>"To make my writing more effective, I will vary my sentence structure by __."</p> <p>"The purpose of this writing is to __, so I will use __ to achieve this."</p>
<b>7.W.RW.10</b>	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	<p>audience (audiencia)</p> <p>purpose</p> <p>tone</p> <p>formal (formal)</p> <p>revise (revisar)</p>	<p><b>choose</b> appropriate tone and register</p> <p><b>revise</b> language for clarity or formality</p> <p><b>tailor</b> vocabulary to audience knowledge</p>	<p>stating purpose or intent e.g., "I am writing to __." "This report will focus on __." "In response to __, I will analyze __."</p> <p>statements to address the audience</p>	<p><b>Questions</b></p> <p>"How did your language change for this audience?"</p> <p>"What tone did you use, and why?"</p> <p>"How did your word choice match the task?"</p> <p>"Why did you revise certain words or</p>

			<p><b>clarify</b> ideas for specific tasks</p> <p><b>explain</b> language choices</p>	<p><i>e.g., "Since this is for __, I will __."</i></p> <p>complex sentences for explaining reasoning or evidence  <i>e.g., "This shows that __ because__."</i>  <i>"For example, __ demonstrates __." "This is evidence that supports my claim that __."</i></p> <p>use of linking phrases  <i>e.g., "In addition to __, another important aspect is __." "Over time, it becomes clearer that __." To summarize, the main points discussed are __."</i></p>	<p>phrases?"</p> <p>"What kind of language works best for this purpose?"</p> <p><b>Sentence Stems</b></p> <p>"I chose to use __ language because my audience is __."</p> <p>"For this formal/informal task, I used __."</p> <p>"The tone of my writing is __ to match the purpose."</p> <p>"Because this is for __, I included/excluded __."</p> <p>"To adapt to this task, I revised my language by __."</p>
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# ELD Standard 10 and Seventh 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		7.L.CSE.1 7.L.CSE.2 7.L.VAU.5			7.SL.PKI.6	7.W.TTP.1 7.W.TTP.2 7.W.TTP.3 7.W.PDW.4 7.W.RW.10
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
7.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively placed modifiers.	conventions (convenciones)  modifier (modificador)  simple (simple)  compound (compuesta)  complex (compleja)  determine (determinar)		<b>demonstrate</b> command of grammar conventions  <b>explain</b> the function of phrases and clauses  <b>produce</b> sentences with correct grammar and modifiers  <b>determine</b> the meaning of words and phrases  <b>analyze</b> how word choices and modifiers affect meaning	phrases and clauses <i>e.g., "I explained the function of the phrase by showing how it added more detail to the sentence."</i>  simple, compound, and complex sentences <i>e.g., "I produced a compound sentence by connecting two independent clauses with a coordinating conjunction."</i>  modifiers <i>e.g., "I placed the modifier in the correct</i>	<b>Questions</b> "What is the function of this phrase or clause?" "How do you produce different types of sentences?" "How do modifiers affect the meaning of a sentence?" "What role does the phrase and clause play in a sentence?"  <b>Sentence Stems</b> "The function of the phrase is to ___, which helps clarify ___." "I produce a ___ sentence by ___." "The adjective ___"	



				<i>position to clarify the sentence's meaning."</i>	modifies __ by giving more details about it."
<b>7.L.CSE.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	demonstrate (demostrar)  convention (convención)  capitalization (capitalización)  punctuation (puntuación)  spelling	<b>explain</b> the function of commas in separating coordinate adjectives  <b>describe</b> the rules for proper comma placement in a sentence.  <b>analyze</b> sentences to determine if commas are used correctly  <b>apply</b> correct capitalization, punctuation, and spelling conventions in writing.  <b>identify and correct</b> errors in capitalization, punctuation, and spelling	comma placement with coordinate adjectives <i>e.g., "She is a smart, creative student."</i>  capitalization rules proper nouns e.g., <i>Monday, Paris, Mrs. Thompson</i> <i>"The Adventures of Tom Sawyer"</i>  semicolons to join related independent clauses <i>e.g., I studied all night; however, I still felt unprepared.</i>  colons to introduce lists or explanations <i>e.g., There are three main ideas: first, clarity; second, coherence; third, conciseness.</i>	<b>Questions</b> "How do you determine if adjectives are coordinate and need a comma between them?" "What is the rule for placing a comma between two adjectives?" "Can you explain why this sentence needs (or doesn't need) a comma between the adjectives?" "How does proper comma usage affect the clarity of a sentence?" "What strategies can you use to check your spelling and punctuation in your writing?"  <b>Sentence Stems</b> "The comma is necessary between __ and __ because they are coordinate adjectives." "I can tell these adjectives are coordinate because I can add and between them and the sentence still makes sense." "To follow standard English conventions, I will capitalize __ and add a comma between __ and

					<p>___."</p> <p>"When I read this sentence aloud, I can hear a natural pause between ___ and ___, which shows that a comma is needed."</p> <p>"To correct this sentence, I will add a comma between the coordinate adjectives: ___ and ___."</p>
<b>7.L.VAU.5</b>	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	<p>relationship (relación)</p> <p>connotation (connotación)</p> <p>denotation (denotación)</p> <p>metaphor (metáfora)</p> <p>simile (símil)</p> <p>synonym (sinónimo)</p> <p>antonym (antónimo)</p>	<p><b>interpret</b> figurative language</p> <p><b>analyze</b> word relationships</p> <p><b>compare</b> connotation and denotation</p> <p><b>explain</b> word meaning</p> <p><b>use</b> figurative expressions effectively</p>	<p>phrases for describing <i>e.g., "The phrase '___' is an example of ___ because___."</i></p> <p>phrases for identification <i>e.g., "The word ___ is related to ___ because___." "In this context, the ___ stands for ___."</i></p> <p>complex sentences for demonstrating word usage <i>e.g., "The author's use of ___ creates___." "The use if ___ in this passage is ___ because___."</i></p> <p>comparative adjectives and clarifying conjunctions</p>	<p><b>Questions</b></p> <p>"What is the meaning of this figurative expression?"</p> <p>"How does the connotation of this word affect the tone of the text?"</p> <p>"What is the difference between the denotation and connotation of this word?"</p> <p>"How does the use of figurative language enhance the meaning of the text?"</p> <p>"What word relationships help clarify meaning?"</p> <p><b>Sentence Stems</b></p> <p>"The phrase ___ means ___ because ___."</p> <p>"The word ___ has a (positive/negative) connotation, which makes the text feel ___."</p>

				<p><i>e.g., more, less, similar to</i></p> <p><i>"The denotation of ___ is ___, but its connotation could be ___ because it suggests ___."</i></p> <p><i>"Although ___ means ___, the connotation in this context is ___."</i></p>	<p>"The denotation of ___ is ___, but its connotation suggests ___."</p> <p>"The word ___ is related to ___ because ___."</p>
<b>7.SL.PK1.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of form English when indicated or appropriate.	<p>adapt (adaptar)</p> <p>contexts (contextos)</p> <p>demonstrate (demostrar)</p> <p>command</p> <p>formal (formal)</p> <p>audience (audiencia)</p>	<p><b>adapt</b> speech for purpose</p> <p><b>demonstrate</b> control over formal and informal language</p> <p><b>adjust</b> tone, style, and vocabulary depending on the situation</p> <p><b>maintain</b> a consistent register of speech</p> <p><b>select</b> appropriate words and phrases</p>	<p>use of modal verbs, conditional phrases, and contextual awareness</p> <p><i>e.g., "In a formal setting, it's more appropriate to say ___ instead of ___."</i></p> <p><i>"Depending on the audience, I might say ___ to sound more respectful."</i></p> <p>complex sentence structures with passive voice, objective tone</p> <p><i>e.g., "It can be concluded that ___."</i></p> <p><i>"The data were analyzed to determine whether ___."</i></p> <p><i>"This evidence clearly demonstrates that ___."</i></p>	<p><b>Questions</b></p> <p>"Who is your audience, and how should that affect your language?"</p> <p>"How can you change your tone for a more formal situation?"</p> <p>"Is this language appropriate for this task?"</p> <p>"What words would be better in a formal speech?"</p> <p>"How do you know when to use academic language?"</p> <p><b>Sentence Stems</b></p> <p>"Because my audience is ___, I will use ___ language."</p> <p>"In this situation, it is appropriate to say ___."</p> <p>"I changed my language because ___."</p> <p>"For a formal setting, I would say ___ instead of ___."</p>

				<p>sentence structures to clarify tone and register  <i>e.g., "Let me restate that more formally: __."</i> "Although I usually say __, in this context it's better to say __."</p>	<p>__."          "To show respect for the audience, I will use __ tone."</p>
<b>7.W.TTP.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).  b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).  c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.  d. Use credible sources and demonstrate an understanding of the topic or source material.  e. Craft an effective and relevant conclusion that supports the argument presented.  f. Use precise language and content-specific vocabulary.  g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>argument (argumento)   claim   evidence (evidencia)   conclusion (conclusión)   transition (transición)</p>	<p><b>state</b> and <b>defend</b> a claim</p> <p><b>support</b> ideas with reasons and evidence</p> <p><b>acknowledge</b> opposing views</p> <p><b>organize</b> arguments logically</p> <p><b>conclude</b> writing with a clear position</p>	<p>declarative statements, thesis structures, parallel phrasing  <i>e.g., "This argument supports the claim that __." "It is clear that __ because __." "The central claim of this essay is that __."</i></p> <p>use of complex sentence structures for cause-effect, contrasting transitions, concessive clauses  <i>e.g., "One reason this claim is valid is that __." "According to [source], __, which supports the argument by __." "Although some may argue that __, the evidence shows that __." "An opposing viewpoint suggests __;</i></p>	<p><b>Questions</b>          "How will you support your claim with evidence?"          "What counterarguments or opposing claims should you acknowledge?"          "How will you organize your reasons and evidence?"          "What will your conclusion emphasize?"          "What precise language will you use?"          "What transitions will you use to connect ideas?"          "How will you maintain a formal tone in your writing?"</p> <p><b>Sentence Stems</b>          "My claim is __ because __."          "I will support my claim by providing __ from __, which shows __."          "Some may argue that __, but I believe __"</p>

	<p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style</p>			<p><i>however, this claim is weakened by __.</i>"</p> <p>use of logical connectors, sequence transitions, relative clauses  <i>e.g., "The first reason this claim holds true is that __." "Another factor that contributes to __ is __." "This leads to __, which in turn causes __." "Each reason builds on the last to show that __."</i></p> <p>attribution phrases, embedded citations, summary clauses  <i>e.g., "According to the research presented by __, __." "This source explains that __, which helps the reader understand that __." "The article ' __ ' provides evidence that __." "By analyzing this source, it becomes clear that __."</i></p> <p>summative phrases, result clauses, conditional structures</p>	<p>because __."</p> <p>"First, I will write __, followed by __, and then I will explain why __."</p> <p>"In conclusion, my argument is supported by __, and it shows that __."</p> <p>"I will use terms like __ to make my argument clearer and more specific."</p> <p>"I will use transitions such as __ to show relationships between ideas."</p> <p>"I will avoid casual language and use formal language such as __ to maintain a professional tone."</p>
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				<p>e.g., "In conclusion, the evidence supports the argument that ____." "If we follow the logic of the argument, then it is clear that ____." "To summarize, the claim is well supported by ____." "Ultimately, this reasoning shows that ____."</p> <p>logical connectors (additive, contrastive, causal) e.g., "Furthermore, the data supports ____." "In contrast, others believe ____." "Therefore, it can be concluded that ____." "As a result of this evidence, ____ becomes more convincing."</p>	
<b>7.W.TTP.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Organize ideas, concepts, and information using effective strategies to create</p>	<p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>formatting (formato)</p> <p>clarify (clarificar)</p> <p>precise (preciso/a)</p>	<p><b>introduce</b> a topic</p> <p><b>organize</b> ideas clearly</p> <p><b>explain</b> and <b>analyze</b> evidence</p> <p><b>develop</b> a topic with specific details</p> <p><b>conclude</b> a written explanation</p>	<p>declarative statements, appositives, and noun clauses for introductory topics e.g., "The purpose of this text is to explain ____." "____, refer to ____, is important because ____." "This article will examine how/why/what ____."</p>	<p><b>Questions</b></p> <p>"What facts, definitions, or examples support your topic?"</p> <p>"How will you introduce your topic clearly?"</p> <p>"How can you improve cohesion in your writing?"</p> <p>"What makes an effective conclusion?"</p> <p>"How will you ensure your writing is precise and formal?"</p>

	<p>cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>	<p>formal (formal)</p> <p>text evidence</p> <p>elaborate</p>		<p>sequencing transitions, spatial/chronological language  <i>e.g., "First, it is important to understand__."</i>  <i>"Following this, the __."</i>  <i>"Each section is __."</i></p> <p>complex sentence structures and embedded clauses  <i>e.g., "According to __, means __."</i>  <i>"One example of this is __, which shows that __."</i>  <i>"This concept can be defined as __ and demonstrated __."</i></p> <p>conditional clause for cause/effect and elaboration  <i>e.g., "This evidence is significant because it shows that __."</i>  <i>"If this trend continues, then __ by __."</i>  <i>"This detail supports the idea that __ by __."</i>  <i>"The fact emphasized the importance of __."</i></p> <p>logical connectors</p>	<p><b>Sentence Stems</b></p> <p>"One relevant fact/example that supports my topic is __ because __."</p> <p>"I will introduce my topic by stating __ and providing __."</p> <p>"I will use transitions such as __ to connect my ideas."</p> <p>"To organize my ideas, I will use __ such as __."</p> <p>"This evidence supports my explanation by __."</p> <p>"An effective conclusion might be __."</p> <p>"I will use precise vocabulary such as __ instead of __."</p>
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				<p>e.g., "Furthermore, __ supports the previous idea." "In contrast, __ demonstrates ____." "For instance, __ shows that ____." "As a result, ____."</p> <p>vocabulary integration and clarification e.g., "The term ' ____ ' refers to __ and is used to describe ____." "In scientific/technical/historical terms, __ means ____." "This topic involves specialized vocabulary such as __, which means ____."</p> <p>sentence combining, subordination, and relative clauses e.g., "Although __, it is also true that ____." " __, which is defined as __, plays a key role in ____." "Not only does __ affect __, but it also influences ____." "By analyzing __, one can see that ____."</p>	
<b>7.W.TTP.3</b>	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant	narrator (narrador)  character	<b>establish</b> a clear narrative context and point of view  <b>organize</b> events	past tense verbs (regular/irregular) e.g., "She walked into the room and saw..."	<b>Questions</b> "Who is the narrator or main character in your story?" "What happens first, next,



	<p>descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</p> <p>e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</p> <p>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>sequence (secuencia)</p> <p>description (descripción)</p> <p>reflection (reflexión)</p> <p>point of view</p>	<p>logically and sequentially</p> <p><b>develop</b> characters and events through dialogue, pacing, and description</p> <p><b>use</b> transitions to signal shifts and relationships between events</p> <p><b>describe</b> experiences with sensory and precise language</p> <p><b>maintain</b> coherence through structured storytelling</p> <p><b>add</b> sensory and descriptive language</p>	<p>punctuation of a dialogue <i>e.g., "He whispered, 'We have to go now.' "</i></p> <p>descriptive adjectives and adverbs <i>e.g., "The eerie silence filled the cold, dark alley."</i></p> <p>use of transition words/phrases <i>e.g., first, next, suddenly, after that, finally</i></p> <p>temporal adverbs, participial phrases, cause-effect structures <i>e.g., "Gradually, tension began to rise as ____."</i> <i>"Having realized his mistake, he quickly ____."</i> <i>"As the story progressed, it became clear that ____."</i> <i>"Meanwhile, in another part of the city, ____ was unfolding."</i></p> <p>use of narrative techniques and sensory language</p>	<p>and last in your narrative?"</p> <p>"How do you show what the characters are feeling or doing?"</p> <p>"What descriptive or sensory language helps the reader imagine the scene?"</p> <p>"How does your story end or reflect on the experience?"</p> <p><b>Sentence Stems</b></p> <p>"The story begins when ____."</p> <p>"Suddenly, ____ happened, and the character ____."</p> <p>"This moment was important because ____."</p> <p>"I used dialogue to show ____."</p> <p>"In the end, the character learned that ____."</p>
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				<p><i>e.g., "He whispered, 'I think we're being followed,' and quickened his pace." "The cold wind pressed against her skin, reminding her of ____." "At that moment, I realized everything I believed was wrong." "The wind howled through the trees, carrying the scent of pine."</i></p>	
<b>7.W.PDW.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p>development</p> <p>organization (organización)</p> <p>purpose (propósito)</p> <p>audience (audiencia)</p> <p>style</p>	<p><b>structure</b> ideas logically</p> <p><b>demonstrate</b> appropriate tone</p> <p><b>organize</b> content effectively</p> <p><b>develop</b> ideas clearly</p> <p><b>match</b> writing to purpose and audience</p>	<p>stating purpose or introductory phrases <i>e.g., "The purpose of this piece is to ____." "This essay will explain how ____ affects ____." "In this article, I will describe ____ and provide examples to support my explanation." "My goal is to inform the reader about ____ by presenting clear evidence and examples."</i></p> <p>organizing and developing ideas <i>e.g., "First, ____ shows that ____." "Another important point is ____." "This example supports</i></p>	<p><b>Questions</b></p> <p>"How can you ensure your writing is clear and coherent for your audience?"</p> <p>"What strategies can you use to organize your ideas in a way that fits the purpose of the task?"</p> <p>"How do you adjust your writing style to make sure it is appropriate for the intended audience?"</p> <p>"What writing techniques can help you develop your ideas clearly and logically?"</p> <p>"How can you make sure your writing aligns with the expectations for the task and purpose?"</p>

				<p><i>the idea that ____.</i>"</p> <p><i>"Finally, it is important to understand that ____."</i> <i>"Each step in this process begins with ____ and continues with ____."</i></p> <p>use of style appropriate to the task and audience e.g., <i>"According to the data, ____."</i> <i>"The evidence clearly indicates that ____."</i> <i>"A formal analysis reveals that ____."</i></p> <p>use of transitional phrases e.g., <i>"For example, ____."</i> <i>"In contrast, ____."</i> <i>"As a result, ____ occurs."</i> <i>"This leads to ____, which ____."</i> <i>"Therefore, the evidence supports the idea that ____."</i></p> <p>use of concluding phrases e.g., <i>"In conclusion, the evidence shows that ____."</i> <i>"Overall, the information presented supports the idea that ____."</i> <i>"The main takeaway is that ____."</i></p>	<p><b>Sentence Stems</b></p> <p>"For this task, I will choose words like ____ because they are appropriate for the audience."</p> <p>"In my conclusion, I will summarize ____ to reinforce my main point."</p> <p>"To develop my ideas more clearly, I will ____ and ____."</p> <p>"I will adjust my tone by ____ so that my writing fits the expectations of ____."</p> <p>"To make my writing more effective, I will vary my sentence structure by ____."</p> <p>"The purpose of this writing is to ____, so I will use ____ to achieve this."</p>
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<b>7.W.RW.10</b>	<p>Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>audience (audiencia)</p> <p>purpose</p> <p>tone</p> <p>formal (formal)</p> <p>revise (revisar)</p>	<p><b>choose</b> appropriate tone and register</p> <p><b>revise</b> language for clarity or formality</p> <p><b>tailor</b> vocabulary to audience knowledge</p> <p><b>clarify</b> ideas for specific tasks</p> <p><b>explain</b> language choices</p>	<p>stating purpose or intent e.g., "I am writing to ____." "This report will focus on ____." "In response to ____, I will analyze ____."</p> <p>statements to address the audience e.g., "Since this is for ____, I will ____."</p> <p>complex sentences for explaining reasoning or evidence e.g., "This shows that ____ because ____." "For example, ____ demonstrates ____." "This is evidence that supports my claim that ____."</p> <p>use of linking phrases e.g., "In addition to ____, another important aspect is ____." "Over time, it becomes clearer that ____." "To summarize, the main points discussed are ____."</p>	<p><b>Questions</b></p> <p>"How did your language change for this audience?"</p> <p>"What tone did you use, and why?"</p> <p>"How did your word choice match the task?"</p> <p>"Why did you revise certain words or phrases?"</p> <p>"What kind of language works best for this purpose?"</p> <p><b>Sentence Stems</b></p> <p>"I chose to use ____ language because my audience is ____."</p> <p>"For this formal/informal task, I used ____."</p> <p>"The tone of my writing is ____ to match the purpose."</p> <p>"Because this is for ____, I included/excluded ____."</p> <p>"To adapt to this task, I revised my language by ____."</p>
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## Conclusion

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

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

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

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

## ***Acknowledgements***

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

We gratefully acknowledge the contributions of the ESL teachers, instructional coaches, English learner specialists, content experts, and district leaders who participated in the ELD Crosswalk Collaborative in March and April 2025. Their deep understanding of English language development, academic content standards, and the instructional needs of English learners was essential to ensuring that this document is both practical and meaningful for Tennessee educators.

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

### ***ELD & 6-12 ELA Facilitator***

Kristina Danko, Ed.S.	ESL Specialist	Rutherford County Schools
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### ***Crosswalk Collaborators***

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

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

## Appendix B: Academic Language

### **Academic Language for Language Development**

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

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

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

### **Academic Language for Content**

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

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

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

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

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

## Appendix C: Language Functions

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

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

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

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

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

## Appendix D: Language Forms & Structures

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

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

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

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

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

## Appendix E: Additional Resources

### ***ELPA21***

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

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

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

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

### ***Tennessee***

Tennessee Department of Education – English Learners

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

Tennessee Department of Education – English Language Arts Standards

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

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