



English Language Development & Academic Standards Crosswalk

For Kindergarten

English Language Arts (ELA)

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Introduction

A standards crosswalk is a tool designed to align different sets of standards, enabling educators to compare expectations and identify areas of intersection. In this document, the Tennessee **English Language Development (ELD) Standards** are systematically 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 to grade-level academic standards.
- Plan lessons that integrate language functions and language forms into content instruction.
- Highlight academic language that allows English learners to fully access and engage in rigorous academic tasks.

The Crosswalk includes a correspondence matrix, standards concordance matrix, and detailed crosswalk charts organized by English Language Development standards for kindergarten. 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 kindergarten. The matrices help identify where natural intersections exist between language development goals and academic learning targets.

The **Corresponding Matrix** displays:

- ELD Standards that highlight the language functions and forms needed to engage successfully in academic tasks.
- Corresponding Academic Standards that are taught through high-quality instructional materials.

Additionally, a standards-based **Concordance Matrix** (also called a **reverse matrix**) is provided behind the Correspondence Matrix. In the reverse matrix, the ELA standards are listed first, followed by the related ELD Standards. This allows educators to approach planning flexibly.

The matrices are designed to serve as a starting point for unit and lesson planning and help educators prioritize language objectives alongside content objectives. Educators should begin by reviewing the relevant matrix for their grade level.

- If an educator is focusing on developing a particular language function, the original Correspondence Matrix will be the better starting point.
- If an educator begins with a specific Tennessee Academic Standard they are targeting, the standards Concordance Matrix provides an efficient way to identify related language objectives.

This flexible structure ensures that educators can efficiently integrate language and content learning into the content objectives they are teaching. The matrix and reverse matrices are designed to:

- Serve as a starting point for unit and lesson planning.
- Help educators prioritize language objectives alongside content objectives.
- Clarify the types of language functions, forms, and vocabulary students will need to fully participate in academic tasks.

ELD Crosswalk Charts

The second major component of this Crosswalk document is the set of detailed Crosswalk Charts. These charts provide a deeper level of guidance for instructional planning by connecting the Tennessee English Language Development (ELD) Standards directly to the Tennessee Academic Standards in English Language Arts (ELA).

Each detailed Crosswalk Chart begins with a Tennessee ELD Standard 1-10 and identifies the related ELA standards where natural intersections between language development and academic skills occur. For each intersection, the chart provides practical, teacher-facing supports to guide instruction:

- **Academic Language (with Spanish Cognates):**

Lists key academic vocabulary necessary for students to access the content and perform the tasks described in the standard. It is not the language of the content; instead, it focuses on the language needed to do associated skills or tasks of the standard.

Spanish cognates are included to help teachers leverage students' home language knowledge when building academic vocabulary.

- **Language Functions:**

Describes the language actions the students should do through reading, writing, speaking, and listening. It is how students use language to accomplish the skill or task associated with the academic standard. This helps educators plan explicit instruction around how students use language purposefully.

- **Language Forms:**

Provides examples of grammatical structures, sentence types, or discourse features that are important for performing the skill or task. This supports teachers in embedding explicit instruction of grammar and language structures into their content lessons.

- **Questions and Sentence Stems:**

Offers sample prompts, question stems, and sentence frames that teachers can use to support student thinking and expression. These resources help teachers scaffold academic conversations and written responses, promoting both deeper content understanding and stronger language production.

The detailed Crosswalk Charts are intended to serve as planning tools that make both language demands and academic expectations visible. By intentionally incorporating these supports, educators can design instruction that both strengthens English learners' language proficiency and fosters academic achievement.

Incorporating with Intellectual Preparation

Before teaching a lesson from HQIM...

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

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

Example: Before teaching a lesson from HQIM focused on K.RL.IKI.7 ("With prompting and support, orally describe the relationship between illustrations and the text in which they appear"), a teacher reviews the crosswalk and identifies alignment with ELD Standard 4: "Construct grade-appropriate oral and written claims and support them with reasoning and evidence." Using the matrix, the teacher prepares by creating a language objective: Students will orally describe how illustrations support the text using claim and evidence language structures.

During PLCs and Planning

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

The crosswalk helps teachers:

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

Example: During a Kindergarten lesson aligned to HQIM for ELA Standard K.RI.KID.1 (With prompting and support, ask and answer questions about key details in a text), the teacher uses the Crosswalk to identify academic vocabulary (with Spanish cognates) to intentionally introduce and build background for concept clarity.

Planning Checks for Understanding

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

- Embed targeted **question stems and sentence frames** into instructional routines (e.g., turn-and-talks, quick writes, etc.) to support student expression and scaffold productive academic language use.

- Prepare scaffolded discussion protocols, writing prompts, or exit ticket **sentence frames** that align with both content and language goals.

Example: During a lesson aligned to HQIM for K.W.TTP.1 (With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces), the teacher uses the “Questions and Sentence Stems” column from the Crosswalk to design a quick write or exit ticket to check for understanding.

Corresponding & Concordance Matrices

The next pages contain the Correspondence Matrix and Concordance Matrix, designed to support instructional planning by connecting Tennessee ELD standards and English Language Arts Standards for Kindergarten.

ELD to Kindergarten 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	K.FL.F.5 K.FL.VA.7		K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.5 K.RL.IKI.7 K.RL.RRTC.10	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.CS.5 K.RI.IKI.8 K.RI.IKI.9 K.RI.RRTC.10	K.SL.CC.1 K.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			K.RL.KID.1 K.RL.CS.4	K.RI.KID.1	K.SL.CC.1	K.W.PDW.6 K.W.RBPK.7 K.W.RBPK.8
3	Speak and write about grade-appropriate complex literary and informational texts and topics	K.FL.PC.1 K.FL.WC.4 K.FL.SC.6		K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.6 K.RL.IKI.7	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.5	K.W.TTP.1 K.WTTP.2 K.W.TTP.3 K.W.PD.4 K.W.RBPK.8 K.W.RW.10
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			K.RL.CS.6 K.RL.IKI.7 K.RL.IKI.9	K.RI.KID.1 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8 K.RI.IKI.9	K.SL.PKI.6	K.W.TTP.1 K.W.RBPK.7 K.W.RBPK.8 K.W.RW.10

5	Conduct research and evaluate and communicate findings to answer questions or solve problems	K.FL.F.5 K.FL.SC.6		K.RL.KID.1	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.IKI.8 K.RI.IKI.9	K.SL.PKI.4 K.SL.PKI.5 K.SL.PKI.6	K.W.TTP.1 K.WTTP.2 K.W.TTP.3 K.W.RBPK.7 K.W.RBPK.8
6	Analyze and critique the arguments of others orally and in writing	K.FL.WC.4 K.FL.SC.6			K.RI.IKI.8	K.SL.CC.3 K.SL.PKI.6	K.W.TTP.1 K.WTTP.2
7	Adapt language choices to purpose, task, and audience when speaking and writing			K.RL.CS.4 K.RL.CS.6 K.RL.IKI.7	K.RI.CS.4 K.RI.CS.6 K.RI.IKI.7	K.SL.CC.1 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6	K.W.PDW.5 K.W.RBPK.7
8	Determine the meaning of words and phrases in oral presentations and literary and informational text	K.FL.PWR.3 K.FL.F.5 K.FL.VA.7		K.RL.CS.4	K.RI.CS.4		
9	Create clear and coherent grade-appropriate speech and text	2.F.L.PC.1 K.FL.WC.4 K.FL.SC.6		K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.4 K.RL.CS.6 K.RL.IKI.7 K.RL.IKI.9	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8 K.RI.IKI.9	K.SL.CC.1 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6	K.W.TTP.1 K.WTTP.2 K.W.TTP.3 K.W.PD.4 K.W.PDW.5 K.W.PDW.6 K.W.RBPK.7 K.W.RBPK.8 K.W.RW.10
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing	K.FL.SC.6				K.SL.PKI.6	K.W.TTP.1 K.WTTP.2 K.W.TTP.3 K.W.PD.4 K.W.PDW.5 K.W.RW.10

Kindergarten Concordance Matrix

Language (L)

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

Reading Informational (RI)

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

Speaking & Listening (SL)

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

Reading Literature (RL)

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

Writing (W)

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

Crosswalk Charts

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

ELD Standard 1 and Kindergarten 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	K.FL.F.5 K.FL.VA.7		K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.5 K.RL.IKI.7 K.RL.RRTC.10	K.RI..KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.CS.5 K.RI.IKI.8 K.RI.IKI.9 K.RI.RRTC.10	K.SL.CC.1 K.SL.CC.2	
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
K.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	accuracy fluency comprehension (comprensión) purpose word	read aloud with expression and accuracy demonstrate understanding through retelling or discussion read to find meaning or learn information monitor understanding while reading reread for fluency and clarity	present tense verbs <i>e.g., read, say, sound out, know</i> simple sentences <i>e.g., I read the sentence, I know the word</i> past tense verbs for comprehension checks <i>e.g., I read, I learned</i> subject + verb + object <i>e.g., I read the word, I understand the story</i>	Questions: "What did you read about?" "Did you understand the text?" "Can you read that sentence again?" "What is the purpose of this reading?" "Does that word make sense in the sentence?" "How do you know what the word says?" "Can you read it more smoothly?" Sentence Stems: "I read the word ____." "This story is about ____." "I read to learn about ____." "I understood that ____ happened." "The word makes sense because ____."		

				phrases showing purpose <i>e.g., to learn, to understand, for fun</i>	
K.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	context (contexto) definition (definición) example (ejemplo) synonym (sinónimo) antonym (antónimo)	identify the meaning of words using context clues describe how illustrations help understand a word explain word meaning using examples compare words with similar or opposite meanings ask and answer questions about word meanings	descriptive sentences <i>e.g., "The word __ means __."</i> explanatory sentences <i>e.g., "The picture shows __, which helps me understand __."</i> comparative statements <i>e.g., "__ is like __ because __."</i> cause-and-effect sentences <i>e.g., "Because the author says __, I think the word means __."</i>	Questions: "What does this word mean?" "What clues help you figure out the meaning of the word?" "How does the picture help you understand the word?" "Can you find a word that means the same as __?" "What is the opposite of __?" Sentence Stems: "I think the word __ means __ because __." "The picture helps me understand the word because __." "A word that means the same as __ is __." "The word __ is the opposite of __." "The author uses the word __ to show __."
K.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings.	category (categoría) opposite (opuesto)	sort and classify objects or words identify opposites	simple present tense verbs <i>e.g., is, are, goes, feels</i>	Questions: "What category does this object belong to?" "Can you sort these items by how they are the same?" "What is the opposite of this word?"

	<p>i. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>iii. Make real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>	<p>verb (verbo)</p> <p>adjective (adjetivo)</p> <p>meaning</p>	<p>relate words to real-life experiences</p> <p>describe the differences in similar words</p> <p>explain why words belong in the same or different categories</p>	<p>comparative language <i>e.g., bigger, smaller, faster, slower</i></p> <p>subject + verb constructions <i>e.g., A dog is an animal</i></p> <p>prepositional phrases <i>e.g., in the group, on the list, with others</i></p> <p>adjectives and verbs paired with opposites <i>e.g., hot/cold, fast/slow</i></p>	<p>"What verb means almost the same but not exactly?"</p> <p>"What is a real-life example of this word?"</p> <p>"How are these words alike or different?"</p> <p>"What other word could you use instead of ___?"</p> <p>Sentence Stems:</p> <p>"The opposite of ___ is ___."</p> <p>"A real-life example of ___ is ___."</p> <p>"I sorted these because they are all ___."</p> <p>"These words are alike because ___."</p> <p>"These words are different because ___."</p> <p>"Another word for ___ is ___."</p>
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	<p>details (detalles)</p> <p>text (texto)</p> <p>answer</p> <p>events (eventos)</p> <p>information (información)</p>	<p>ask questions about key details in a text</p> <p>describe key details using information from the text</p> <p>retell key details in sequence</p>	<p>question formation <i>e.g., Who, what, where, when, why, or how</i></p> <p>cause-and-effect statements: <i>e.g., "___ happened because ___."</i></p> <p>sequence statements</p>	<p>Questions:</p> <p>"Who are the characters in the story?"</p> <p>"What happened in the story?"</p> <p>"Where did the story take place?"</p> <p>"Why did the character do that?"</p> <p>"How did the story end?"</p> <p>Sentence Stems:</p> <p>"The character is ___."</p> <p>"The story takes place in ___."</p> <p>"First ___ happened, then ___."</p> <p>"I think ___ because ___."</p> <p>"The author shows ___ by ___."</p>

		<p>explain (explicar)</p> <p>describe (describir)</p>		<p><i>e.g., "First __, then __, finally __."</i></p>	
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.	<p>retell</p> <p>character</p> <p>beginning</p> <p>middle</p> <p>end</p>	<p>retell a story in order</p> <p>identify and share key details</p> <p>name characters, setting, and major events</p> <p>use time-order words to tell what happened</p> <p>express understanding of a story orally</p>	<p>sequencing words <i>e.g., first, next, then, last</i></p> <p>past tense verbs <i>e.g., went, saw, did, said</i></p> <p>simple subject + verb sentences <i>e.g., "The story is about __."</i></p> <p>phrases that show time and story structure <i>e.g., at the beginning, at the end</i></p>	<p>Questions:</p> <p>"What happened in the story?"</p> <p>"What happened first?"</p> <p>"What happened next?"</p> <p>"How did the story end?"</p> <p>"Can you retell the story?"</p> <p>Sentence Stems:</p> <p>"The story is about __."</p> <p>"First, __ happened."</p> <p>"Next, __."</p> <p>"Then, __."</p> <p>"At the end, __."</p>
K.RL.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.	<p>character</p> <p>setting</p> <p>story (historia)</p> <p>problem (problema)</p> <p>solution (solución)</p>	<p>identify story elements (characters, setting, events)</p> <p>describe who, where, and what happens in the story</p> <p>sequence events orally</p>	<p>present and past tense verbs <i>e.g., is, are, went, did</i></p> <p>sentence structures for identification <i>e.g., The character is..., The setting is...</i></p> <p>time-order words</p>	<p>Questions:</p> <p>"Who are the characters in the story?"</p> <p>"Where does the story take place?"</p> <p>"What is the setting?"</p> <p>"What happens in the beginning of the story?"</p> <p>"What is one big event in the story?"</p> <p>"What happens at the end of the story?"</p> <p>"Can you tell me what the story is about?"</p>

			use details to explain major parts of the story	<i>e.g., first, then, next, last</i>	Sentence Stems: "The characters are ____." "The setting is ____." "The story takes place in ____." "A big event is ____." "The story is about ____."
K.RL.CS.5	Recognize common types of texts.	text (texto) fiction (ficción) nonfiction (no ficción) poem (poema) information (información)	identify and name types of texts distinguish between fiction and nonfiction explain what each type of text is used for respond to questions about the purpose of different texts	present tense verbs <i>e.g., is, tells, shows, gives</i> declarative sentences <i>e.g., This is a story, It is a poem</i> descriptive phrases <i>e.g., about animals, about feelings, tells a true story</i>	Questions: "What kind of text is this?" "Is this a story, poem, or informational book?" "What do you learn from this book?" "Is this book fiction or nonfiction?" "How do you know what kind of text it is?" Sentence Stems: "This text is a ____." "It is a story about ____." "It is a poem because ____." "This book is nonfiction because ____." "I know this is fiction because ____." "This book gives information about ____."
K.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	illustration (ilustración) story relationship (relación) describe (describir) illustrator (ilustrador)	describe how illustrations show key details in the story explain the relationship between illustrations and the text identify how illustrations show characters, settings,	descriptive sentences <i>e.g., "The picture shows ____."</i> explanatory sentences <i>e.g., "The illustration helps me understand ____ because ____."</i> comparative sentences	Questions: "What do you see in the illustration?" "How does this picture help you understand the story?" "What is happening in the picture? How does it match the story?" "What do the pictures tell you about the character or setting?" "Why do you think the illustrator chose to draw it this way?" Sentence Stems: "The picture shows ____, which helps me understand ____."

			<p>or events</p> <p>compare how illustrations and text work together to tell the story</p> <p>make predictions based on illustrations</p>	<p><i>e.g., "The picture is like the story because ____."</i></p>	<p>"I think the character is ____ because the illustration shows ____."</p> <p>"This picture is important because it shows ____."</p> <p>"The setting in the picture is ____, and it matches the story because ____."</p> <p>"The author tells us ____, and the illustrator shows it by ____."</p>
K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	<p>story (historia)</p> <p>poem (poema)</p> <p>text (texto)</p> <p>picture (imagen)</p> <p>read</p>	<p>read and listen to stories and poems</p> <p>identify story elements during reading</p> <p>express opinions or reactions to texts</p> <p>retell or summarize parts of a story or poem</p> <p>respond to what was heard or read</p>	<p>present tense verbs</p> <p><i>e.g., read, see, hear, say</i></p> <p>simple sentence structures</p> <p><i>e.g., I read, I saw, I heard</i></p> <p>time-order words</p> <p><i>e.g., first, then, next, last</i></p>	<p>Questions:</p> <p>"What is this story or poem about?"</p> <p>"Who are the characters?"</p> <p>"What happened in the story?"</p> <p>"What do you like about the poem?"</p> <p>"Can you tell me something you heard?"</p> <p>"What words did you hear more than once?"</p> <p>Sentence Stems:</p> <p>"This story is about ____."</p> <p>"The poem says ____."</p> <p>"I read about ____."</p> <p>"My favorite part was ____."</p> <p>"I heard the word ____ in the poem."</p> <p>"The characters are ____."</p> <p>"In the story, ____ happened."</p>
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	<p>question</p> <p>answer</p> <p>information (información)</p>	<p>ask questions about key details in a text</p> <p>answer questions using information from a text</p>	<p>question forms</p> <p><i>e.g., who, what, where, when, why, how</i></p> <p>descriptive sentences</p>	<p>Questions:</p> <p>"What is this text about?"</p> <p>"Who or what is the text talking about?"</p> <p>"Where does this story take place?"</p> <p>"Why did the author include this detail?"</p> <p>"What might happen next in the text?"</p> <p>"How do you know that?"</p>

		<p>explain (explicar)</p> <p>describe (describir)</p>	<p>describe key details from a text</p> <p>explain what the text is about</p> <p>identify the main idea and supporting details</p> <p>predict what might happen next using details from the text</p>	<p><i>e.g., "This text is about ____."</i></p> <p>explanatory sentences <i>e.g., "I know this because ____."</i></p>	<p>Sentence Stems:</p> <p>"This text is about ____."</p> <p>"A key detail is ____ because ____."</p> <p>"The author wants us to know ____."</p> <p>"I think ____ because the text says ____."</p> <p>"The main idea is ____ and one detail that supports it is ____."</p> <p>"I predict ____ will happen next because ____."</p>
K.RI.KID.2	With prompting and support, orally retell familiar stories, including key details.	<p>retell</p> <p>key detail (detalle clave)</p> <p>beginning</p> <p>middle</p> <p>end</p> <p>main idea (idea principal)</p>	<p>retell a nonfiction or informational text</p> <p>identify and share key details</p> <p>express understanding of a topic orally</p> <p>use sequence and facts to explain</p>	<p>sequence words <i>e.g., first, next, then, last</i></p> <p>past tense and present tense verbs <i>e.g. is, are, tells, shows, learned</i></p> <p>sentence structures for retelling <i>e.g., The text is about..., I learned...</i></p>	<p>Questions:</p> <p>"What is the text about?"</p> <p>"What did you learn from the text?"</p> <p>"Can you tell me the key details?"</p> <p>"What happened first in the text?"</p> <p>"What happened next?"</p> <p>"How does the text end?"</p> <p>Sentence Stems:</p> <p>"The text is about ____."</p> <p>"First, I learned ____."</p> <p>"Next, the text says ____."</p> <p>"A key detail is ____."</p> <p>"This part tells me ____."</p> <p>"At the end, I remember ____."</p> <p>"I learned ____ from the story."</p>
K.RI.KID.3	With prompting and support, orally identify characters, setting, and major events in a story	<p>character</p> <p>setting</p> <p>event (evento)</p>	<p>identify and describe characters</p>	<p>past and present tense verbs <i>e.g., is, are, was, went, happened</i></p>	<p>Questions:</p> <p>"Who are the characters in the story?"</p> <p>"Where does the story take place?"</p> <p>"What is the setting?"</p>

		<p>story (historia)</p> <p>detail (detalle)</p>	<p>name the setting of a story</p> <p>retell major events in order</p> <p>explain story elements from a familiar text</p>	<p>time-order words <i>e.g., first, next, then, last</i></p> <p>descriptive phrases <i>e.g., a dark and stormy night</i></p>	<p>"What happened in the story?" "What is a big event in the story?" "What happened at the end?"</p> <p>Sentence Stems: "The characters are ____." "The setting is ____." "The story takes place in ____." "A big event is ____." "At the beginning, ____ happened." "At the end, ____ happened." "The story is about ____."</p>
K.RI.CS.4	With prompting and support, ask and answer questions about unknown words in text.	<p>word</p> <p>meaning</p> <p>explain (explicar)</p> <p>describe (describir)</p> <p>definition (definición)</p> <p>example (ejemplo)</p>	<p>ask questions about unknown words</p> <p>describe the meaning of unknown words using context clues</p> <p>explain word meanings using illustrations or text features</p> <p>answer questions about unknown words</p> <p>identify the meaning of words using examples or definitions</p>	<p>interrogative sentences <i>e.g., "What does ____ mean?"</i></p> <p>explanatory sentences: <i>e.g., "The word ____ means ____ because ____."</i></p> <p>comparative sentences <i>e.g., "____ is like ____ because ____."</i></p>	<p>Questions: "What does this word mean?" "How can you figure out the meaning of this word?" "What clues in the picture help you understand the word?" "Can you find a word that means the same as ____?" "Why do you think the author used this word?"</p> <p>Sentence Stems: "I think the word ____ means ____ because ____." "The picture shows ____, which helps me understand the word ____." "The author uses the word ____ to show ____." "I can figure out the meaning of ____ by looking at ____."</p>

					"A word that means the same as ___ is ___."
K.RI.CS.5	Recognize common types of texts.	text (texto) story (historia) informational (informacional) fiction (ficción) nonfiction (no ficción)	identify types of texts (e.g., story, informational, poem) describe features of different types of texts explain the purpose of a text compare and contrast stories and informational texts classify texts by type using key details	noun phrases <i>e.g., an informational text</i> present tense verbs <i>e.g., "Stories have characters."</i> adjectives to describe text features <i>e.g., "Poems are short and have rhyming words."</i>	Questions: "What kind of text is this?" "Is this a story or an informational text? How do you know?" "What clues help you recognize this type of text?" "What is the purpose of this text?" "How is this text like or different from another text we read?" Sentence Stems: "This text is a ___ because I see ___." "I know this is a story because ___." "The purpose of this text is to ___." "This is an informational text because it gives facts about ___." "A story has ___, but an informational text has ___."
K.RI.IK1.8	With prompting and support, identify the reasons an author provides to support points in a text.	author (autor) reason (razón) point (punto) text (texto) support (apoyo)	identify points made by the author recognize reasons that support an idea explain why the author said something connect details to the author's message	present tense verbs <i>e.g., says, tells, shows</i> cause-and-effect phrases <i>e.g., because, so, to show</i> pronoun reference <i>e.g., "This part shows..."</i>	Questions: "What point is the author making?" "What reason does the author give?" "Why did the author say that?" "Can you tell me one reason from the text?" "What does the author want us to know?" "How does the author support the idea?" Sentence Stems: "The author says ___ because ___." "One reason is ___." "The author wants us to know ___." "A reason in the text is ___." "This supports the idea that ___."

					<p>"I know because the text says ____."</p> <p>"The author gives the reason ____."</p>
K.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	<p>similarity (similitud)</p> <p>difference (diferencia)</p> <p>text (texto)</p> <p>topic (tópico)</p> <p>illustration (ilustración)</p> <p>detail (detalle)</p>	<p>identify similarities and differences between two texts</p> <p>compare illustrations to find similarities and differences</p> <p>describe how authors present information differently</p> <p>explain how illustrations support understanding of a topic</p> <p>express opinions about which text provides clearer information</p>	<p>comparative adjectives <i>e.g., big, bigger</i></p> <p>coordinating conjunctions <i>e.g., and, but</i></p> <p>present tense verbs <i>e.g., shows, says</i></p>	<p>Questions:</p> <p>"How are these two texts the same?"</p> <p>"What is different between the two texts?"</p> <p>"What details does one author include that the other does not?"</p> <p>"How do the illustrations help you understand the topic in each text?"</p> <p>"Which text gave you more information? Why?"</p> <p>Sentence Stems:</p> <p>"Both texts talk about ___, but one text says ___ and the other says ___."</p> <p>"The illustrations in both texts show ___, but one illustration also shows ___."</p> <p>"One similarity I noticed is ___."</p> <p>"A difference between the texts is ___."</p> <p>"I think ___ explains the topic better because ___."</p>
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	<p>conversation (conversación)</p> <p>respond (responder)</p> <p>idea (idea)</p>	<p>participate in collaborative conversations</p> <p>listen actively to others' ideas</p> <p>ask and answer questions to clarify</p>	<p>conjunctions <i>e.g., and, but, because</i></p> <p>wh- questions <i>e.g. who, what, where, when, why, how</i></p>	<p>Questions:</p> <p>"What do you think about ___?"</p> <p>"Can you tell me more about that?"</p> <p>"Why do you think ___?"</p> <p>"How do you feel about ___?"</p> <p>"Do you agree or disagree? Why?"</p> <p>"What would you add to that idea?"</p> <p>"Can you explain it in a different way?"</p>

		<p>opinion (opinión)</p> <p>agree</p> <p>disagree</p>	<p>meaning</p> <p>express agreement or disagreement respectfully</p> <p>explain thoughts and opinions</p> <p>take turns in a conversation</p> <p>build on others' ideas</p>	<p>descriptive adjectives <i>e.g., big, funny, nice, scary</i></p> <p>pronouns <i>e.g., I, we, you, he, she</i></p>	<p>Sentence Stems:</p> <p>"I think ___ because ___."</p> <p>"I agree with ___ because ___."</p> <p>"I have a different idea. I think ___ because ___."</p> <p>"Can you tell me more about ___?"</p> <p>"That makes me think about ___."</p> <p>"I wonder why ___."</p> <p>"I heard you say ___. I think ___."</p>
K.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>understand</p> <p>information (información)</p> <p>key detail (detalle clave)</p> <p>question (pregunta)</p> <p>answer (respuesta)</p>	<p>ask and answer questions about key details</p> <p>confirm understanding of what was heard</p> <p>request help or clarification when confused</p> <p>respond to oral or visual information</p>	<p>question formats <i>e.g., What, Who, Where, Why, How</i></p> <p>phrases for clarification <i>e.g., I don't understand, Can you say it again?</i></p> <p>present tense verbs <i>e.g., ask, answer, listen, understand</i></p>	<p>Questions:</p> <p>"What did you hear?"</p> <p>"What is the story or information about?"</p> <p>"What did the speaker say?"</p> <p>"What is a key detail from what you heard?"</p> <p>"Can you tell me more about that?"</p> <p>"Can you say that again?"</p> <p>"What does that mean?"</p> <p>Sentence Stems:</p> <p>"I heard ___."</p> <p>"The story is about ___."</p> <p>"A key detail is ___."</p> <p>"I understand that ___."</p> <p>"I don't understand ___. Can you help me?"</p> <p>"Can you say ___ again?"</p> <p>"I think it means ___."</p>

ELD Standard 2 and Kindergarten 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.				K.RL.KID.1 K.RL.CS.4	K.RI.KID.1	K.SL.CC.1	K.W.PDW.6 K.W.RBPK.7 K.W.RBPK.8
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems			
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	text (texto) question (pregunta) answer (respuesta) detail (detalle)	ask and answer questions about text identify key details in a story produce complete sentences about a story use nouns and verbs to describe events or characters describe parts of the story with prepositions expand spoken and written sentences	question words <i>e.g., who, what, where, when, why, how</i> simple past verbs for retelling <i>e.g., went, saw, said</i> prepositions for describing where or when <i>e.g., in, on, under, after</i>	Questions: "Who is the story about?" "What happened in the beginning?" "Where did the story take place?" "What did the character do?" "Can you tell me a key detail?" "What happened next?" Sentence Stems: "The story is about ____." "The character is ____." "A key detail is ____." "In the beginning, ____." "At the end, ____." "The setting is ____."			
K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.	word text (texto) sentence	ask questions about unknown words	question formats <i>e.g., "What does ____ mean?" "What is ____?"</i> present tense verbs	Questions: "What does this word mean?" "What word don't you know?"			

		meaning	<p>answer questions using clues from the text or illustrations</p> <p>describe what a word might mean</p> <p>make connections between words and pictures</p> <p>clarify word meaning with teacher or peer support</p>	<p><i>e.g., means, is, looks like</i></p> <p>prepositional phrases <i>e.g., in the picture, on the page</i></p>	<p>"Can you ask a question about that word?"</p> <p>"Can you find a clue in the picture?"</p> <p>"What is the word in this sentence?"</p> <p>"How can we figure out what the word means?"</p> <p>"What do you think the author means?"</p> <p>Sentence Stems:</p> <p>"I don't know what ____ means."</p> <p>"What does ____ mean?"</p> <p>"I think it means ____."</p> <p>"The picture shows ____."</p> <p>"I see a clue in the ____."</p>
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	<p>text (texto)</p> <p>question</p> <p>answer</p> <p>detail (detalle)</p> <p>key detail (detalle clave)</p> <p>information (información)</p>	<p>ask questions about a nonfiction text</p> <p>answer questions with details from the text</p> <p>identify key ideas and facts</p> <p>discuss information with peers or teacher</p> <p>point out specific parts of the text</p>	<p>question words <i>e.g., who, what, where, when, why, how</i></p> <p>present tense verbs <i>e.g., is, are, shows, tells</i></p> <p>prepositional phrases <i>e.g., in the text, on the page</i></p>	<p>Questions</p> <p>"What is this text about?"</p> <p>"What did you learn?"</p> <p>"Who or what is this part talking about?"</p> <p>"Can you find a key detail?"</p> <p>"Where can we find the answer in the text?"</p> <p>"What does the text say about ____?"</p> <p>"Can you ask a question about this page?"</p> <p>Sentence Stems</p> <p>"The text is about ____."</p> <p>"I learned ____ from the text."</p>

					"A key detail is ____." "The text says ____." "This page tells me ____." "I have a question about ____." "The word ____ is important because ____."
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	conversation (conversación) question answer idea (idea) respond (responder) information (información)	ask and answer questions share ideas respond to others agree or disagreeing politely take turns in conversation	present tense verbs <i>e.g., "I think," "She says"</i> sentence starters for responding <i>e.g., "I agree," "I think...," "My idea is..."</i> prepositional phrases <i>e.g., "about the story," "with my partner"</i> conjunctions for connecting ideas <i>e.g., and, because, but</i>	Questions: "Can you share your idea with your partner?" "Why do you think that?" "What did your partner say?" "How can you respond to your friend's idea?" "What happened in the book?" "Can you ask your friend a question?" Sentence Stems "My partner said ____." "I think ____ because ____." "I agree because ____." "I disagree because ____."
K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	technology (tecnología) write collaborate	use digital tools to create writing share writing with peers or teacher	present tense verbs <i>e.g., write, type, click, use, share</i> subject + verb sentence patterns	Questions "What do you want to type?" "Can you tell me about your story?"

		idea (idea)	collaborate with others to complete digital tasks express ideas through typing, drawing, or dictation	<i>e.g., I use, We write</i> prepositions to describe tool use <i>e.g., on the computer, with the tablet</i> sequence words (<i>e.g., first, next, then</i>) for steps in using tools	“What part do you want to share first?” “How can you help your friend with this?” “What do you want to say in your story?” Sentence Stems “I am writing about ____.” “I can help ____ by ____.” “I want to share ____.”
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	author (autor) opinion (opinión) writing idea (idea) information (información)	participate in group reading and writing activities express opinions about books and authors ask and answer questions about books share ideas with peers use writing and drawing to explain preferences	opinion sentence structures <i>e.g., I like, My favorite, I think</i> present tense verbs <i>e.g., read, like, think, write</i> simple conjunctions <i>e.g., and, because</i> descriptive words for authors or books <i>e.g., funny, exciting, good</i>	Questions: “What do you think about ____?” “Which ____ is your favorite and why?” “Why do you like that author?” “What did you learn from the experience?” “Can you share your opinion?” Sentence Stems “I liked ____.” “My favorite ____ is ____.” “I think ____ is ____ because ____.” “I worked with my class to ____.” “This book is fun because ____.”

					"I shared my opinion about ____."
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>experience (experiencia)</p> <p>information (información)</p> <p>question</p> <p>answer</p> <p>source</p> <p>idea (idea)</p>	<p>recall facts or events from personal experiences</p> <p>gather and use information from text, videos, or teacher-provided materials</p> <p>answer questions using learned information</p> <p>share what was seen, heard, or learned</p> <p>discuss or write about information from a source</p>	<p>past tense verbs <i>e.g., went, saw, learned, did</i></p> <p>sentence patterns for recalling and answering <i>e.g., I remember..., I learned...</i></p> <p>question words <i>e.g., who, what, where, when, how</i></p> <p>prepositions <i>e.g., from the book, in the video, at the zoo</i></p>	<p>Questions: "What do you remember from our trip or activity?" "What did you learn from the book or video?" "How can you answer the question using what you know?" "What happened when you did ____?" "What fact did you find?" "Where did you learn that information?"</p> <p>Sentence Stems: "I remember ____ from the trip." "I learned ____ from the story." "I saw ____ in the video. I got the answer from ____." "My experience was about ____." "One thing I know is ____." "From ____, I learned ____."</p>

ELD Standard 3 and Kindergarten 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				K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.6 K.RL.IKI.7	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4	K.W.TTP.1 K.WTTP.2 K.W.TTP.3 K.W.PD.4 K.W.RBPK.8
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	text (texto) key detail (detalle clave) question answer sentence	ask and answer questions about what is read identify and discuss key details participate in conversations about stories clarify understanding using evidence from the text		question words <i>e.g., who, what, where, when, why, how</i> simple sentence structures <i>e.g., "The story is about..., I learned..."</i> present tense verbs <i>e.g., is, are, says, tells</i>		Questions: "What is the story about?" "What happened in the story?" "Who are the characters?" "What did the character do?" "What is a key detail from the story?" "What do you remember from the text?" "Can you ask a question about the story?" Sentence Stems: "The story is about ____." "A key detail is ____." "I remember that ____."	

					"I learned ___ from the story." "The character did ___." "I have a question about ___." "My question is ___."
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.	main topic retell key detail (detalle) beginning middle (medio) end	identify the main topic of a story retell key details from the beginning, middle, and end oral summarizing information from the text explain what the story is mostly about	time-order words <i>e.g., first, next, then, last</i> present and past tense verbs <i>e.g., is, are, said, went, happened</i> sentence structures for summarizing <i>e.g., The story is about..., A key detail is...</i>	Questions: "What is the main topic of the story?" "What is the story mostly about?" "What happened first in the story?" "What happened next?" "What happened at the end?" "What are the key details?" Sentence Stems: "The main topic is ___." "The story is mostly about ___." "First, ___. Next, ___. At the end, ___."
K.RL.KID.3	With prompting and support orally identify characters, setting and major events in a story.	characters setting Key detail (detalle)	Identify characters and settings Describe major events	subject-verb-object sentences <i>eg., The character is _.</i> temporal connectors. <i>E.g., first, then, next, last</i>	Questions: "Who is the main character in the story?" "Where does the story take place?" "What happens at the beginning of the story?" "What is an important

		<p>event (evento)</p> <p>Describe (describir)</p>	<p>Sequence events in a story</p> <p>Express understanding of story</p>	<p>adjectives to describe e.g., <i>big, small, brave, sad</i></p> <p>present tense verbs.<i>is, e.g., are, goes, finds, says</i></p> <p>pronouns e.g., <i>he, she, it, they</i></p>	<p>event in the middle?" "How does the story end?" "Can you describe the character?" "What is your favorite part of the story and why?"</p> <p>Sentence Stems: "The character is ____." "The story happens in ____." "First, ____ Next ____ Then, ____ Last ____" "An important event is ____." "I think the character is ____ because ____." "The story is about ____."</p>
K.RL.CS.6	With prompting and support, define the role of an author and illustrator in the telling of a story.	<p>author (autor)</p> <p>story</p> <p>illustrator (ilustrador)</p> <p>picture</p> <p>event (evento)</p>	<p>identify the author and illustrator of a text</p> <p>describe the role of the author and illustrator</p> <p>explain how the author's words and the illustrator's pictures work together</p> <p>compare how ideas are shown through text and</p>	<p>subject-verb-object sentences e.g., <i>The author writes the words.</i></p> <p>present tense verbs e.g., <i>writes, draws, tells</i></p> <p>prepositions e.g., <i>in, on, b</i></p> <p>conjunctions e.g., <i>and, because</i></p> <p>question forms e.g., <i>who, what, how</i></p>	<p>Questions: "Who is the author of the story?" "What does the author do?" "Who is the illustrator ?" "What does the illustrator draw?" "How do the pictures help tell the story?" "What do the words tell us about the story?" "Can you describe what the author and illustrator do?" "Why do stories need authors and illustrators?"</p>

			illustrations		
K.RL.IK.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	<p>Illustration (ilustración)</p> <p>Story</p> <p>Character</p> <p>Setting (escenario)</p> <p>Picture</p>	<p>Describe how pictures relate to the story.</p> <p>Identify characters and events in illustrations.</p> <p>Explain what is happening in the pictures.</p> <p>Connect pictures to parts of the story.</p>	<p>Simple present tense sentences <i>e.g., "The picture shows the boy running." "The illustration helps me understand the story."</i></p> <p>Prepositional phrases to describe location <i>e.g., "The dog is under the table."</i></p> <p>Use conjunctions to show cause, effect, or sequence. <i>e.g., The dog is barking because it is scared.</i></p> <p>Use sequencing words to explain what happens first, next, and last. <i>e.g., First, the boy wakes up. Then, he eats</i></p>	<p>Questions:</p> <p>"What do you see in the picture?"</p> <p>"Who is in the picture? What are they doing?"</p> <p>"How does this picture help you understand the story?"</p> <p>"What do you think is happening here?"</p> <p>"What happened before this? What happened after?"</p> <p>Sentence Stems:</p> <p>"I see ___ in the picture."</p> <p>"The picture shows ___."</p>

				<i>breakfast. Last, he goes to school.</i>	<p>"This picture helps me understand ____."</p> <p>"The character feels ____ because ____."</p> <p>"First ____, then ____, last ____."</p>
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	<p>text (texto)</p> <p>key detail (detalle clave)</p> <p>question</p> <p>answer</p> <p>sentence</p>	<p>ask and answer questions about what is read</p> <p>identify and discuss key details</p> <p>participate in conversations about stories</p> <p>clarify understanding using evidence from the text</p>	<p>question words <i>e.g., who, what, where, when, why, how</i></p> <p>simple sentence structures <i>e.g., "The text is about..., I learned..."</i></p> <p>present tense verbs <i>e.g., is, are, says, tells</i></p>	<p>Questions:</p> <p>"What is the text i about?"</p> <p>"What happened in the tex?"</p> <p>"What is a key detail from the text?"</p> <p>"What do you remember from the text?"</p> <p>"Can you ask a question about the text?"</p> <p>Sentence Stems:</p> <p>"The text is about ____."</p> <p>"A key detail is ____."</p> <p>"I remember that ____."</p> <p>"I learned ____ from the text."</p>
K.RI.KID.2	With prompting and support, orally identify the	main topic	identify the main topic of a text	<p>time-order words <i>e.g., first, next, then, last</i></p>	<p>Questions:</p> <p>"What is the main topic of the text?"</p>

	main topic and retell key details of a text.	Retell Key detail (detalle clave) Beginning Middle (medio) end	oral summarizing information from the text explain what the text is mostly about	present and past tense verbs <i>e.g., is, are, said, went, happened</i> sentence structures for summarizing <i>e.g., The text is about..., A key detail is...</i>	"What is the text mostly about?" "What happened first in the text?" "What happened next?" "What happened at the end?" "What are the key details?" Sentence Stems: "The main topic is ____." "The text is mostly about ____." "First, ____ . Next, ____ . At the end, ____." "A key detail is ____."
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	connection (conexión) event (evento) idea (idea) information (información) text (texto)	identify connections between people, events, or ideas in a text describe relationships using supporting details explain how events or ideas are connected compare and contrast two individuals, events, or pieces of information	conjunctions <i>e.g., and, but</i> temporal words <i>e.g., first, next, then, finally</i> comparative adjectives <i>e.g., bigger, smaller, faster, slower</i>	Questions: "How are these two people connected in the text?" "What happened first, and what happened next?" "Why did ____ happen? How does it connect to ____?" "What ideas in the text are similar or different?"

			provide reasons for the connections made		<p>"How does the author show the relationship between ___ and ___?"</p> <p>Sentence Stems:</p> <p>"___ and ___ are connected because ___."</p> <p>"I think these events are connected because ___."</p> <p>"The relationship between ___ and ___ is ___."</p> <p>"One way ___ and ___ are similar is ___."</p>
K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	<p>author (autor)</p> <p>illustrator (ilustrador)</p> <p>text (texto)</p> <p>information (información)</p> <p>illustration (ilustración)</p>	<p>identify the author and illustrator of a text</p> <p>describe the role of the author and illustrator</p> <p>explain how the author's words and the illustrator's pictures work together</p> <p>compare how ideas are shown through text and illustrations</p> <p>state the main message or purpose using evidence from the text and illustration</p>	<p>present tense verbs <i>e.g., is, writes, draws</i></p> <p>causal language <i>e.g., because, so that</i></p> <p>comparative language <i>e.g., both, same, different, like</i></p>	<p>Questions:</p> <p>"What does the author do?"</p> <p>"How do the pictures help us understand the story?"</p> <p>"What did the author want us to know from the words?"</p> <p>"How did the illustrator show the author's ideas?"</p> <p>Sentence Stems:</p> <p>"The author's job is to ___."</p> <p>"The illustrator's job is to ___."</p> <p>"I know the author wanted to tell us ___ because ___."</p>

					"The illustrator helps us understand ____ by drawing ____."
K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	<p>illustration (ilustración)</p> <p>text (texto)</p> <p>detail (detalle)</p> <p>describe (describir)</p> <p>match</p>	<p>describe how illustrations relate to the text</p> <p>explain what a picture shows</p> <p>identify details in the text and illustrations</p> <p>make connections between words and pictures</p>	<p>present tense verbs <i>e.g., shows, matches, tells, describes</i></p> <p>prepositional phrases <i>e.g., in the picture, on the page, with the words</i></p> <p>simple descriptive sentence structures <i>e.g., The picture shows..., The text says...</i></p>	<p>Questions:</p> <p>"What do you see in the picture?"</p> <p>"How does the picture help you understand the story?"</p> <p>"What part of the story does this picture match?"</p> <p>"What does the picture show that the text talks about?"</p> <p>"How do the words and pictures go together?"</p> <p>"Can you find a detail in both the picture and the text?"</p> <p>Sentence Stems:</p> <p>"The picture shows ____."</p> <p>"The text says ____ and the picture shows ____."</p> <p>"This picture helps me understand ____."</p> <p>"The picture and the words are about ____."</p> <p>"I see ____ in the picture and read it in the story."</p> <p>"The illustration supports the text because ____."</p>

K.RI.IK1.8	With prompting and support, identify the reasons an author provides to support points in a text.	author (autor) reason (razón) text (texto) support (soporte) explain (explicar)	identify reasons an author gives to support their point explain why the author's reasons support their ideas express agreement or disagreement with an author's point using evidence describe how the author supports their opinion compare different points the author makes	pronouns referring to the author <i>e.g., he, she, the author</i> linking phrases <i>e.g., helps, shows, proves, tells us</i> action verbs <i>e.g., shows, tells, says, explains</i> comparison words <i>e.g., also, but, and, too, another</i>	Questions: "What point is the author trying to make?" "What reason does the author give to support their point?" "Why do you think the author believes this?" "Can you find a detail that supports the author's opinion?" "Do you agree with the author? Why or why not?" Sentence Stems "The author believes ____ because ____." "One reason the author gives is ____." "I think the author's point is ____ because ____." "The author supports their opinion by saying ____." "I agree/disagree with the author because ____."
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	conversation (conversación) peer discussion (discusión)	participate in group discussions listen and respond to others share ideas and opinions	present tense verbs <i>e.g., talk, share, ask, answer, listen</i> first-person and second-person sentences	Questions: "What do you think?" "What is your idea?" "Can you share with the group?" "What did your friend say?"

		listen collaborate (colaborar)	ask and answer questions in conversations take turns when speaking	<i>e.g., I think..., Do you know...?</i> subject/verb agreement <i>e.g., We talk, I listen</i> phrases for turn-taking <i>e.g., My turn to talk..., Now you go...</i>	"How can you add to that idea?" Sentence Stems "I think ____." "My idea is ____." "I want to share ____." "My question is ____." "My friend said ____." "I agree because ____." "I can add ____."
K.SL.CC.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	understanding question answer clarify (clarificar) detail (detalle)	ask and answer questions about key details confirm understanding by restating information request clarification when something is unclear explain understanding of a text or media describe key details from a story or informational text	wh- question words <i>e.g., who, what, where, when</i> restating phrases <i>e.g., you said, I heard that, so you mean</i> temporal words <i>first, then, next, finally</i> causal words <i>e.g., because, so</i>	Questions "What happened in the story?" "Can you tell me more about ____?" "Why did the speaker say ____?" "What detail helped you understand ____?" "Can you explain what ____ means?" Sentence Stems "I understand that ____ because ____." "I have a question about ____." "Can you explain ____ to me?" "The speaker said ____, which means ____." "I think ____ happened because ____."

K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	question answer clarify (clarificar) understand information (información)	ask for clarification when something is not understood request information using clear questions respond to questions with relevant information explain ideas or thoughts clearly participate in conversations by asking and answering questions	simple present tense <i>e.g., What is that?</i> subject-verb-object order <i>e.g., Can you help me?</i> present tense verbs <i>e.g., like, have</i> linking phrases <i>e.g., and, but, then</i>	Questions "Can you explain what ___ means?" "Why did ___ happen in the story?" "What does the author mean when they say ___?" "How can I find more information about ___?" "Can you help me understand ___?" Sentence Stems "I don't understand ___, can you explain it to me?" "I have a question about ___." "Can you tell me more about ___?" "I think ___ means ___ because ___." "Could you please help me with ___?"
K.SL.PK1.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	describe (describir) people (personas) places things	describe people, places, things, and events using key details explain characteristics of familiar objects or experiences provide additional details with prompting	simple present or past tense verbs <i>e.g., runs, played</i> prepositional phrases to add location details <i>e.g., in the park, under the tree, next to the school</i>	Questions "Can you describe what you see or hear?" "Who is the person you are talking about?" "Where did this happen?" "What does it look like? How does it feel?"

		<p>events (eventos)</p> <p>detail (detalle)</p>	<p>and support</p> <p>express opinions about people, places, or events</p> <p>answer questions to give more information about a topic</p>	<p>descriptive adjectives <i>e.g., bumpy, soft, sweet</i></p>	<p>"Why is this event important to you?"</p> <p>"Can you add more details to explain your idea?"</p> <p>Sentence Stems:</p> <p>"This is ___ because ___."</p> <p>"I remember when ___ happened at ___."</p> <p>"One thing I noticed is ___."</p> <p>"The person/place/thing I am describing is ___."</p> <p>"Another detail I can add is ___."</p>
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	<p>opinion (opinión)</p> <p>drawing</p> <p>dictating (dictado)</p> <p>writing</p> <p>support</p>	<p>state an opinion</p> <p>give a reason to support an opinion</p> <p>draw or write to express preferences</p> <p>share thoughts through speaking or writing</p>	<p>first-person statements <i>e.g., think, I like, My favorite</i></p> <p>present tense verbs <i>e.g., like, think, want, is</i></p> <p>complex sentences using <i>because</i></p>	<p>Questions:</p> <p>"What do you think about ___?"</p> <p>"Can you share your opinion?"</p> <p>"Can you draw or write your idea?"</p> <p>Sentence stems:</p> <p>"My favorite ___ is ___."</p> <p>"I think ___ is the best."</p> <p>"I like ___ because ___."</p> <p>"My opinion is ___."</p> <p>"I drew ___ because ___."</p> <p>"I said ___ because ___."</p>
K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or	explanatory texts (textos)	introduce a topic using drawings, words, or	simple present tense verbs <i>e.g., is, are, live, play</i>	<p>Questions:</p> <p>"What topic are you writing about?"</p>

	writing to compose informative/explanatory texts.	explicativos) information (información) drawing dictating (dictado) compose (componer)	sentences describe facts and details about a topic explain information clearly using words and pictures provide examples to support information organize ideas using simple sentences share information through speaking, drawing, or writing	descriptive adjectives <i>e.g., big, red, fast</i> simple sequencing <i>e.g., first, next, last</i>	"What facts can you share about your topic?" "Why is this fact important?" "How does your drawing help explain your topic?" "What words can you use to describe your topic?" Sentence stems: "My topic is ____." "One fact about ____ is ____." "I think ____ is important because ____." "This picture shows ____, and it explains ____." "Another fact I learned is ____." "To explain ____, I drew ____."
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	narrate (narrar) event (evento) drawing dictating (dictado) writing sentence	tell about a personal event use drawing and writing to describe what happened retell the order of a single experience share details about an activity or moment	past tense verbs <i>e.g., went, played, saw, was</i> sequencing words <i>e.g., first, next, then, last</i> time and place phrases <i>e.g., in the park, at home, after lunch</i>	Questions: "What happened?" "Can you tell me about something you did?" "What did you do first?" "What happened next?" "How did it end?" "Can you draw or write about it?" "Where were you when it happened?"

					Sentence Stems: "I went to ____." "First, I ____ Then, I ____. Next, I ____ Last, I ____." "I was at ____." "My picture shows ____." "This happened when ____."
K.W.PD.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)	organize (organizar) explain (explicar) audience (audiencia) purpose task	state and explain opinions clearly describe characters, events, and settings using details organize ideas in a logical order provide reasons to support opinions write for different audiences and purposes revise writing to improve clarity	simple present tense verbs <i>e.g., is, are, like, want</i> adjectives for describing <i>e.g., big, small, happy, red, cold</i> simple conjunctions to connect ideas <i>e.g., and, then, but</i> modal verbs for audience engagement <i>e.g., should, can</i>	Questions: What is the character like? What happened in the story? Where did it take place? What happened first? What happened next? Did I tell my story in the right order? Sentence stems <i>The character is ____ and ____.</i> <i>The story takes place ____.</i> <i>First ____, then ____, finally ____.</i>
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided	recall experience (experiencia)	remember and share information gather facts from texts or sources	past tense verbs <i>e.g., saw, went, learned, did</i> prepositional phrases	Questions: "What do you remember from your experience?" "What did you learn from the book or video?"

	sources to answer a question.	information (información) question answer (contestar)	answer questions based on information connect personal experiences to questions	<i>e.g., from the book, at the zoo, in the video</i> cause-and-effect phrases <i>e.g., because, so</i>	"What happened when you went there?" Sentence stems: "I remember ___ from my experience." "I learned ___ from the book." "I saw ___ in the video." "The text told me ___." "From the story, I know ___."
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ELD Standard 4 and Kindergarten 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			K.RL.CS.6 K.RL.IKI.7 K.RL.IKI.9	K.RI.KID.1 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8 K.RI.IKI.9	K.SL.PKI.6	K.W.TTP.1 K.W.RBPK.7 K.W.RBPK.8 K.W.RW.10
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.	author (autor)	illustrator (ilustrador)	identify the role of the author and illustrator explain what each person does describe how words and pictures work together make connections between text and illustration	present tense verbs <i>e.g., writes, draws, shows, tells</i> subject + verb sentence patterns <i>e.g. The author writes..., The illustrator draws...</i> prepositional phrases <i>e.g. in the book, on the page</i> cause-and-effect phrases <i>e.g. The picture helps because...</i>	Questions: "Who is the author?" "What does the author do?" "Who is the illustrator?" "What does the illustrator do?" "How do the author and illustrator work together?" "What part did the illustrator create?" "What does the author help us understand?" Student Stems: "The author writes the words."	

					<p>"The illustrator draws the pictures."</p> <p>"The author tells the story with words."</p> <p>"The illustrator helps tell the story with pictures."</p> <p>"The author and illustrator work together."</p> <p>"The pictures show ____ and the words tell ____."</p> <p>"The illustrator shows ____ in the book."</p>
K.RL.IK.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	<p>illustration (ilustración)</p> <p>text (texto)</p> <p>describe (describir)</p> <p>relationship (relación)</p>	<p>describe the relationship between illustrations and text</p> <p>explain how illustrations support the story</p> <p>make a claim about what is happening in the illustration</p> <p>support claims using evidence from the text and illustrations</p>	<p>descriptive sentences <i>e.g. The picture shows ____.</i></p> <p>explanatory sentences: <i>e.g. The illustration helps explain ____ because ____.</i></p> <p>claim statements <i>e.g. I think ____ because ____.</i></p> <p>supporting statements: <i>e.g. The text says ____, and the picture shows ____.</i></p>	<p>Questions:</p> <p>"What does the illustration show about the story?"</p> <p>"How does the picture help you understand what is happening?"</p> <p>"What claim can you make about the character or event in the picture?"</p> <p>"What evidence from the picture supports your idea?"</p> <p>"Why do you think the illustrator chose to draw it this way?"</p>

			justify opinions with reasons based on the illustrations and text	comparative sentences <i>e.g. The picture is like the text because ____.</i>	Sentence Stems: "The picture shows ____, which makes me think ____." "I believe ____ because the illustration shows ____." "The author says ____, and the illustrator shows ____ to explain it." "My claim is ____, and I know this because ____." "The picture helps me understand ____ by showing ____."
K.RL.IK.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	similarity (similitud) difference (diferencia) compare (comparar) contrast (contrastar) topic (topico)	compare and contrast texts identify things that are the same or different explain what each text shows discuss texts on the same topic	present tense verbs <i>e.g. is, are, shows, tells</i> comparative language <i>e.g. both, also, but, different, same</i> sentence structures for comparing <i>e.g. __ is the same, __ is different</i> subject + verb + detail constructions	Questions: "What are both texts about?" "What is the same in both stories?" "What is different?" "Do the texts tell about the same topic?" "How are the pictures the same or different?" "What did you learn from each text?" Student Stems:

					<p>"Both texts are about ____."</p> <p>"The first text shows ____, but the second text shows ____."</p> <p>"One similarity is ____."</p> <p>"One difference is ____."</p> <p>"I learned ____ from the first text and ____ from the second text."</p> <p>"The stories are different because ____."</p> <p>"The texts are the same because ____."</p>
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	<p>question</p> <p>answer</p> <p>details (detalles)</p> <p>support</p> <p>explain (explicar)</p>	<p>ask questions about key details in a text</p> <p>answer questions using evidence from the text</p> <p>explain thoughts using reasons and supporting details</p> <p>make claims about the text and justify them</p> <p>describe the author's message or purpose</p>	<p>question formation <i>e.g. Who, what, when, where, why, or how questions</i></p> <p>declarative sentences <i>e.g. The text says ____, so I think ____.</i></p> <p>cause-and-effect statements <i>e.g. because ____, I believe ____.</i></p> <p>opinion statements</p>	<p>Questions:</p> <p>"What is this text about?"</p> <p>"Who is the text talking about?"</p> <p>"Why did the author write this text?"</p> <p>"What details from the text support your answer?"</p> <p>"How can you explain your thinking using the text?"</p> <p>Sentence Stems:</p>

				<p><i>e.g. I think __ because __.</i></p> <p>supporting statements <i>e.g. My reason is __, and the evidence is __.</i></p>	<p>"I think __ because the text says __."</p> <p>"My answer is __, and I know this because __."</p> <p>"The author's reason for writing is __."</p> <p>"A key detail I found is __, which shows __."</p> <p>"The evidence that supports my answer is __."</p>
K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	<p>author (autor)</p> <p>illustrator (ilustrador)</p> <p>role (rol)</p> <p>idea (idea)</p> <p>information (información)</p>	<p>describe the job of the author and illustrator</p> <p>explain how information is shown in a text</p> <p>understand who provides the words and pictures</p> <p>make connections between text and visuals</p>	<p>present tense verbs <i>e.g. writes, draws, tells, shows, explains</i></p> <p>sentence patterns with subject + verb <i>e.g. The author writes..., The illustrator draws...</i></p> <p>prepositional phrases <i>e.g. in the book, with pictures, using words</i></p> <p>cause-and-effect phrases <i>e.g. The picture helps because...</i></p>	<p>Questions:</p> <p>"Who is the author?"</p> <p>"What does the author do?"</p> <p>"Who is the illustrator?"</p> <p>"What does the illustrator do?"</p> <p>"How do the words and pictures work together?"</p> <p>"What does the illustrator help you understand?"</p> <p>"What information does the author give?"</p> <p>Sentence Stems:</p> <p>"The author writes the words."</p> <p>"The illustrator draws the pictures."</p>

					<p>"The author tells us about ____."</p> <p>"The illustrator helps us see ____."</p> <p>"The author and illustrator help explain ____."</p> <p>"The picture shows ____ and the words tell ____."</p> <p>"The author gives information about ____."</p>
K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	<p>illustration (ilustración)</p> <p>relationship (relación)</p> <p>describe (describir)</p> <p>explain (explicar)</p> <p>support</p>	<p>describe the relationship between illustrations and the text</p> <p>explain how illustrations support the text</p> <p>state and support a claim using details from illustrations and text</p> <p>provide reasoning using evidence from both illustrations and text</p> <p>compare how illustrations and text show information</p>	<p>descriptive sentences <i>e.g. The picture shows ___, which helps explain ____.</i></p> <p>explanatory sentences <i>e.g. The illustration supports the text because ____.</i></p> <p>opinion statements <i>e.g. I think the picture shows ___ because ____.</i></p> <p>evidence-based statements <i>e.g. In the text, it says ___, and the picture shows ____.</i></p>	<p>Questions:</p> <p>"What do you see in the illustration?"</p> <p>"How does the picture help you understand the text?"</p> <p>"What details in the picture match what the author says?"</p> <p>"Why did the illustrator choose to draw this?"</p> <p>"What claim can you make about the relationship between the text and the illustration?"</p> <p>"How can you support your idea using both the text and the illustration?"</p>

				<p>cause-and-effect sentences <i>e.g. Because the illustration shows __, I understand __.</i></p>	<p>Sentence Stems: "The illustration shows __, which helps explain __." "I think the author and illustrator work together to show __." "The picture helps me understand __ because __." "In the text, it says __, and the illustration shows __ to support it." "My claim is that __, and I can support it with the detail __ from the text and __ from the illustration."</p>
K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.	<p>reason (razón)</p> <p>support</p> <p>author (autor)</p> <p>text (texto)</p> <p>evidence (evidencia)</p>	<p>identify an author's points</p> <p>find reasons that support those points</p> <p>explain why the author said something</p> <p>connect ideas to evidence in the text</p>	<p>present tense verbs (says, gives, tells, shows)</p> <p>because clauses to give reasons <i>e.g. The author says... because..</i></p> <p>sentence structures with subject + verb + reason</p>	<p>Questions: "What point does the author make?" "What reason does the author give?" "Why did the author write that?" "What information supports the idea?" "What does the author want us to know?" "How do you know that is the author's reason?"</p>

				reasoning phrases <i>e.g. one reason, another reason</i>	Sentence Stems: "The author says ____ because ____." "One reason is ____." "The author gives the reason ____." "The author supports the point by saying ____." "The reason helps us understand ____." "I know because the text says ____." "The author wants us to know ____."
K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	similarities (similitudes) differences (diferencias) compare (comparar) contrast (contrastar) topic (tópico)	compare two texts on the same topic identify similarities between texts identify differences between texts explain how authors provide information in different ways support claims about similarities and	comparative sentences <i>e.g. Both texts talk about ____, but ____.</i> contrasting sentences <i>e.g. Text 1 says ____, while Text 2 says ____.</i> explanatory sentences <i>e.g. The author of Text 1 explains ____ by saying ____.</i> opinion statements	Questions: "What is the same about these two texts?" "How are these texts different?" "What details does each author use to explain the topic?" "Which text gives more information? Why?" "Can you find an example of how the authors explain the topic in different ways?" Sentence Stems:

			<p>differences with details from the text</p> <p>e.g. <i>I think text __ gives better information because __.</i></p> <p>evidence statements e.g. <i>In Text __, the author shows __ to support __.</i></p>	<p>"Both texts talk about __, but they are different because __."</p> <p>"One similarity between the texts is __."</p> <p>"A difference between Text 1 and Text 2 is __."</p> <p>"In Text __, the author says __, while in Text __, the author says __."</p> <p>"I think Text __ is clearer because __."</p>
K.SL.PK1.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	<p>thought</p> <p>feeling</p> <p>idea (idea)</p> <p>speak</p> <p>expression (expresión)</p>	<p>express emotions and ideas</p> <p>share thoughts out loud</p> <p>speak clearly to others</p> <p>respond to questions with personal input</p>	<p>first-person statements e.g. <i>I feel, I think, I like</i></p> <p>present tense verbs e.g. <i>feel, think, want, am, like</i></p> <p>subject + verb + detail constructions</p> <p>phrases to explain thoughts and feelings e.g. <i>because, when, about</i></p> <p>Questions: "What do you think?" "How do you feel?" "Can you tell me your idea?" "What do you want to share?" "Why do you feel that way?" "Can you talk about your thoughts?"</p> <p>Sentence Stems: "I think __." "I feel __." "My idea is __." "I want to say __." "I like __ because __." "I want to share __."</p>

					"This is how I feel: ____."
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	<p>opinion (opinión)</p> <p>drawing</p> <p>dictating (dictado)</p> <p>writing</p> <p>reason (razón)</p>	<p>state an opinion</p> <p>give a reason for a choice or opinion</p> <p>draw and write to explain thinking</p> <p>share preferences through writing or speech</p>	<p>first-person statements e.g. I think, I like, I believe</p> <p>because clauses e.g. <i>I like ____ because ____.</i></p> <p>simple subject + verb sentences</p> <p>present tense verbs e.g. <i>like, think, choose, is</i></p>	<p>Questions:</p> <p>"What do you like?"</p> <p>"What is your favorite?"</p> <p>"Why do you like it?"</p> <p>"What is your opinion?"</p> <p>"Can you draw or write your idea?"</p> <p>"Can you tell me your reason?"</p> <p>Sentence Stems:</p> <p>"I like ____."</p> <p>"My favorite ____ is ____."</p> <p>"I think ____ is the best."</p> <p>"I like ____ because ____."</p> <p>"My opinion is ____."</p> <p>"I chose ____ because ____."</p> <p>"I want to share ____."</p> <p>"I drew ____ to show my opinion."</p>
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	<p>project (proyecto)</p> <p>writing</p> <p>author (autor)</p> <p>book</p> <p>opinion (opinión)</p>	<p>participate in shared reading and research</p> <p>express opinions about books</p> <p>recall information about an author</p>	<p>present tense verbs e.g. <i>read, think, like, write</i></p> <p>first-person statements e.g. <i>I like, I think, I read</i></p> <p>opinion phrases</p>	<p>Questions:</p> <p>"What books did we read?"</p> <p>"Who is the author?"</p> <p>"What do you think about the books?"</p> <p>"Which book is your favorite?"</p>

			<p>write or talk about preferences</p> <p>compare books on the same topic or by the same author</p>	<p><i>e.g. My favorite, I prefer, I think</i></p> <p>simple comparison and description sentences</p>	<p>"Why do you like that author?"</p> <p>"What did you learn from the books?"</p> <p>"Can you share your opinion?"</p> <p>Sentence Stems:</p> <p>"I read books by ____."</p> <p>"My favorite book is ____."</p> <p>"I like this book because ____."</p> <p>"I think ____ writes great stories."</p> <p>"My opinion is ____."</p> <p>"I learned ____ from the book."</p> <p>"I want to share my thoughts about ____."</p> <p>"This book is the best because ____."</p>
K.W.RBPk.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<p>recall</p> <p>experience (experiencia)</p> <p>information (información)</p> <p>source</p>	<p>remember and share information</p> <p>gather facts from books or media</p> <p>answer questions using learned information</p>	<p>past tense verbs <i>e.g. went, saw, learned, did</i></p> <p>prepositional phrases <i>e.g. from the book, in the video, at the zoo</i></p> <p>complete sentence structures</p>	<p>Questions:</p> <p>"What do you remember from your experience?"</p> <p>"What did you learn from the book or video?"</p> <p>"Where did you get that information?"</p> <p>"What happened when you did that?"</p>

		answer	connect personal experience to new knowledge	<i>e.g. I remember..., I learned...</i> cause-and-effect language <i>e.g. because, so</i>	"Can you answer the question using what you learned?" "How do you know that?" Sentence Stems: "I remember ___ from my experience." "I learned ___ from the book." "I saw ___ in the video." "I got the answer from ___." "This happened when I ___." "The information came from ___." "I know ___ because ___."
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	writing fluency stamina routine (rutina) support	express opinions provide evidence make a claim explain reasoning agree or disagree describe examples	first-person pronouns <i>e.g., I, my, we</i> causal conjunctions <i>e.g., because, so</i> assertive verbs <i>is, are, should</i> simple present-tense verbs <i>e.g., think, like, agree</i>	Questions: "What is your opinion about ___?" "Why do you think ___?" "Can you explain your reason?" "What evidence supports your claim?" "How do you know that?" "Can you give an example?" "Do you agree or disagree? Why?"

support ideas

ask for clarification

Sentence Stems:

"I believe ____ because ____."

"The evidence shows ____."

"For example, ____."

"My reason is ____."

"I think this is true because ____."

"One reason I disagree is ____."

"I can support my claim by ____."

"This makes sense because ____."

ELD Standard 5 and Kindergarten 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	K.FL.F.5 K.FL.SC.6		K.RL.KID.1	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.IKI.8 K.RI.IKI.9	K.SL.PKI.4 K.SL.PKI.5 K.SL.PKI.6	K.W.TTP.1 K.WTTP.2 K.W.TTP.3 K.W.RBPK.7 K.W.RBPK.8
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
K.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	fluency accuracy comprehension (comprensión) purpose read	read aloud clearly and accurately understand what is read read with expression and meaning demonstrate comprehension by discussing or retelling read to learn or enjoy	present tense verbs <i>e.g. read, understand, sound out</i> simple sentence structures <i>e.g. "I read..., This is..."</i> phrases to show purpose <i>e.g. to learn, to understand, for fun</i> subject + verb constructions <i>e.g. I read the sentence, I know the word</i>	Questions: "What did you read about?" "Can you read that sentence again?" "What is the purpose of your reading?" "Did you understand what you read?" "Can you read it more smoothly?" "What word did you sound out?" "Why are you reading this book?" Sentence Stems: "I read the word ____."		

					<p>"This story is about ____."</p> <p>"I am reading to learn about ____."</p> <p>"I understood that ____ happened."</p> <p>"I can read this sentence again."</p> <p>"The word makes sense because ____."</p> <p>"I read with fluency and expression."</p> <p>"This book helps me understand ____."</p>
K.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form	<p>grammar (gramática)</p> <p>sentence</p> <p>punctuation (puntuación)</p> <p>capitalization</p> <p>noun</p> <p>verb (verbo)</p>	<p>produce complete sentences</p> <p>use nouns, verbs, and prepositions correctly</p> <p>ask and answering questions</p> <p>apply basic grammar rules in speaking and writing</p> <p>capitalize and punctuate sentences with support</p>	<p>simple and expanded sentences <i>e.g. I see the cat. / I see the big black cat.</i></p> <p>subject + verb sentence structures regular plural endings <i>e.g. -s, -es</i></p> <p>common question words <i>e.g. who, what, where, when</i></p> <p>prepositions <i>e.g. in, on, under, next to</i></p>	<p>Questions:</p> <p>"Can you say that in a complete sentence?"</p> <p>"What is the noun in that sentence?"</p> <p>"What action word (verb) are you using?"</p> <p>"Can you ask a question using a question word?"</p> <p>"Where do we use capital letters?"</p> <p>"What punctuation mark is at the end?"</p> <p>"How do we show more than one?"</p> <p>Sentence Stems:</p> <p>"I see ____."</p>

	regular plural nouns when speaking and in shared language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. Use the most frequently occurring prepositions when speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities. h. Capitalize the first word in a sentence and the pronoun I. i. Recognize and name end punctuation.			capital letters and end punctuation	"This is a sentence: ____." "I use a capital letter at the beginning." "I end my sentence with a ____."
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	question answer key detail text (texto) story (historia)	ask and answer questions identify key details in a story discuss characters and events demonstrate understanding of a text	question words <i>e.g. who, what, where, when, why, how</i> simple sentence structures <i>e.g. I saw..., The story is about...</i> present and past tense verbs <i>e.g., is, are, said, did, went</i>	Questions: "What is the story about?" "What happened in the story?" "Who are the characters?" "What did the character do?" "What is a key detail from the story?" "Can you ask a question about the story?"

				subject + verb + detail sentences	<p>"What do you remember from the text?"</p> <p>Sentence Stems:</p> <p>"The story is about ____."</p> <p>"A key detail is ____."</p> <p>"I remember that ____."</p> <p>"I learned ____ from the story."</p> <p>"The character did ____."</p> <p>"My question is ____."</p> <p>"I think the answer is ____?"</p>
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	<p>question</p> <p>answer</p> <p>key detail</p> <p>text (texto)</p> <p>story (historia)</p>	<p>ask and answer questions</p> <p>identify key details in a story</p> <p>discuss characters and events</p> <p>demonstrate understanding of a text</p>	<p>question words <i>e.g. who, what, where, when, why, how</i></p> <p>simple sentence structures <i>e.g. I saw..., The story is about...</i></p> <p>present and past tense verbs <i>e.g., is, are, said, did, went</i></p> <p>subject + verb + detail sentences</p>	<p>Questions:</p> <p>"What is the story about?"</p> <p>"What happened in the story?"</p> <p>"Who are the characters?"</p> <p>"What did the character do?"</p> <p>"What is a key detail from the story?"</p> <p>"Can you ask a question about the story?"</p> <p>"What do you remember from the text?"</p> <p>Sentence Stems:</p>

					"The story is about ____." "A key detail is ____." "I remember that ____." "I learned ____ from the story." "The character did ____." "My question is ____." "I think the answer is ____."
K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.	topic (tema) main idea (idea central) retell key detail text (texto) information (información)	identify the main topic of a text retell key details from informational texts explain what a text is mostly about describe facts learned from reading	time-order words e.g. first, next, then, last present and past tense verbs e.g. <i>is, are, tells, shows, learned</i> sentence structures with subject + verb + detail phrases that describe facts and ideas	Questions: "What is the text about?" "What is the main topic?" "What key details did you learn?" "What happened first in the text?" "What did you read about next?" "How does the text end?" "What is the text mostly about?" Sentence Stems: "The main topic is ____." "The text is about ____."

					<p>"First, I learned ____."</p> <p>"Next, the text says ____."</p> <p>"A key detail is ____."</p> <p>"This part tells me ____."</p> <p>"At the end, I remember ____."</p> <p>"I learned ____ from the text."</p>
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	<p>connection (conexión)</p> <p>individual (individuo)</p> <p>event (evento)</p> <p>information (información)</p> <p>describe (describir)</p>	<p>compare and contrast</p> <p>describe relationships</p> <p>explain cause and effect</p> <p>sequence events</p> <p>summarize information</p>	<p>Using linking words <i>e.g., because, so, then, after</i></p> <p>Forming compound and complex sentences</p> <p>Asking and answering wh- questions</p> <p>Using present and past tense verbs accurately</p> <p>Using adjectives to describe relationships</p>	<p>Questions:</p> <p>"How are these two individuals/events similar or different?"</p> <p>"What caused this event to happen?"</p> <p>"Why is this piece of information important?"</p> <p>"How does one idea connect to another in the text?"</p> <p>"What details help you understand the relationship between these events?"</p> <p>Sentence Stems:</p> <p>"These individuals are connected because ____."</p> <p>"One event led to another when ____."</p> <p>"The author shows a connection by ____."</p>

					<p>"I can describe the relationship between ____ and ____ by saying ____."</p> <p>"This idea is related to ____ because ____."</p>
K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.	<p>author (autor)</p> <p>reason (razón)</p> <p>support (apoyo)</p> <p>point (punto)</p> <p>text (texto)</p>	<p>identify the author's points</p> <p>explain reasons that support ideas</p> <p>connect information to what the author says</p> <p>share reasons from the text</p>	<p>present tense verbs <i>e.g. says, gives, tells, shows</i></p> <p>because clauses <i>e.g. The author says... because...</i></p> <p>subject + verb + detail sentences</p> <p>reasoning phrases <i>e.g. one reason, another reason</i></p>	<p>Questions:</p> <p>"What point does the author make?"</p> <p>"What reason does the author give?"</p> <p>"Why did the author write that?"</p> <p>"What supports the author's idea?"</p> <p>"What does the author want us to know?"</p> <p>Sentence Stems:</p> <p>"The author says ____ because ____."</p> <p>"One reason is ____."</p> <p>"The author gives the reason ____."</p> <p>"This supports the idea that ____."</p> <p>"I know because the text says ____."</p>
K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences	compare (comparar)	<p>identify similarities and differences</p> <p>describe key details</p>	comparative language <i>e.g., both, but, unlike</i>	<p>Questions:</p> <p>"How are these two texts the same?"</p>

	between two texts on the same topic.	contrast (contrastar) topic text (texto) information (información)	compare and contrast ideas explain understanding using evidence respond to questions about texts	question words <i>e.g., who, what, where, why, how</i> sentence starters for opinions <i>e.g., I think, I noticed</i> transition words <i>e.g., first, next, also</i> subject-verb agreement in simple sentences	"What is different about the information in these texts?" "What did you learn from both texts about the topic?" "Which text gave you more information? Why?" "Can you explain how these two texts are alike?" Sentence Stems: "Both texts are about ____." "One way the texts are different is ____." "I noticed that both texts say ____." "In the first text, I learned ____, but in the second text, I learned ____." "The texts are similar because ____."
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	describe (describir) detail (detalle) people (personas)	describe people, places, things, and events add more information to a description	comparative language <i>e.g., more than, less than</i> cause and effect <i>e.g., because, therefore</i>	Questions: "What information did you find during your research?" "How can you explain your findings?"

		places (lugares) events (eventos)	explain what happened or what something is like respond with supporting details	descriptive phrases <i>e.g., detailed descriptions</i> transition words <i>e.g., first, next, finally</i> question words <i>e.g., who, what, when, where, why, how</i>	"Why is this evidence important?" "What conclusion did you draw from your research?" "How would you communicate your results to others?" Sentence Stems: "I found that ___ because ____." "The evidence shows ___ which means ____." "One important finding is ____." "I can explain this by saying ____." "To communicate my research, I would ____."
K.SL.PKI.5	Add drawings or other visual displays of descriptions as desired to provide additional detail.	drawing visual (visual) detail (detalle) description (descripción) display	analyze information draw conclusions explain results present findings justify opinions	present and past tense verbs <i>e.g., is, are, went, looks, has</i> descriptive sentence patterns <i>e.g. It is..., He has..., The place looks...</i>	Questions: "Who are you describing?" "What does it look like?" "Where did it happen?" "What happened?" "Can you tell me more about it?" Sentence Stems: "I am describing ____."

				<p>adjectives to describe size, color, feeling, shape</p> <p>subject + verb + detail constructions</p>	<p>"It looks like ____."</p> <p>"This happened at ____."</p> <p>"I saw ____."</p> <p>"One more detail is ____."</p>
K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	<p>express (expresar)</p> <p>feelings</p> <p>ideas (ideas)</p> <p>describe (describir)</p> <p>explain (explicar)</p>	<p>express thoughts, feelings, and ideas</p> <p>describe experiences</p> <p>explain reasoning</p> <p>ask and answer questions</p> <p>provide information</p>	<p>sentence structure using subject-verb agreement <i>e.g., I feel happy because...</i></p> <p>use of descriptive adjectives and feeling words <i>e.g., excited, sad, proud</i></p> <p>conjunctions for cause and effect <i>e.g., because, so</i></p> <p>question formation <i>e.g. Why do you think that?</i></p> <p>verb tense for expressing experiences <i>e.g. I went to the park yesterday.</i></p>	<p>Questions:</p> <p>"How are you feeling today, and why?"</p> <p>"What is one idea you would like to share?"</p> <p>"Can you describe something fun you did?"</p> <p>"Why do you think that happened?"</p> <p>"What can you tell me about your experience?"</p> <p>Sentence Stems:</p> <p>"I feel ____ because ____."</p> <p>"I think ____ because ____."</p> <p>"My idea is ____."</p> <p>"I would like to share ____."</p> <p>"Something that made me happy is ____."</p>

K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	<p>opinion (opinión)</p> <p>drawing</p> <p>writing</p> <p>reason (razón)</p> <p>compose</p>	<p>state an opinion</p> <p>give a reason for an opinion</p> <p>explain personal choices through drawing or writing</p> <p>share thoughts or preferences</p>	<p>first-person statements <i>e.g. I think..., I like..., My favorite...</i></p> <p>because clauses <i>e.g. I like ___ because ___.</i></p> <p>simple subject + verb + object sentences</p> <p>present tense verbs <i>e.g. like, think, choose, is</i></p>	<p>Questions:</p> <p>"What do you think?"</p> <p>"What is your opinion?"</p> <p>"What do you like?"</p> <p>"Why do you like it?"</p> <p>"What did you choose and why?"</p> <p>Sentence Stems:</p> <p>"I like ___."</p> <p>"My favorite ___ is ___."</p> <p>"I think ___ is the best."</p> <p>"I chose ___ because ___."</p> <p>"My opinion is ___."</p>
K.WTTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	<p>informative (informativo)</p> <p>explain (explicar)</p> <p>drawing</p> <p>writing</p> <p>fact (facto)</p>	<p>give information about a topic</p> <p>explain something clearly</p> <p>describe facts using drawing and writing</p> <p>respond to a question with factual details</p>	<p>present tense verbs <i>e.g. is, are, has, live, eat</i></p> <p>subject + verb + fact sentence patterns</p> <p>phrases to give more detail <i>e.g. It has..., They live in...</i></p> <p>simple explanatory sentences</p>	<p>Questions:</p> <p>"What do you want to teach about?"</p> <p>"What does it look like?"</p> <p>"What does it do?"</p> <p>"What facts can you tell me?"</p> <p>"Can you draw or write about it?"</p> <p>Sentence Stems:</p> <p>"This is a ___."</p> <p>"It has ___."</p> <p>"It can ___."</p> <p>"They live in ___."</p> <p>"I learned that ___."</p> <p>"My picture shows ___."</p>

K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	narrate (narrar) event (evento) drawing dictating (dictado) writing	describe observations or facts sequence events retell or recount an experience illustrate to support writing	time order words <i>e.g., first, next, then, last</i> subject-verb agreement <i>e.g., We looked, I watched</i> descriptive vocabulary <i>e.g., exciting, fast, incredible</i> conjunctions <i>e.g., and, because, so</i>	Questions: "What happened first in your story?" "How did you feel during the event?" "Who was there with you?" "Can you describe what you saw or heard?" "What happened next?" Sentence Stems: "First, I ____." "Then, _____ happened." "I saw ____ and I felt ____." "Next, we ____." "Finally, ____."
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	research investigate (investigación) project (proyecto) author (autor) opinion (opinión) book	participate in group reading and writing activities express opinions about books or authors share ideas from reading connect texts to personal preferences	present tense verbs <i>e.g., read, like, think, choose</i> first-person opinion phrases <i>e.g., "I like..., My favorite is..."</i> subject + verb sentences	Questions: "What books did we read together?" "Who is the author?" "Which book is your favorite?" "What do you think about this book?" "Why do you like that book or author?" Sentence Stems: "I read books by ____."

				phrases for explaining choices <i>e.g., because, I think</i>	"My favorite book is ____." "I like this book because ____." "I think ____ writes great books." "My opinion is ____."
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	recall experience (experiencia) information (información) source question (pregunta)	remember personal experiences gather information from texts or media answer questions using facts or details connect learned facts to a topic	past tense verbs <i>e.g., saw, went, learned, did</i> phrases with prepositions <i>e.g., from the book, in the video, at the zoo</i> complete sentence structures <i>e.g., I remember..., I learned...</i> because clauses to give reasons	Questions: "What do you remember from your experience?" "What did you learn from the book?" "Where did you get the information?" "Can you answer the question using what you learned?" "What happened when you did that?" Sentence Stems: "I remember ____ from my experience." "I learned ____ from the book." "I got the answer from ____." "This happened when I ____." "The information came from ____."

ELD Standard 6 and Kindergarten 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		K.FL.WC.4 K.FL.SC.6		K.RL.KID.3 K.RL.IKID.9	K.RI.KID.3 K.RI.IKI.8 K.RL.IKID.9	K.SL.CC.3 K.SL.PKI.6	K.W.TTP.1 K.WTTP.2
TN ELA Standard		Academic Language (Cognates)	Language Functions		Language Forms		Questions and Sentence Stems	
K.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Write uppercase and lowercase manuscript letters from memory. b. Write a letter/letters for most consonant and short vowel sounds (phonemes). c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels. e. Identify the	phonics (fonética) vowel consonant (consonante) syllable (sílabla) manuscript (manuscrito)	identify sounds and letters apply phonics rules encode simple words write legibly spell common words		letter formation vowel-consonant patterns (e.g., VC, CVC, V, CV) phoneme-grapheme correspondence sentence structure with simple words spelling conventions	Questions: "What sound does this letter make?" "Can you write the uppercase and lowercase letters for ___?" "How do you spell a word with a short vowel sound?" "Which letters represent vowel sounds in this word?" "Can you write a simple sentence using these words?" Sentence Stems:		

	letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. f. Write some common, frequently used words (am, and, like, the). g. Print many upper and lowercase letters.				<p>"The letter ___ makes the ___ sound."</p> <p>"I can write the word ___ by using the letters ___."</p> <p>"This word has a ___ vowel sound because ___."</p> <p>"A vowel in this word is ___."</p> <p>"I used ___ letters to spell the word ___."</p>
K.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form regular plural nouns when speaking and in shared	<p>sentence</p> <p>noun</p> <p>verb (verbo)</p> <p>punctuation (puntuación)</p> <p>capitalization</p>	<p>speak in complete sentences</p> <p>use nouns, verbs, and prepositions correctly</p> <p>recognize and apply grammar rules</p> <p>capitalize and punctuate sentences with support</p>	<p>subject + verb</p> <p>sentence structure</p> <p>question forms (e.g., who, what, where, when)</p> <p>plural nouns (e.g., -s, -es endings)</p> <p>correct use of capital letters and punctuation</p> <p>present tense verbs (e.g., is, are, like, go)</p>	<p>Questions:</p> <p>"Can you say that in a complete sentence?"</p> <p>"What is the noun in that sentence?"</p> <p>"What verb are you using?"</p> <p>"Where does the capital letter go?"</p> <p>"What punctuation goes at the end?"</p> <p>Sentence Stems:</p> <p>"I see ___."</p> <p>"This is a sentence: ___."</p> <p>"My verb is ___."</p> <p>"I used a capital letter at the beginning."</p> <p>"I ended my sentence with a ___."</p>

	<p>language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. Use the most frequently occurring prepositions when speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities. h. Capitalize the first word in a sentence and the pronoun I. i. Recognize and name end punctuation.</p>				
R.L.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.	<p>Character</p> <p>Setting (escenario)</p> <p>Event (evento)</p> <p>Story (historia)</p> <p>Detail (detalle)</p>	<p>identify story elements (characters, setting, events)</p> <p>describe who, where, and what happens in the story</p> <p>sequence events orally</p> <p>use details to explain major parts of the story</p>	<p>use nouns to name story elements. e.g., <i>The character is a little girl.</i></p> <p>use prepositions to describe where the story happens. e.g., <i>The setting is in the forest.</i></p> <p>use sequencing words to show order of events. e.g., <i>First, the dog runs away. Then, the boy looks for him. Last, they go home.</i></p>	<p>Questions:</p> <p>"Who is the main character?"</p> <p>"Where does the story take place?"</p> <p>"What is the big event in the story?" "What is the problem the character has?"</p> <p>"How does the character solve the problem?" "What happens first? What happens next?" "What did you learn about the story?"</p>

				<p>use subject-verb-object sentence structures to tell what happened. e.g., <i>The girl finds the lost kitten.</i></p> <p>use cause and effect language to explain problems and solutions. e.g., <i>Because the rain came, they had to go inside.</i></p>	<p>Sentence Stems:</p> <p>"The character is ____."</p> <p>"The setting is ____."</p> <p>"The big event is ____."</p> <p>"First ___, then ___, last ____."</p> <p>"The problem is ____."</p> <p>"The solution is ____."</p> <p>"I found out that ____."</p>
K.RL.IKID.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	<p>similarity (similitud)</p> <p>difference (diferencia)</p> <p>compare (comparar)</p> <p>contrast (contrastar)</p> <p>topic (tema)</p>	<p>compare and contrast texts</p> <p>identify things that are the same or different</p> <p>explain what each text shows</p> <p>discuss texts on the same topic</p>	<p>present tense verbs e.g. <i>is, are, shows, tells</i></p> <p>comparative language e.g. <i>both, also, but, different, same</i></p> <p>sentence structures for comparing e.g. <i>___ is the same, ___ is different</i></p> <p>subject + verb + detail constructions</p>	<p>Questions:</p> <p>"What are both texts about?"</p> <p>"What is the same in both stories?"</p> <p>"What is different?"</p> <p>"Do the texts tell about the same topic?"</p> <p>"How are the pictures the same or different?"</p> <p>"What did you learn from each text?"</p> <p>Student Stems:</p> <p>"Both texts are about ____."</p>

					<p>"The first text shows ___, but the second text shows ____."</p> <p>"One similarity is ____."</p> <p>"One difference is ____."</p> <p>"I learned ___ from the first text and ___ from the second text."</p> <p>"The stories are different because ____."</p> <p>"The texts are the same because ____."</p>
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	<p>connection (conexión)</p> <p>individual (individuo)</p> <p>event (evento)</p> <p>information (información)</p> <p>describe (describir)</p>	<p>compare and contrast</p> <p>describe relationships</p> <p>explain cause and effect</p> <p>sequence events</p> <p>summarize information</p>	<p>Comparative language e.g., <i>The girl and the boy both like to read, but the boy reads faster.</i></p> <p>Cause-and-effect phrase e.g., <i>Because the boy was late, he missed the bus.</i></p> <p>Sequencing language. e.g., <i>First, the farmer plants the seeds. Then, the plants grow.</i></p>	<p>Questions:</p> <p>"How are these two individuals/events similar or different?"</p> <p>"What caused this event to happen?"</p> <p>"Why is this piece of information important?"</p> <p>"How does one idea connect to another in the text?"</p> <p>"What details help you understand the relationship between these events?"</p> <p>Sentence Stems:</p> <p>"These individuals are connected because ____."</p>

				<p>Subject-verb-object sentences e.g., <i>The firefighter helped the family.</i></p> <p>Conjunctions e.g., <i>She likes apples, but he likes bananas.</i></p>	<p>"One event led to another when ____."</p> <p>"The author shows a connection by ____."</p> <p>"I can describe the relationship between ____ and ____ by saying ____."</p> <p>"This idea is related to ____ because ____."</p>
K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.	<p>reason (razón)</p> <p>support</p> <p>author (autor)</p> <p>point (punto)</p> <p>argument (argumento)</p>	<p>identify and name reasons</p> <p>agree or disagree with support</p> <p>compare ideas</p> <p>justify opinions with simple justification</p>	<p>simple declarative sentences e.g., <i>"I think that is true."</i></p> <p>pronouns and noun references e.g., <i>He thinks/She says</i></p> <p>adjectives for description e.g., <i>strong, weak</i></p> <p>present tense verbs e.g., <i>explains, says</i></p>	<p>Questions:</p> <p>"What reasons does the author give to support their point?"</p> <p>"How does the author support their argument with evidence?"</p> <p>"Do you think the author's reasons are strong? Why or why not?"</p> <p>"What evidence could make the author's argument stronger?"</p> <p>"Can you find a reason in the text that supports the main point?"</p> <p>Sentence Stems:</p> <p>"The author supports their point by stating ____."</p>

					<p>"One reason the author gives is ____."</p> <p>"I agree/disagree with the author because ____."</p> <p>"The evidence that supports the author's argument is ____."</p> <p>"To strengthen the argument, the author could have ____."</p>
K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	<p>compare (comparar)</p> <p>contrast (contrastar)</p> <p>topic</p> <p>text (texto)</p> <p>information (información)</p>	<p>identify similarities and differences</p> <p>describe key details</p> <p>compare and contrast ideas</p> <p>explain understanding using evidence</p> <p>respond to questions about texts</p>	<p>comparative language e.g., <i>both, but, unlike</i></p> <p>question words e.g., <i>who, what, where, why, how</i></p> <p>sentence starters for opinions e.g., <i>I think, I noticed</i></p> <p>transition words e.g., <i>first, next, also</i></p> <p>subject-verb agreement e.g., <i>The dog runs.</i></p>	<p>Questions:</p> <p>"How are these two texts the same?"</p> <p>"What is different about the information in these texts?"</p> <p>"What did you learn from both texts about the topic?"</p> <p>"Which text gave you more information? Why?"</p> <p>"Can you explain how these two texts are alike?"</p> <p>Sentence Stems:</p> <p>"Both texts are about ____."</p> <p>"One way the texts are different is ____."</p>

					<p>"I noticed that both texts say ____."</p> <p>"In the first text, I learned ____, but in the second text, I learned ____."</p> <p>"The texts are similar because ____."</p>
K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>question</p> <p>answer</p> <p>help</p> <p>information (información)</p> <p>clarification (clarificación)</p>	<p>ask for help or clarification</p> <p>respond to questions with information</p> <p>confirm understanding</p> <p>participate in conversations to get information</p>	<p>question words <i>e.g., who, what, where, when, why, how</i></p> <p>present tense verbs <i>e.g., ask, answer, need, help</i></p> <p><i>phrases to ask for help e.g. Can you help me..., I don't understand...</i></p> <p>sentence starters for clarification <i>e.g., What does ____ mean?</i></p>	<p>Questions:</p> <p>"Can you help me?"</p> <p>"What does this mean?"</p> <p>"Where do I go?"</p> <p>"What did you say?"</p> <p>"Can you say it again?"</p> <p>Sentence Stems:</p> <p>"I need help with ____."</p> <p>"I don't understand ____."</p> <p>"Can you tell me ____?"</p> <p>"I heard ____."</p> <p>"My question is ____."</p>
K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	<p>express (expresar)</p> <p>thoughts</p> <p>feelings</p> <p>ideas (ideas)</p>	<p>express thoughts and emotions</p> <p>share ideas clearly</p> <p>respond verbally with support</p>	<p>first-person phrases <i>e.g. I think..., I feel....., I want.....</i></p> <p>present tense verbs <i>e.g., am, feel, like, want</i></p>	<p>Questions:</p> <p>"What are you thinking?"</p> <p>"How do you feel?"</p> <p>"What do you want to say?"</p> <p>"Can you share your idea?"</p>

		<p>speak</p>	<p>participate in conversations</p>	<p>subject + verb + detail sentence patterns</p> <p>phrases that explain ideas or feelings <i>e.g., because, when</i></p>	<p>"Why do you feel that way?"</p> <p>Sentence Stems: "I think ____." "I feel ____." "My idea is ____." "I want to say ____." "I feel this way because ____."</p>
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	<p>opinion (opinión)</p> <p>drawing</p> <p>writing</p> <p>reason (razón)</p> <p>choice</p>	<p>state an opinion</p> <p>explain a personal choice</p> <p>give a reason to support an opinion</p> <p>respond verbally with support</p> <p>participate in conversations</p>	<p>first-person statements <i>e.g., I like....., I think....., My favorite...</i></p> <p>because clauses <i>e.g., I like __ because __.</i></p> <p>subject + verb + object sentences</p> <p>phrases that explain a reason <i>e.g., because, I think that</i></p> <p>present tense verbs <i>e.g., like, think, choose, want</i></p>	<p>Questions: "What do you think?" "What is your opinion?" "What do you like?" "Why do you like it?" "What did you choose and why?"</p> <p>Sentence Stems: "I like ____." "My favorite __ is ____." "I think __ is the best." "I chose __ because ____." "My opinion is ____."</p>

K.WTTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	<p>informative (informativo)</p> <p>explain (explicar)</p> <p>fact</p> <p>drawing</p> <p>writing</p>	<p>share information about a topic</p> <p>explain how something works or looks</p> <p>describe facts using drawing and writing</p> <p>respond to a topic with accurate details</p>	<p>present tense verbs <i>e.g., is, has, lives, can</i></p> <p>subject + verb + fact <i>e.g. It is a..., It has...</i></p> <p>descriptive phrases <i>e.g., It looks like..., They can...</i></p> <p>first-person informational sentences <i>e.g., I learned..., I know...</i></p>	<p>Questions:</p> <p>"What do you want to teach about?"</p> <p>"What facts do you know?"</p> <p>"What does it look like or do?"</p> <p>"Where does it live?"</p> <p>"Can you write or draw to explain it?"</p> <p>Sentence Stems:</p> <p>"This is a ____."</p> <p>"It has ____."</p> <p>"It can ____."</p> <p>"They live in ____."</p> <p>"I learned that ____."</p>
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ELD Standard 7 and Kindergarten 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			K.RL.CS.4 K.RL.CS.6 K.RL.IKI.7	K.RI.CS.4 K.RI.CS.6 K.RI.IKI.7	K.SL.CC.1 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6	K.W.PDW.5 K.W.RBPK.7
TN ELA Standard		Academic Language (Cognates)		Language Functions	Language Forms	Questions and Sentence Stems	
K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.	Vocabulary (vocabulario)	Clarify (clarificar)	<p>Ask about unknown words in a text.</p> <p>Answer questions about word meanings</p> <p>Use context clues to explain unknown vocabulary.</p> <p>Choose words based on who I am talking to and why</p> <p>Clarify what a word means during conversation.</p>	<p>Use question forms to ask about unknown words. e.g., <i>What does "enormous" mean?</i></p> <p>Use sentence frames to explain meaning. e.g., <i>I think "enormous" means very big.</i></p> <p>Use context clues from the sentence or picture. e.g., <i>The lion is enormous, so it must mean really big.</i></p> <p>Use polite or clear word choices depending on audience. e.g., <i>I use</i></p>	<p>Questions</p> <p>"What word do you not understand?"</p> <p>"Can you ask a question about that word?"</p> <p>"Where can you look for clues about the word?"</p> <p>"What do you think the word means?"</p> <p>"Why did the author use that word?"</p> <p>"How can you say that word in your own way?"</p> <p>Sentence Stems:</p> <p>"I don't know what ____ means."</p> <p>"What does ____ mean?"</p> <p>"I think it means ____."</p> <p>"Can you help me understand ____?"</p>	

				<p><i>simpler/different words when talking to a friend, like saying "mad" instead of "furious."</i></p> <p>Use complete sentences when answering vocabulary questions. e.g., <i>The word means happy because the character is smiling.</i></p>	<p>"In the story, __ means __ because __."</p> <p>"I say __ when I talk to my teacher, but I say __ when I talk to a friend."</p>
K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.	<p>Author (autor)</p> <p>Illustrator (ilustrador)</p> <p>Role (rol)</p> <p>Pictures</p> <p>Describe (describir)</p>	<p>Identify the author and illustrator of a story</p> <p>Describe what the author and illustrator each do</p> <p>Explain how words and pictures work together to tell a story</p> <p>Choose language to explain ideas clearly to others</p> <p>Use appropriate vocabulary when talking to different audiences</p>	<p>Use subject-verb-object to explain roles. e.g., <i>The author writes the words.</i></p> <p>Use present tense to describe what people do. e.g., <i>The illustrator draws the pictures.</i></p> <p>Use conjunctions to explain how roles connect. e.g., <i>The author tells the story and the illustrator shows it.</i></p>	<p>Questions:</p> <p>What does the author do?"</p> <p>"What does the illustrator do?"</p> <p>"How do the words help tell the story?"</p> <p>"How do the pictures help tell the story?"</p> <p>"Why is the author important?"</p> <p>"Why is the illustrator important?"</p> <p>"How do the author and illustrator work together?"</p> <p>"How would you explain this to a friend or your teacher?"</p> <p>Sentence Stems:</p> <p>"The author is the person who __."</p>

				<p>Use descriptive phrases to clarify roles. e.g., <i>The author tells us what the characters say and do.</i></p> <p>Use audience-appropriate terms to explain roles. e.g., <i>I tell my friend the author writes the story, and I tell my teacher the author creates the text.</i></p>	<p>"The illustrator is the person who ____."</p> <p>"The author helps tell the story by ____."</p> <p>"The illustrator helps tell the story by ____."</p> <p>"The author and illustrator work together by ____."</p> <p>"I would tell a friend that ____, but I would tell my teacher that ____."</p>
K.RL.IK.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	<p>Illustration (ilustración)</p> <p>Character</p> <p>Setting (escenario)</p> <p>Relationship (relación)</p> <p>Sequence (secuencia)</p>	<p>Explain what is happening in the picture</p> <p>Identify who or what is shown in the illustration</p> <p>Select words that fit who I am talking to (e.g., friend or teacher)</p> <p>Discuss how pictures and words work together to tell the story</p> <p>Identify who or what is shown in the illustration</p>	<p>Use simple present tense to describe the picture e.g., <i>The boy is riding a bike.</i></p> <p>Use adjectives to describe people or things in the illustration e.g., <i>The girl has a red dress and curly hair.</i></p> <p>Use prepositions to explain where things are in the picture e.g., <i>The dog is next to the tree.</i></p>	<p>Questions:</p> <p>"What do you see in the picture?"</p> <p>"Who is in the picture and what are they doing?"</p> <p>"What is happening in this part of the story?"</p> <p>"How does this picture help you understand the story?"</p> <p>"How do the words and pictures go together?"</p> <p>"Can you tell what is happening just by looking at the picture?"</p> <p>"What would you say about this picture to a friend?"</p> <p>"What would you say about this picture to your teacher?"</p>

			<p>Select words that fit who I am talking to (e.g., friend or teacher)</p> <p>Discuss how pictures and words work together to tell the story</p>	<p>Use sequence words to explain story events shown in pictures e.g., <i>First, the bird builds a nest. Then, it lays eggs.</i></p> <p>Use conjunctions to link words and pictures e.g., <i>The picture shows a rainy day, and the story says the kids stayed inside.</i></p>	<p>Sentence Stems: "I see ___ in the picture." "This picture shows ___." "This picture helps me understand ___." "The character is ___ because ___." "First ___, then ___, last ___." "I would tell a friend ___, but I would tell my teacher ___."</p>
K.RI.CS.4	With prompting and support, ask and answer questions about unknown words in text.	<p>word meaning</p> <p>explain (explicar)</p> <p>describe (describir)</p> <p>definition (definición)</p> <p>example (ejemplo)</p>	<p>ask questions about unknown words</p> <p>describe the meaning of unknown words using context clues</p> <p>explain word meanings using illustrations or text features</p> <p>answer questions about unknown words</p> <p>identify the meaning of words using examples or definitions</p>	<p>interrogative sentences e.g., "What does ___ mean?"</p> <p>explanatory sentences: e.g., "The word ___ means ___ because ___."</p> <p>comparative sentences e.g., "___ is like ___ because ___."</p>	<p>Questions: "What does this word mean?" "How can you figure out the meaning of this word?" "What clues in the picture help you understand the word?" "Can you find a word that means the same as ___?" "Why do you think the author used this word?"</p> <p>Sentence Stems: "I think the word ___ means ___ because ___."</p>

					<p>"The picture shows ___, which helps me understand the word ___."</p> <p>"The author uses the word ___ to show ___."</p> <p>"I can figure out the meaning of ___ by looking at ___."</p> <p>"A word that means the same as ___ is ___."</p>
K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	<p>author (autor)</p> <p>illustrator (ilustrador)</p> <p>role (rol)</p> <p>idea (idea)</p> <p>information (información)</p>	<p>describe the job of the author and illustrator</p> <p>explain how information is shown in a text</p> <p>understand who provides the words and pictures</p> <p>make connections between text and visuals</p>	<p>present tense verbs <i>e.g. writes, draws, tells, shows, explains</i></p> <p>sentence patterns with subject + verb <i>e.g. The author writes..., The illustrator draws...</i></p> <p>prepositional phrases <i>e.g. in the book, with pictures, using words</i></p> <p>cause-and-effect phrases <i>e.g. The picture helps because...</i></p>	<p>Questions:</p> <p>"Who is the author?"</p> <p>"What does the author do?"</p> <p>"Who is the illustrator?"</p> <p>"What does the illustrator do?"</p> <p>"How do the words and pictures work together?"</p> <p>"What does the illustrator help you understand?"</p> <p>"What information does the author give?"</p> <p>Sentence Stems:</p> <p>"The author writes the words."</p> <p>"The illustrator draws the pictures."</p> <p>"The author tells us about ___."</p>

					<p>"The illustrator helps us see ____."</p> <p>"The author and illustrator help explain ____."</p> <p>"The picture shows ____ and the words tell ____."</p> <p>"The author gives information about ____."</p>
K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	<p>Illustration (ilustración)</p> <p>Relationship (relación)</p> <p>Sequence (secuencia)</p> <p>Detail (detalle)</p> <p>Describe (describir)</p>	<p>Explain what is happening in the picture</p> <p>Identify who or what is shown in the illustration</p> <p>Select words that fit who I am talking to (e.g., friend or teacher)</p> <p>Discuss how pictures and words work together to tell the story</p> <p>Identify who or what is shown in the illustration</p>	<p>Use simple present tense to describe the picture e.g., <i>The boy is riding a bike.</i></p> <p>Use adjectives to describe people or things in the illustration e.g., <i>The girl has a red dress and curly hair.</i></p> <p>Use prepositions to explain where things are in the picture e.g., <i>The dog is next to the tree.</i></p> <p>Use sequence words to explain the text as</p>	<p>Questions:</p> <p>"What do you see in the picture?"</p> <p>"Who is in the picture and what are they doing?"</p> <p>"What is happening in this part of the text?"</p> <p>"How does this picture help you understand the text?"</p> <p>"How do the words and pictures go together?"</p> <p>"Can you tell what is happening just by looking at the picture?"</p> <p>"What would you say about this picture to a friend?"</p> <p>"What would you say about this picture to your teacher?"</p> <p>Sentence Stems:</p> <p>"I see ____ in the picture."</p> <p>"This picture shows ____."</p> <p>"This picture helps me</p>

			select words that fit who I am talking to (e.g., friend or teacher)	shown in pictures e.g., <i>First, the bird builds a nest. Then, it lays eggs.</i> Use conjunctions to link words and pictures e.g., <i>The picture shows a rainy day, and the story says the kids stayed inside.</i>	understand ____." "First __, then __, last ____." "I would tell a friend __, but I would tell my teacher ____."
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	conversation (conversación) collaborative (colaborativo) topic (tópico) question idea (idea)	ask and answer questions express ideas and opinions agree and disagree respectfully clarify meaning participate in discussions	question words e.g., <i>who, what, where, when, why, how</i> transition words e.g., <i>and, because, then, so</i> polite conversational phrases e.g., <i>I think..., I agree..., Can you tell me more?</i>	Questions: "What do you think about ____?" "Can you tell me more about your idea?" "Why do you think that?" "How can we work together on this?" Sentence Stems "I think __ because ____." "I agree with __ because ____." "Can you explain more about ____?" "One idea I have is ____." "I would like to add ____."
K.SL.CC.3	Ask and answer questions in order to seek help, get	question	ask for help or clarification	question words	Questions: "Can you help me?"

	information, or clarify something that is not understood.	<p>answer</p> <p>help</p> <p>information (información)</p> <p>clarify (aclarar)</p>	<p>respond to questions</p> <p>seek information when something is not clear</p> <p>participate in conversations to solve confusion</p>	<p><i>e.g., who, what, where, when, why, how</i></p> <p>phrases for clarification <i>e.g., Can you help me?, I don't understand...</i></p> <p>subject + verb constructions <i>e.g., I need..., Can you tell me...?</i></p> <p>present tense verbs <i>e.g., ask, answer, need, help, know</i></p>	<p>"What does this mean?" "What did you say?" "Can you say it again?" "What do I need to do?"</p> <p>Sentence Stems: "I need help with ____." "I don't understand ____." "My question is ____." "Can you tell me ____?" "I heard ___, but I don't understand."</p>
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	<p>describe (describir)</p> <p>detail (detalle)</p> <p>event (evento)</p> <p>person (persona)</p> <p>place</p>	<p>describe people, places, things, and events</p> <p>provide details with prompting and support</p> <p>adapt language to purpose, task, and audience</p> <p>explain thoughts and ideas clearly</p> <p>expand on descriptions using relevant vocabulary</p>	<p>adjectives to describe attributes <i>e.g., tall, happy, blue</i></p> <p>prepositional phrases to provide details <i>e.g., at the park, on the table</i></p> <p>conjunctions to add details <i>e.g., and, but, because</i></p> <p>present tense verbs to describe actions <i>e.g., She runs fast.</i></p>	<p>Questions: "Who is in your story?" "What does it look like?" "Where did it happen?" "Can you add more details?" "Why is this important?"</p> <p>Sentence Stems: "This is a ___ because ____." "I see a ___ with ____." "The ___ looks like ____." "It happened at ___ and we saw ____." "One detail I can add is ____."</p>

K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	express (expresar) thoughts feelings ideas (ideas) speaking	express ideas and emotions share personal thoughts participate in conversations respond with support from adults	first-person statements <i>e.g., I think..., I feel., I want...</i> present tense verbs <i>e.g., think, feel, like, want</i> subject + verb + detail because clauses <i>e.g., I feel __ because __.</i>	Questions: "What do you think?" "How do you feel?" "What is your idea?" "Can you share what you're thinking?" "What do you want to say?" Sentence Stems "I think ____." "I feel ____." "My idea is ____." "I want to say ____." "I feel this way because ____."
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.	respond (responder) question suggestion detail (detalle) writing	respond to feedback about writing add more details to strengthen writing participate in conversations about writing revise writing with adult support	present tense verbs <i>e.g., add, write, say, tell</i> prepositional phrases <i>e.g., In my writing, about the story.</i> subject + verb + detail constructions because clauses <i>e.g., I added __ because __.</i>	Questions: "What did your partner ask about your writing?" "What suggestion did you hear?" "What detail can you add?" "How can you make your writing better?" "What did you change or add?" Sentence Stems: "My partner asked me about ____." "I added __ to my writing." "My teacher said to add ____." "I made my writing better

					by ____." "I changed ____ because ____."
K.W.RBPk.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	research opinion (opinión) project (proyecto) author (autor) participate (participar)	express opinions compare and contrast summarize information describe preferences provide reasons and evidence	sentence structure for stating opinions <i>e.g., I think ____ because ____.</i> transition words <i>e.g., also, however, For example</i> conjunctions <i>e.g., and, but, so</i>	Questions: "What did you like about the story?" "Why do you think the author wrote this book?" "How would you describe the main character in each book?" "What is your opinion about the ending of the story?" Sentence Stems: "I think this book is ____ because ____." "My favorite part of the story was ____ because ____." "The author showed ____ by ____." "One difference between this book and another book by the same author is ____." "I learned ____ from reading this book."

ELD Standard 8 and Kindergarten 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	K.FL.PWR.3 K.FL.F.5 K.FL.VA.7		K.RL.CS.4	K.RI.CS.4		
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
K.FL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	decode (decodificar) vowel syllable (sílabla) sound word	decode words in reading identify long and short vowel sounds read with understanding apply phonics patterns to read recognize irregular and high-frequency words	phonics-based word patterns <i>e.g. CV, CVC, VCe</i> prefixes and suffixes <i>e.g. un-, re-, -ing, -ed</i> present tense verbs <i>e.g. read, sound out, know</i>	Questions: "What sound does this vowel make?" "What part of the word helps you read it?" Sentence Stems: "This word has a ____ vowel sound." "This word has two syllables: ____ and ____."		

	f. Recognize and read grade-appropriate irregularly spelled words. g. Decode grade-level texts with purpose and understanding.				
K.FL.F.5	Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	comprehension (comprensión) fluency (fluidez) purpose accuracy understanding	identify main ideas determine meaning of words and phrases describe text features explain key details summarize information	subject-verb agreement <i>e.g. he runs, they speak</i> conjunctions for cause and effect <i>e.g., because, since</i> adjectives for describing characters and events <i>e.g. secluded, friendly</i> prepositions to indicate time and place <i>e.g. inside, at, during</i>	Questions: "What is the main purpose of this text?" "How does the author help the reader understand the meaning of the word ___?" "Can you describe what is happening in this part of the story?" "What words or phrases show how the character feels?" "Why do you think the author chose this word to describe ___?" Sentence Stems: "The main purpose of this text is ___ because ___." "I think the word ___ means ___ because ___." "The character feels ___ based on the words ___." "One way the author helps readers understand is by ___."

					"A key detail from the text is __, which shows __."
K.FL.VA.7a	<p>K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p> <p>i. Identify new meanings for familiar words and apply them accurately.</p> <p>ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>	<p>meaning</p> <p>word</p> <p>phrase (frase)</p> <p>affix (afijo)</p> <p>clue</p>	<p>determine the meaning of unknown words</p> <p>use word parts to figure out meanings</p> <p>identify multiple meanings of a word</p> <p>apply vocabulary from reading and conversation</p>	<p>inflected endings <i>e.g., -s, -ed, -ing</i></p> <p>prefixes and suffixes <i>e.g., re-, un-, -ful, -less</i></p> <p>subject + verb + meaning <i>e.g., This word means..., I know __ means...</i></p> <p>phrases using context clues <i>e.g., The picture shows..., In the sentence...</i></p>	<p>Questions:</p> <p>"What does this word mean?"</p> <p>"Can this word mean something else?"</p> <p>"How do you know the meaning?"</p> <p>"What word part helps you understand?"</p> <p>"Can you use a clue from the sentence?"</p> <p>Sentence Stems:</p> <p>"This word means __."</p> <p>"I know the meaning because __."</p> <p>"This word can also mean __."</p> <p>"I used the word part __ to help me."</p> <p>"I found a clue in the sentence that means __."</p>
K.FL.VA.7b	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>i. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Demonstrate understanding of frequently occurring verbs and</p>	<p>categorize (categorizar)</p> <p>ompare (comparar)</p> <p>describe (describir)</p> <p>identify (identificar)</p>	<p>categorize objects</p> <p>compare and contrast words</p> <p>describe actions and objects</p> <p>identify relationships between words</p>	<p>nouns and noun phrases to label categories <i>e.g., animals, foods, shapes</i></p> <p>comparative and superlative forms <i>e.g., bigger, smaller, tallest</i></p>	<p>Questions:</p> <p>"How can you sort these objects into categories?"</p> <p>"What words mean the opposite of this word?"</p> <p>"Can you describe how these words are similar or different?"</p> <p>"What category would this object belong to? Why?"</p>

	<p>adjectives by relating them to their opposites.</p> <p>iii. Make real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>	define (definir)	<p>define and explain word meanings</p>	<p>conjunctions for making comparisons <i>e.g., but, and, or</i></p> <p>sentence structures using opposites <i>e.g., The opposite of ___ is ___.</i></p>	<p>"How does this word relate to something in your life?"</p> <p>Sentence Stems: "This belongs in the ___ category because ___." "A word that means the opposite of ___ is ___." "These words are alike because they both ___." "I can use the word ___ to describe ___." "In my own life, I use the word ___ when ___."</p>
K.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>word</p> <p>phrase (frase)</p> <p>conversation (conversación)</p> <p>text (texto)</p>	<p>use new vocabulary in speech or writing</p> <p>respond to text using learned words</p> <p>share ideas from books and discussions</p> <p>demonstrate understanding through word choice</p>	<p>present tense verbs <i>e.g., use, say, read, talk</i></p> <p>subject + verb sentences <i>e.g., I heard..., I read...</i></p> <p>descriptive phrases <i>e.g., I saw the word..., It means...</i></p> <p>past tense for conversation or reading <i>e.g., heard, read, said</i></p>	<p>Questions: "What new word did you hear in the story?" "Can you use that word in a sentence?" "What does that word mean?" "Where did you hear that word?" "Can you find a word we learned in the book?"</p> <p>Sentence Stems: "I heard the word ___ when we read the book." "I can say ___ because I heard it in the story." "This word means ___." "I used the word ___ when I talked to my partner."</p>

					"I remember the word ____ from our conversation."
K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in text.	identify (identificar) define (definir) describe (describir) explain (explicar) meaning (significado)	identify unknown words define vocabulary describe word meaning explain context clues ask clarifying questions	demonstratives <i>e.g. this, that, those</i> complex sentences using <i>because</i> comparative phrases <i>e.g., is like, is similar to</i>	Questions: "What does this word mean?" "Can you find a clue that helps you understand this word?" "How does the picture help you understand the word?" "What is another word that means the same as this one?" "Why do you think the author used this word?" Sentence Stems: "I think this word means ____ because ____." "A word that is similar to ____ is ____." "The picture helps me understand ____ because ____."
K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area	meaning word phrase (frase) text (texto) topic	determine the meaning of words and phrases identify important vocabulary in a text connect words to a specific topic or subject	present tense verbs <i>e.g., means, is, shows, tells</i> phrases that explain meaning <i>e.g., This word is about..., It tells us...</i>	Questions: "What does this word mean?" "What word did you hear in the book?" "Can you tell me what ____ means?"

			use context clues to understand new words	wh- question words <i>e.g., who, what, why</i>	<p>"What helps you know what that word means?"</p> <p>"Is that word about the topic?"</p> <p>Sentence Stems:</p> <p>"This word means ____."</p> <p>"I read the word ____ in the text."</p> <p>"The word ____ is about ____."</p> <p>"I know the word means ____ because ____."</p> <p>"This phrase tells us ____."</p>
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ELD Standard 9 and Kindergarten 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		K.FL.WC.4 K.FL.SC.6		K.RL.KID.1 K.RL.KID.2	K.RI.KID.1 K.RI.KID.2	K.SL.CC.1 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6	K.W.PD.4 K.W.PDW.5 K.W.PDW.6 K.W.RBPK.7 K.W.RBPK.8 K.W.RW.10
TN ELA Standard			Academic Language (Cognates)	Language Functions	Language Forms		Questions and Sentence Stems	
K.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Write uppercase and lowercase manuscript letters from memory. b. Write a letter/letters for most consonant and short vowel sounds (phonemes). c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.		phonics (fonética) consonant (consonante) vowel syllable (sílabo) encode	identify letters and sounds in spoken and written words write letters, words, and simple sentences to demonstrate phonics understanding apply phonics skills when encoding spoken words into writing spell high-frequency words and phonetically regular words	phonetic spelling of CVC words <i>e.g., dog, hat</i> beginning, medial, and ending sounds <i>e.g., writing “beg” to include all three phonemes</i> phoneme isolation <i>e.g., isolating /m/ as the first sound in “mat”</i>		Questions: "What sound does this letter make?" "Can you write a word that uses a short vowel sound?" "Which letter represents the beginning sound of this word?" Sentence Stems: "The letter ____ makes the ____ sound." "The beginning sound in ____ is ____."	

	<p>e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</p> <p>f. Write some common, frequently used words (am, and, like, the).</p> <p>g. Print many upper and lowercase letters.</p>		<p>represent phonemes with appropriate graphemes in writing</p>		
K.FL.SC.6	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>a. With modeling or verbal prompts, orally produce complete sentences.</p> <p>b. Follow one-to-one correspondence between voice and print when writing a sentence.</p> <p>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.</p>	<p>sentence</p> <p>noun</p> <p>verb (verbo)</p> <p>punctuation (puntuación)</p> <p>capitalization</p>	<p>speak in complete sentences</p> <p>use nouns and verbs in context</p> <p>ask and answer questions</p> <p>recognize and use correct punctuation and capitalization</p> <p>expand language through structured sentence use</p>	<p>question words <i>e.g., who, what, where, when, why, how</i></p> <p>plural noun endings <i>e.g., -s, -es</i></p> <p>prepositions <i>e.g., in, on, under, next to</i></p>	<p>Questions:</p> <p>"Can you say that in a complete sentence?"</p> <p>"What is the noun in your sentence?"</p> <p>"What action is the verb showing?"</p> <p>"Where do we use a capital letter?"</p> <p>Sentence Stems:</p> <p>"I used the noun ____."</p> <p>"My verb is ____."</p>

	<p>d. Form regular plural nouns when speaking and in shared language activities.</p> <p>e. Understand and use question words (interrogatives) when speaking and in shared language activities.</p> <p>f. Use the most frequently occurring prepositions when speaking and in shared language activities.</p> <p>g. Produce and expand complete sentences in shared language activities.</p> <p>h. Capitalize the first word in a sentence and the pronoun I.</p> <p>i. Recognize and name end punctuation.</p>				
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.	<p>comprehend (comprender)</p> <p>identify (identificar)</p> <p>detail (detalle)</p> <p>question</p> <p>support (soporte)</p>	<p>ask and answer questions</p> <p>identify key details</p> <p>explain understanding</p> <p>clarify information</p> <p>make connections</p>	<p>question words <i>e.g., who, what, where, when, why, how</i></p> <p>past tense verbs <i>e.g., felt, noticed, went</i></p> <p>conjunctions for supporting answers <i>e.g., because, so, and</i></p>	<p>Questions:</p> <p>"What happened in the story?"</p> <p>"Who are the characters in the text?"</p> <p>"Where did the story take place?"</p> <p>"Why did the character do that?"</p> <p>"How did the problem get solved?"</p>

					Sentence Stems: "I think the story is about ____ because ____." "The character felt ____ when ____." "A key detail I noticed is ____." "I can tell ____ because the text says ____." "The author shows ____ by ____."
K.RL.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.	topic retell detail (detalle) text (texto) information (información)	identify the main topic of a text retell important information share key details from reading describe what the text is mostly about	present and past tense verbs <i>e.g., is, are, tells, shows, learned</i> time-order words <i>e.g., first, next, then, last</i> subject + verb + detail <i>e.g., The text is about..., I learned...</i>	Questions: "What is the text about?" "What is the main topic?" "What did you learn?" "What happened first in the text?" "What are the key details?" Sentence Stems: "The main topic is ____." "The text is about ____." "I learned ____." "First, ____ happened." "A key detail is ____."
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.	detail (detalle) question answer	ask questions answer questions	question words <i>e.g., who, what, where, when, why, how</i>	Questions: "What is this text about?" "Can you tell me one detail from the text?"

		support (soporte) text (texto)	identify key details describe information clarify understanding	complex sentences using <i>because</i> demonstratives <i>e.g., this, that, these, those</i> expanded noun phrases with adjectives <i>e.g., "The green frog is jumping."</i>	"Why do you think this happened?" Sentence Stems: "I think the main idea is ____ because ____." "The text says ____, which means ____." "One key detail I noticed is ____." "A question I have about the text is ____." "The author shows ____ by saying ____."
K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.	main topic key details text (texto) retell support (soporte)	identify the main topic of a text retell key details from a text explain what the text is mostly about summarize information from a text organize ideas to speak clearly about a topic	temporal words <i>e.g., first, then, after that</i> basic prepositions <i>e.g., under the table, inside the house</i> conjunctions <i>e.g., and, but, because</i>	Questions: "What is this text mostly about?" "Can you tell me the main idea of the text?" "What are some key details from the text?" "How do the details support the main topic?" "Can you retell the important parts of the text?" Sentence Stems: "The main topic of this text is ____."

					<p>"One key detail is ____ because ____."</p> <p>"This text is mostly about ____."</p> <p>"I can retell the text by saying ____."</p> <p>"The details help me understand that ____."</p>
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	<p>conversation (conversación)</p> <p>respond (responder)</p> <p>topic</p> <p>explain (explicar)</p> <p>opinion (opinión)</p>	<p>participate in conversations by taking turns</p> <p>listen actively and respond appropriately</p> <p>ask and answer questions to clarify understanding</p> <p>express ideas and share experiences</p> <p>build on others' ideas in a group discussion</p>	<p>agreement or disagreement <i>e.g., I agree because ____.</i> <i>/ I disagree because ____.</i></p> <p>clarification phrases: <i>e.g., Can you say that again?</i></p> <p>complex sentences using <i>because</i></p> <p>question words <i>e.g., why, what</i></p>	<p>Questions:</p> <p>"What do you think about ____?"</p> <p>"Can you share your idea with the group?"</p> <p>"How is your idea similar to ____'s idea?"</p> <p>"What questions do you have about ____?"</p> <p>"Can you explain why you think that?"</p> <p>Sentence Stems:</p> <p>"I think ____ because ____."</p> <p>"My idea is similar to ____'s because ____."</p> <p>"I have a question about ____."</p> <p>"I agree with ____ because ____."</p> <p>"One idea I have is ____."</p>

K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>information (información)</p> <p>clarify (clarificar)</p> <p>explain (explicar)</p> <p>repeat (repetir)</p> <p>describe (describir)</p>	<p>ask for clarification when something is not understood</p> <p>respond to questions with appropriate information</p> <p>explain ideas clearly using grade-appropriate language</p> <p>participate in conversations by asking and answering questions</p> <p>request information or assistance using polite language</p>	<p>simple present tense <i>e.g., What do you mean?</i></p> <p>personal pronouns <i>e.g., I, you, we</i></p> <p>question words <i>e.g., who, how, why</i></p> <p>modal verbs <i>e.g., can, may, should</i></p>	<p>Questions: "What does ___ mean?" "How do I ___?" "Why is ___ important?" "Can you help me understand ___?"</p> <p>Sentence Stems: "I have a question about ___." "Can you help me with ___?" "I don't understand ___, can you explain it?" "I think ___ means ___, is that right?" "Could you say that in a different way?"</p>
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	<p>describe (describir)</p> <p>people</p> <p>events (eventos)</p> <p>details (detalles)</p> <p>explain (explicar)</p>	<p>describe familiar people, places, things, and events</p> <p>provide details using descriptive words</p> <p>explain characteristics or features using sensory language</p>	<p>simple sentences (subject + verb + object) <i>e.g., My mom is nice.</i></p> <p>adjectives for color, size, shape, quantity, emotion <i>e.g., round, green, little, big</i></p>	<p>Questions: "Who are you describing? What do they look like?" "Can you describe what the place looks like?" "What details can you add about the event?" "How does it feel, sound, or smell?" "Why is this person, place, or event important?"</p>

			share personal experiences and observations clarify meaning by adding more information	sensory verbs <i>e.g., looks, feels, sounds</i> first-person pronouns <i>e.g., I, me, my</i> appositional phrases <i>e.g., My brother, Max...</i>	to you?" Sentence Stems: "I see ___ and it looks ____." "This person is ___ because ____." "The place has ___ and ____." "The event was ___ and it made me feel ____." "I remember ___ because ____."
K.SL.PK1.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	express (expresar) ideas (ideas) describe (describir) explain (explicar) opinion (opinión)	express personal thoughts and feelings describe experiences or events explain reasons for opinions or choices share ideas clearly using simple sentences respond to questions with clear and complete thoughts add details to explain ideas	adjectives to describe emotions <i>e.g., happy, scared, excited</i> sequencing words <i>e.g., first, next, then, last</i> opinion phrases <i>e.g., I like, I want</i> descriptive phrases <i>e.g., a big, brown dog</i>	Questions: "How are you feeling today?" "Can you tell me about something you like?" "Why do you like ____?" "What happened during ____?" "Can you describe what you saw or did?" "What do you think about ____?" Sentence Stems: "I feel ___ because ____." "I like ___ because ____." "My favorite ___ is ___ because ____."

					"I think ___ because ___." "When I ___, I felt ___." "I want to share about ___ because ___."
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	organize (organizar) purpose (propósito) audience (audiencia) informative (informativo) explain (explicar)	write to describe, explain, or share opinions organize writing with a clear beginning, middle, and end use words and details to support ideas choose words that match the purpose and audience express ideas clearly through writing	transition words <i>e.g., first, then, finally</i> first-person pronouns <i>e.g., I, my, me</i> descriptive adjectives <i>e.g., soft, fast, blue</i> prepositional phrases to add detail <i>e.g., at the park, on the bus</i>	Questions: "What is your writing about?" "Who will read your writing?" "How can you start your writing to introduce your idea?" "What details can you add to explain your thoughts?" "How can you end your writing?" Sentence Stems: "My story is about ___." "I think ___ because ___." "First, ___ happened. Then, ___." "One detail I can add is ___." "To finish, I wrote ___ because ___."
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions	respond (responder)	respond to feedback clarify ideas	compound sentences using <i>and</i> or <i>because</i>	Questions: "What can you add to make your writing

	from others and add details to strengthen writing as needed.	question suggestion detail (detalle) strengthen	add details revise writing express understanding	pronouns <i>e.g., I, my, we</i> past tense verbs <i>e.g., added, changed, used</i>	clearer?" "Can you tell me more about ____?" "Why did you write ____?" "What detail can make this part stronger?" Sentence Stems: "I added ____ to explain ____." "I changed ____ because ____." "I think this detail makes my story better because ____."
K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	explore (explorar) digital (digital) tools produce (producir) share	explore digital tools collaborate with peers produce writing share writing respond to feedback	action verbs in present tense <i>e.g., click, open, type</i> compound sentences using <i>and</i> personal pronouns <i>e.g., we, us, our</i> demonstratives <i>e.g., this, that</i>	Questions: "What tool can you use to write your story?" "How can you share your writing with your friends?" "What did you write about?" "Can you show me how you used the digital tool?" Sentence Stems: "I used ____ to write my story because ____."

					<p>"My favorite part of my writing is ____."</p> <p>"I shared my writing by ____."</p> <p>"Working with my friend helped me ____."</p> <p>"Next time, I want to try ____."</p> <p>"One way I improved my writing was by ____."</p>
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	<p>writing</p> <p>fluency (fluidez)</p> <p>stamina</p> <p>activity (actividad)</p> <p>support (soporte)</p>	<p>express ideas</p> <p>organize thoughts</p> <p>write sentences</p> <p>describe experiences</p> <p>respond to prompts</p>	<p>connecting words <i>e.g., and, because, then</i></p> <p>past and present tense verbs <i>e.g., go, like, played</i></p> <p>time references <i>e.g., yesterday, today, at school</i></p> <p>sensory details <i>e.g., big, soft, red</i></p>	<p>Questions:</p> <p>"What are you writing about?"</p> <p>"Can you tell me more about your picture or story?"</p> <p>"How did you start your writing?"</p> <p>"What happened next in your story?"</p> <p>"Why did you choose to write about this?"</p> <p>Sentence Stems:</p> <p>"I am writing about ____."</p> <p>"My favorite part of my story is ____ because ____."</p> <p>"First, I ____, then I ____."</p> <p>"I used the word ____ because it shows ____."</p>

K.FL.WC.4	<p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Write uppercase and lowercase manuscript letters from memory.</p> <p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p>c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.</p> <p>d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.</p> <p>e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.</p> <p>f. Write some common, frequently used words (am, and, like, the).</p> <p>g. Print many upper and lowercase letters.</p>	<p>phonics (fonética)</p> <p>consonant (consonante)</p> <p>vowel</p> <p>syllable (sílabo)</p> <p>encode</p>	<p>identify letters and sounds in spoken and written words</p> <p>write letters, words, and simple sentences to demonstrate phonics understanding</p> <p>apply phonics skills when encoding spoken words into writing</p> <p>spell high-frequency words and phonetically regular words</p> <p>represent phonemes with appropriate graphemes in writing</p>	<p>phonetic spelling of CVC words <i>e.g., dog, hat</i></p> <p>beginning, medial, and ending sounds <i>e.g., writing “beg” to include all three phonemes</i></p> <p>phoneme isolation <i>e.g., isolating /m/ as the first sound in “mat”</i></p>	<p>Questions:</p> <p>"What sound does this letter make?"</p> <p>"Can you write a word that uses a short vowel sound?"</p> <p>"Which letter represents the beginning sound of this word?"</p> <p>Sentence Stems:</p> <p>"The letter ___ makes the ___ sound."</p> <p>"The beginning sound in ___ is ___."</p>
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K.FL.SC.6	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>a. With modeling or verbal prompts, orally produce complete sentences.</p> <p>b. Follow one-to-one correspondence between voice and print when writing a sentence.</p> <p>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.</p> <p>d. Form regular plural nouns when speaking and in shared language activities.</p> <p>e. Understand and use question words (interrogatives) when speaking and in shared language activities.</p> <p>f. Use the most frequently occurring prepositions when</p>	<p>sentence</p> <p>noun</p> <p>verb (verbo)</p> <p>punctuation (puntuación)</p> <p>capitalization</p>	<p>speak in complete sentences</p> <p>use nouns and verbs in context</p> <p>ask and answer questions</p> <p>recognize and use correct punctuation and capitalization</p> <p>expand language through structured sentence use</p>	<p>question words <i>e.g., who, what, where, when, why, how</i></p> <p>plural noun endings <i>e.g., -s, -es</i></p> <p>prepositions <i>e.g., in, on, under, next to</i></p>	<p>Questions:</p> <p>"Can you say that in a complete sentence?"</p> <p>"What is the noun in your sentence?"</p> <p>"What action is the verb showing?"</p> <p>"Where do we use a capital letter?"</p> <p>Sentence Stems:</p> <p>"I used the noun ____."</p> <p>"My verb is ____."</p>
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	speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities. h. Capitalize the first word in a sentence and the pronoun I. i. Recognize and name end punctuation.				
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ELD Standard 10 and Kindergarten 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	K.FL.SC.6				K.SL.PKI.6	K.W.TTP.1 K.WTTP.2 K.W.TTP.3 K.W.PD.4 K.W.PDW.5 K.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
K.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	sentence noun verb (verbo) punctuation (puntuación) question pronoun	produce complete sentences form plural nouns use question words expand sentences identify and name nouns, verbs, and pronouns demonstrate subject-verb agreement	plural noun formation <i>e.g., adding -s or -es</i> punctuation marks <i>e.g., periods, question marks, exclamation points</i> prepositions <i>e.g., in, on, under, over</i>	Questions: "What noun and verb did you use in your sentence?" "What punctuation mark should you put at the end?" "How can you expand this sentence?" Sentence Stems: "I used the noun ____ and the verb ____." "I should use a ____ because it is a ____ sentence." "I can expand my sentence by adding ____."		

	<p>d. Form regular plural nouns when speaking and in shared language activities.</p> <p>e. Understand and use question words (interrogatives) when speaking and in shared language activities.</p> <p>f. Use the most frequently occurring prepositions when speaking and in shared language activities.</p> <p>g. Produce and expand complete sentences in shared language activities.</p> <p>h. Capitalize the first word in a sentence and the pronoun I.</p> <p>i. Recognize and name end punctuation.</p>				
K.SL.PK1.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	<p>express (expresar)</p> <p>feelings</p> <p>ideas (ideas)</p> <p>thoughts</p> <p>communicate (comunicar)</p>	<p>express thoughts</p> <p>share feelings</p> <p>describe experiences</p> <p>explain ideas</p> <p>communicate clearly</p>	<p>subject-verb agreement <i>e.g., He thinks/I feel</i></p> <p>present tense verbs <i>e.g., feel, think</i></p> <p>pronouns <i>e.g., I, we, they</i></p> <p>adjectives to describe feelings and thoughts <i>e.g., excited, confused, confident</i></p>	<p>Questions: "What are you thinking about?" "How do you feel today?" "What do you want to share with the class?" "Can you tell us about something that happened?" "What is your idea?"</p> <p>Sentence Stems "I feel ___ because ___." "I think ___." "My idea is ___."</p>

				simple sentence structures <i>e.g., I think ____.</i>	"I want to tell you about ____." "Today, I am feeling ____."
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	opinion (opinión) compose drawing writing	express opinions describe ideas explain reasoning provide support for opinions organize thoughts through drawing, dictating, or writing	present tense verbs <i>e.g., think, like, feel</i> complex sentences using <i>because</i> opinion sentence starters <i>e.g., I think, I like, I believe</i> conjunctions <i>e.g., because, and, so</i> adjectives to describe feelings and preferences	Questions: "What do you think about this?" "What do you like or not like?" "Why do you feel that way?" "Can you tell me more about your opinion?" "How can you show your opinion with a picture or words?" Sentence Stems: "I think ____ because ____." "I like ____." "I believe ____ is the best because ____." "My favorite ____ is ____." "I feel ____ when I ____."
K.WTTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	compose informative (informativo) explanatory texts (textos) label draw	describe information explain ideas draw and label details dictate sentences write using clear language	simple present tense verbs <i>e.g., lives, has, eats</i> sequencing words <i>e.g., first, next, last</i> descriptive words (adjectives) <i>e.g., brown, large, important</i>	Questions "What are you teaching us about?" "What do you know about this topic?" "Can you describe what it looks like or what it does?" "What should we know first, next, and last?" "Can you draw and label your information?"

					Sentence Stems "I am writing about ____." "It is ____ and _____. (use adjectives)" "First, ____ happens. Next, ____." "This is important because ____."
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	narrate (narrar) event (evento) drawing dictating (dictado) support	narrate an event describe actions, thoughts, and feelings sequence events logically	simple past tense verbs <i>e.g., went, played</i> temporal words <i>e.g., first, then, next, finally</i> subject-verb agreement <i>e.g., he was/they were</i> conjunctions <i>e.g., and, but, because</i> descriptive adjectives <i>e.g., big, colorful, loud</i>	Questions "What event are you writing about?" "What happened first? Next? Last?" "How did you feel during the event?" Sentence Stems "I am writing about ____." "First, _____. Then, _____. Next, _____. Finally, _____. "I felt ____ because ____."
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	writing organization (organización) purpose audience (audiencia)	express ideas, experiences, or details identify people, places, and objects expand ideas develop personal voice	complete sentences with a <i>subject</i> and <i>predicate</i> conjunctions <i>e.g., and, but, because</i> transition words <i>e.g., first, next, finally</i>	Questions "What are you writing about?" "Who is your writing for?" "What do you want your writing to do—tell, explain, or share an opinion?" Sentence Stems

			organize writing to meet a purpose	descriptive language correct punctuation <i>e.g., periods, question marks, exclamation points</i>	"My writing is about ____." "I used the word ____ because it helps explain my idea." "My audience is ____."
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.	respond (responder) question suggestion detail (detalle) writing	respond to feedback or suggestions add more details to improve writing participate in conversations about writing adjust writing based on guidance	present tense verbs <i>e.g., add, write, say, tell</i> phrases for revision <i>e.g., I will add..., I can change...</i> because clauses <i>e.g., I added ____ because ____</i>	Questions "What can you add to make your writing clearer?" "Did you give enough detail?" "What part of your writing can you make better?" "How can you change your writing based on what someone said?" Sentence Stems "I will add ____ to give more detail." "I can change ____ because it was unclear." "Now my writing tells more about ____." "I fixed my sentence to say ____."
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	writing fluency (fluidez) stamina narrate (narrar)	provide details to expand ideas narrate a single event express opinions about familiar topics	simple subject-verb-object sentences <i>e.g., I see a dog.</i> pronouns <i>e.g., I, he, she, you, it, they</i>	Questions "What is the topic of your writing?" "What happened first, next, and last?" "What is your opinion about this topic?"

		<p>explain (explicar)</p> <p>opinion (opinión)</p>	<p>explain basic information</p>	<p>simple prepositions <i>e.g., on, in, under, with</i></p> <p>conjunctions <i>e.g., and, but, because</i></p>	<p>"How can you give more detail in this sentence?"</p> <p>Sentence Stems "My topic is ____." "First, ___. Next, ___. Last, ____." "My opinion is ____."</p>
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Conclusion

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

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

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

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

Acknowledgements

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

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.

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Penny Bowman	ESL Instructional Specialist & Migrant Liaison	Putnam County Schools
Amanda Boyd	ELA/ESL Teacher	Lenoir City Schools
John Bowyer	EL Program Coordinator	Tennessee Public Charter School Commission
Alice Brown	ESL Coordinator	Putnam County School District
Dr. Jessica J. Brown	EL Data Coach	Metro Nashville Public Schools
Dr. Sarah Chumney, NBCT	ESL District Coordinator	Murfreesboro City Schools
Kristina Danko, Ed.S.	ESL Specialist	Rutherford County Schools
April Davis, Ed.S.	EL Coordinator/Teacher	Claiborne County Schools
Emily C. Davis	ESL Support Specialist	Rutherford County Schools

Jenna Davis	EL Coach	Metro Nashville Public Schools
Melissa Delahunty	ESL Instructional Advisor	Memphis-Shelby County Schools
Dr. Max Allen Diggs, Jr.	ESL Coordinator	Johnson County Schools
Dr. Rebecca Doxsee	Coordinator of Academic Access	Hamilton County Schools
Victoria Duff	ESL Teacher	Rutherford County Schools
Theodore Fuller, PhD	ESL Supervisor	Germantown Municipal School District
Tabatha Gouger, M.Ed.	ESL Teacher	Marion County Schools
Ivrea Hill	Biology and ESL Teacher	Memphis-Shelby County Schools
Dr. Allie Hinson	ELA/ESL Teacher	Sumner County Schools
Dr. Hannah Hopper	ESL Program Coordinator	Hamblen County Schools
Stephanie Livengood	ESL Teacher	Lenoir City Schools
Dr. Susan Loveless	Elementary Math Specialist/ Instructional Coach Supervisor	Rutherford County Schools
Ann Matanakilagi	ESL Teacher	Williamson County Schools
Donna M. Neary, Ed.S.	ENL Specialist	Hamilton County Schools
Isormari Pozo	Instructional Coach	Rutherford County Schools
Andrew Raney	Lead ESL Teacher	Rutherford County Schools
Erica Rayburn	High School ENL Content Lead	Hamilton County Schools
Schlynda Robinson, M.Ed.	ESL Teacher	Rutherford County Schools
Angela Rood	ESL Teacher & ESL Program Coordinator	Dyersburg City Schools
Devon Scott	Secondary Lead Literacy Coach	Metro Nashville Public Schools
Dr. Christine Tennyson	ESL Teacher	Rutherford County Schools
Candice Walls	ESL Teacher	Rutherford County Schools
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Appendix A: Glossary

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

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

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

Appendix B: Academic Language

Academic Language for Language Development

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

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

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

Academic Language for Content

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

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

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

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

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

Appendix C: Language Functions

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

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

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

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

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

Appendix D: Language Forms & Structures

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

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

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

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

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

Appendix E: Additional Resources

ELPA21

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

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

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

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

Tennessee

Tennessee Department of Education – English Learners

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

Tennessee Department of Education – English Language Arts Standards

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

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