

English Language Development & Academic Standards Crosswalk

For Ninth & Tenth Grades English Language Arts (ELA)

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Introduction

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

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

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

Background

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

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

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

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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.

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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.

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

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

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

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

Integrating with Instruction

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

Educators can use this document to:

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

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The Crosswalk includes a correspondence matrix, standards concordance matrix, and detailed crosswalk charts organized by English Language Development standards for nineth and tenth grades. 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 nineth and tenth grades. 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.

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- 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

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important for performing the skill or task. This supports teachers in embedding explicit instruction of grammar and language structures into their content lessons.

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

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

Incorporating with Intellectual Preparation

Before teaching a lesson from HQIM...

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

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

> ***Example:*** *Before planning a lesson on ELA Standard 2.SL.CC.1, the teacher uses the crosswalk to identify key academic vocabulary such as collaborate, participate, and audience, and plans to pre-teach these words with visuals and real-life examples so multilingual learners can better engage in collaborative discussions.*

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During PLCs and Planning

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

The crosswalk helps teachers:

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

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

Planning Checks for Understanding

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

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

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

Corresponding & Concordance Matrices

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

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ELD to Ninth & Tenth Grades 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		9-10.L.VAU.6	9-10.RL.KID.1 9-10.RL.KID.2 9.10.RL.KID.3 9-10.RL.CS.6 9-10.RL.IKI.7 9-10.RL.RRTC.10	9-10.RI.KID.1 9-10.RI.KID.2 9-10.RI.KID.3 9-10.RI.IKI.7 9.RI.RRTC.10 10.RI.RRTC.10	9-10.SL.CC.2	9-10.W.RBPK.8
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions					9-10.SL.CC.1	9-10.W.PDW.5 9-10.W.PDW.6 9-10.W.RW.10
3	Speak and write about grade-appropriate complex literary and informational texts and topics		9-10.L.VAU.6	9-10.RL.KID.2 9-10.RL.CS.4 9-10.RL.CS.5 9-10.RL.CS.6 9-10.RL.IKI.9	9-10.RI.KID.2 9-10.RI.CS.4 9-10.RI.CS.5 9-10.RI.IKI.9	9-10.SL.PKI.4	9-10.W.TTP.2 9-10.W.TTP.3 9-10.W.RW.10
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence		9-10.L.VAU.6	9-10.RL.KID.1 9-10.RL.CS.5 9-10.RL.IKI.9	9-10.RI.KID.1 9-10.RI.IKI.9	9-10.SL.CC.2 9-10.SL.PKI.4	9-10.W.TTP.1 9-10.W.RBPK.8 9-10.W.RBPK.9
5	Conduct research and evaluate and communicate findings to answer questions or solve problems					9-10.SL.PKI.4 9-10.SL.PKI.5	9-10.W.RBPK.7 9-10.W.RBPK.8 9-10.W.RBPK.9
6	Analyze and critique the arguments of others orally and in writing		9-10.L.VAU.6		9-10.RI.CS.5 9-10.RI.CS.6 9-10.RI.IKI.8	9-10.SL.CC.3	9-10.W.TTP.1
7	Adapt language choices to purpose, task, and audience when speaking and writing		9-10.L.KL.3 9-10.L.VAU.6			9-10.SL.PKI.4 9-10.SL.PKI.6	9-10.W.PDW.4 9-10.W.RW.10

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8	Determine the meaning of words and phrases in oral presentations and literary and informational text		9-10.L.VAU.4 D 9-10.L.VAU.5	9-10.RL.CS.4	9-10.RI.CS.4		
9	Create clear and coherent grade-appropriate speech and text		9-10.L.CSE.2			9-10.SL.PKI.6	9-10.W.TTP.1 9-10.W.TTP.2 9-10.W.TTP.3 9-10.W.PDW.4 9-10.W.PDW.5 9-10.W.RW.10
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing		9-10.L.CSE.1 9-10.L.CSE.2			9-10.SL.PKI.6	9-10.W.TTP.1 9-10.W.TTP.2 9-10.W.TTP.3 9-10.W.PDW.4 9-10.W.PDW.5 9-10.W.RW.10

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Ninth & Tenth Concordance Matrix

Language (L)

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

Reading Literature (RL)

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

Reading Informational (RI)

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

Writing (W)

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

Speaking & Listening (SL)

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

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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 Nineth and Tenth Grades.

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ELD Standard 1 and Nineth and Tenth Grades 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		9-10.L.VAU.6	9-10.RL.KID.1 9-10.RL.KID.2 9.10.RL.KID.3 9-10.RL.CS.6 9-10.RL.IKI.7 9.RL.RRTC.10 10.RL.RRTC.10	9-10.RI.KID.1 9-10.RI.KID.2 9-10.RI.KID.3 9-10.RI.IKI.7 9.RI.RRTC.10 10.RI.RRTC.10	9-10.SL.CC.2	9-10.W.RBPK.8

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	accurate general (general) academic (académico/a) specific (específico/a) sufficient (suficiente) comprehension (comprensión)	**acquire and use** academic and domain-specific vocabulary **determine** the meaning of unfamiliar words in context **apply** vocabulary in reading, writing, speaking, and listening **use** context clues, word parts, and reference materials to understand new words	phrases for clarification *e.g., "in other words," "for instance," "this means that"* sentence structures for defining and explaining words *e.g., "The term ___ refers to ___."* use of affixes and root words to determine meaning *e.g., "The prefix ___ suggests that the word means ___."* complex sentences for demonstrating word usage	**Questions** "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?"

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				e.g., "Because the word ___ is used in this context, it implies ___."	**Sentence Stems** "I determined the meaning of the word ___ by ___." "This word is important in the text because ___." "One strategy I use to understand unknown words in text is ___." "An example of domain-specific vocabulary in this field is ___."
9-10.RL.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	analyze (analizar) infer (inferir) evidence (evidencia) conclusion (conclusión) explicit (explícito) implicit (implícito) cite (citar) support argument (argumento) interpret (interpretar)	**analyze** explicit and implicit meanings in a text **make inferences** based on textual evidence **cite evidence** to support claims **compare and contrast** textual details **summarize** key ideas and supporting details	phrases for introducing evidence *e.g., "For example," "According to the text," "The author states ___."* phrases for explaining evidence *e.g., "This suggests that ___."* complex sentences to explain inferences *e.g., "Because the character reacts this way, we can infer ___."* conditional statements *e.g., "If the text states ____, then we can conclude ____."*	**Questions** “What is explicitly stated in the text?” “What can you infer from the details given?” “What is the strongest piece of evidence to support your conclusion?” “How does the author support their argument?” “What are the key details that help you understand the main idea?” **Sentence Stems** “The text explicitly states that ___.” “Based on the details in the text, I can infer that ___.” “The strongest evidence to support this conclusion is ___.” “The author supports their

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					argument by ___." "A key detail that helps us understand the main idea is ___."
9-10.RL.KID.2	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	determine (determinar) theme central idea (idea central) analyze (analizar) development objective (objetivo) critical (crítico) construct (construir)	**identify** the theme or central idea **analyze** how the theme develops over time **summarize** information objectively **distinguish** between objective and critical summaries **compare** themes across different texts	use of transition words/phrases *e.g. "For example," "First, next, furthermore, as a result, in contrast"* structures for summarizing *e.g. "The main idea of the text is… / The author conveys the theme by ___."* complex sentences: *e.g. "Because the character faces challenges, the theme of perseverance emerges."*	**Questions** "What is the central idea of this text?" "How does the author develop the theme throughout the text?" "What details support the central idea?" "How does this text's theme compare to another text you have read?" **Sentence Stems** "The central idea of this text is __ because __." "The author develops the theme by…" "One detail that supports the central idea is __ because it shows __."
9.10.RL.KID.3	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	character development interaction (interacción) event (evento) idea (idea) analyze (analizar)	**identify** how characters, events, and ideas change over time **explain** the impact of a character's decisions on the plot **analyze** how	passive voice *e.g., "The development of the character is influenced by significant events."* complex sentences *e.g., "Although the character begins as ___, they evolve into ___ due to ___."* use of transition words/phrases	**Questions** "How does the main character change throughout the story?" "What event causes a shift in the character's development?" "How do different characters interact to shape the story's meaning?" "What is the significance of

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		meaning (significado) perspective (perspectiva) theme conflict (conflicto) resolution (resolución)	different events contribute to the theme **compare** and **contrast** character motivations **evaluate** how an idea or event shapes the outcome of a story **describe** relationships between characters and their development **explain** how interactions between characters influence meaning **determine** the significance of key events in a text	*e.g., "Furthermore, in contrast, as a result, therefore, consequently"* use of modals for interpretation *e.g., "The character might represent ___ because ___."* use of relative clauses *e.g., "The protagonist, who faces multiple challenges, grows significantly throughout the novel."*	a specific event in the text?" "How does the author use character relationships to develop the theme?" "In what ways do the events of the story influence the character's choices?" "How does the interaction between characters reveal deeper themes?" "What role does a central idea play in shaping the plot?" **Sentence Stems** "At the beginning of the story, ___, but by the end, ___." "The character's motivation changes when ___." "The relationship between ___ and ___ is important because ___." "This idea develops over the course of the text as ___." "The turning point of the story occurs when ___." "By the end of the text, the character realizes that ___."
9-10.RL.CS.6	Analyze how point of view and/or author purpose	analyze (analizar)	**identify** how the author's point of	use of passive voice	**Questions** "How does the author's

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	shapes the content and style of diverse texts.	point of view purpose inform (informar) argue (argumentar) entertain (entretener) style (estilo)	view influences the text **analyze** how the author's purpose shapes the content and style **compare** and **contrast** different perspectives in texts **evaluate** how word choice reveals the author's point of view **determine** how text structure supports the author's purpose **make** inferences about the author's intent **explain** how different points of view affect interpretation **summarize** the impact of an author's choices on meaning	*e.g., "The author's purpose is conveyed through word choice."* complex sentences *e.g., "Although the author does not explicitly state their perspective, it is implied through tone and diction."* use of transition words/phrases *e.g., "Furthermore, in contrast, as a result, therefore"* use of modals for inference *e.g., "The author might suggest that ___."* use of relative clauses *e.g., "The passage, which is written in the first person, provides insight into the narrator's perspective."*	point of view shape the text?" "What words or phrases reveal the author's perspective?" "How does the author's purpose influence the content and style?" "What details in the text support the author's purpose?" "What impact does the author's tone have on the message?" **Sentence Stems** "The purpose of this text is to ____." "The author conveys their perspective through ____." "One example of the author's purpose is ____." "The text structure supports the author's argument by ____." "By using ____, the author shapes the reader's understanding of ____."
9-10.RL.IKI.7	Evaluate the topic, subject, and/or theme in two diverse formats or media.	evaluate (evaluar) topic (tópico)	**evaluate** themes across different formats	comparative structures *e.g., "similarly," "in contrast," "both texts show*	**Questions** "What is the main theme in both formats?"

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		subject (sujeto) theme diverse (diverso/a) format (formato) media (medios)	**compare and contrast** information from diverse media **interpret** how a topic is presented in multiple sources **analyze** the effectiveness of different media formats **synthesize** information from various sources	*that ___." "This format is more effective because ___," "While the video focuses on ___, the article highlights ___."*	"How does each format present the topic differently?" "Which format is more effective in conveying the subject? Why?" "What similarities and differences exist between the two formats?" "How does the choice of format influence the way the information is understood?" **Sentence Stems** "The theme of both formats is ___." "The article presents the topic by ___, while the video ___." "One similarity between the two sources is ___." "A key difference between the media formats is ___." "The most effective format for understanding this topic is...because ___."
9.RL.RRTC.10	Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	literature (literatura) comprehend (comprender) variety (variedad)	**identify** key ideas in a text **summarize** literary and informational texts	use of transition words/phrases *e.g. "however, therefore, in contrast, for example, as a result"* sentence structures for analysis	**Questions** "How does the theme develop throughout the text?" **Sentence Stems** "The central idea of the text is __ because __." "One example of how the

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		complexity (complejidad) proficiently (proficientemente)		*e.g. "The author conveys ___."* *"This text demonstrates ___."* complex sentences *e.g. "Because the author uses descriptive language, the theme becomes more vivid."*	theme develops is __." "The author's purpose in this text is to __."
10.RL.RRTC.10	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	literature (literatura) comprehend (comprender) variety (variedad) complexity (complejidad) proficiently (proficientemente)	**identify** key ideas in a text **summarize** literary and informational texts	transition words/phrases *e.g. "however, therefore, in contrast, for example, as a result"* sentence structures for analysis *e.g. "The author conveys ___."* *This text demonstrates ___."* complex sentences *e.g. "Because the author uses descriptive language, the theme becomes more vivid."*	**Questions** "How does the theme develop throughout the text?" **Sentence Stems** "The central idea of the text is __ because __." "One example of how the theme develops is __." "The author's purpose in this text is to __."
9-10.RI.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	analyze (analizar) conclude (concluir) infer (inferir) interpret (interpretar) cite (citar) evidence (evidencia)	**identify** explicit information in an informational text **analyze** what the text states directly and implicitly **make** inferences based on textual evidence **cite** the strongest and most relevant evidence to	use of passive voice *e.g., "The most compelling textual evidence is cited to support conclusions."* complex sentences *e.g., "Although the text does not explicitly state ____, it implies this idea through ____."* use of transition words/phrases	**Questions** "What does the text explicitly state?" "What inferences can be made based on the details in the text?" "What is the strongest evidence that supports this conclusion?" "How does the author present information to support their argument?" "Which details in the text

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			support conclusions **evaluate** the credibility and strength of textual evidence **distinguish** between explicit statements and inferred ideas **explain** how explicit details support an inference **draw** logical conclusions from informational text	*e.g., "For example, in addition, as a result, therefore, according to the text"* use of modals for inference *e.g., "The text might suggest that ___."* use of relative clauses *e.g., "The passage, which includes specific data, supports the idea that ___."*	help support your inference?" "What conclusions can be drawn from the data presented?" "How does the evidence contribute to the overall message of the text?" **Sentence Stems** "The text explicitly states that ____." "Based on the details in the text, it can be inferred that ____." "One strong piece of textual evidence to support this conclusion is ____." "The author suggests ____ by stating ____." "The strongest evidence for this interpretation is ____." "This detail implies that ____ because ____." "According to the text, ____ supports the idea that ____."
9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.	determine (determinar) central idea (idea central) text (texto)	**identify** the central idea of a text **analyze** how the central idea develops	introductory phrases for explanation *e.g., "for example," "this shows that," "as a result"* sentence structures for summarizing objectively	**Questions** "What is the central idea of this text?" "How does the author develop the central idea throughout the text?" "What key details support

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		analyze (analizar) objective (objetivo/a) critical (crítico/a)	throughout the text **summarize** information objectively **explain** how key details support the cenral idea	*e.g., "The text explains that ___."* complex sentences for analysis *e.g., "As the text progresses, the central idea becomes clearer because ___."* comparative structures for critical summaries *e.g., "While the author first states ___, later they emphasize ____."*	the central idea?" "How can you summarize this text objectively?" "What is the difference between an objective summary and a critical summary?" **Sentence Stems** "The central idea of this text is___." "The author develops this idea by ___." "A key detail that supports the central idea is ___." "An objective summary of the text would include ___." "A critical summary of this text might focus on ___."
9-10.RI.KID.3	Analyze how an author presents and develops key ideas and events to impact meaning.	analyze (analizar) present (presentar) develop key ideas events (eventos) impact (impacto)	**identify** key ideas and events in a text **analyze** how the author presents and develops ideas **examine** the impact of specific events on meaning **interpret** the author's choices in structuring the text	use of transition words/phrases *e.g., "therefore, consequently, for instance, in contrast, as a result"* sentence structures for analysis *e.g. "The author presents___. This text highlights___."* complex sentences e.g. *"Because the author introduces the idea early, its impact is stronger later in the text."*	**Questions** "How does the author introduce and develop key ideas?" "What events contribute to the overall meaning of the text?" "How do the author's choices impact the reader's understanding?" "How does the development of key ideas shape the text's meaning?" **Sentence Stems** "The author develops the key idea of __ by __."

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			evaluate the effectiveness of an author's presentation of ideas		"One important event that impacts the meaning of the text is __ because __." "The structure of the text helps convey __ by __." "The author's choice to present __ in this way influences __." "By using __, the author strengthens the reader's understanding of __."
9-10.RI.IKI.7	Evaluate the topic or subject in two diverse formats or media.	evaluate (evaluar) topic subject (sujeto) diverse (diverso) formats (formatos) media (medios)	**compare** the topic or subject in different formats or media **evaluate** how the topic is presented in various formats **evaluate** the effectiveness of different media in conveying the topic **synthesize** information from diverse formats	sentence structures for expressing evaluation *e.g., "I believe that ___."* explanatory phrases *e.g., "In this format, the topic is presented as ___."* comparative structures *e.g., "Compared to the other format, this medium is more effective because ___."*	**Questions** "How is the topic presented in each format?" "What are the strengths and weaknesses of each medium?" "How does the presentation of the subject differ between the formats?" "Which format or medium is more effective in conveying the topic?" "Can you compare the effectiveness of the two formats/media in presenting the subject?" **Sentence Stems** "The strengths of these formats include ___." "The presentation of the subject differs between the formats because ___." "This format is more

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					effective in conveying the topic because ___." "Compared to the other medium, this format ___."
9.RI.RRTC.10	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	comprehend (comprender) variety (variedad) literary (literario/a) nonfiction (no ficción) complexity (complejidad) independent (independiente) proficient (proficiente)	**read and understand** literary nonfiction **identify** key ideas and themes in nonfiction texts	explanatory phrases for comprehension *e.g., "According to the text, ___." "The author explains that ___." "The text illustrates this idea by ___."*	**Questions** "How does the central idea develop throughout the text?" **Sentence Stems** "The central idea of the text is __ because __." "One example of how the central idea develops is __." "The author's purpose in this text is to __."
10.RI.RRTC.10	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	comprehend (comprender) variety (variedad) literary (literario/a) nonfiction (no ficción) complexity (complejidad)	**read and understand** literary nonfiction **identify** key ideas and themes in nonfiction texts	explanatory phrases for comprehension *e.g., "According to the text, ___." "The author explains that ___." "The text illustrates this idea by ___."*	**Questions** "How does the central idea develop throughout the text?" **Sentence Stems** "The central idea of the text is __ because __." "One example of how the central idea develops is __." "The author's purpose in this text is to __."

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		independent (independiente)			
9-10.SL.CC.2	Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	integrate (integrar) evaluate (evaluar) multiple (múltiples) information (información) diverse (diverso) media (medios) formats (formatos) credibility (credibilidad)	**identify** key information from multiple sources **compare and synthesize** information from different media formats **evaluate** the reliability and accuracy of sources **analyze** bias and perspective in informational texts **determine** how different sources contribute to understanding a topic	use of comparative structures *e.g. "similarly, on the other hand, in contrast"* sentence structures for evaluation e.g. "The source is credible because ___." "This source presents accurate information by ____." complex sentences *e.g. "Because this source comes from a reputable organization, it is more credible than the other source."*	**Questions** "How do multiple sources contribute to understanding this topic?" "What are the similarities and differences between the sources?" "How can you determine if a source is credible?" "What evidence supports the accuracy of this source?" "How does the format of the information impact its effectiveness?" **Sentence Stems** "This source is credible because __." "The accuracy of this source is supported by __." "One difference between these sources is __, which affects __." "By evaluating multiple sources, we can determine that __."
9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas,	cite (citar) integrate (integrar) organize (organizar)	**use** multiple search terms to locate relevant print and digital sources	phrases for introducing evidence *e.g., "For example, ___."* *"According to the text, ___."* *"The author states ___."*	**Questions** "What search terms can be used to find relevant sources?" "How can the credibility of a source be determined?"

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	avoiding plagiarism and following a standard format for citation.	plagiarize (plagiarizar) research (investigar) synthesize (sintetizar)	**evaluate** the credibility and reliability of sources **integrate** information into writing while maintaining the flow of ideas **paraphrase** and summarizing information to avoid plagiarism **cite** sources using a standard citation format **synthesize** infor mation from multiple sources to support a claim **distinguish** between direct quotations and paraphrased content **organize** research findings logically within a text	phrases for explaining evidence *e.g., "This suggests that ___."* relative clauses *e.g., "The article, which was published in a peer-reviewed journal, provides strong evidence for the claim."*	"What are effective ways to paraphrase information without plagiarizing?" "How does integrating multiple sources strengthen an argument?" "Why is it important to distinguish between paraphrased and directly quoted content?" "What role does citation play in academic integrity?" **Sentence Stems** "A variety of search terms should be used to find sources, such as ____." "The most credible sources are those that ____." "To integrate information smoothly, a writer can ____." "Paraphrasing is important because ____." "A proper citation includes ____." "By synthesizing information from multiple sources, the writer ____." "According to ____, the research supports the claim that ____."

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ELD Standard 2 and Nineth and Tenth Grades 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					9-10.SL.CC.1	9-10.W.PDW.5 9-10.W.PDW.6 9-10.W.RW.10

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	participate (participar) information (información) idea (idea) collaborate (colaborar) discussion (discusión) appropriate (apropiado) topic (tópico) text (texto) express (expresar)	**engage** in collaborative discussions **express** and **justify** opinions **respond** to and **build** on others' ideas **ask** and **answer** clarifying questions **analyze** and **evaluate** arguments **summarize** key points **use** persuasive language to support claims	use of transition words/phrases *e.g., "Additionally, ___." "On the other hand, ___." "For instance, ___."* complex sentences *e.g., "Although some may argue ___, I believe that ___."* question words *e.g., who, what, where, when, why, how* persuasive phrases *e.g., "It is crucial that ___." "The evidence suggests that ___."* academic vocabulary in discussions	**Questions** "What evidence can you provide to support your claim?" "How does this connect to the main argument?" "Can you explain your reasoning in more detail?" "What are the potential counterarguments to this idea?" **Sentence Stems** "I agree with your point because ___." "One example that supports this idea is ___." "I see your perspective, but I would argue that ___." "This connects to our discussion because ___."

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		clear (claro) persuasive (persuasivo)		*e.g., "The author's argument is compelling because ___."*	
9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	purpose audience (audiencia) plan (planear) revise (revisar) edit (editar) significant (significativo)	**plan** and **organize** writing before drafting **revise** text for clarity and coherence **edit** for grammar and mechanics **rewrite** to improve structure and content **evaluate** and **refine** writing for purpose and audience **provide** and **apply** feedback in the writing process	use of transition words to improve flow *e.g., "Therefore, ___." "As a result, ___." "In contrast, ___."* compound and complex sentences *e.g., "Even though the argument is strong, there are counterpoints to consider."* appropriate verb tenses depending on context *e.g., past for narratives, present for analysis* use of active and passive voice *e.g., "The study was conducted by the researchers." vs. "The researchers conducted the study."* structures to strengthen arguments *e.g., "This evidence reinforces the claim that ___."*	**Questions** "What is the main purpose of your writing?" "How can you revise your draft to make your argument clearer?" "Does your writing effectively address the audience?" "What changes could strengthen your writing?" "How does this revision improve the overall structure of your writing?" **Sentence Stems** "The purpose of my writing is to ___." "One way I can improve my draft is by ___." "My revision focuses on ___." "I edited this section to clarify ___." "To better address my audience, I ___."

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9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	technology (tecnología) produce (producir) publish (publicar) individual (individual) product (producto) dynamically (dinámicamente)	**use** technology to create and edit writing **publish** writing using online platforms **collaborate** on shared writing projects **update** and **revise** writing dynamically **link** information from multiple sources **display** content in an organized and interactive way	imperatives for instructions *e.g., "Click on the link to access the document."* use of transition words/phrases to explain steps and processes *e.g., "First, upload your file. Then, edit the text."*	**Questions** "How can you use technology to improve your writing process?" "What are the benefits of publishing writing online?" "What tools help you organize and display content effectively?" **Sentence Stems** "I used technology to enhance my writing by..." "Publishing my work online allows me to..."
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	extended (extendido) task purpose audience (audiencia)	**write** consistently for different tasks **develop** writing for both long-term and short-term purposes **adjust** writing style based on purpose and audience **manage** time effectively to	genre-specific writing structures *e.g., essays, reports, narratives* appropriate diction for audience and task *e.g., formal language for academic writing, informal for personal writing*	**Questions** "What is the main purpose of this writing task?" "How can you adjust your writing to better fit your audience?" "What strategies will help you manage your time to complete this writing on time?" "What changes can you make to improve the clarity of your writing?" "How can you ensure that

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			complete writing within deadlines **respond** to feedback to improve writing **maintain** focus on the task throughout the writing process	use of transition words/phrases to ensure flow *e.g., "Firstly, ___." "In conclusion, ___." "On the other hand, ___."*	your writing meets the task requirements?" **Sentence Stems** "My writing task requires me to ___." "To better address my audience, I will ___." "I am using this structure because it helps me ___." "I will manage my time by ___." "To improve my writing, I will focus on ___."

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ELD Standard 3 and Nineth and Tenth Grades 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		9-10.L.VAU.6	9-10.RL.KID.2 9-10.RL.CS.4 9-10.RL.CS.5 9-10.RL.CS.6 9-10.RL.IKI.9	9-10.RI.KID.2 9-10.RI.CS.4 9-10.RI.CS.5 9-10.RI.IKI.9	9-10.SL.PKI.4	9-10.W.TTP.1 9-10.W.TTP.2 9-10.W.TTP.3 9-10.W.RW.10

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	accurate general (general) academic (académico/a) specific (específico/a) sufficient (suficiente) comprehension (comprensión)	**acquire and use** academic and domain-specific vocabulary **determine** the meaning of unfamiliar words in context **apply** vocabulary in reading, writing, speaking, and listening **use** context clues, word parts, and reference materials to understand new words	phrases for clarification *e.g., "in other words," "for instance," "this means that"* sentence structures for defining and explaining words *e.g., "The term ___ refers to ___."* use of affixes and root words to determine meaning *e.g., "The prefix ___ suggests that the word means ___."* complex sentences for demonstrating word usage	**Questions** "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?"

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				e.g., "Because the word ___ is used in this context, it implies ___."	**Sentence Stems** "I determined the meaning of the word ___ by ___." "This word is important in the text because ___." "One strategy I use to understand unknown words in text is ___." "An example of domain-specific vocabulary in this field is ___."
9-10.RL.KID.2	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	determine (determinar) theme central idea (idea central) analyze (analizar) development objective (objetivo) critical (crítico) construct (construir)	**identify** the theme or central idea **analyze** how the theme develops over time **summarize** information objectively **distinguish** between objective and critical summaries **compare** themes across different texts	use of transition words/phrases *e.g. "For example," "First, next, furthermore, as a result, in contrast"* structures for summarizing *e.g. "The main idea of the text is ___." "The author conveys the theme by ___."* complex sentences: *e.g., "Because the character faces challenges, the theme of perseverance emerges".*	**Questions** "What is the central idea of this text?" "How does the author develop the theme throughout the text?" "What details support the central idea?" "How does this text's theme compare to another text you have read?" **Sentence Stems** "The central idea of this text is __ because __." "The author develops the theme by ___." "One detail that supports the central idea is __ because it shows __."
9-10.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the	determine (determinar) analyze (analizar)	**interpret** figurative and connotative meanings	use of adjectives to describe tone *e.g., melancholy, optimistic, sarcastic*	**Questions** "What is the meaning of this word in context?" "How does the author's word choice affect the

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	cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	figurative (figurativo) connotative (connotativo) impact (impacto) specific (específico) formal (formal) informal (informal) tone	**analyze** word choice and its impact on tone **explain** how language creates a sense of time and place **compare** formal and informal language **evaluate** how specific words shape meaning	figurative language *e.g., metaphor, simile, personification* use of transition words/phrases for analysis *e.g., therefore, as a result, consequently* complex sentences to explain word impact *e.g., Because the author uses _____, the tone is _____.*	tone?" "What figurative language is used, and what does it suggest?" "What is the difference between formal and informal language in this text?" **Sentence Stems** "The language used in this passage evokes a sense of _____ by _____." "The word _____ means _____ in this context because _____." "The author's word choice creates a _____ tone by using words like _____."
9-10.RL.CS.5	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	analyze (analizar) structure (estructura) manipulation (manipulación) mystery (misterio) tension (tensión) surprise (sorpresa)	**identify** text and plot structures **analyze** author's stylistic and structural choices **describe** how time affects meaning **interpret** the effects of literary techniques	use of comparative structures: *e.g. "The author uses __ instead of __ to create __."* structures for cause and effect: *e.g. "Because the author includes a flashback, it creates __."* sequencing phrases *e.g. "At the beginning, Later, In the climax, Afterward, Finally"*	**Questions** "How does the author's use of time affect the story?" "What kind of text or plot structure is used, and why?" "What choices does the author make to build tension or mystery?" "How does the structure help the reader feel surprise or suspense?" "Can you identify a moment where time is manipulated? What is the effect?"

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					Sentence Stems "The author's use of __ structure helps create __." "By including a flashback, the author __." "The manipulation of time creates a sense of __." "The author builds mystery by __." "This structure is effective because __."
9-10.RL.CS.6	Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	analyze (analizar) point of view purpose inform (informar) argue (argumentar) entertain (entretener) style (estilo)	**identify** how the author's point of view influences the text **analyze** how the author's purpose shapes the content and style **compare** and **contrast** different perspectives in texts **evaluate** how word choice reveals the author's point of view **determine** how text structure supports the author's purpose	use of passive voice *e.g., "The author's purpose is conveyed through word choice."* complex sentences *e.g., "Although the author does not explicitly state their perspective, it is implied through tone and diction."* use of transition words/phrases *e.g., "Furthermore, in contrast, as a result, therefore"* modals for inference *e.g., "The author might suggest that ____."* use of relative clauses	**Questions** "How does the author's point of view shape the text?" "What words or phrases reveal the author's perspective?" "How does the author's purpose influence the content and style?" "What details in the text support the author's purpose?" "What impact does the author's tone have on the message?" **Sentence Stems** "The purpose of this text is to ____." "The author conveys their perspective through ____." "One example of the author's purpose is ____."

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			make inferences about the author's intent **explain** how different points of view affect interpretation **summarize** the impact of an author's choices on meaning	*e.g., "The passage, which is written in the first person, provides insight into the narrator's perspective."*	"The text structure supports the author's argument by ____." "By using ____, the author shapes the reader's understanding of ____."
9-10.RL.IKI.9	Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	analyze (analizar) variety (variedad) related (relacionado/a) literary (literario/a) evaluate (evaluar) transform (transformar) interpretation (interpretación)	**analyze** connections between literary texts **evaluate** how authors use and modify source material **identify** allusions and transformations in texts **interpret** deeper meanings through comparative analysis **explain** how an author's choices impact meaning	use of transition words for analysis *e.g., "similarly," "in contrast," "this suggests that..."* sentence structures for evaluating author choices *e.g., "The author transforms the original text by ___."* complex sentences for interpreting meaning *e.g., "Because the author alludes to ___, the reader can understand ___."* comparative structures for discussing texts *e.g., "While the original text presents ___, the*	**Questions** "How does the author draw on or reference earlier works?" "What changes does the author make to the original source, and why?" "How do these transformations affect the meaning or theme of the text?" "What deeper interpretation can be drawn from the author's allusions?" "How does this text compare to others that explore the same theme?" **Sentence Stems** "The author references ___ by ___." "This allusion helps the

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				adaptation emphasizes ___."	reader understand ___." "Compared to the original text, this version ___."
9-10.RI.KID.2	Determine a central idea of a text and analyze its development; provide an objective or critical summary.	determine (determinar) central idea (idea central) text (texto) analyze (analizar) objective (objetivo/a) critical (crítico/a)	**identify** the central idea of a text **analyze** how the central idea develops throughout the text **summarize** information objectively **explain** how key details support the central idea	introductory phrases for explanation *e.g., "for example," "this shows that," "as a result"* sentence structures for summarizing objectively *e.g., "The text explains that ___."* complex sentences for analysis *e.g., "As the text progresses, the central idea becomes clearer because ___."* comparative structures for critical summaries *e.g., "While the author first states ___, later they emphasize ___."*	**Questions** "What is the central idea of this text?" "How does the author develop the central idea throughout the text?" "What key details support the central idea?" "How can you summarize this text objectively?" **Sentence Stems** "The central idea of this text is..." "The author develops this idea by..." "A key detail that supports the central idea is..." "An objective summary of the text would include..." "A critical summary of this text might focus on..."
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	determine (determinar) analyze (analizar) structure (estructura) technical (técnico) effects (efectos)	**identify** word meanings using context clues **interpret** figurative and connotative language **analyze** how language affects tone and meaning	use of transition phrases for analysis *e.g., "this suggests that" "as a result," "which implies that"* sentence structures for defining meaning *e.g., "The word ___ means ___ in this context because*	**Questions** "How do specific words or phrases contribute to the overall meaning of the text?" "How does the author's choice of words impact the meaning of the text?" "What is the figurative meaning of a specific phrase or expression in

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		tone figurative (figurativa) impact (impacto)	**compare** literal and non-literal language	___." comparative structures for different word meanings *e.g., "While the literal meaning is ___, the connotative meaning suggests ___."* complex sentences for discussing impact *e.g., "Because the author uses the word ___, the tone of the text feels ___."*	the text?" "How does the author's choice of words create a specific tone in the text?" "How does the author use word choice to establish the tone of the text?" **Sentence Stems** "The words/phrases _____ contribute to the overall meaning by ___." "By using ____, the author shapes the meaning of the text by ___." "In this context, ____ is a figurative expression that means ___." "The author creates a ____ tone by using words like ____."
9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	analyze (analizar) idea (ideas) refine (refinar) particular (particular) sentence paragraph (paragrafo) portion	**analyze** how an author's ideas and claims evolve in a text **identify** key sentences and paragraphs that contribute to development **evaluate** how specific textual elements refine an argument or theme	use of transition words for analysis *e.g., "for instance," "this highlights," "as a result"* sentence structures for examining textual development *e.g., "The author builds their claim by ____."* complex sentences for explaining refinement *e.g., "As the text progresses, the author*	**Questions** "How does the author develop their ideas throughout the text?" "Which sentences or paragraphs refine the author's claims, and how?" "What role does this section play in shaping the overall argument?" "How do different parts of the text contribute to the central idea?" "What textual evidence

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			explain the role of structure in shaping meaning **compare** different parts of a text to determine their impact	*strengthens the argument by ___."* structures for cause-and-effect *e.g., "Because this paragraph introduces ___, the reader understands ___."*	shows how the author clarifies their ideas?" **Sentence Stems** "The author develops their idea by ___." "This sentence refines the claim by ___." "A key paragraph that strengthens the argument is ___." "The progression of ideas in the text shows that ___." "By structuring the text this way, the author ___."
9-10.RI.IKI.9	Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.	analyze (analizar) variety (variedad) thematic (temático) historical (histórico) literary (literario) significance (significancia) topic (tópico) fact (facto) concept (concepto)	**analyze** how historical and literary texts address similar themes **compare** different perspectives in historical and literary texts **evaluate** the significance of facts and concepts across texts **identify** common themes and ideas in related texts	use of transition words/phrases for comparison *e.g., similarly, in contrast, likewise* complex sentences to explain relationships between texts *e.g., Because both texts discuss ___, they show that __.* analytical questioning *e.g., How does the historical context affect the themes of the text?*	**Questions** "How do these texts address similar themes?" "What historical events influenced the ideas in these texts?" "How do different authors present the same concept?" "What facts or concepts are emphasized across multiple texts?" "How does the time period affect the author's perspective?" **Sentence Stems** "Both texts explore the theme of _____ by _____." "These texts are similar

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			explain how historical events influence literary works **interpret** the meaning of key ideas in thematically related texts		because they both _____, but they differ in _____."
9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	present (presentar) information (información) evidence (evidencia) concisely (concisamente) logically (lógicamente) organization (organización) audience (audiencia)	**organize** and **present** ideas in a logical sequence **state** claims and **support** them with evidence **summarize** findings clearly and concisely **tailor** style and tone to fit the audience and purpose **explain** reasoning behind conclusions	use of transition words/phrases *e.g., "first, next, in addition, for example, as a result, finally, therefore"* introductory phrases for reasoning *e.g. "This shows that ___." "The evidence suggests ___." "According to the text, ___." "This supports my claim because ___."* explanatory phrases: *e.g. "The purpose of this presentation is to ___." "Let me summarize the main points ___." "My findings indicate that ___."* "*I will begin with ___and then explain ___."* modals and tone adjustment:	**Questions** "Is your information organized clearly and logically?" "What evidence supports your main ideas or findings?" "How does your presentation fit the purpose and audience?" "Are you using transitions to guide the listener through your reasoning?" "What style or tone is appropriate for this task?" **Sentence Stems** "The purpose of my presentation is to __." "One important finding is __, which is supported by __." "According to __, this shows that __." "This evidence supports my claim because __."

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				e.g. "should, must, might, could depending on formality and task"	"To make my point clear to the audience, I __."
9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	argument (argumento) reasoning (razonamiento) evidence (evidencia) analysis (análisis) valid (válido) relevant (relevante) sufficient (suficiente) organization (organización) cohesion (cohesión) precise (preciso)	**develop** claims and counterclaims fairly **provide** relevant and sufficient evidence **explain** strengths and limitations of arguments **organize** arguments with cohesion **conclude** an argument effectively **use** formal and objective language	use of transition words to introduce claims *e.g., "first," "foremost," "one reason is" "however," "on the other hand," "in contrast"* complex sentence structures to analyze claims *e.g., "although some may argue that ___," "Evidence suggests that ___ because ___."* consistent verb tense when presenting arguments	**Questions** "How do you introduce your claim in a clear and precise manner?" "What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?" "How does the organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?" "How does your conclusion effectively support and follow from your argument?" "What specific language or domain-specific vocabulary do you use to support your argument?" **Sentence Stems** "I introduce my claim in a clear and precise manner by ___." "I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting

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	f. Establish and maintain a formal style and objective tone.				____." "By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____." "My conclusion supports my argument by summarizing the key points and reinforcing the claim that ____." "I use specific terms like ____ to explain ____, which helps clarify my argument."
9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of	informative (informativo/a) explanatory (explicativo/a) analyze (analizar) concept (concepto) organize (organizar) cohesion (cohesión) clarify (clarificar)	**write** informative/explanatory texts with clarity and coherence **organize** ideas logically to create cohesion **introduce** and **conclude** a topic effectively **use** facts, examples, and quotations to support ideas	use of transition words/phrases for cohesion *e.g., "furthermore," "in addition," "as a result"* sentence structures for explanations *e.g., "This concept is significant because ___." "By using multiple examples, the author clarifies ___."* structures for cause-and-effect *e.g., "Since this fact supports the main idea, it*	**Questions** "How can you introduce your topic in a way that engages the audience?" "What strategies can you use to organize your ideas effectively?" "How do your examples and evidence support your explanation?" "What domain-specific vocabulary is necessary for this topic?" "How does your conclusion reinforce the main idea of your text?" "What formatting or multimedia elements can

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	appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.		**select** precise language and domain-specific vocabulary **incorporate** multimedia and formatting for comprehension **maintain** a formal style and objective tone	*helps the reader understand ___."* comparative structures for analysis *e.g., "Unlike the previous example, this one demonstrates ___."*	help your audience understand the topic?" "How do you ensure your writing maintains a formal and objective tone?" **Sentence Stems** "The introduction effectively engages the reader by ___." "To create cohesion, I organized my ideas by..." "One key fact that supports my explanation is ___." "The use of precise language is important because ___." "My conclusion reinforces the main idea by ___." "To improve clarity, I included formatting such as ___."
9-10.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a	narrative (ficción narrativa) literary (no ficción literario) experience (experiencia)	**develop** a problem, situation, or observation in a narrative **establish** a clear point of view and introduce characters	use of transition words for sequencing *e.g., "first, next, then, finally"* sensory language *e.g., "The wind howled through the trees, carrying the scent of pine."*	**Questions** "How does your narrative introduce the problem or situation?" "What techniques can you use to develop your characters?" "How do you ensure your events build on one

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	problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	event (evento) technique (técnica) detail (detalle) sequence (secuencia) point of view character progression (progresión) description (descripción) reflection (reflexión) conclusion (conclusión) style (estilo) tone	**sequence** events logically to build a coherent story **use** narrative techniques like dialogue and description **incorporate** sensory language and precise details **maintain** an appropriate style and tone throughout the narrative **provide** a conclusion that reflects on the events of the story	structure for cause and effect *e.g., "Because the character hesitated, he missed his opportunity."* dialogue punctuation *e.g., "'I can't believe it!' she exclaimed."*	another?" "What sensory details can you add to make the scene vivid?" "How does your conclusion reflect on the events of the story?" "What choices help you establish a consistent tone and style?" **Sentence Stems** "The story begins with _____ to introduce _____." "The character's perspective is shown through _____." "Events build on each other when _____ happens because _____." "To make the setting more vivid, I used details such as _____." "The conclusion reflects on the story by _____." "To create a formal/informal tone, I chose words like _____."
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	extend (extendido) purpose	**write** consistently for different tasks	genre-specific writing structures *e.g., essays, reports, narratives*	**Questions** "What is the main purpose of this writing task?" "How can you adjust your writing to better fit your

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		audience (audiencia)	**develop** writing for both long-term and short-term purposes **adjust** writing style based on purpose and audience **maintain** focus on the task throughout the writing process	appropriate diction for audience and task *e.g., formal language for academic writing, informal for personal writing* use of transition words/phrases *e.g., "Firstly, ___." "In conclusion, ___." "On the other hand, ___."*	audience?" "What strategies will help you manage your time to complete this writing on time?" "What changes can you make to improve the clarity of your writing?" "How can you ensure that your writing meets the task requirements?" **Sentence Stems** "My writing task requires me to ___." "To better address my audience, I will ___." "I am using this structure because it helps me ___." "I will manage my time by ___." "To improve my writing, I will focus on ___."

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ELD Standard 4 and Nineth and Tenth Grades 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		9-10.L.VAU.6	9-10.RL.KID.1 9-10.RL.CS.5 9-10.RL.IKI.9	9-10.RI.KID.1 9-10.RI.IKI.9	9-10.SL.CC.2 9-10.SL.PKI.4	9-10.W.TTP.1 9-10.W.RBPK.8 9-10.W.RBPK.9

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	accurate general (general) academic (académico/a) specific (específico/a) sufficient (suficiente) comprehension (comprensión)	**acquire and use** academic and domain-specific vocabulary **determine** the meaning of unfamiliar words in context **apply** vocabulary in reading, writing, speaking, and listening **use** context clues, word parts, and reference materials to understand new words	phrases for clarification *e.g., "in other words," "for instance," "this means that"* sentence structures for defining and explaining words *e.g., "The term ___ refers to ___."* use of affixes and root words to determine meaning *e.g., "The prefix ___ suggests that the word means___."* complex sentences for demonstrating word usage	**Questions** "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?" **Sentence Stems** "I determined the meaning of the word ___ by ___."

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				e.g., "Because the word ___ is used in this context, it implies___."	"This word is important in the text because ___." "One strategy I use to understand unknown words in text is ___." "An example of domain-specific vocabulary in this field is ___."
9-10.RL.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	analyze (analizar) infer (inferir) evidence (evidencia) conclusion (conclusión) explicit (explícito) implicit (implícito) cite (citar) support argument (argumento) interpret (interpreter)	**analyze** explicit and implicit meanings in a text **make inferences** based on textual evidence **cite evidence** to support claims **compare** and **contrast** textual details **summarize** key ideas and supporting details	phrases for introducing evidence *e.g., "For example, ___."* *"According to the text, ___."* *"The author states ___."* phrases for explaining evidence *e.g., "This suggests that ___."* complex sentences to explain inferences *e.g., "Because the character reacts this way, we can infer ___."* conditional statements *e.g., "If the text states ____, then we can conclude ____"*	**Questions** "What is explicitly stated in the text?" "What can you infer from the details given?" "What is the strongest piece of evidence to support your conclusion?" "How does the author support their argument?" "What are the key details that help you understand the main idea?" **Sentence Stems** "The text explicitly states that..." "Based on the details in the text, I can infer that..." "The strongest evidence to support this conclusion is..." "The author supports their argument by..." "A key detail that helps us understand the main idea is..."

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9-10.RL.CS.5	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	analyze (analizar) structure (estructura) manipulation (manipulación) mystery (misterio) tension (tensión) surprise (sorpresa)	**identify** text and plot structures **analyze** author's stylistic and structural choices **describe** how time affects meaning **interpret** the effects of literary techniques	use of comparative structure *e.g. "The author uses __ instead of __ to create __."* structures for cause and effect *e.g. "Because the author includes a flashback, it creates __."* sequencing phrases *e.g. "At the beginning, Later, In the climax, Afterward, Finally"*	**Questions** "How does the author's use of time affect the story?" "What kind of text or plot structure is used, and why?" "What choices does the author make to build tension or mystery?" "How does the structure help the reader feel surprise or suspense?" "Can you identify a moment where time is manipulated? What is the effect?" **Sentence Stems** "The author's use of __ structure helps create __." "By including a flashback, the author __." "The manipulation of time creates a sense of __." "The author builds mystery by __." "This structure is effective because __."
9-10.RL.IKI.9	Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	analyze (analizar) variety (variedad) related (relacionado/a) literary (literario/a) evaluate (evaluar)	**analyze** connections between literary texts **evaluate** how authors use and modify source material	use of transition words for analysis *e.g., "similarly," "in contrast," "this suggests that"* sentence structures for evaluating author choices	**Questions** "How does the author draw on or reference earlier works?" "What changes does the author make to the original source, and why?" "How do these transformations affect the meaning or theme of the

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		transform (transformar) interpretation (interpretación)	**identify** allusions and transformations in texts **interpret** deeper meanings through comparative analysis **explain** how an author's choices impact meaning	*e.g., "The author transforms the original text by ___."* complex sentences for interpreting meaning *e.g., "Because the author alludes to ___, the reader can understand ___."* comparative structures for discussing texts *e.g., "While the original text presents ___, the adaptation emphasizes ___."*	text?" "What deeper interpretation can be drawn from the author's allusions?" "How does this text compare to others that explore the same theme?" **Sentence Stems** "The author references ___ by ___." "This allusion helps the reader understand ___." "Compared to the original text, this version ___."
9-10.RI.KID.1	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	analyze (analizar) conclude (concluir) infer (inferir) interpret (interpretar) cite (citar) evidence (evidencia)	**identify** explicit information in an informational text **analyze** what the text states directly and implicitly **make** inferences based on textual evidence **cite** the strongest and most relevant evidence to support conclusions **evaluate** the credibility and strength of textual evidence	use of passive voice *e.g., "The most compelling textual evidence is cited to support conclusions."* complex sentences *e.g., "Although the text does not explicitly state ___, it implies this idea through ___."* use of transition words/phrases *e.g., "For example, in addition, as a result, therefore, according to the text"* modals for inference	**Questions** "What does the text explicitly state?" "What inferences can be made based on the details in the text?" "What is the strongest evidence that supports this conclusion?" "How does the author present information to support their argument?" "Which details in the text help support your inference?" "What conclusions can be drawn from the data presented?" "How does the evidence

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			distinguish between explicit statements and inferred ideas **explain** how explicit details support an inference **draw** logical conclusions from informational text	*e.g., "The text might suggest that ___."* use of relative clauses *e.g., "The passage, which includes specific data, supports the idea that ___."*	contribute to the overall message of the text?" **Sentence Stems** "The text explicitly states that ____." "Based on the details in the text, it can be inferred that ____." "One strong piece of textual evidence to support this conclusion is ____." "The author suggests ____ by stating ____." "The strongest evidence for this interpretation is ____." "This detail implies that ____ because ____." "According to the text, ____ supports the idea that ____."
9-10.RI.IKI.9	Analyze a variety of thematically- related texts of historical and literary significance for the way they address related topics, facts, and concepts.	analyze (analizar) variety (variedad) thematic (temático) historical (histórico) literary (literario) significance (significancia) topic (tópico)	**analyze** how historical and literary texts address similar themes **compare** different perspectives in historical and literary texts **evaluate** the significance of facts and concepts across texts	use of transition words/phrases for comparison *e.g., "similarly," "in contrast," "likewise"* complex sentences to explain relationships between texts *e.g., "Because both texts discuss ___, they show that __."* analytical questioning	**Questions** "How do these texts address similar themes?" "What historical events influenced the ideas in these texts?" "How do different authors present the same concept?" "What facts or concepts are emphasized across multiple texts?" "How does the time period affect the author's perspective?"

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		fact (facto) concept (concepto)	**identify** common themes and ideas in related texts **explain** how historical events influence literary works **interpret** the meaning of key ideas in thematically related texts	*e.g., "How does the historical context affect the themes of the text?"*	**Sentence Stems** "Both texts explore the theme of ___ by ___." "These texts are similar because they both ___, but they differ in ___."
9-10.SL.CC.2	Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	integrate (integrar) evaluate (evaluar) multiple (múltiples) information (información) diverse (diverso) media (medios) formats (formatos) credibility (credibilidad)	**identify** key information from multiple sources **compare and synthesize** information from different media formats **evaluate** the reliability and accuracy of sources **analyze** bias and perspective in informational texts **determine** how different sources contribute to	comparative structures *e.g. similarly, on the other hand, in contrast* sentence structures for evaluation e.g. "The source is credible because ___." "This source presents accurate information by ___." complex sentences *e.g. "Because this source comes from a reputable organization, it is more credible than the other source."*	**Questions** "How do multiple sources contribute to understanding this topic?" "What are the similarities and differences between the sources?" "How can you determine if a source is credible?" "What evidence supports the accuracy of this source?" "How does the format of the information impact its effectiveness?" **Sentence Stems** "This source is credible because __." "The accuracy of this source is supported by __." "One difference between

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			understanding a topic		these sources is __, which affects __." "By evaluating multiple sources, we can determine that __."
9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	present (presentar) information (información) evidence (evidencia) concisely (concisamente) logically (lógicamente) organization (organización) audience (audiencia)	**organize and present** ideas in a logical sequence **state** claims and **support** them with evidence **summarize** findings clearly and concisely **tailor** style and tone to fit the audience and purpose **explain** reasoning behind conclusions	use of transition words/phrases *e.g., "first, next, in addition, for example, as a result, finally, therefore"* introductory phrases for reasoning *e.g., "This shows that...," "The evidence suggests, ___." "According to the text, ___." "This supports my claim because ___."* explanatory phrases *e.g., "The purpose of this presentation is to ___." "Let me summarize the main points ___." "My findings indicate that ___."* *"I will begin with ___and then explain ___."* modals and tone adjustment: *e.g., "should, must, might, could depending on formality and task"*	**Questions** "Is your information organized clearly and logically?" "What evidence supports your main ideas or findings?" "How does your presentation fit the purpose and audience?" "Are you using transitions to guide the listener through your reasoning?" "What style or tone is appropriate for this task?" **Sentence Stems** "The purpose of my presentation is to __." "One important finding is __, which is supported by __." "According to __, this shows that __." "This evidence supports my claim because __." "To make my point clear to the audience, I __."
9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts,	argument (argumento)	**develop** claims and counterclaims fairly	use of transition words to introduce claims	**Questions** "How do you introduce your claim in a clear and

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	using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.	reasoning (razonamiento) evidence (evidencia) analysis (análisis) valid (válido) relevant (relevante) sufficient (suficiente) conclusion (conclusión) organization (organización) cohesion (cohesión) precise (preciso)	**provide** relevant and sufficient evidence **explain** strengths and limitations of arguments **organize** arguments with cohesion **conclude** an argument effectively **use** formal and objective language	*e.g., "first," "foremost," "one reason is*" "*however," "on the other hand," "in contrast*" complex sentence structures to analyze claims *e.g., "Although some may argue that ___." "Evidence suggests that ___ because ___."* consistent verb tense when presenting arguments	precise manner?" "What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?" "How does the organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?" "How does your conclusion effectively support and follow from your argument?" "What specific language or domain-specific vocabulary do you use to support your argument?" **Sentence Stems** "I introduce my claim in a clear and precise manner by ___." "I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting ____." "By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____."

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					"My conclusion supports my argument by summarizing the key points and reinforcing the claim that ____." "I use specific terms like ____ to explain ____, which helps clarify my argument."
9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	analyze (analizar) cite (citar) comprehend (comprender) integrate (integrar) interpret (interpretar) organize (organizar) plagiarize (plagiarizar) research select (seleccionar) synthesize (sintetizar)	**use** multiple search terms to locate relevant print and digital sources **evaluate** the credibility and reliability of sources **integrate** information into writing while maintaining the flow of ideas **paraphrase** and summarizing information to avoid plagiarism **cite** sources using a standard citation format **synthesize** information from multiple sources to support a claim	phrases for introducing evidence *e.g., "For example, ___."* *"According to the text, ___."* *"The author states ___."* phrases for explaining evidence *e.g., "This suggests that ___."* relative clauses *e.g., "The article, which was published in ___, provides strong evidence for the claim."*	**Questions** "What search terms can be used to find relevant sources?" "How can the credibility of a source be determined?" "What are effective ways to paraphrase information without plagiarizing?" "How does integrating multiple sources strengthen an argument?" "Why is it important to distinguish between paraphrased and directly quoted content?" "What role does citation play in academic integrity?" **Sentence Stems** "A variety of search terms should be used to find sources, such as ____." "The most credible sources are those that ____." "To integrate information smoothly, a writer can ____." "Paraphrasing is important

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			distinguish between direct quotations and paraphrased content **organize** research findings logically within a text		because ____." "A proper citation includes ____." "By synthesizing information from multiple sources, the writer ____." "According to ____, the research supports the claim that ____."
9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.	defend (defender) interpretation (interpretación) analysis (análisis) reflection (reflexión) evidence (evidencia) literature (literatura) informational text (texto informativo)	**support** and **defend** interpretations, analyses, reflections, or research **apply** reasoning and evidence to justify claims **make** and **defend** claims based on sources **integrate** textual evidence into arguments and interpretations **evaluate** the strength of evidence used to support claims	introduce evidence to support claims *e.g., "According to the text, ___.* use of transition phrases linking reasoning and evidence *e.g., "This evidence supports my claim because ___." "For example, ___." "Additionally, ___." "On the other hand, ___."* academic tone and formal language to express and defend claims *e.g., "I assert that ___." "It can be concluded that ___."*	**Questions** "What evidence from the text supports your claim?" "How does your evidence strengthen your interpretation of the text?" "What reasoning can you provide to defend your analysis?" **Sentence Stems** "I support my claim with evidence from the text, which states ___." "This evidence strengthens my interpretation because ___." "Based on my analysis, I conclude that ___." "The text supports my reflection by ___." "I defend my research by pointing to evidence that shows ___."

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ELD Standard 5 and Nineth and Tenth Grades 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					9-10.SL.PKI.4 9-10.SL.PKI.5	9-10.W.RBPK.7 9-10.W.RBPK.8 9-10.W.RBPK.9

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	present (presentar) information (información) evidence (evidencia) concisely (concisamente) logically (lógicamente) organization (organización) audience (audiencia) substance	**organize** and **present** ideas in a logical sequence **state** claims and **support** them with evidence **summarize** findings clearly and concisely **tailor** style and tone to fit the audience and purpose **explain** reasoning behind conclusions	use of transition words/phrases *e.g., "first, next, in addition, for example, as a result, finally, therefore"* introductory phrases for reasoning *e.g., "This shows that ___." "The evidence suggests ___." "According to the text ___." "This supports my claim because ___."* explanatory phrases *e.g., "The purpose of this presentation is to ___." "Let me summarize the main points ___." "My findings indicate that ___."* *"I will begin with... and then explain ___.*	**Questions** "Is your information organized clearly and logically?" "What evidence supports your main ideas or findings?" "How does your presentation fit the purpose and audience?" "Are you using transitions to guide the listener through your reasoning?" "What style or tone is appropriate for this task?" **Sentence Stems** "The purpose of my presentation is to __." "One important finding is __, which is supported by __." "According to __, this

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		style		modals and tone adjustment *e.g. "should, must, might, could"*	shows that __." "This evidence supports my claim because __." "To make my point clearer to the audience, I __."
9-10.SL.PKI.5	Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	media (medios) visual (visual) presentation (presentación) enhance findings evidence (evidencia) interest (interést)	**conduct** research and evaluate sources **present** findings using digital media and visual aids **enhance** understanding through strategic use of visuals **communicate** reasoning and evidence effectively	introductory phrases to explain research, visual displays, and reasoning *e.g., "The data visualized here suggests ___." "The research indicates___." "In this graph, ___."*	**Questions** "How does the digital media you used enhance the understanding of your findings?" "What visual aids did you include in your presentation, and how do they support your reasoning?" "How did you organize your research findings to communicate them effectively?" "What tools did you use to make your presentation engaging and informative?" "How do your visuals help the audience understand the evidence you presented?" **Sentence Stems** "I used ____ to enhance the presentation by ___." "This visual helps explain my findings because ___." "I organized my findings by _____, which makes it

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					easier to understand because ___." "The use of _____ added interest to my presentation by ___."
9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	research (investigación) problem (problema) multiple (múltiple) narrow understanding investigation (investigación) synthesize	**conduct** and **write** research projects to answer questions or solve problems **synthesize** information from multiple sources **evaluate** and **analyze** sources to support findings **demonstrate** a new understanding of the subject through research	questioning strategies for conducting research synthesize information from various sources into a coherent argument organize research into clear sections, appropriate to genre *e.g., introduction, methodology, findings, conclusion* use appropriate citation formats for sources *e.g., MLA, APA* transition phrases to connect findings and analysis *e.g., "In addition," "Therefore," "As a result"*	**Questions** "How did you narrow or broaden the scope of your research question?" "What sources did you synthesize to support your understanding of the subject?" "How does your research demonstrate a new understanding of the topic?" "How did you organize your research to communicate your findings effectively?" **Sentence Stems** "I narrowed my research question by focusing on ____, which allowed me to ___." "I synthesized information from ____ and ____ to support my argument by ___." "Through my research, I developed a new understanding of ____ because ___."

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					"I evaluated the reliability of my sources by ___."
9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	analyze (analizar) cite (citar) comprehend (comprender) integrate (integrar) interpret (interpretar) organize (organizar) plagiarize (plagiarizar) research (investigar) select (seleccionar) synthesize (sintetizar)	**use** multiple search terms to locate relevant print and digital sources **evaluate** the credibility and reliability of sources **integrate** information into writing while maintaining the flow of ideas **paraphrase** and summarizing information to avoid plagiarism **cite** sources using a standard citation format **synthesize** information from multiple sources to support a claim **distinguish** between direct quotations and paraphrased content	phrases for introducing evidence *e.g., "For example, ___."* *"According to the text, ___."* *"The author states ___."* phrases for explaining evidence *e.g., "This suggests that ___."* relative clauses *e.g., "The article, which was published in a peer-reviewed journal, provides strong evidence for the claim."*	**Questions** "What search terms can be used to find relevant sources?" "How can the credibility of a source be determined?" "What are effective ways to paraphrase information without plagiarizing?" "How does integrating multiple sources strengthen an argument?" "Why is it important to distinguish between paraphrased and directly quoted content?" "What role does citation play in academic integrity?" **Sentence Stems** "A variety of search terms should be used to find sources, such as ____." "The most credible sources are those that ____." "To integrate information smoothly, a writer can ____." "Paraphrasing is important because ____."

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			organize research findings logically within a text		"A proper citation includes ____." "By synthesizing information from multiple sources, the writer ____." "According to ____, the research supports the claim that ____."
9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.	defend (defender) interpretation (interpretación) analysis (análisis) reflection (reflexión) evidence (evidencia) literature (literatura) informational text (texto informativo)	**support** and **defend** interpretations, analyses, reflections, or research **apply** reasoning and evidence to justify claims **make** and **defend** claims based on sources **integrate** textual evidence into arguments and interpretations **evaluate** the strength of evidence used to support claims	introduce evidence to support claims *e.g., "According to the text, ___."* use of transition phrases linking reasoning and evidence *e.g., "This evidence supports my claim because ___." "For example, ___." "Additionally, ___." "On the other hand, ___."* academic tone and formal language to express and defend claims *e.g., "I assert that ___." "It can be concluded that ___."*	**Questions** "What evidence from the text supports your claim?" "How does your evidence strengthen your interpretation of the text?" "What reasoning can you provide to defend your analysis?" **Sentence Stems** "I support my claim with evidence from the text, which states ___." "This evidence strengthens my interpretation because ___." "Based on my analysis, I conclude that ___." "The text supports my reflection by ___." "I defend my research by pointing to evidence that shows ___."

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ELD Standard 6 and Nineth and Tenth Grades 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		9-10.L.VAU.6		9-10.RI.CS.5 9-10.RI.CS.6 9-10.RI.IKI.8	9-10.SL.CC.3	9-10.W.TTP.1

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	accurate general (general) academic (académico/a) specific (específico/a) sufficient (suficiente) comprehension (comprensión)	**acquire** and **use** academic and domain-specific vocabulary **determine** the meaning of unfamiliar words in context **apply** vocabulary in reading, writing, speaking, and listening **use** context clues, word parts, and reference materials to understand new words	phrases for clarification *e.g., "In other words, ___." "For instance, ___." "This means that ___."* sentence structures for defining and explaining words *e.g., "The term ___ refers to ___."* use of affixes and root words to determine meaning *e.g., "The prefix ___ suggests that the word means ___."* complex sentences for demonstrating word usage	**Questions** "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?"

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				e.g., "Because the word ___ is used in this context, it implies ___."	**Sentence Stems** "I determined the meaning of the word ___ by___." "This word is important in the text because ___." "One strategy I use to understand unknown words in text is ___." "An example of domain-specific vocabulary in this field is ___"
9-10.RI.CS.5	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	analyze (analizar) idea (ideas) refine (refinar) particular (particular) Sentence paragraph (paragrafo) portion	**analyze** how an author's ideas and claims evolve in a text **identify** key sentences and paragraphs that contribute to development **evaluate** how specific textual elements refine an argument or theme **explain** the role of structure in shaping meaning **compare** different parts of a text to determine their impact	use of transition words for analysis *e.g., "For instance, ___." "This highlights, ___." "As a result ___."* sentence structures for examining textual development *e.g., "The author builds their claim by ___."* complex sentences for explaining refinement *e.g., "As the text progresses, the author strengthens the argument by ___."* structures for cause-and-effect	**Questions** "How does the author develop their ideas throughout the text?" "Which sentences or paragraphs refine the author's claims, and how?" "What role does this section play in shaping the overall argument?" "How do different parts of the text contribute to the central idea?" "What textual evidence shows how the author clarifies their ideas?"

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				e.g., "Because this paragraph introduces..., the reader understands..."	**Sentence Stems** "The author develops their idea by ___." "This sentence refines the claim by ___." "A key paragraph that strengthens the argument is ___." "The progression of ideas in the text shows that ___." "By structuring the text this way, the author ___."
9-10.RI.CS.6	Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose	analyze (analizar) determine (determinar) author (autor/a) point of view purpose rhetoric (retórica) advance (avanzar) perspective (perspectiva)	**identify** an author's point of view or purpose **analyze** rhetorical strategies used in a text **evaluate** how rhetoric strengthens an argument **distinguish** between different rhetorical techniques **critique** the effectiveness of an author's argument	use of transition words/phrases for analysis *e.g., "In order to, ___." "As a result, ___." "This highlights that ___."* sentence structures for identifying purpose or point of view *e.g., "The author's purpose is to ___, which is evident in ___." "The text is written in the ___ point of view as indicated by ___."* complex sentences for rhetorical analysis	**Questions** "What is the author's point of view or purpose in this text?" "How does the author use rhetoric to support their argument?" "What rhetorical strategies are most effective in advancing the author's purpose?" "How does the author's word choice impact the strength of their argument?" "What evidence can you find to support your

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				e.g., "By using ___, the author strengthens their argument by ___." comparative structures for evaluating rhetoric *e.g., "Unlike other arguments, this one use ___ to ___."*	critique of the author's argument?" **Sentence Stems** "The author's point of view is ___, as shown by ___." "To advance their purpose, the author uses rhetoric such as ___." "One key rhetorical strategy in this text is ___, which ___." "The effectiveness of the argument is strengthened by ___." "By using ___, the author successfully/unsuccessfully persuades the audience because___."
9-10.RI.IKI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.	argument (argumento) evaluate (evaluar) evidence (evidencia) relevant (relevante) sufficient (suficiente)	**analyze** and **critique** arguments **delineate** and **evaluate** claims and evidence **assess** the relevance and sufficiency of evidence	use of transition words/phrases to critique and analyze claims *e.g., "Therefore, Because, In contrast"* evaluation verbs to assess the argument *e.g., "The claim is weak because ___." "This argument is convincing because ___.*	**Questions** "How does the author support their claims with evidence?" "Is the evidence presented relevant and sufficient to support the argument?" "What are the strengths and weaknesses of the reasoning used in the

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		support	**evaluate** the soundness of reasoning **identify** strengths and weaknesses in arguments		argument?" "How would you evaluate the effectiveness of the argument in supporting the claim?" **Sentence Stems** “The claim is supported by evidence such as ___, which is ____ because ___.” One weakness in the argument is ____ because it fails to ___.” “The argument is convincing because ___.” “The argument is not convincing because ___.”
9-10.SL.CC.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	evaluate (evaluar) point of view reasoning (razonamiento) evidence (evidencia) rhetoric (retórica) identify (identificar) exaggerated (exagerado/a)	**evaluate** arguments **identify** logical fallacies **analyze** rhetorical techniques **express** agreement or disagreement with reasoning **cite** evidence to support critique	evaluative phrases *e.g., “The speaker’s argument is (strong/weak) because __.” “This statement may be distorted because __.”* contrastive structures *e.g., “Although the speaker claims __, the evidence actually shows __.”* rhetorical analysis	**Questions** "What is the speaker’s main point or argument?" "Is the speaker’s reasoning logical and supported by evidence?" "What kind of evidence does the speaker use?" "Can you identify any exaggerated or logical fallacies?" "How does the speaker try to persuade the audience?"

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		distorted (distorsionado/a)		*e.g., "The speaker uses (ethos/pathos/logos) to __."*	"Do you agree or disagree with the speaker's point of view? Why?" **Sentence Stems** "The speaker's argument is __ because __." "One example of fallacious or exaggerated reasoning is __." "The speaker's point of view is __, and they support it by __." "I agree/disagree with the speaker's reasoning because __." "The use of rhetoric strengthens/weakens the argument by __." "This part of the argument is misleading because __."
9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while	argument (argumento) reasoning (razonamiento) evidence (evidencia) analysis (análisis)	**develop** claims and counterclaims fairly **provide** relevant and sufficient evidence **explain** strengths and limitations of arguments	use of transition words to introduce claims *e.g., "first," "foremost," "one reason is"* "*however," "on the other hand," "in contrast…*"	**Questions** "How do you introduce your claim in a clear and precise manner?" "What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?" "How does the

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	pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.	valid (válido) relevant (relevante) sufficient (suficiente) conclusion (conclusión) organization (organización) cohesion (cohesión) precise (preciso)	**organize** arguments with cohesion **conclude** an argument effectively **use** formal and objective language	complex sentence structures to analyze claims *e.g., "Although some may argue that ___." "Evidence suggests that ___ because ___."* consistent verb tense when presenting arguments	organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?" "How does your conclusion effectively support and follow from your argument?" "What specific language or domain-specific vocabulary do you use to support your argument?" **Sentence Stems** "I introduce my claim in a clear and precise manner by ___." "I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting ____." "By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____." "My conclusion supports my argument by summarizing the key

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					points and reinforcing the claim that ____." "I use specific terms like ____ to explain ____, which helps clarify my argument."

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ELD Standard 7 and Nineth and Tenth Grades 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		9-10.L.KL.3 9-10.L.VAU.6			9-10.SL.PKI.4 9-10.SL.PKI.6	9-10.W.PDW.4 9-10.W.RW.10

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	adapt (adaptar) task audience (audiencia) apply (aplicar) function (función) context (contexto) effective (efectivo) comprehend (comprender) meaning/ significance (significado) style (estilo)	**adapt** language choices to different contexts and purposes **make** language choices based on task, audience, and purpose **comprehend** and **analyze** language use in different contexts **use** language effectively to convey meaning or style **apply** knowledge of language to improve reading and listening comprehension	adapt formal/informal language depending on the audience *e.g., using formal language in academic writing or informal language in casual conversation* using diction, sentence structure, and register to match task or audience *e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives*	**Questions** "How does your language choice change depending on the audience or task?" "What strategies do you use to understand language in different contexts?" "How do you adapt your style and tone to match the purpose of your writing or speaking?" "What is the effect of your language choices on the audience's understanding?" "How do you adjust your reading or listening approach to comprehend different types of texts?" **Sentence Stems** “I use __ strategy to help me

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					understand ___." "In my writing, I adjust the style by ___ based on ___." "I chose ____ tone because ____."
9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression	accurate general (general) academic (académico/a) specific (específico/a) sufficient (suficiente) comprehension (comprensión)	**acquire and use** academic and domain-specific vocabulary **determine** the meaning of unfamiliar words in context **apply** vocabulary in reading, writing, speaking, and listening **use** context clues, word parts, and reference materials to understand new words	phrases for clarification *e.g., "in other words," "for instance," "this means that"* sentence structures for defining and explaining words *e.g., "The term ___ refers to ___."* use of affixes and root words to determine meaning *e.g., "The prefix ___ suggests that the word means ___."* complex sentences for demonstrating word usage *e.g., "Because the word ___ is used in this context, it implies ___."*	**Questions** "What strategies can you use to determine the meaning of an unfamiliar word?" "How does this word or phrase contribute to your understanding of the text?" "What are some examples of domain-specific vocabulary in this subject area?" "How can you apply this new vocabulary in your own speaking or writing?" "What resources can you use to build your vocabulary independently?" **Sentence Stems** "I determined the meaning of the word ___ by ___." "This word is important in the text because ___." "One strategy I use to understand unknown

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					words in text is ___." "An example of domain-specific vocabulary in this field is ___."
9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	present (presentar) information (información) evidence (evidencia) concisely (concisamente) logically (lógicamente) organization (organización) audience (audiencia)	**organize** and **present** ideas in a logical sequence **state** claims and **support** them with evidence **summarize** findings clearly and concisely **tailor** style and tone to fit the audience and purpose **explain** reasoning behind conclusions	use of transition words/phrases *e.g., "first, next, in addition, for example, as a result, finally, therefore"* introductory phrases for reasoning *e.g., "This shows that ___." "The evidence suggests ___." "According to the text, ___." " This supports my claim because ___."* explanatory phrases *e.g., "The purpose of this presentation is to ___." "Let me summarize the main points __." "My findings indicate that ___."* "*I will begin with... and then explain ___."* modals and tone adjustment *e.g., "should, must, might, could"*	**Questions** "Is your information organized clearly and logically?" "What evidence supports your main ideas or findings?" "How does your presentation fit the purpose and audience?" "Are you using transitions to guide the listener through your reasoning?" "What style or tone is appropriate for this task?" **Sentence Stems** "The purpose of my presentation is to __." "One important finding is __, which is supported by __." "According to __, this shows that __." "This evidence supports my claim because __."

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					"To make my point clear to the audience, I __."
9-10.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	adapt (adaptar) context (contexto) task formal (formal) appropriate (apropiado/a)	**adjust** tone and register **select** appropriate vocabulary **use** formal or informal language **identify** audience and context **express** ideas clearly for different settings	formal expressions *e.g., "I would like to suggest ___."* *"According to the data ___. " "Dear Mr./Mrs./Dr. __"* formal expressions *e.g., "I think ___." "You know what I mean?"* *"Hey guys, today we're going to talk about ___."*	**Questions** "Who is your audience and what tone should you use?" "What is the purpose of your speech or writing?" "Should your language be formal or informal for this task?" "How can you adjust your language for different situations?" "Are your word choices appropriate for your audience?" **Sentence Stems** "Because my audience is __." "I will use a __ tone." "The purpose of this task is to __, so I will __." "In a formal situation, I would say __ instead of __." "When speaking to __, I should avoid using __."
9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	produce (producir) coherent (coherente)	**write** with clarity and coherence **organize** ideas logically to fit the task	use of transition words/phrases: *e.g., "first, next, in addition, for example, as a result, finally,*	**Questions** "How can you ensure your writing is clear and coherent?"

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	(Grade-specific expectations for writing types are defined in standards 1-3 above.)	development organization (organización) style (estilo) appropriate (apropiado/a)	and purpose **develop** content in a structured and meaningful way **select** an appropriate style and tone for the audience **revise** and **refine** writing for effectiveness	*therefore"* adapt formal/informal language depending on the audience *e.g., using formal language in academic writing or informal language in casual conversation* using diction, sentence structure, and register to match task or audience *e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives*	"What is the task, purpose, and audience for this writing?" "Is your style appropriate for your intended audience?" "What revisions can improve the clarity and coherence of your writing?" **Sentence Stems** "My writing is clear and coherent because ___." "The purpose of this writing is to ___, which is reflected in ___." "To develop my ideas effectively, I organized my writing by ___." "This style is appropriate for my audience because ___." "One way to improve coherence in my writing is ___"
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	extend (extendido) purpose audience (audiencia)	**write** consistently for different tasks **develop** writing for both long-term and short-term purposes	genre-specific writing structures *e.g., essays, reports, narratives* appropriate diction for audience and task	**Questions** "What is the main purpose of this writing task?" "How can you adjust your writing to better fit your audience?" "What strategies will help

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			adjust writing style based on purpose and audience **maintain** focus on the task throughout the writing process	*e.g., formal language for academic writing, informal for personal writing* use of transition words/phrases *e.g., "Firstly, ___." "In conclusion, ___." "On the other hand, ___."*	you manage your time to complete this writing on time?" "What changes can you make to improve the clarity of your writing?" "How can you ensure that your writing meets the task requirements?" **Sentence Stems** “My writing task requires me to ___.” “To better address my audience, I will ___.” “I am using this structure because it helps me ___.” “I will manage my time by ___.” “To improve my writing, I will focus on ___.”

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ELD Standard 8 and Nineth and Tenth Grades 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		9-10.L.VAU.4.d 9-10.L.VAU.5	9-10.RL.CS.4	9-10.RI.CS.4		

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.VAU.4.d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	determine (determinar) clarify (clarificar) meaning (significado) strategy (estrategia) flexibly (flexiblemente) range etymological (etimológico/a)	**identify** the meaning of unknown words and phrases **recognize** and **apply** context clues and etymological patterns to determine word meaning **recognize** multiple-meaning words **select** the correct interpretation **apply** word analysis strategies to clarify meaning **explain** how spelling patterns relate to word origins and definitions	use of transition words/phrases for word analysis *e.g., "for example," "this suggests that" "in contrast"* sentence structures for determining meaning *e.g., "The word ___ means ___ in this context because ___."* comparative structures for multiple-meaning words *e.g., "In this sentence, ___ means ___, but in another context, it could mean ___."* complex sentences for etymological analysis	**Questions** "What strategies can you use to determine the meaning of an unknown word?" "How does the context help clarify the meaning of this word or phrase?" "What are the possible meanings of this word, and which one fits this text?" "How do spelling patterns or word roots provide clues about the word's meaning?" "What other words share the same etymological pattern as this one?" **Sentence Stems** "The meaning of the word ___ can be determined by ___."

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				e.g., "Since this word has a Latin root, it is related to ___."	"This word has multiple meanings, but in this context, it means ___." "The etymology of this word suggests that it is related to ___." "By analyzing the spelling pattern, I can infer that this word means ___." "A strategy I used to determine the meaning of this phrase is ___."
9-10.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	demonstrate (demostrar) figurative language (lenguaje figurado) relationship (relación) nuance interpret (interpretar) figure of speech analyze (analizar) context (contexto)	**analyze** the role of figures of speech in a text **interpret** words and phrases with multiple meanings in context **identify** nuances in word meanings **compare** and **contrast** words with similar denotations but different connotations	identify figures of speech like metaphors, similes, personification, and idioms in text structures to analyze word choice to determine its effect on meaning and tone *e.g., "The author uses 'storm' instead of 'rain' to create a sense of chaos."* comparative and contrast structures *e.g., "While both ___ and ___ mean ___, ___ conveys a stronger/milder/more formal tone," "Although ___ and ___ have the same definition, ___ is used in a more __ context," "Unlike ___, which suggests ___, ___ implies ___."*	**Questions** "What figure of speech is used in this passage, and how does it contribute to the meaning of the text?" "How does the author use figurative language to convey deeper meaning or create an effect?" "What is the nuance in meaning between these two words, and how does it impact the text?" "How does the context help you understand the figurative meaning of a word or phrase?" "What role do word relationships play in understanding the meaning of the text?"

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		denotation (denotación) connotation (connotación)		contextual analysis structures *e.g., "In this sentence, the word ___ suggests ___, whereas in another context, it might mean ___," "Depending on the situation, ___ can mean either ___ or ___."* precision and degree modifiers to discuss subtle differences *e.g., "slightly, somewhat, moderately, strongly, intensely"* *"The word ___ is slightly more formal than ___."*	**Sentence Stems** "In this context, the word ___ means ___ because ___." "The figurative language in this sentence helps to ___."
9-10.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	determine (determinar) analyze (analizar) structure (estructura) technical (técnico) effects (efectos) tone figurative (figurativa)	**interpret** figurative and connotative meanings **analyze** word choice and its impact on tone **explain** how language creates a sense of time and place **compare** formal and informal language **evaluate** how specific words shape meaning	adjectives to describe tone *e.g., melancholy, optimistic, sarcastic* figurative language *e.g., metaphor, simile, personification* use of transition words/phrases for analysis *e.g., therefore, as a result, consequently* complex sentences to explain word impact	**Questions** "What is the meaning of this word in context?" "How does the author's word choice affect the tone?" "What figurative language is used, and what does it suggest?" "What is the difference between formal and informal language in this text?" **Sentence Stems** "The language used in this passage evokes a

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		impact (impacto)		*e.g., "Because the author uses _____, the tone is _____."*	sense of _____ by _____." "The word _____ means _____ in this context because _____." "The author's word choice creates a _____ tone by using words like _____."
9-10.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	determine (determinar) analyze (analizar) structure (estructura) technical (técnico) effects (efectos) tone figurative (figurativa) impact (impacto)	**identify** word meanings using context clues **interpret** figurative and connotative language **analyze** how language affects tone and meaning **compare** literal and non-literal language	use of transition phrases for analysis *e.g., "this suggests that" "as a result," "which implies that"* sentence structures for defining meaning *e.g., "The word ___ means ___ in this context because ___."* comparative structures for different word meanings *e.g., "While the literal meaning is ___, the connotative meaning suggests ___."* complex sentences for discussing impact *e.g., "Because the author uses the word ___, the tone of the text feels ___."*	**Questions** "How do specific words or phrases contribute to the overall meaning of the text?" "How does the author's choice of words impact the meaning of the text?" "What is the figurative meaning of a specific phrase or expression in the text?" "How does the author's choice of words create a specific tone in the text?" "How does the author use word choice to establish the tone of the text?" **Sentence Stems** "The words/phrases _____ contribute to the overall meaning by ___." "By using ____, the author shapes the meaning of the text by ___."

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					“In this context, ____ is a figurative expression that means ___.” “The author creates a ____ tone by using words like ____.”

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ELD Standard 9 and Nineth and Tenth Grades 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		9-10.L.CSE.2			9-10.SL.PKI.6	9-10.W.TTP.1 9-10.W.TTP.2 9-10.W.TTP.3 9-10.W.PDW.4 9-10.W.PDW.5 9-10.W.RW.10

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	demonstrate (demostrar) convention (convención) capitalization (capitalización) punctuation (puntuación) explain (explicar) function (función) semicolon colon	**correct** use of capitalization, punctuation, and spelling **explain** and **use** semicolons and colons in writing **apply** punctuation rules to clarify meaning **edit** writing to align with an appropriate and academic style **identify** errors in capitalization, punctuation, and	capitalization rules for proper nouns and sentence beginnings semicolons to join related independent clauses *e.g., "I studied all night; however, I still felt unprepared."* colons to introduce lists or explanations *e.g., "There are three main ideas: first, clarity; second, coherence; third, conciseness."*	**Questions** "How does capitalization affect the clarity of your writing?" "How can you check your writing for spelling and punctuation errors?" "How does proper punctuation contribute to coherence in writing?" **Sentence Stems** "One way to check for punctuation errors is _____." "Editing my work helps me _____ by _____."

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		separate (separar) edit (editar) conform (conformar) style guide (guía de estilo) appropriate (apropiado) discipline (disciplina)	spelling	follow style guide rules for punctuation and formatting *e.g., MLA, APA*	
9-10.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	adapt (adaptar) context (contexto) task formal (formal) appropriate (apropiado/a)	**adjust** tone and register **select** appropriate vocabulary **use** formal or informal language **identify** audience and context **express** ideas clearly for different settings	formal expressions *e.g., "I would like to suggest ___." "According to the data ___." "Dear Mr./Mrs./Dr. __" "I think ___." "You know what I mean?" "Hey guys, today we're going to talk about ___."*	**Questions** "Who is your audience and what tone should you use?" "What is the purpose of your speech or writing?" "Should your language be formal or informal for this task?" "How can you adjust your language for different situations?" "Are your word choices appropriate for your audience?" **Sentence Stems** "Because my audience is __, I will use a __ tone." "The purpose of this task is to __, so I will __."

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					"In a formal situation, I would say __ instead of __." "When speaking to __, I should avoid using __."
9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	argument (argumento) reasoning (razonamiento) evidence (evidencia) analysis (análisis) valid (válido) relevant (relevante) sufficient (suficiente) conclusion (conclusión) organization (organización) cohesion (cohesión) precise (preciso)	**develop** claims and counterclaims fairly **provide** relevant and sufficient evidence **explain** strengths and limitations of arguments **organize** arguments with cohesion **conclude** an argument effectively **use** formal and objective language	use of transition words to introduce claims *e.g., "first," "foremost," "One reason is ___."* "*However, ___." "On the other hand, ___." "In contrast ___."* complex sentence structures to analyze claims *e.g., "Although some may argue that ___." "Evidence suggests that ___ because ___."* consistent verb tense when presenting arguments	**Questions** "How do you introduce your claim in a clear and precise manner?" "What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?" "How does the organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?" "How does your conclusion effectively support and follow from your argument?" "What specific language or domain-specific vocabulary do you use to support your argument?" **Sentence Stems** "I introduce my claim in a clear and precise manner by ___." "I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting ____." "By structuring my argument with the claim, supporting

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	f. Establish and maintain a formal style and objective tone.				evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____." "My conclusion supports my argument by summarizing the key points and reinforcing the claim that ____." "I use specific terms like ____ to explain ____, which helps clarify my argument."
9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other	informative (informativo/a) explanatory (explicativo/a) analyze (analizar) concept (concepto) organize (organizar) cohesion (cohesión) clarify (clarificar) introduction (introducción) conclusion (conclusión)	**write** informative/explanatory texts with clarity and coherence **organize** ideas logically to create cohesion **introduce and conclude** a topic effectively **use** facts, examples, and quotations to support ideas **select** precise language and domain-specific vocabulary **incorporate** multimedia and formatting for comprehension	use of transition words/phrases for cohesion *e.g., "furthermore," "in addition," "as a result"* sentence structures for explanations *e.g., "This concept is significant because ___." "By using multiple examples, the author clarifies ___."* structures for cause-and-effect *e.g., "Since this fact supports the main idea, it helps the reader understand. ___."*	**Questions** "How can you introduce your topic in a way that engages the audience?" "What strategies can you use to organize your ideas effectively?" "How do your examples and evidence support your explanation?" "What domain-specific vocabulary is necessary for this topic?" "How does your conclusion reinforce the main idea of your text?" "What formatting or multimedia elements can help your audience understand the topic?" "How do you ensure your writing maintains a formal and objective tone?"

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	information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.		**maintain** a formal style and objective tone	comparative structures for analysis *e.g., "Unlike the previous example, this one demonstrates ___."*	**Sentence Stems** "The introduction effectively engages the reader by ___." "To create cohesion, I organized my ideas by ___." "One key fact that supports my explanation is ___." "The use of precise language is important because ___." "My conclusion reinforces the main idea by ___." "To improve clarity, I included formatting such as ___."
9-10.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.	narrative (ficción narrativa) literary (no ficción literario) experience (experiencia) event (evento) technique (técnica) detail (detalle)	**develop** a problem, situation, or observation in a narrative **establish** a clear point of view and introduce characters **sequence** events logically to build a coherent story **use** narrative techniques like dialogue and	use of transition words for sequencing *e.g., first, next, then, finally* sensory language *e.g., "The wind howled through the trees, carrying the scent of pine."* structure for cause and effect *e.g., "Because the character hesitated,*	**Questions** "How does your narrative introduce the problem or situation?" "What techniques can you use to develop your characters?" "How do you ensure your events build on one another?" "What sensory details can you add to make the scene vivid?" "How does your conclusion reflect on the events of the story?"

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	b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	sequence (secuencia) point of view character progression (progresión) description (descripción) reflection (reflexión)	description **incorporate** sensory language and precise details **maintain** an appropriate style and tone throughout the narrative **provide** a conclusion that reflects on the events of the story	*he missed his opportunity."* dialogue punctuation *e.g., "I can't believe it!' she exclaimed."*	"What choices help you establish a consistent tone and style?" **Sentence Stems** "The story begins with ___ to introduce ___." "The character's perspective is shown through ___." "Events build on each other when ___happens because ___." "To make the setting more vivid, I used details such as ___." "The conclusion reflects on the story by ____." "To create a formal/informal tone, I chose words like ___."
9-10.W.PDW.4	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.)	produce (producir) coherent (coherente) development organization (organización) style (estilo)	**write** with clarity and coherence **organize** ideas logically to fit the task and purpose **develop** content in a structured and	use of transition words/phrases: *e.g., "first, next, in addition, for example, as a result, finally, therefore"* adapt formal/informal language depending on the audience	**Questions** "How can you ensure your writing is clear and coherent?" "What is the task, purpose, and audience for this writing?" "Is your style appropriate for your intended audience?" "What revisions can improve

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		purpose audience (audiencia)	meaningful way **select** an appropriate style and tone for the audience **revise** and **refine** writing for effectiveness	*e.g., using formal language in academic writing or informal language in casual conversation* using diction, sentence structure, and register to match task or audience *e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives*	the clarity and coherence of your writing?" **Sentence Stems** "My writing is clear and coherent because ___." "The purpose of this writing is to ___, which is reflected in ___." "To develop my ideas effectively, I organized my writing by ___." "This style is appropriate for my audience because ___." "One way to improve coherence in my writing is ___."
9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	purpose audience (audiencia) plan (planear) revise (revisar) edit (editar) significant (significativo)	**plan** and **organize** writing before drafting **revise** text for clarity and coherence **edit** for grammar and mechanics **rewrite** to improve structure and content **evaluate** and **refine** writing for purpose and audience	use of transition words to improve flow *e.g., "Therefore, ___." "As a result, ___." "In contrast ___."* compound and complex sentences *e.g., "Even though the argument is strong, there are counterpoints to consider."*	**Questions** "What is the main purpose of your writing?" "How can you revise your draft to make your argument clearer?" "Does your writing effectively address the audience?" "What changes could strengthen your writing?" "How does this revision improve the overall structure of your writing?" **Sentence Stems** "The purpose of my writing is

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			provide and **apply** feedback in the writing process	appropriate verb tenses depending on context *e.g., past for narratives, present for analysis* active and passive voice *e.g., "The study was conducted by the researchers." vs. "The researchers conducted the study."* structures to strengthen arguments *e.g., "This evidence reinforces the claim that ___."*	to ___." "One way I can improve my draft is by ___." "My revision focuses on..." "I edited this section to clarify ___." "To better address my audience, I ___."
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	extended (extendido) task purpose audience (audiencia)	**write** consistently for different tasks **develop** writing for both long-term and short-term purposes **adjust** writing style based on purpose and audience **maintain** focus on the task throughout the writing process	genre-specific writing structures *e.g., essays, reports, narratives* appropriate diction for audience and task *e.g., formal language for academic writing, informal for personal writing* use of transition words/phrases	**Questions** "What is the main purpose of this writing task?" "How can you adjust your writing to better fit your audience?" "What strategies will help you manage your time to complete this writing on time?" "What changes can you make to improve the clarity of your writing?" "How can you ensure that

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				e.g., "Firstly, ___." "In conclusion, ___." "On the other hand, ___."	your writing meets the task requirements?" **Sentence Stems** "My writing task requires me to ___." "To better address my audience, I will ___." "I am using this structure because it helps me ___." "I will manage my time by ___." "To improve my writing, I will focus on ___."

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ELD Standard 10 and Nineth and Tenth Grades 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		9-10.L.CSE.1 9-10.L.CSE.2			9-10.SL.PKI.6	9-10.W.TTP.1 9-10.W.TTP.2 9-10.W.TTP.3 9-10.W.PDW.4 9-10.W.PDW.5 9-10.W.RW.10

TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems
9-10.L.CSE.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	demonstrate (demostrar) convention (convención) grammar (gramática) usage (uso) effective (efectivo) parallel structure (estructura paralelo))	**demonstrate** correct grammar and usage in speech and writing **use** parallel structure to improve clarity and coherence **identify** different types of phrases and clauses **apply** parallel structure to enhance writing and presentations **analyze** how phrases and clauses convey specific meaning and	use parallel structure in lists *e.g., She enjoys reading, writing, and swimming.* employ different types of phrases and clauses *e.g., prepositional phrase: "In the morning, we left early."* *adjective clause: "The book that I borrowed was fascinating."* use subordinating conjunctions to	**Questions** "What is the purpose of using parallel structure in writing?" "How do phrases and clauses change the meaning of a sentence?" "How can varying sentence structures improve writing?" **Sentence Stems** "Parallel structure improves writing because _____." "An example of a phrase that adds variety to writing is _____." "To correct this sentence, I need to _____."

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			sentence variety **edit** writing to improve sentence structure and fluency **vary** sentence structures to create interest and engagement	create complex sentences *e.g., although, because, since, while*	
9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	demonstrate (demostrar) convention (convención) capitalization (capitalización) punctuation (puntuación) explain (explicar) function (función) semicolon colon separate (separar) edit (editar) conform (conformar)	**correct** use of capitalization, punctuation, and spelling **explain** and **use** semicolons and colons in writing **apply** punctuation rules to clarify meaning **edit** writing to align with an appropriate and academic style **identify** errors in capitalization, punctuation, and spelling	capitalization rules for proper nouns and sentence beginnings semicolons to join related independent clauses *e.g., "I studied all night; however, I still felt unprepared."* colons to introduce lists or explanations *e.g., "There are three main ideas: first, clarity; second, coherence; third, conciseness."* follow style guide rules for punctuation and formatting	**Questions** "How does capitalization affect the clarity of your writing?" "How can you check your writing for spelling and punctuation errors?" "How does proper punctuation contribute to coherence in writing?" **Sentence Stems** "One way to check for punctuation errors is _____." "Editing my work helps me _____ by _____."

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		style guide (guía de estilo) appropriate (apropiado) discipline (disciplina)		*e.g., MLA, APA*	
9-10.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	adapt (adaptar) context (contexto) task formal (formal) appropriate (apropiado/a)	**adjust** tone and register **select** appropriate vocabulary **use** formal or informal language **identify** audience and context **express** ideas clearly for different settings	formal expressions *e.g., "I would like to suggest ___."* *"According to the data ___." "Dear Mr./Mrs./Dr. __" "I think ___." "You know what I mean?" "Hey guys, today we're going to talk about ___."*	**Questions** "Who is your audience and what tone should you use?" "What is the purpose of your speech or writing?" "Should your language be formal or informal for this task?" "How can you adjust your language for different situations?" "Are your word choices appropriate for your audience?" **Sentence Stems** "Because my audience is __, I will use a __ tone." "The purpose of this task is to __, so I will __." "In a formal situation, I would say __ instead of __." "When speaking to __, I should avoid using __."

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9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.	argument (argumento) reasoning (razonamiento) evidence (evidencia) analysis (análisis) valid (válido) relevant (relevante) sufficient (suficiente) conclusion (conclusión) organization (organización) cohesion (cohesión) precise (preciso)	**develop** claims and counterclaims fairly **provide** relevant and sufficient evidence **explain** strengths and limitations of arguments **organize** arguments with cohesion **conclude** an argument effectively **use** formal and objective language	use of transition words to introduce claims *e.g., "first," "foremost," "one reason is" "however," "on the other hand," "in contrast"* complex sentence structures to analyze claims *e.g., "Although some may argue that ___." "Evidence suggests that ___ because ___."* consistent verb tense when presenting arguments	**Questions** "How do you introduce your claim in a clear and precise manner?" "What evidence supports your claim and counterclaim, and how do you explain their strengths and limitations?" "How does the organization of your argument create clear relationships between your claims, counterclaims, reasons, and evidence?" "How does your conclusion effectively support and follow from your argument?" "What specific language or domain-specific vocabulary do you use to support your argument?" **Sentence Stems** "I introduce my claim in a clear and precise manner by ___." "I support my claim with evidence such as ____, and I explain the counterclaim's strengths and weaknesses by noting ____." "By structuring my argument with the claim, supporting evidence, and counterclaim in order, I make sure the relationships between them are clear, such as ____."

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					"My conclusion supports my argument by summarizing the key points and reinforcing the claim that ____." "I use specific terms like ____ to explain ____, which helps clarify my argument."
9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the	informative (informativo/a) explanatory (explicativo/a) analyze (analizar) concept (concepto) organize (organizar) cohesion (cohesión) clarify (clarificar)	**write** informative/explanatory texts with clarity and coherence **organize** ideas logically to create cohesion **introduce** and **conclude** a topic effectively **use** facts, examples, and quotations to support ideas **select** precise language and domain-specific vocabulary **incorporate** multimedia and formatting for comprehension	use of transition words/phrases for cohesion *e.g., "furthermore," "in addition," "as a result"* sentence structures for explanations *e.g., "This concept is significant because ___." "By using multiple examples, the author clarifies ___."* structures for cause-and-effect *e.g., "Since this fact supports the main idea, it helps the reader understand ___."* comparative structures for analysis	**Questions** "How can you introduce your topic in a way that engages the audience?" "What strategies can you use to organize your ideas effectively?" "How do your examples and evidence support your explanation?" "What domain-specific vocabulary is necessary for this topic?" "How does your conclusion reinforce the main idea of your text?" "What formatting or multimedia elements can help your audience understand the topic?" "How do you ensure your writing maintains a formal and objective tone?" **Sentence Stems** "The introduction effectively engages the reader by ___." "To create cohesion, I

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	information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.		**maintain** a formal style and objective tone	*e.g., "Unlike the previous example, this one demonstrates ___."*	organized my ideas by..." "One key fact that supports my explanation is ___." "The use of precise language is important because ___." "My conclusion reinforces the main idea by ___." "To improve clarity, I included formatting such as ___."
9-10.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey	narrative (ficción narrativa) literary (no ficción literario) experience (experiencia) event (evento) technique (técnica) detail (detalle) sequence (secuencia) point of view character progression (progresión)	**develop** a problem, situation, or observation in a narrative **establish** a clear point of view and introduce characters **sequence** events logically to build a coherent story **use** narrative techniques like dialogue and description **incorporate** sensory language and precise details **maintain** an appropriate style and	use of transition words for sequencing *e.g., "first, next, then, finally"* sensory language *e.g., "The wind howled through the trees, carrying the scent of pine."* structure for cause and effect *e.g., "Because the character hesitated, he missed his opportunity."* dialogue punctuation *e.g., "'I can't believe it!' she exclaimed."*	**Questions** "How does your narrative introduce the problem or situation?" "What techniques can you use to develop your characters?" "How do you ensure your events build on one another?" "What sensory details can you add to make the scene vivid?" "How does your conclusion reflect on the events of the story?" "What choices help you establish a consistent tone and style?" **Sentence Stems** "The story begins with _____ to introduce _____." "The character's perspective

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	experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	description (descripción) reflection (reflexión) conclusion (conclusión) style (estilo) tone	tone throughout the narrative **provide** a conclusion that reflects on the events of the story		is shown through _____." "Events build on each other when _____ happens because _____." "To make the setting more vivid, I used details such as _____." "The conclusion reflects on the story by _____." "To create a formal/informal tone, I chose words like _____."
9-10.W.PDW.4	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.)	produce (producir) coherent (coherente) development organization (organización) style (estilo) appropriate (apropiado/a)	**write** with clarity and coherence **organize** ideas logically to fit the task and purpose **develop** content in a structured and meaningful way **select** an appropriate style and tone for the audience **revise** and **refine** writing for effectiveness	use of transition words/phrases: *e.g., "first, next, in addition, for example, as a result, finally, therefore"* adapt formal/informal language depending on the audience *e.g., using formal language in academic writing or informal language in casual conversation* using diction, sentence structure, and register to	**Questions** "How can you ensure your writing is clear and coherent?" "What is the task, purpose, and audience for this writing?" "Is your style appropriate for your intended audience?" "What revisions can improve the clarity and coherence of your writing?" **Sentence Stems** "My writing is clear and coherent because ___." "The purpose of this writing is to ___, which is reflected in

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				match task or audience *e.g., choosing more complex vocabulary for a formal report or simpler words for a casual conversation; using a persuasive tone in arguments or a descriptive tone in narratives*	___." "To develop my ideas effectively, I organized my writing by ___." "This style is appropriate for my audience because ___." "One way to improve coherence in my writing is ___"
9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	purpose audience (audiencia) plan (planear) revise (revisar) edit (editar) significant (significativo)	**plan** and **organize** writing before drafting **revise** text for clarity and coherence **edit** for grammar and mechanics **rewrite** to improve structure and content **evaluate** and **refine** writing for purpose and audience **provide** and **apply** feedback in the writing process	use of transition words to improve flow *e.g., "Therefore, ___." "As a result, ___." "In contrast, ___."* compound and complex sentences *e.g., "Even though the argument is strong, there are counterpoints to consider."* appropriate verb tenses depending on context *e.g., past for narratives, present for analysis* use of active and passive voice	**Questions** "What is the main purpose of your writing?" "How can you revise your draft to make your argument clearer?" "Does your writing effectively address the audience?" "What changes could strengthen your writing?" "How does this revision improve the overall structure of your writing?" **Sentence Stems** "The purpose of my writing is to ___." "One way I can improve my draft is by ___." "My revision focuses on ___." "I edited this section to clarify ___." "To better address my audience, I ___."

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				e.g., "The study was conducted by the researchers." vs. "The researchers conducted the study." structures to strengthen arguments *e.g., "This evidence reinforces the claim that ___."*	
9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	extend (extendido) purpose audience (audiencia)	**write** consistently for different tasks **develop** writing for both long-term and short-term purposes **adjust** writing style based on purpose and audience **maintain** focus on the task throughout the writing process	genre-specific writing structures *e.g., essays, reports, narratives* appropriate diction for audience and task *e.g., formal language for academic writing, informal for personal writing* use of transition words/phrases *e.g., "Firstly, ___." "In conclusion, ___." "On the other hand, ___."*	**Questions** "What is the main purpose of this writing task?" "How can you adjust your writing to better fit your audience?" "What strategies will help you manage your time to complete this writing on time?" "What changes can you make to improve the clarity of your writing?" "How can you ensure that your writing meets the task requirements?" **Sentence Stems** “My writing task requires me to ___.”

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					"To better address my audience, I will ___." "I am using this structure because it helps me ___." "I will manage my time by ___." "To improve my writing, I will focus on ___."

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Conclusion

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

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

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

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

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

ELD & 6-12 ELA Facilitator

Kristina Danko, Ed.S.	ESL Specialist	Rutherford County Schools

Crosswalk Collaborators

Sweety Anand, Ed.S.	ESL Math Teacher	Rutherford County Schools
Lorie Bane	ESL Instructional Coach	Sevier County Schools
Dr. Jennifer Beavers	High School Mathematics Specialist	Anderson County Schools
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
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

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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
Casey Minshall	EL Coordinator	Metro Nashville Public 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
Dr. Jan Zuehlke	ESL High School Instructor, Career & Community Liaison	Washington 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.

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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.

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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).

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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

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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.

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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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