

## **Tennessee Standards for English Language Learners (ELL)**

Students classified as ELL are assessed annually in their progress toward proficiency in academic English. Standards reflect the four domains of academic English. Academic English can be defined as (1) language used to convey curriculum-based, academic content, and (2) the language of the social environment of a school.

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

### **Reading Accomplishments Grade K**

K.R.1 Phonemic awareness: Recognize sounds, combinations of sounds and meaningful differences between sounds in context.

K.R.2 Phonics: Demonstrate knowledge of letter recognition and letter sound correspondence.

K.R.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.

K.R.4 Demonstrate initial print awareness (e.g. print conveys meaning, spacing between words, letters are combined to produce words and words form sentences).

K.R.5 Demonstrate understanding of directionality of print across content areas.

K.R.6 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers and setting a purpose.

K.R.7 Identify words that name persons, places, or things and words that name actions.

K.R.8 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.

K.R.9 Read and follow 1 – 4 step directions to complete a simple task.

K.R.10 Identify story elements such as characters, setting and sequence of events.

K.R.11 Demonstrate use of various strategies to construct meaning (e.g. context, illustrations, prior knowledge).

K.R.12 Recognize cause and effect, problem and solution and distinguish fact from opinion in text and use text for support.

K.R.13 Identify patterns and style in text, such as rhyming and repetition.

### **Listening Accomplishments Grade K**

K.L.1 Follow simple 1 – 4 step directions in sequence to complete a task with and without visual support.

K.L.2 Respond to questions in a verbal and nonverbal manner.

K.L.3 Understand basic structure of spoken language.

K.L.4 Identify main points from spoken language (with and without visual support).

K.L.5 Identify details from spoken language (with and without visual support).

K.L.6 Demonstrate use of various strategies to construct meaning (e.g. context, nonverbal clues, prior knowledge).

K.L.7 Understand common expressions and vocabulary related to school social interaction. (e.g. school social interaction).

K.L.8 Understand content specific vocabulary and discourse features of the content area. (e.g. add, subtract, character).

K.L.9 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.

### **Writing Accomplishments Grade K**

K.W.1 Generate ideas before writing on assigned tasks.

K.W.2 Write to convey ideas or stories using pictures, marks, letters, words and simple sentences.

K.W.3 Write a variety of text types (e.g. narrative, descriptive, persuasive, expository, procedural).

K.W.4 Edit writing for basic conventions such as punctuation, capitalization and spelling.

K.W.5 Edit writing for complete sentences.

K.W.6 Print upper and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.

K.W.7 Capitalize letters appropriately in sentences and proper nouns.

K.W.8 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade appropriate words effectively.

K.W.9 Use resources to find correct spelling (e.g., dictionaries, word walls).

### **Speaking Accomplishments Grade K**

K.S.1 Ask a simple question.

K.S.2 Use formulaic language.

K.S.3 Ask pertinent questions; respond to questions with basic facts.

K.S.4 Identify basic vocabulary (e.g. people, places, actions, objects, numbers, days of the week).

K.S.5 Give directions and/or instructions.

K.S.6 Clarify and support spoken ideas with evidence, elaborations, and examples.

K.S.7 Use logically connected language and discuss implied meanings.

K.S.8 Choose appropriate evidence, proofs or examples to support claims.

K.S.9 Express and defend a point of view using appropriate language and detail.

K.S.10 Use language to clarify, organize, agree and disagree.

### **Reading Accomplishments Grades 1-2**

R.1-2.1 Phonemic awareness: Recognize sounds, combinations of sounds and meaningful differences between sounds in context.

R.1-2.2 Phonics: Demonstrate knowledge of letter recognition and letter sound correspondence.

R.1-2.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.

R.1-2.4 Fluency: Read text fluidly and with appropriate intonation.

R.1-2.5 Identify parts of books such as front and back of book, title, author, illustrator, table of contents, and glossary.

R.1-2.6 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers and setting a purpose.

R.1-2.7 Use prior knowledge, context, sentence structure, multiple meanings and illustrations to read unfamiliar words.

R.1-2.8 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.

R.1-2.9 Read and follow 1 – 4 step directions to complete a simple task.

R.1-2.10 Identify story elements such as characters, setting and sequence of events.

R.1-2.11 Demonstrate use of various strategies to construct meaning (e.g. context, illustrations, prior knowledge).

R.1-2.12 Recognize cause and effect, problem and solution and distinguish fact from opinion in text and use text for support.

### **Listening Accomplishments Grades 1-2**

L.1-2.1 Follow simple 1 – 4 step directions in sequence to complete a task with and without visual support.

L.1-2.2 Respond to questions in a verbal and nonverbal manner.

L.1-2.3 Understand basic structure of spoken language.

L.1-2.4 Identify main points from spoken language (with and without visual support).

L.1-2.5 Identify details from spoken language (with and without visual support).

L.1-2.6 Demonstrate use of various strategies to construct meaning (e.g. context, nonverbal clues, prior knowledge).

L.1-2.7 Understand common expressions and vocabulary related to school social interaction. (e.g. school social interaction).

L.1-2.8 Understand content specific vocabulary and discourse features of the content area. (e.g. add, subtract, character).

L.1-2.9 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.

### **Writing Accomplishments Grades 1-2**

W.1-2.1 Generate ideas before writing on assigned tasks.

W.1-2.2 Write to convey ideas or stories using pictures, marks, letters, words and simple sentences.

W.1-2.3 Write a variety of text types (e.g. narrative, descriptive, persuasive, expository, procedural).

W.1-2.4 Revise drafts according to a model or rubric.

W.1-2.5 Add on to drafts with teacher support.

W.1-2.6 Revise drafts to achieve organization and sense of audience and to improve word choices, comprehensibility and legibility.

W.1-2.7 Edit writing for complete sentences.

W.1-2.8 Print upper and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality.

W.1-2.9 Capitalize letters appropriately in sentences and proper nouns.

W.1-2.10 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade appropriate words effectively.

W.1-2.11 Use resources to find correct spelling (e.g., dictionaries, word walls).

### **Speaking Accomplishments Grades 1-2**

S.1-2.1 Ask a simple question.

S.1-2.2 Use formulaic language.

S.1-2.3 Ask pertinent questions; respond to questions with basic facts.

S.1-2.4 Tell, summarize and/or retell ideas and/or stories.

S.1-2.5 Describe familiar settings and events.

S.1-2.6 Give directions and/or instructions.

S.1-2.7 Clarify and support spoken ideas with evidence, elaborations, and examples.

S.1-2.8 Use logically connected language and discuss implied meanings.

S.1-2.9 Choose appropriate evidence, proofs or examples to support claims.

- S.1-2.10 Express and defend a point of view using appropriate language and detail.
- S.1-2.11 Use language to clarify, organize, agree and disagree.

### **Listening Accomplishments Grades 3-12**

L.1 Comprehend spoken instructions.

- L.1.1 Follow one-step directions.
- L.1.2 Follow two-step directions.
- L.1.3 Follow multiple-step directions.

L.2 Determine main idea/purpose.

- L.2.1 Identify main idea/theme/plot/purpose/character of a passage.

L. 3 Identify important supporting details.

- L.3.1 Identify important supporting ideas, themes, and conflicts (related to plot, character, setting, and topic).

L.4. Determine speaker's attitude/perspective.

- L.4.1 Distinguish between fact and opinion.
- L.4.2 Identify author's opinion, perspective, point of view, purpose, motivation, stance, or position.

L.5 Understand key vocabulary/phrases.

- L.5.1 Understand a few words or phrases with basic English grammatical forms.
- L.5.2 Understand figurative language and idiomatic expressions.
- L.5.3 Identify meaning of key word or phrase in passage that provides context.

L.6 Draw inferences, predictions, conclusions.

- L.6.1 Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic).

### **Reading Accomplishments Grades 3-12**

R.1 Demonstrate pre-/early reading skills.

- R.1.1 Identify high-frequency regular words, high-frequency irregular words, such as *said, was, where* and *is*; compound words, and contractions.
- R.1.2 Identify relationship between words in word families.
- R.1.3 Comprehend simple phrases, sentences, paragraphs, and passages.

R.1.4 Use contextual clues to identify meaning of language (relationships between words, syntax, morphology, context, cognates).

R.2 Comprehend key vocabulary phrases.

R.2.1 Use one or more of the following strategies to determine meaning of key vocabulary: contextual clues and illustrations, background or prior knowledge, morphology, syntax, phonics, knowledge of word relationships; knowledge of synonyms, antonyms, homophones, homographs, cognates, and false cognates.

R.2.2 Identify meaning of key word or phrase in a passage that provides context.

R.2.3 Know that words can have multiple meanings, both denotative and connotative.

R.3 Comprehend written instructions.

R.3.1 Follow one-step directions.

R.3.2 Follow two-step directions.

R.3.3 Follow multiple-step directions.

R.3.4 Use knowledge of sentence structure.

R.4 Determine main idea/purpose.

R.4.1 Identify main idea/theme/problem/plot of a passage.

R.4.2 Identify the main purpose of a passage.

R.4.3 Identify main character(s) (including difference between first-and third-person use) and setting of a story.

R.4.4 Use knowledge of sentence structure to comprehend text .

R.5 Identify important supporting details.

R.5.1 Identify important supporting ideas, themes, and conflicts (related to plot, characters, setting, topic).

R.5.2 Locate information using various graphic sources (diagrams, charts, tables, simple illustrations).

R.5.3 Use knowledge of sentence structure to comprehend text.

R.6. Draw inferences, predictions, conclusions.

R.6.1 Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic).

R.6.2 Understand relationships between parts of a text (e.g., cause and effect, compare and contrast, chronological ordering).

R.6.3 Use knowledge of sentence structure to comprehend text .

R.7 Determine writer's attitude/perspective.

R.7.1 Distinguish between fact and opinion.

- R.7.2 Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position.
- R.7.3 Analyze character (including traits, roles, motivations, conflicts, points of view, relationships, and changes).
- R.7.4 Use knowledge of sentence structure to comprehend text.

R.8 Analyze style/form.

- R.8.1 Identify analogies, metaphors, symbols, patterns in text such as rhyming and repetition, and other rhetorical devices.
- R.8.2 Use knowledge of sentence structure to comprehend text.

### **Writing Accomplishments Grades 3-12**

W.1 Planning and Organizing

- W.1.1 Use graphic organizers or outlines to plan appropriate report titles.
- W.1.2 Use graphic organizers or outlines as a basis to determine appropriateness of including new ideas.
- W.1.3 Based on graphic organizers or outlines, choose appropriate topic sentences for paragraphs, given their topic and placement in the graphic organizer.
- W.1.4 Based on graphic organizers or outlines, organize new information by deciding on appropriate sections for it.

W.2 Writing a draft text

- W.2.1 Write in a variety of forms, including persuasive forms, such as logical argument and expression of opinion; personal forms such as autobiographical narrative; literary forms such as stories; and descriptive forms, such as reports and expositions.
- W.2.2 Select and use voiced and style appropriate to audience and purpose.
- W.2.3 Construct correct sentences, including a variety of sentence types and styles.
- W.2.4 Develop a central idea and support it with relevant details.
- W.2.5 Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- W.2.6 Narrate a sequence of events with some detail.
- W.2.7. Write stories that include coherent plot development, characterization and setting.
- W.2.8 Write persuasive compositions that structure ideas and arguments in a logical way.
- W.2.9 Write expository compositions that include a thesis and some points of support.
- W.2.10 Write descriptive compositions that include a thesis and some points of support.

W.3 Revising

- W.3.1 Revise drafts to improve the coherence and logical progression of ideas by using appropriate transition words and phrases.
- W.3.2 Revise drafts to improve the coherence and logical argument of a text by adding appropriate topic or concluding sentences.
- W.3.3 Revise drafts to improve the logical argument of a text by elaborating.
- W.3.4 Revise drafts for consistency including point of view, verb tense, and pronoun and other references outside of sentences.
- W.3.5 Revise drafts for appropriate word choice.

#### W.4 Editing

- W.4.1 Correctly use parts of speech, including making them agree (e.g., regular and irregular plurals, adjectives, prepositions and prepositional phrases, pronouns, adverbs, and noun phrases).
- W.4.2 Correctly use verb tenses and forms (e.g., present, past, perfect forms, conditional hypothetical, subjunctive).
- W.4.3 Use other basic syntactical structures (e.g., subject-verb agreement, comparatives, interrogatives, relative clauses).

### **Speaking Accomplishments Grades 3-12**

- S.1 Establish a verbal connection with an interlocutor in order to talk about something.
- S.2 Provide basic information on a relevant topic in a conversation.
- S.3 Provide detailed information on a relevant topic in a conversation.
- S.4 Argue in favor of or against a particular relevant topic .