



Bridging the Gap: Collaborative Support for EL Instruction with TN Academic and ELD Crosswalks

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BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Development of the Crosswalks

- In June 2023, a dedicated working group comprised of experienced content teachers, in collaboration with ESL specialists, came together at the Tennessee State Department of Education.
- These crosswalks serve as a vital bridge, connecting the content standards with the English Language Development (ELD) Standards.



Purpose of the Crosswalks

- The crosswalks created by the working group connect content standards with English Language Development (ELD) Standards, enabling seamless integration of language objectives and practical scaffolds into instruction.
- These crosswalks have the potential to revolutionize the teaching and learning experience, empowering educators to effectively support English learners and foster their academic success.



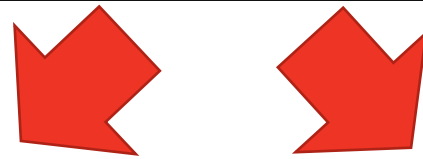
Supporting Content & Language



Goal:
Simultaneously Support

What

How



Content Objectives

Content

Language Acquisition

Language Objectives



EDUCATORS



Student-Centric Crosswalks

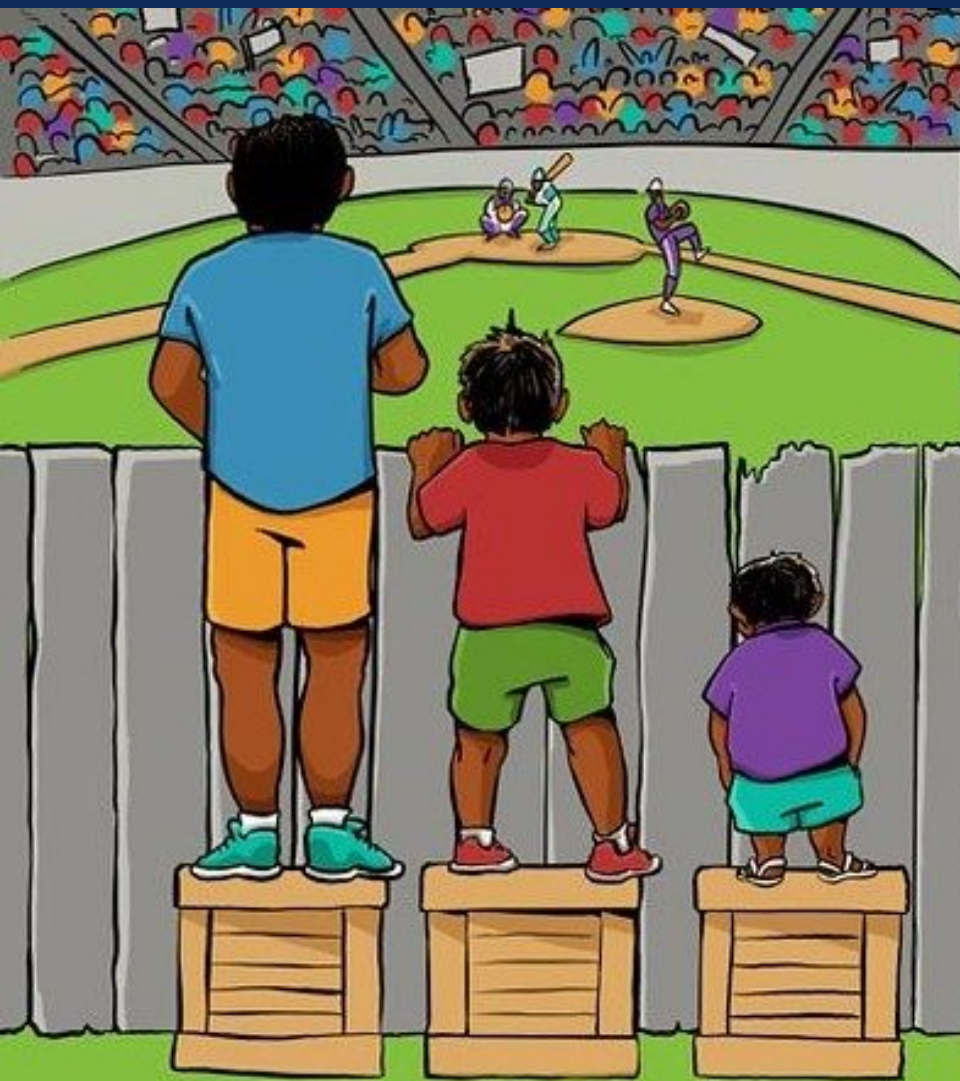
- **User-Friendly Design:** Intuitive layout for easy navigation.
- **Grade and Content Organization:** Clear separation by grade and subject area.
- **Comprehensive Alignment:** Content standards linked with connecting ELD standards.

Student-Centric Crosswalks

- **Student-Friendly Objectives:** Grade-appropriate language objectives for student understanding.
- **Linguistic Supports and Scaffolds:** Targeted assistance for English learners, Levels 1-4.

Linguistic Supports & Scaffolds

These include tying in prior experiences such as laboratory work, scientific investigations, and hands-on activities, STEM activities or clubs, or exposure to math skills to access the material effectively to understanding scientific concepts or related vocabulary for specific subject areas.



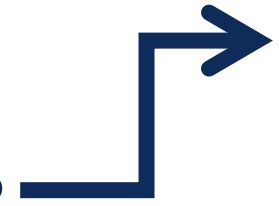
EQUALITY



EQUITY



Progressive Scaffolds and Supports



- The suggested supports are progressive, allowing for scaffold removal as students improve academic skills and language proficiency.
- This fosters:
 - Independent learning
 - Increased confidence
 - Critical thinking skills
 - Making connections between concepts
 - Productive struggle and risk-taking



Crosswalk Components Review

**Remember, the Crosswalks are Grouped by
Grade or Grade Cluster**

**TN State
Academic
Standard**

**Connecting
WIDA
standard(s)**

**Student-
Friendly
Language
Objective**

**Progression
of Linguistic
Supports
and
Scaffolds for
Levels 1-4 of
English
Language
Proficiency**

And Subject Area: ELA or Math

TN State Academic Standard

- **Example from 6th Grade ELA:**

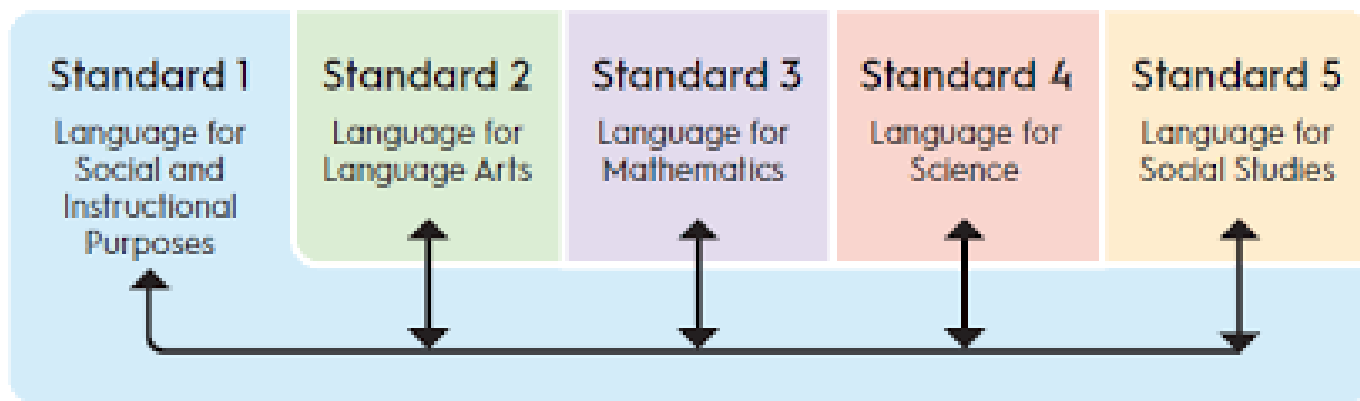
Key Ideas and Details - Standard 1 (RL.KID.1): Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **Example from Geometry:**

G.CO.A.2: Given a rectangle, parallelogram, trapezoid, or regular polygon, determine the transformations that carry the shape onto itself and describe them in terms of the symmetry of the figure.

Connecting WIDA Standards

WIDA English Language Development Standards Framework



WIDA Standard 1

Social and Instructional Language:

- Engage in conversations.
- Understand and use social and academic language.
- Follow rules for conversations and discussions.
- Participate in collaborative conversations.



WIDA Standard 2

Language of Language Arts:

- Understand and use language arts concepts and skills.
- Comprehend and analyze text.
- Construct and convey meaning.
- Adapt language for different audiences and purposes.



WIDA Standard 3

Language of Mathematics:

- Understand and use mathematical concepts and procedures.
- Communicate mathematically.
- Apply mathematical concepts and procedures to solve problems.



TN State Academic Standard: ELA

- **Example from 6th Grade ELA:**

Key Ideas and Details - Standard 1 (RL.KID.1): Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.



- **Example from 6th Grade ELA:**

Key Ideas and Details - Standard 1 (RL.KID.1): Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Connecting ELD Standard(s)

ELD Standard 12.11.01.11. Multilingual learners will...

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

- **Example from 6th Grade ELA:**

Key Ideas and Details - Standard 1 (RL.KID.1): Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Connecting ELD Standard(s)

ELD Standard(s): Learners will interpret informational texts in language arts by:

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

Student Friendly Language Objective

Example from 6th Grade ELA:

Key Ideas and Details - Standard 1 (RL.KID.1): Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Student Friendly Language Objective

I can analyze information from text and make inferences; I can support my conclusions with evidence from the text.

Linguistic Supports and Scaffolds

Level 1

English Language Proficiency

- Provide student with highlighted key words and phrases.
- Provide illustrated examples and/or word bank.
- Give an appropriate summary in student's first language.

Level 2

English Language Proficiency

- Provide student with highlighted key words and phrases.
- Provide word bank.
- Provide student an appropriate summary in simplified English and grammatical structure.

Linguistic Supports and Scaffolds

Level 3

English Language Proficiency

- Model highlighting key words and phrases.
- Provide sentence frames for making inferences and recording evidence ("I infer that _____ because _____.")

Level 4

English Language Proficiency

- Student highlights key words and phrases with teacher guidance.
- Provide sentence starters for making inferences and recording evidence ("Based on the evidence on page/paragraph...")

TN State Academic Standard: Math

G.CO.A.2: Given a rectangle, parallelogram, trapezoid, or regular polygon, determine the transformations that carry the shape onto itself and describe them in terms of the symmetry of the figure.

Example from Geometry:



- **Example from Geometry:**

G.CO.A.2: Given a rectangle, parallelogram, trapezoid, or regular polygon, determine the transformations that carry the shape onto itself and describe them in terms of the symmetry of the figure.

Connecting ELD Standard(s)

ELD

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

- **Example from Geometry:**

G.CO.A.2: Given a rectangle, parallelogram, trapezoid, or regular polygon, determine the transformations that carry the shape onto itself and describe them in terms of their effect on the shape.

Connecting ELD Standard(s)

- **ELD-1** **9-12.Explain.Expressive:** Multilingual learners will...

- Construct mathematical explanations that introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Student Friendly Language Objective

Example from Geometry:

G.CO.A.2: Given a rectangle, parallelogram, trapezoid, or regular polygon, determine the transformations that carry the shape onto itself and describe them in terms of the symmetry of the figure.

Student Friendly Language Objective

I can compare transformations that result in symmetry and explain why.

Linguistic Supports and Scaffolds

Level 1

English Language Proficiency

- Ask: "Does rotation turn the shape?" (Yes/No)
- Point and find: "Find a shape that can be rotated onto itself."
- Match: Match pictures to words (symmetric vs. asymmetric).
- Sort: Sort shapes by traits (rotational vs. reflection symmetry).

Level 2

English Language Proficiency

- WH Questions: "How does the triangle look after 45 degrees?" (Accept picture response)
- Label diagrams: Label using phrase bank or independently.
- Sort traits: Sort phrases, definitions, or pictures into reflection, rotation, or both using a Venn Diagram.

Linguistic Supports and Scaffolds

Level 3

English Language Proficiency

- Sentence stems: "Line of symmetry is _____", "Angle of rotation is _____."
- Organize information with visuals like Venn diagrams, tables, trees, or mind maps.
- Choral reading: Read word problems together, emphasizing key information.

Level 4

English Language Proficiency

- Simplify prompts: Use "reflect" or "rotate" instead of "map onto."
- Sentence stems: "Line of symmetry is _____" (e.g., between, horizontal, vertical). "Angle of rotation is _____."
- Use dictionaries for help.
- Graphic representations
- Choral reading

Function of the Crosswalks

Please keep in mind that these templates are designed solely to showcase the visual appearance of the published crosswalks.

The objective is to make the crosswalks easily accessible online for viewing and downloading. This way, teachers can conveniently copy and paste content directly from the crosswalks and refer to student-friendly language objectives, as well as appropriate linguistic supports and scaffolds for their students. The aim is to streamline teachers' preparation time.

Standards Crosswalks Working Group:

Member Name	LEA
Alison Atnip	DeKalb County Schools
Margaret Bright	Lenoir City Schools
April Davis	Claiborne County Schools
Lori Glennon	Washington County Schools
Samantha Hunt	Memphis-Shelby County Schools
April Johnson	Memphis-Shelby County Schools
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Candice Walls	Rutherford County Schools
Sunita Watson	Rutherford County Schools
Rosa "Terese" Wolford	Clarksville-Montgomery County Schools

Sources

[WIDA English Language Development Standards Framework, 2020 Edition](#)





Thank You!

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