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Federal Programs  
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# Beyond Compliance: Best Instructional Practices that Boost ESL Programming

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# Learning & Language Objectives

- Examine instructional training required for educators working with English Learners
  - Second Language Acquisition Principles
  - TN English Language Development Standards
  - Appropriate ESL Instructional Methods



# Foundations of Second Language Acquisition

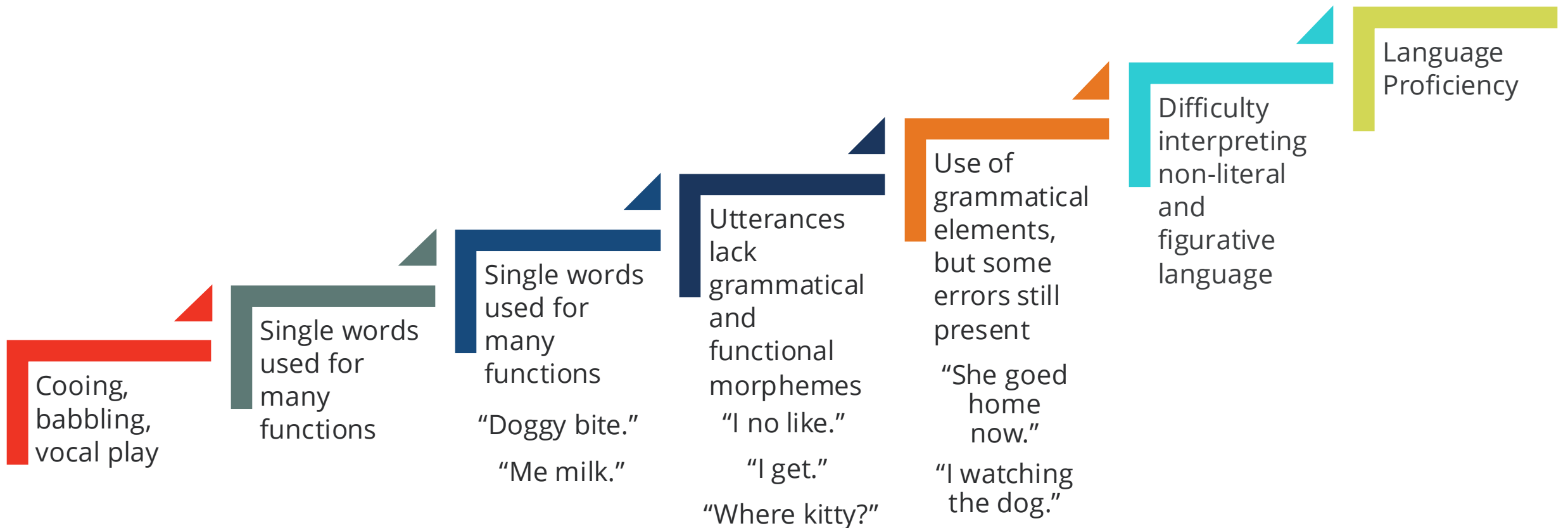


# First Language (L1)

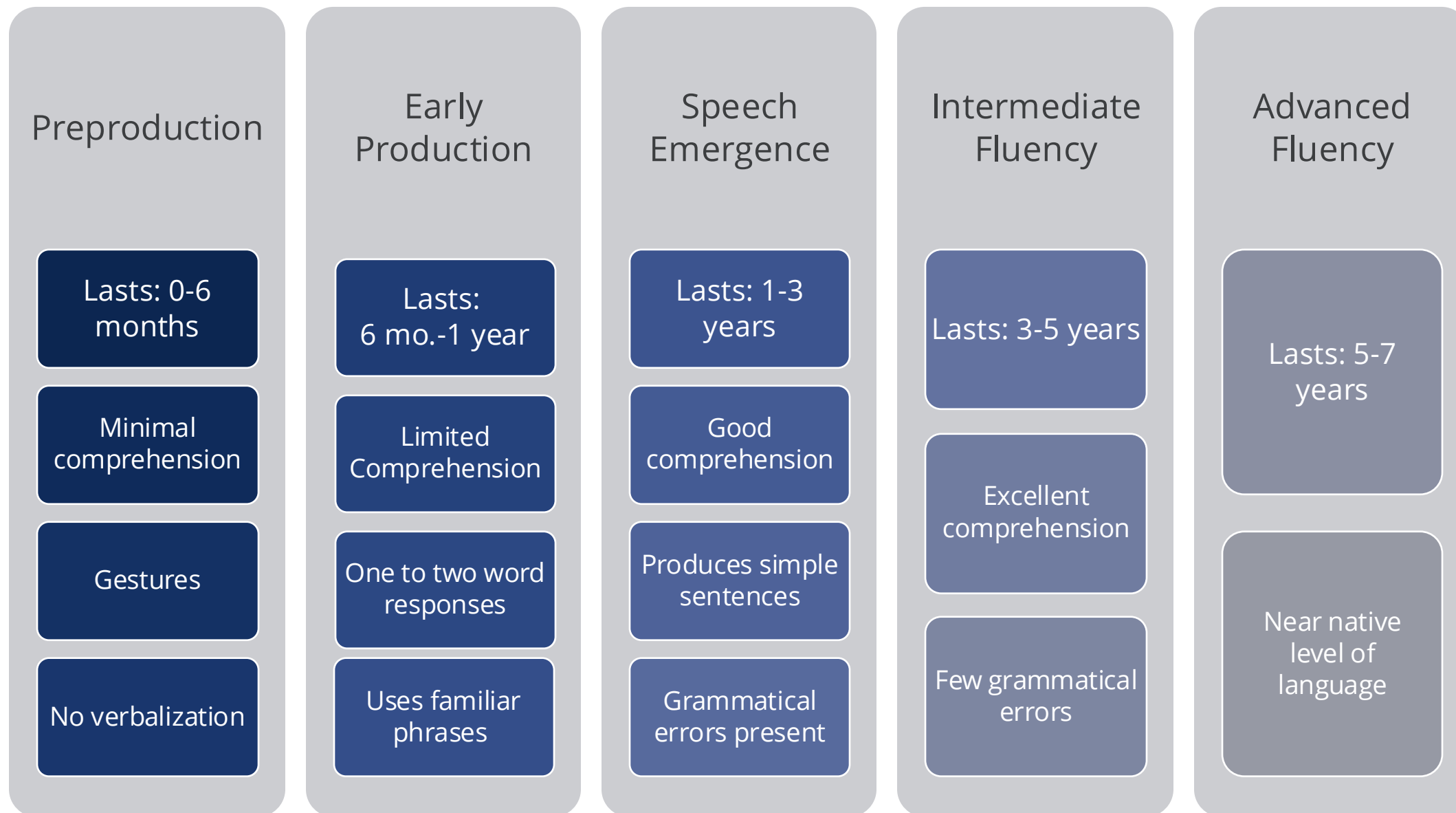
- This refers to the language a student **hears and uses** for communication shortly after they are born.
- Students will have varying degrees of proficiency with first languages depending upon:
  - their exposure and use of the first language,
  - their exposure and use of other languages, and
  - sociocultural factors.



# Expected Language Development



# Second Language Acquisition



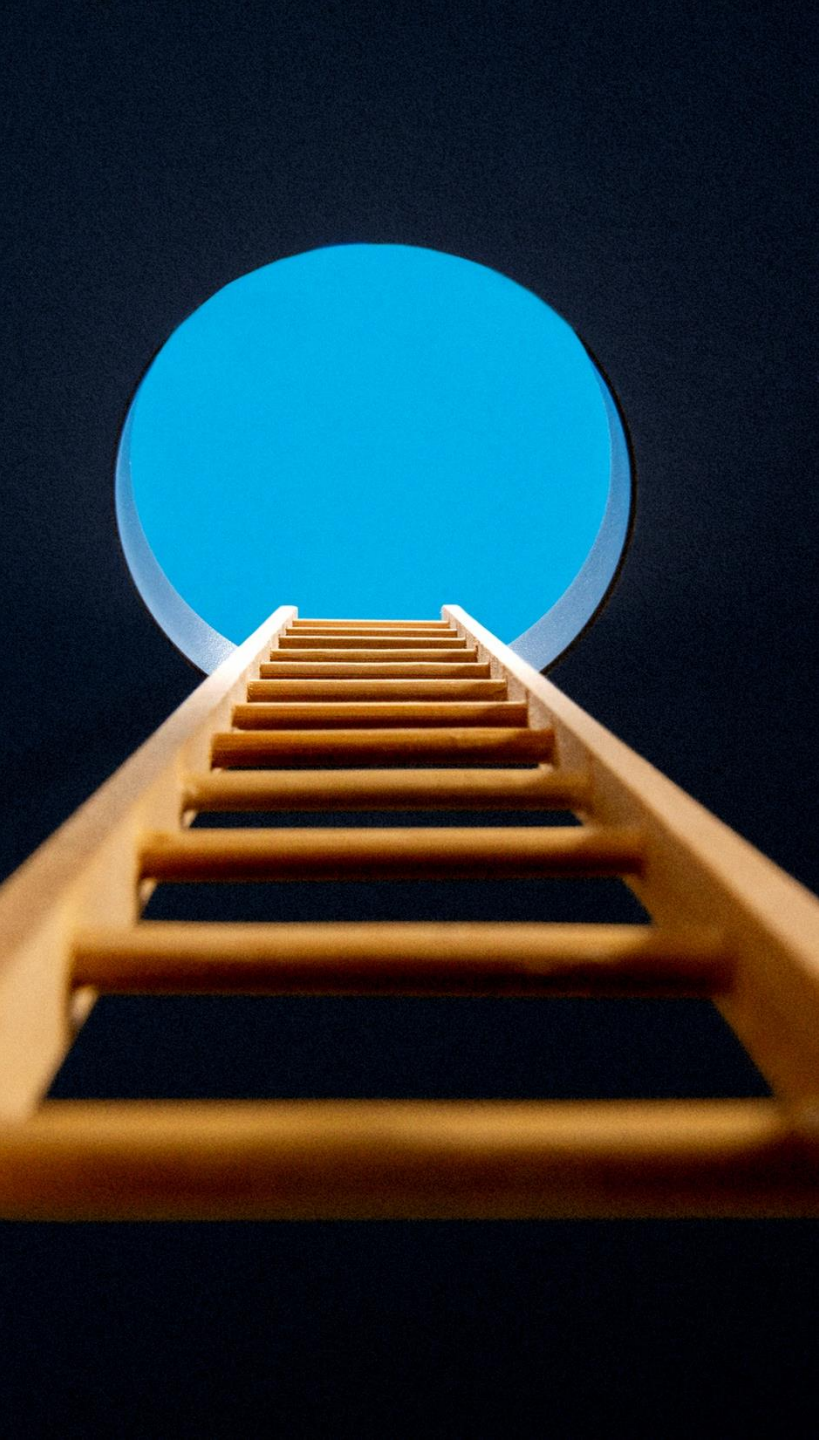
# Comprehensible Input

*"We acquire language when we understand messages" (Krashen, 1982).*

- Acquisition vs. Learning
- $i + 1$
- Affective Filter







# Comprehending Comprehensible Input

- Language that is understood by learners even if they don't understand every word or structure ( $i+1$ ).
- Learners acquire language when exposed to input slightly above their current proficiency.
- Balance is between language too difficult and language too simple.



# Transference

- Linguistic transfer is the process of applying rules and norms from one's L1 to one's L2.
- Language transfer happens because the brain tries to recognize patterns when learning a new language.
- Languages have cognitive interdependence.
- The additive bilingualism principle - the stronger academically and cognitively in L1, the stronger in L2



# Second Language Acquisition Instruction Shifting

From:

- Languages are taught in isolation
- Focus on *Forms* of language

To:

- Languages collect and borrow words and structures
- Focus on *Functions* of Language



# Not All Language is the Same

## Basic Interpersonal Communication Skills



- Everyday
- Conversational
- Highly contextual
- Does not include literacy

## Cognitive Academic Language Proficiency



- Academic
- Content-specific
- Reduced context
- High level of literacy

# TN ELD Standards



# New TN ELD Standards

- Only 10 ELD Standards
- Focus on receptive, productive, and interactive skills
- Take a functional approach of communication over correctness

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 text and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

**Standards 1 through 7** involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

**Standards 8 through 10** hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.



# Standards 1-7

- Build in order of language acquisition skills beginning with meaning and then progressing to engagement

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 text and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing

# Standards 8-10

- Examine familiar linguistic dimensions
  - Word/phrase
  - Discourse
  - Sentence

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

# Pairing the TN IPG & ELD Standards

## Text-based Content

### Receptive Standards 1 & 8

The learner is a **reader or listener/viewer** working with ‘text’ whose author or deliverer is not present or accessible.

The interaction is with authentic written or oral documents where **language input** is meaningful and content laden.

The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding.

## Tasks & Questions

### Productive Standards 3, 4, & 7

The learner is a **speaker and/or writer** for a ‘distant’ audience, one with whom interaction is not possible or limited.

It is a **planned or formalized output** such as speech or written document.

The **communication is set** for a specified audience, has purpose, and generally abides by rules of genre or style.

The learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.

## Student Engagement

### Interactive Standards 2, 5, & 6

The learner is a speaker/listener [and] reader/writer. It requires **two-way interactive communication** where negotiation of meaning may be observed.

Evidence of **awareness of the socio-cultural aspects** of communication as language proficiency develops.



## The Crosswalk is...

- A **supplemental** tool to assist teachers with incorporating the Tennessee ELD Standards into daily instruction of HQIM

## The Crosswalk is not...

- A **replacement** for HQIM or its embedded access points

## The Crosswalk is...

- A **supplemental** tool to assist teachers with incorporating the Tennessee ELD Standards into daily instruction of HQIM
- A collection of language features necessary to master the standards

## The Crosswalk is not...

- A **replacement** for HQIM or its embedded access points
- A collection of strategies to teach the standards

## The Crosswalk is...

- A **supplemental** tool to assist teachers with incorporating the Tennessee ELD Standards into daily instruction of HQIM
- A collection of language features necessary to master the standards
- A planning document that speak to the **teacher's instruction** around the standards

## The Crosswalk is not...

- A **replacement** for HQIM or its embedded access points
- A collection of strategies to teach the standards
- A “can-do” document that speaks to the **student's proficiency** at any given level

Academic  
Vocabulary

Language  
Functions

Language  
Forms &  
Structures

Questions  
& Sentence  
Stems

# ELD & ELA Crosswalk

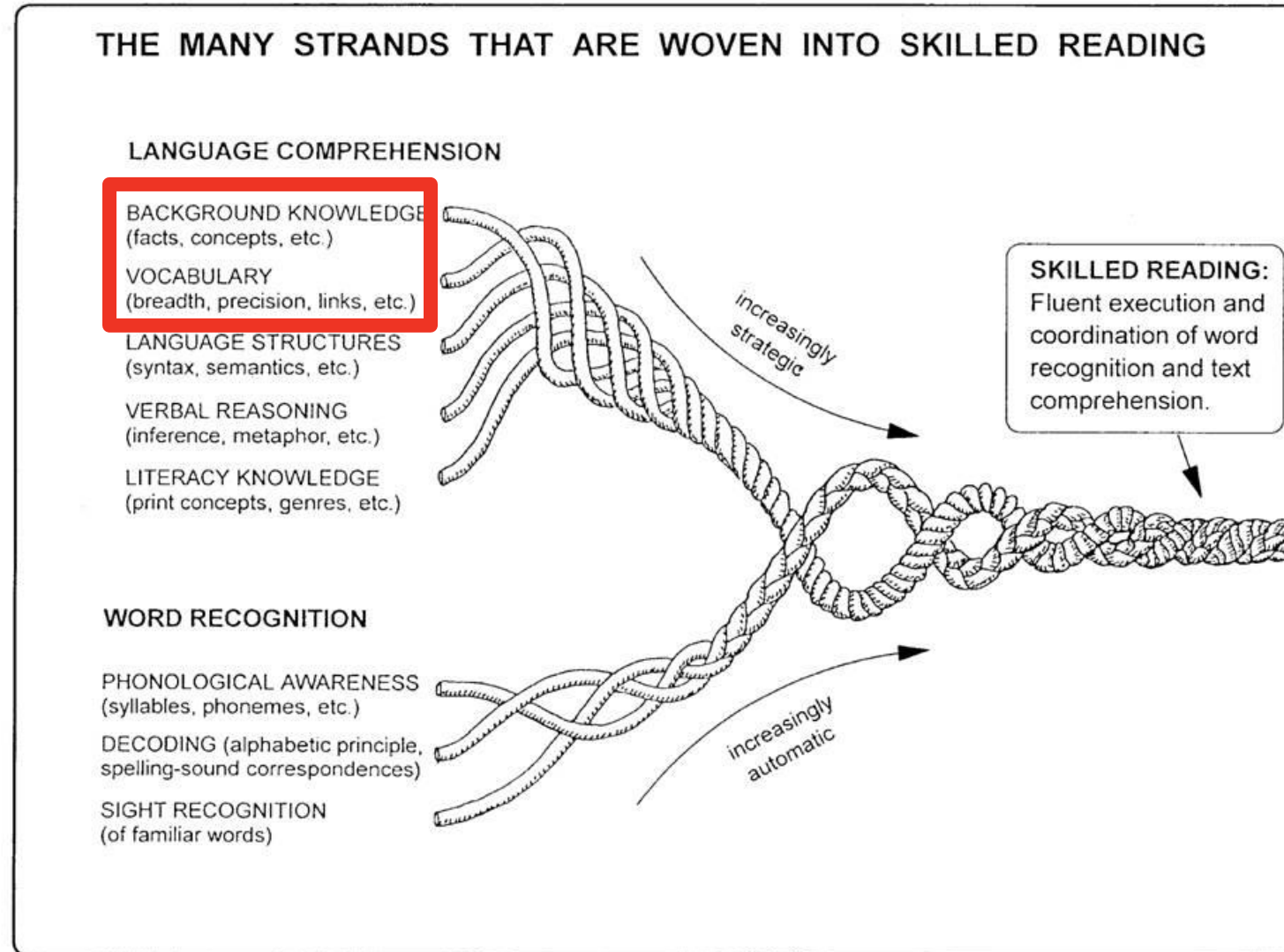
## ELD Standard 2 and Sixth Grade English Language Arts

TN ELD Standard		TN ELA Standard					
		FL	L	RL	RI	SL	W
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions					6.SL.CC.1	6.W.PDW.6 6.W.RW.10
TN ELA Standard		Academic Language (Cognates)	Language Functions	Language Forms	Questions and Sentence Stems		
6.SL.CC.1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	discuss ( <u>discutir</u> )  collaborate ( <u>colaborar</u> )  express ( <u>expresar</u> )  clarify ( <u>clarificar</u> )  respond (responder)	<b>participate</b> in group discussions  <b>express</b> opinions clearly  <b>build</b> on others' ideas  <b>clarify</b> points  <b>respond</b> to peer comments and questions	use of transition words <i>e.g., First, In addition, Furthermore, However</i>  question word <i>e.g., Who, What, Where, When, Why, How</i> <i>"What do you think about...?" "How does this relate to...?"</i>  complex sentences <i>e.g., "I agree because..." "I see it differently because..."</i>  use of modal verbs <i>e.g., could, should, would</i>	<b>Questions</b> "What do you think about this idea?" "Can you say more about your opinion?" "How does your idea connect to what ___ said?" "Why do you agree or disagree?" "Can you explain your reasoning?"  <b>Sentence Stems</b> "I agree with your idea because ___." "I would like to add that ___." "My opinion is ___ because ___." "That reminds me of ___."		

# Best Practice in Supporting & Scaffolding Instruction for English Learners



# Scarborough's Reading Rope



# The Power of Background Knowledge

**Correlation between  
background knowledge  
and new learning: 0.66**

(Marzano, 2004)

**30-60% of performance  
variance can explained by  
prior knowledge**

(Dochy et al., 1999)



# The Baseball Study

Recht & Leslie (1988)

Sixty-four junior high students were divided into four equal-sized groups on the basis of pre-assessed reading ability (high and low) and pre-assessed amount of existing prior knowledge about baseball (high and low).

**High Reading Ability  
High Knowledge of Baseball**

**High Reading Ability  
Low Knowledge of Baseball**

**Low Reading Ability\*  
High Knowledge of Baseball**

**Low Reading Ability  
Low Knowledge of Baseball**

\*Low Reading Ability = <30% of standardized reading assessment

# Schema Theory

- Highlights how learners rely on **prior knowledge** to process and store new information. In language acquisition
- Learning occurs through two processes:
  - **Assimilation:** Integrating new information into an existing schema.
  - **Accommodation:** Adjusting or creating new a schema when new information doesn't fit existing frameworks.



# Knowledge Building

- Activating Prior Knowledge
- Making Explicit Connections
- Using Familiar Contexts
- Scaffolding with Visuals and Organizers
- Providing Opportunities for Reflection





The questions that p\_\_\_\_\_ f \_\_\_\_\_ face as they raise ch\_\_\_\_\_ from in\_\_\_\_\_ to adult life are not easy to answer.

Both f\_\_\_\_\_ and m\_\_\_\_\_ can become concerned when health problems such as c\_\_\_\_\_ arise any time after the e\_\_\_\_\_ stage to later life.

Experts recommend the young ch\_\_\_\_\_ should have plenty of s\_\_\_\_\_ and nutritious food for healthy growth.

B\_\_\_\_\_ and g\_\_\_\_\_ should not share the same b\_\_\_\_\_ or even sleep in the same r\_\_\_\_\_.

The questions that **poultry farmers** face as they raise **chickens** from **incubation** to adult life are not easy to answer.



Both **farmers** and **merchants** can become concerned when health problems such as **coccidiosis** arise any time after the **egg** stage to later life.

Experts recommend the young **chicks** should have plenty of **sunshine** and nutritious food for healthy growth.

**Banties** and **geese** should not share the same **barnyard** or even sleep in the same **roost**.

# Knowledge Building

- ~~Activating Prior Knowledge~~
- ~~Making Explicit Connections~~
- ~~Using Familiar Contexts~~
- Scaffolding with Visuals and Organizers
- ~~Providing Opportunities for Reflection~~



# What does building background entail?

- Linking new content concepts to students' background
- Activating prior learning and bridging it to new learning
- Highlighting essential academic language





# Developing Academic Language

- Explicit Vocabulary Instruction (CA1/CA2)
- Contextualized Language Practice (CA2/CA3)
- Connected to Background Knowledge (CA1)
- Scaffolded Academic Language (CA4)
- Opportunities for Interaction (CA3)
- Focus on Language Objective (CA1)



# operation



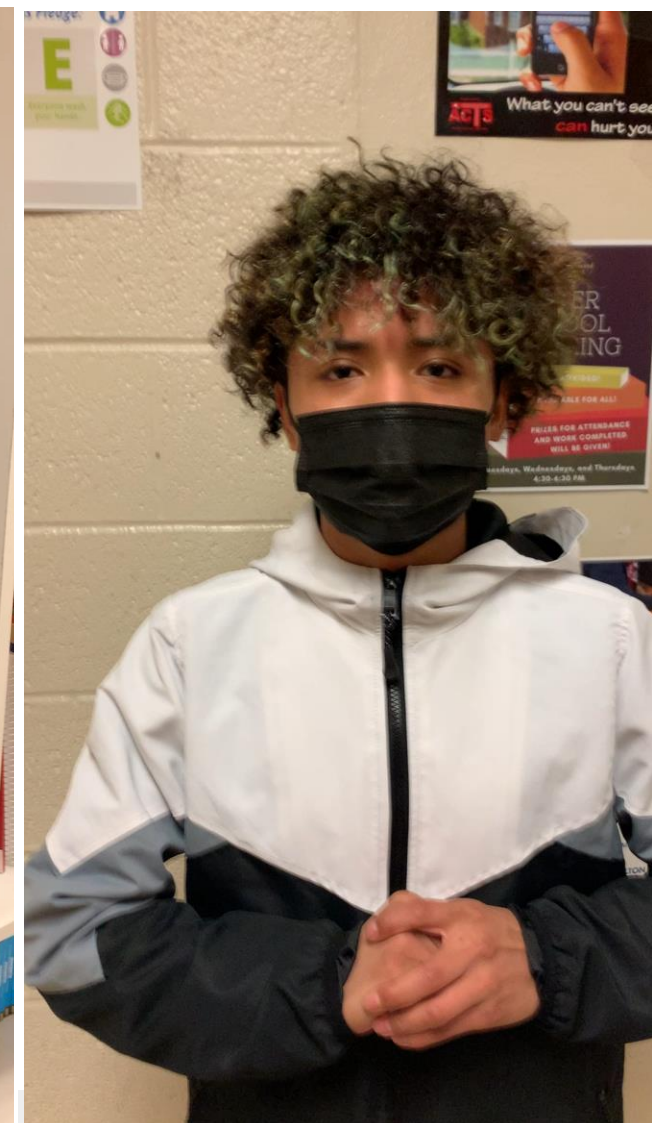
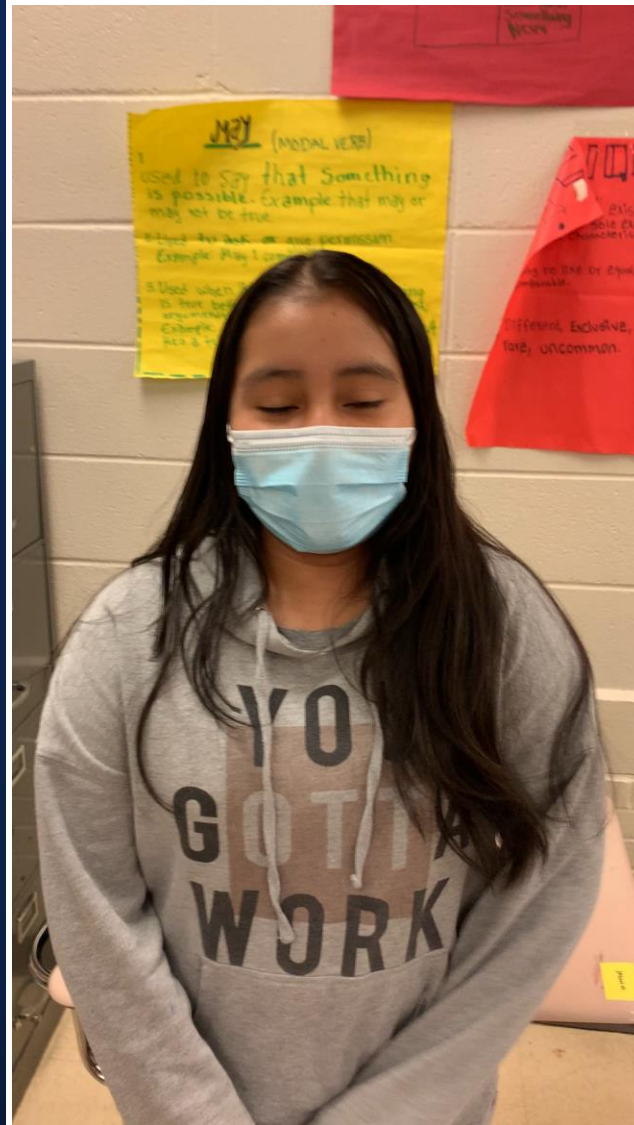
# Adjusted and Appropriate Speech

- What is said?
  - Cognates
  - Avoid idioms



La chimica è la scienza che studia  
la composizione, la struttura e le  
trasformazioni della materia.

# What makes content classes challenging?



# Clear Explanation and Modeled Tasks

- Use visuals, examples, models, and/or exemplars
- Provide step-by-step instructions
- Check for understanding before and during the task
- Offer opportunities for clarification through questioning

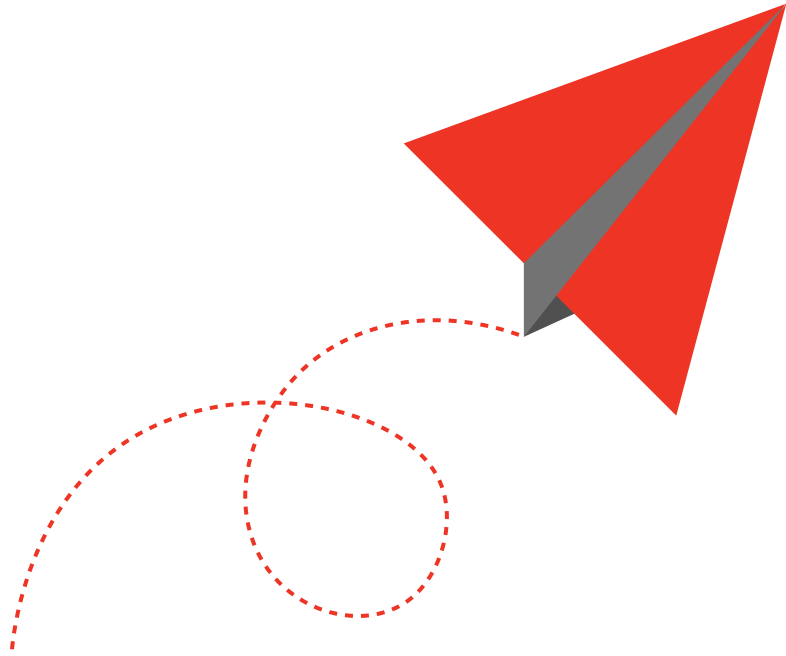




# Try this!

- Fold the paper.
- Make the ends pointy.
- Fold it again.
- Bend the edges.
- Throw it.

# Build a Paper Airplane



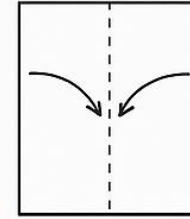
## How to Fold a Paper Airplane

**1.**



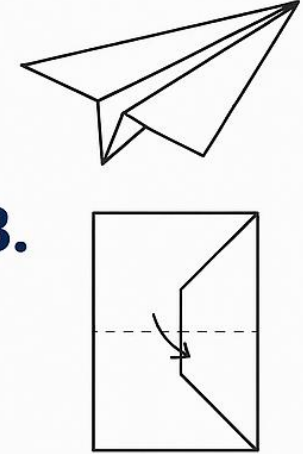
Start with a sheet of 8.5 x 11 paper. Place it vertically on the desk (tail, not wide).

**2.**



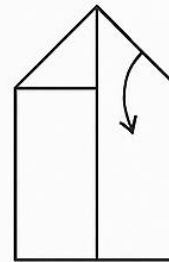
Fold the paper in half lengthwise, bringing the right edge over to meet the left edge. Crease the fold, then open the paper back up.

**3.**



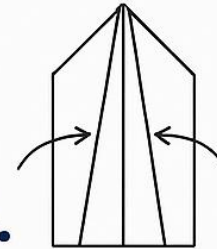
Fold the top right corner down so the edge lines up with the center crease. Repeat with the top left corner so both corners meet in the middle.

**2.**



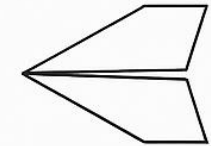
Fold the angled edges you just made down again, each side meeting at the center crease.

**4.**



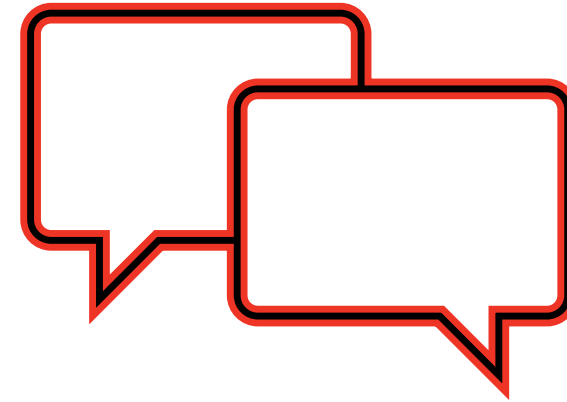
Fold the angled edges you just made down again, each side meeting at the center crease.

**7.**



# Adjusted and Appropriate Speech

- What is said?
  - Cognates
  - Avoid idioms
- How is it said?
  - Rate of speech (From ~170 to 135)
  - Reduce complexity
  - Employ paraphrasing & repetition



# Explicit Notetaking Skills

- Table of Contents/Glossary/Index
- Dictionary Skills (1-3)
- Guided notes
- Color coding
- Use paper & pencil



# Assessing Both Content & Language

- Dual Rubrics
- Scaffolded Tasks with Language Supports
- Built-in Listening & Speaking
- Portfolio/Performance Assessment

OR use the same task, but assess through different lenses:

- A writing prompt can be scored for *content knowledge* (ideas, structure) and *language use* (grammar, cohesion, vocabulary).
- A group project can show both *scientific understanding* and *oral language development*.



# Formative Assessment

## Content

**Goal:** Understand how well students are learning grade-level *concepts, skills, and ideas*.

### What You're Looking For:

Conceptual understanding

Problem-solving

Use of evidence or reasoning

Application of skills (e.g., summarizing, analyzing, comparing)

## Language

**Goal:** Monitor how well students are developing English across the four domains (listening, speaking, reading, writing).

### What You're Looking For:

Use of academic vocabulary

Sentence structure and grammar patterns

Discourse features (e.g., transitions, precision, clarity)

Growth in fluency and complexity

# Nonlinguistic Support

- A picture is worth 1000 words (in any language)
- 百闻不如一见 “Seeing is better than hearing 100 times”
- Use of **semiotics** (gestures, visuals, symbols, multimodalities)

**Beware of Moose**

**Cuidado Con Los Alces**

موس سے ہوشیار رہو

προσοχή στις άλκες



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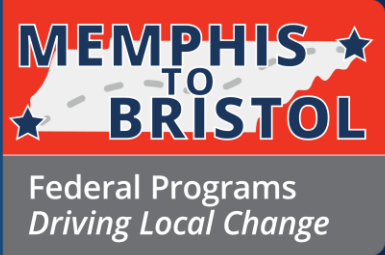
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	<a href="#">Crossroads of ESSA Implementation: Flexibilities and Waivers</a> <b>Debby Thompson</b>
	<a href="#">Common ESSA Findings &amp; How to Avoid Them</a> <b>Brinn Obermiller</b>



# Thank You!

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