Introducing the Tennessee ELD and ELA Standards Crosswalks

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Learning & Language Objectives

- Review the need for Alignment of English Language Development (ELD) and English Language Arts (ELA) Standards Alignment

- Unpack the new ELD & ELA Standards Crosswalk Document

- Practice using the supplemental tool for:
  - Intellectual Preparation
  - PLCs and Student Work Analysis
  - Formative Assessment
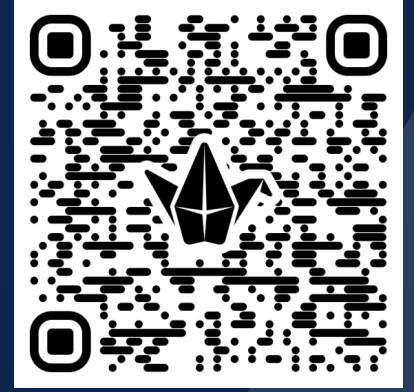
Bridging English as a Second Language (ESL) Policy and ESL Practice

TN Department of Education

Policy Foundation

- Purpose of Alignment
  - To ensure English Learners (ELs) have equitable access to grade-level academic content
  - To build a bridge between language development and content mastery

- Policy Isn't Just Written—It's Interpreted
  - Policy guidance must be mediated through district, school, and teacher interpretations (Spillane et al., 2002)

Education Theoretical Foundation

- Academic language is not ancillary
  - It's essential for understanding content (Cummins, 2000; Zwiers, 2014)

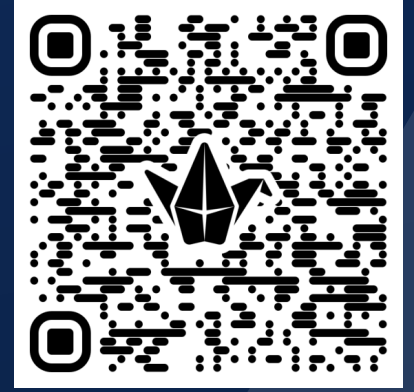- Language development happens through content, not separate from it (Walqui & van Lier, 2010)

Purpose of the Crosswalk

- Studies show limited integration of ELD standards in general education settings (e.g., Thompson, 2017; Kibler et al., 2020)

- ELD often exists on the margins of instruction.

- The TN ELD Crosswalks bridge the gaps.

ELD Taskforce

Collective Beliefs

"We believe ALL students are language learners."

Beliefs About Student Potential

- English learners bring rich linguistic and experiential knowledge that enhances learning communities.

- ELs have the same intellectual potential and capacity for success as their native-English-speaking peers.

- English learners can and will simultaneously make progress toward English language proficiency and academic success in content areas with the right support.

- Multilingualism is a strength to be cultivated—not a barrier to be overcome.

Beliefs About Language Development

- Language development is a complex, dynamic process that develops uniquely for all learners over time and across multiple contexts.
- ELs develop language most effectively when they use it for meaningful, authentic purposes.
- Language acquisition and content learning are interconnected and should be integrated, not isolated.
- ELs learn English best through a balance of explicit instruction and immersive, intentional use of language.

Beliefs About English Learner Instruction

- Instruction for ELs should provide access to grade-level, standards-aligned content while supporting language development.

- All educators share responsibility for supporting English learners' language growth across content areas.

- High-quality instruction for ELs integrates listening, speaking, reading, and writing in ways that are developmentally appropriate.

- Tasks should be engaging, cognitively demanding, and culturally responsive—fostering an urgent need to use language.
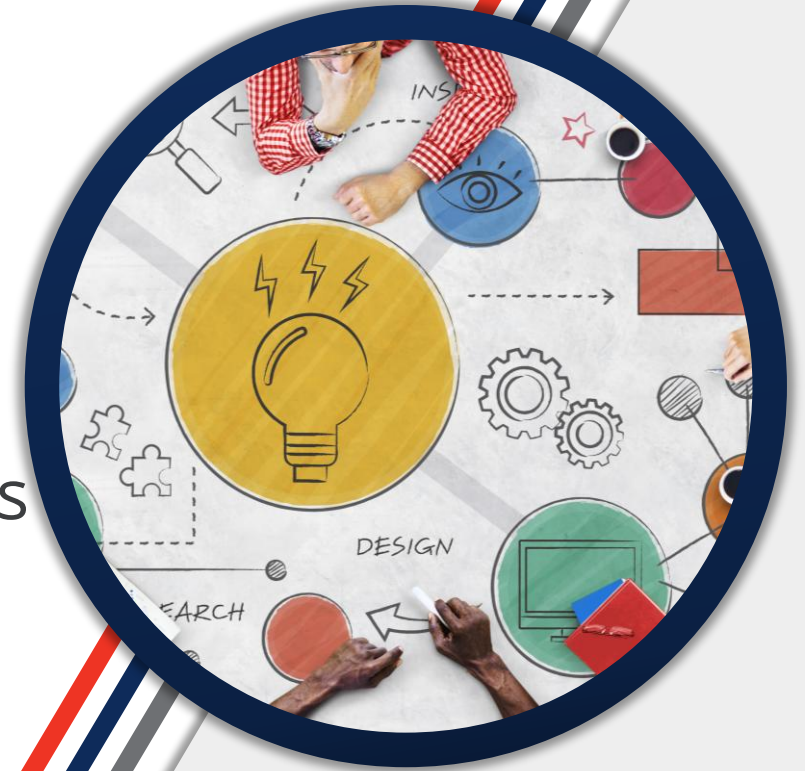
Unpacking the ELD and ELA Standards Crosswalks

The Standards

TN Department of Education

TN ELA Standards

- Tennessee's Academic Standards provide a common set of expectations for what students will have learned at the end of a grade for each subject taught in the classroom.

- Our standards and classroom instruction are aligned to ensure all students are set up for success in whatever path they choose.

- Serve to establish, measure, and improve instruction in classrooms

- Required by Title I of the Elementary and Secondary Education Act (ESEA)

State Standards are NOT High-Quality Instructional Materials (HQIM)

<u>Standards</u>

Common set of expectations of what students will be able to know and/or do at the end of a course

Standards are adopted by the state.

<u>High Quality Instructional Materials</u>

- Provides content and instructional programming to help students reach the desired learning outcomes established by the standards

- HQIM (texts, reading lists, supplementary materials, etc.) and teaching methods are determined by LEAs.

New TN ELD Standards

- Adopted in August 2024

- 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	**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.
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	**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.
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 1-7

- 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 Academic & ELD Standards

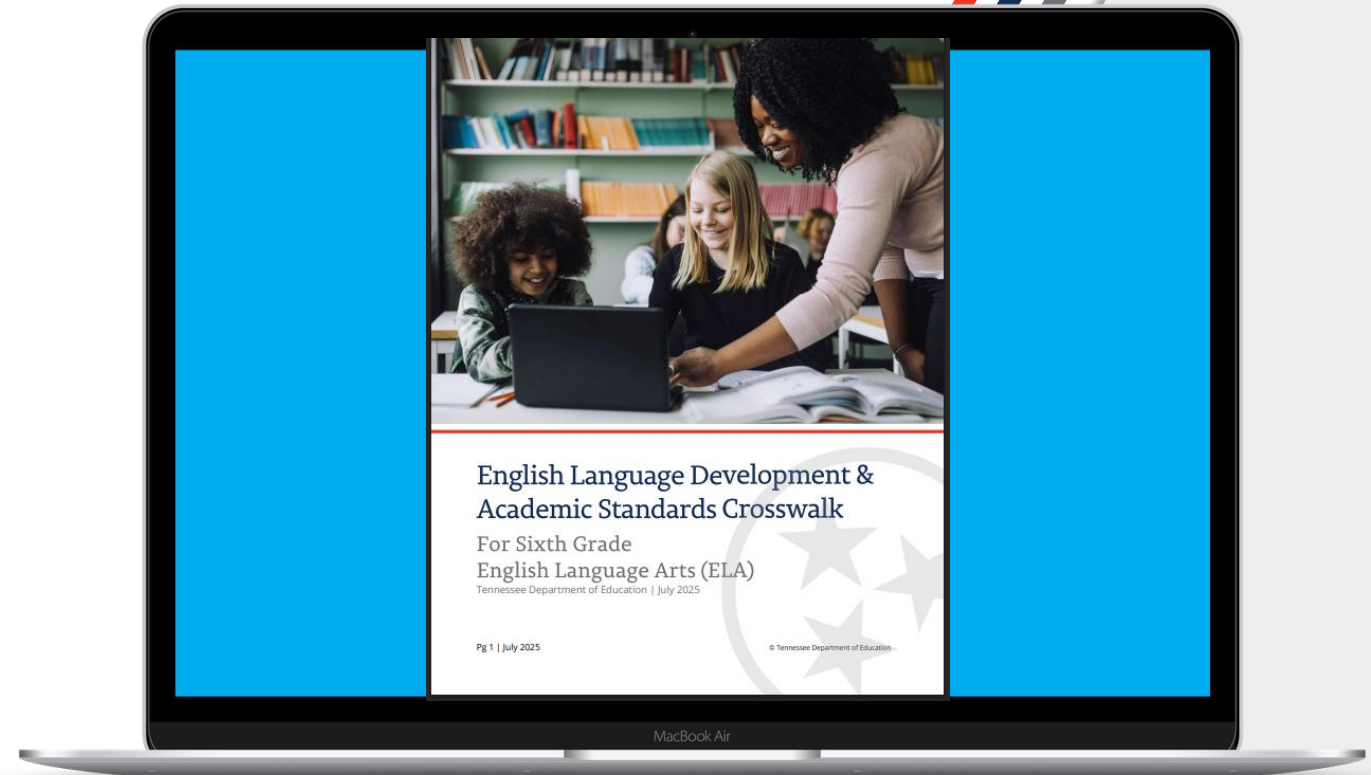| Text-based Content	Tasks & Questions	Student Engagement
Receptive Standards 1 & 8	**Productive** Standards 3, 4, & 7	**Interactive** Standards 2, 5, & 6
The learner is a **reader or listener/viewer** working with 'text' whose author or deliverer is not present or accessible. The interaction is with 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.	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.	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.

TN ELD Standards

- The 10 ELP Standards are designed for collaborative use by ESL/ELD and content area teachers in both English language development and content-area instruction.

- Highlight and amplify the critical language skills necessary to be successful in schools and in life.

ELD Standards Matrices

- Each grade level crosswalk has an ELD Standards matrix aligned to the grade level ELA Standards, organized by strand.

- Use this when starting with the ELD Standard you will be teaching.

English Language Development &
Academic Standards Crosswalk
For Sixth Grade
English Language Arts (ELA)
Tennessee Department of Education | July 2025

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ELD Standards 1-10

ELD to Sixth Grade ELA Academic Standards Matrix

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

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ELD Standards 1-10

ELA Standards By Grade Level & Strand

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

ELA Standards Concordances

- Reverse of the matrix

- Each grade level crosswalk has an ELA Standards Concordance aligned by strand to ELD Standards.

- Use this when starting with the ELA Standard you will be teaching.
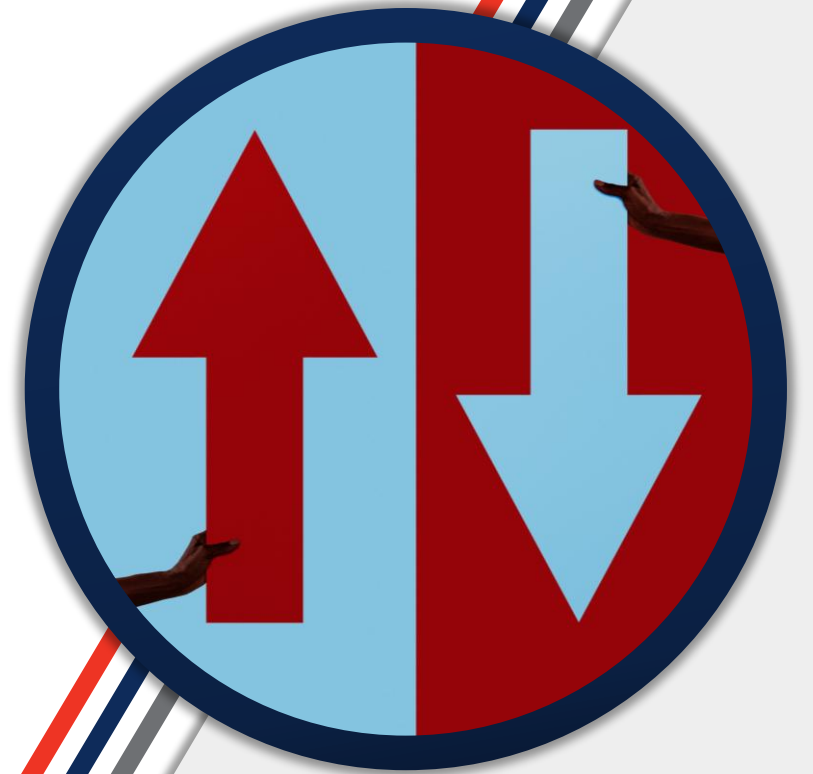
Concordance

Writing (W)

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

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ELA Standards
By Grade Level & Strand

Concordance

Writing (W)

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

**ELA Standards
By Grade Level & Strand**

**Corresponding
ELD Standards**

Unpacking the ELD and ELA Standards Crosswalks

The Crosswalk

TN Department of Education

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

ELPA21 Achievement Level Descriptors (Reporting Performance Descriptors)

Describe what students know and can do by domain based on the assessment.

ELPA21 Proficiency Level Descriptors

Help educators plan instruction and measure student progress toward reaching the appropriate proficiency for each level of language acquisition.

Unpacking the ELD and ELA Standards Crosswalks

Language Features
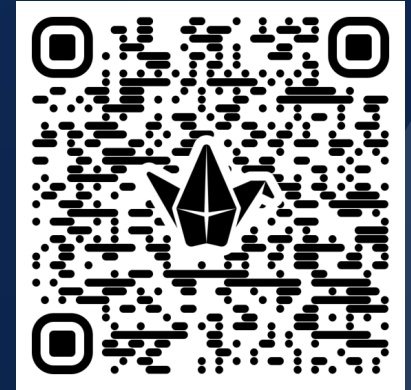
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Language Features

| Academic Vocabulary | Language Functions | Language Forms & Structures | Questions & Sentence Stems |

Language Features

Language Functions

Language Forms & Structures

Questions & Sentence Stems

Academic Vocabulary

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.

Language Features

Academic Vocabulary

Language Forms & Structures

Questions & Sentence Stems

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 Features

Academic Vocabulary

Language Functions

Questions & Sentence Stems

Language Forms & Structures

Provides examples of grammatical structures, sentence types, or discourse features that are important for performing the skill or task.

This supports teachers in embedding explicit instruction of grammar and language structures into their content lessons.

Language Features

Academic Vocabulary

Language Functions

Language Forms & Structures

Questions & 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.

Crosswalk

Academic Vocabulary

Language Functions

Language Forms & Structures

Questions & Sentence Stems

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 (discutir) collaborate (colaborar) express (expresar) clarify (clarificar) respond (responder)	**participate** in group discussions **express** opinions clearly **build** on others' ideas **clarify** points **respond** to peer comments and questions	use of transition words *e.g., First, In addition, Furthermore, However* question word *e.g., Who, What, Where, When, Why, How* "What do you think about...?" "How does this relate to...?" complex sentences *e.g., "I agree because..." "I see it differently because..."* use of modal verbs *e.g., could, should, would*	**Questions** "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?" **Sentence Stems** "I agree with your idea because ___." "I would like to add that ___." "My opinion is ___ because ___." "That reminds me of ___."

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Using the ELD & ELA Standards Crosswalk

In Intellectual Preparation

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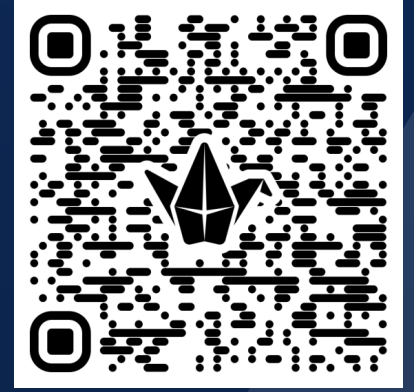
A Planning Resource

Educators can consult the grade level matrix and concordance to identify which **ELD standards** align with the academic standard and content objective in the lesson during intellectual preparation.

The Crosswalk Can 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.

Let's Practice

Scenario:

- You're planning a 6th grade ELA lesson on citing textual evidence in a literary text.

- Your HQIM provides a content lesson based on ELA Standard RL.6.1

- Use the crosswalk to write a language objective for this lesson.

Using the ELD & ELA Standards Crosswalk

In Professional Learning Communities (PLCs)

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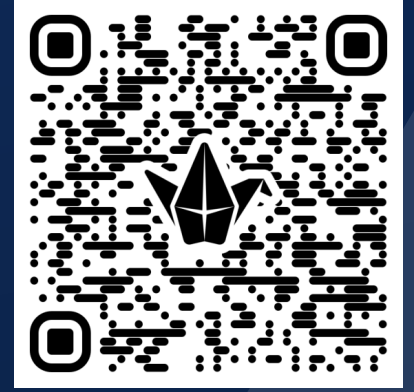
During PLCs

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 access and engage in the same HQIM task, but with scaffolded linguistic access points rooted in the demands of the academic and language standards when analyzing student responses.

The Crosswalk Can Help Teachers…

- Plan **scaffolds** or additional **access points** for students at entering, emerging, or developing stages of English proficiency and based on individual student work analysis 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.

Let's Practice

Scenario:

- In your PLC, the group looks at a student responses on citing textual evidence in a literary text.

- Use the crosswalk to identify language expectations and if observed breakdowns are language or content related.

Using the ELD & ELA Standards Crosswalk

In Checks for Understanding

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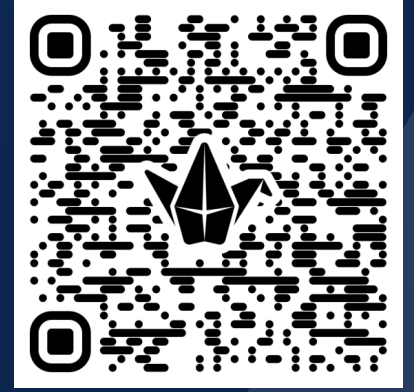
Formative Assessment

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

As a Check for Understanding

Educators can use the Crosswalk as a valuable resource for planning academic discourse and writing tasks and designing formative assessments that are accessible, engaging, and linguistically supportive for English learners.

The Crosswalk Can Help Teachers…

- 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.

Let's Practice

Scenario

- You want design a quick exit ticket to check for understanding of citing evidence.

- Use your crosswalk to adjust a prompt to reflect both content and language needs.
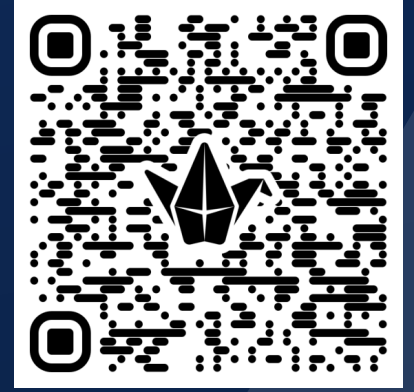
ELD Standards Task Force

TN ELD Standards Task Force

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TN ELD Standards Task Force

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Lessons Learned: First Administration of ELPA21

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Special Populations Manager| Office of Districts and Schools
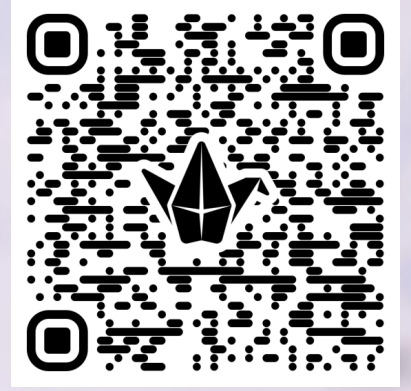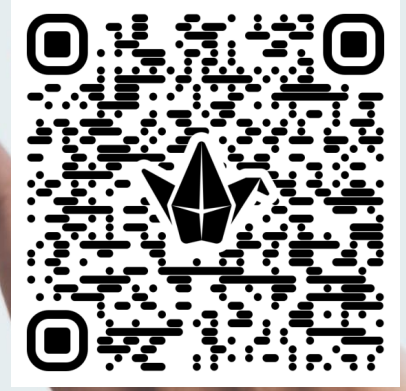
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We appreciate your feedback.

Thank you!