

## BACKGROUND INFORMATION REGARDING THE ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

Like the Tennessee English as a Second Language (ESL) Curriculum Standards, the Metropolitan Nashville Public School District Standards were developed to provide all stakeholders in education a guide for the introduction of “knowledge and how to sustain the practice of skills leading all students to mastery.”

- The committee endeavored to revise ELD standards that align to the current standards for the State of Tennessee.
- The committee designed an integrated, sequential ELD program from pre-production to advanced (transitioning) language learners. This program is designed to be begin, and/or finished, at elementary, middle or high school. It could also overlap these 3 tier levels of education.
- The committee believes that students become effective English language learners by using listening, speaking, reading and writing skills.
- The committee expects all English language learners to become fluent and competent in all four skill levels.
- The committee expects English Language Learners to use English in socially and culturally appropriate ways.
- The committee believes that English is the tool for success in academic classes.
- The committee believes that content must be tied to “best practices” as set forth in the Teachers of English to Speakers of Other Languages (TESOL) materials.
- The committee recognized and worked with an understanding that EL students in the Metropolitan Nashville schools are coming from a variety of educational backgrounds and often have no previous school or have schooling that may have been interrupted for months or years by circumstances outside the student’s control.
- The committee recognized that many of the EL students have tremendous support at home while others come from homes where the understanding of the American educational system is lacking. Although these parents may want what is best for their child, they do not have the cultural understanding of the system to aid their child adequately.
- The committee recognized that there are three distinct areas of ELL education: culturally appropriate communication, basic interpersonal communication skills (BICS), and cognitive academic language proficiency (CALP). All three areas must be addressed within the education of the EL student.
- The committee recognized that EL students often experience a “silent period” when they come into the American school. During this period, they will listen and gain confidence in language passively but be hesitant to produce the target language. These students still need an academically stimulating environment.
- The committee recognized that at the beginning level, most students will work to learn basic interpersonal communication skills and culturally appropriate communication. In other words, until BICS skills are learned, it is very difficult to work on cognitively-demanding skills that are needed for academic course work.
- The committee recognized that the upper levels of ELD will focus more on CALP and culturally appropriate communication.
- The committee recognized that EL students are held accountable to the same graduation standards as their American peers. Therefore, it is necessary to help them exit ELD classes in a timely manner supported by research so that they may better compete in the school setting.

The District ELD Standards are based on the following goals established by the Teachers of English to Speakers of Other Languages (TESOL) Board:

- Goal 1: To use English to communicate in social settings
- Goal 2: To use English to achieve academically in all content areas
- Goal 3: To use English in socially and culturally appropriate ways in multicultural and diverse settings.

### Suggested Strategies/Approaches for Use with Limited English Proficient Students

**S.D.A.I.E. (Specially Designed Academic Instruction in English):** *S.D.A.I.E. is a research-based methodology of sheltered instructional practices which encompasses all of the following strategies and approaches listed below.*

**Cooperative Learning:** *The main foundation to cooperative learning is the four principles which is referred to as "PIES." (Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction). These four principles distinguish cooperative learning from group work. The goal of cooperative learning is to create a well-managed, language learning environment for second language learners in order to acquire English. (Kagan, 2007)*

**Total Physical Response (TPR):** *In TPR teachers deliver commands and students demonstrate comprehension through physical response. Students are not expected to respond orally until they feel ready. (James Asher, 1992)*

**Balanced Literacy for ELLs:** *This approach to teaching literacy to ELLs is grounded in the latest research and theory, applicable to English Immersion classroom settings. This approach assists in developing reading and writing abilities in the second language learner.*

**Language Experience Approach:** *The goal of the Language Experience Approach is to have students produce language in response to first-hand, multi-sensorial experiences. It provides for experiences to be shared by all members of the class, and uses ideas generated from the experiences to develop reading and writing skills.*

**Thinking Maps:** *TMs are a research-based methodology used to develop higher-level thinking skills which transfer into writing and speaking. Unlike graphic organizers, TMs are limited to 8 forms which cover all of the domains of the cognitive process of the student when developing and organizing materials, thoughts, etc... into a manageable and logical organization for producing expression.*