

The Common Core State Standards (CCSS) place an unprecedented emphasis on language. They recognize that students must use a multi-faceted knowledge of English in their writing and speaking and make informed, skillful language choices to express themselves. Students are expected to demonstrate their understanding of content readings through discussions, presentations, and written performance tasks.

Yet, the CCSS, like other content standards assume native English proficiency. In fact, they state that identifying supports for English learners is “beyond the scope of the Standards” (CCSS Initiative, 2010b, p.6). Teachers deserve support in how to adequately prepare English learners to independently and confidently meet the demands of the Common Core and other content standards.

E.L. Achieve’s work is to equip educators with the knowledge and tools to empower English learners with a flexible and fluent command of English for academic achievement. *Constructing Meaning (CM)* provides teachers with a process for weaving explicit language instruction into content area teaching. While this provides students with scaffolded language support directly linked to lesson goals, **CM alone does not ensure a solid English language foundation.** *Systematic ELD* provides a time for English learners to learn and practice the foundational language they need in order to navigate a myriad of adult and peer interactions, such as discussions and collaborative work, as well as prepare them for active participation in rigorous content instruction.

Systematic ELD challenges students to explore language in compelling and playful ways, continually growing their ability to use English flexibly, fluently, and accurately – to have agency over their own language use. Ultimately, the goal of Systematic ELD is for English to be a bridge to academic success rather than a barrier. It addresses critical language demands of the CCSS in multiple ways:



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| <p><b>Language Knowledge</b><br/>(Anchor L.3)</p> <p><i>Apply knowledge of how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i></p>   | <ul style="list-style-type: none"> <li>▪ Teaches language to understand how to use it in different contexts for a range of purposes</li> <li>▪ Develops meta-linguistic awareness for flexibility in making language choices by infusing reflection so students think about what they know and make decisions about how to express themselves.</li> <li>▪ Explicitly teaches language to comprehend more fully when reading or listening</li> </ul>  |
| <p><b>Participate in collaborative discussions</b> (Anchor SL.1)</p> <p><i>Prepare for and participate effectively in conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly.</i></p>  | <ul style="list-style-type: none"> <li>▪ Integrates structured, targeted oral language practice into every lesson, every day</li> <li>▪ Provides guidelines for facilitating small-group and whole class collaborative learning</li> <li>▪ Builds communicative competence with abundant interaction and practice – whole group, small group, or partner – used in every phase of instruction</li> </ul>   |
| <p><b>Presentation of Knowledge and Ideas</b> (Anchor SL.4, 6)</p> <p><i>Clearly present information appropriate to task and audience, adapting speech to the context, demonstrating command of formal English, as needed.</i></p>   | <ul style="list-style-type: none"> <li>▪ Confidently and accurately communicate thinking by centering instruction on meaningful purposes for using language, and identifying the bricks (vocabulary) and mortar (text structure, syntax, grammatical forms)</li> <li>▪ Equips students to use language flexibly and fluently for a wide range of purposes and registers (formal, informal, academic, social, real world, peer, adult, etc.)</li> </ul>   |
| <p><b>Reading and writing across the curriculum</b> (Anchor W.10; R.2)</p> <p><i>Write routinely for a range of tasks, purposes, and audiences.</i></p> <p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> | <ul style="list-style-type: none"> <li>▪ Uses grade-appropriate content topics from language arts, science, health, social studies, physical education, and visual and performing arts</li> <li>▪ Uses well-organized visuals, templates, and other explicit scaffolds, to learn essential vocabulary and language patterns so students are in charge of how they communicate</li> <li>▪ Incorporates informational articles into lessons</li> <li>▪ Calls out features of text structures and functional language for high leverage text types</li> </ul> |