

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:



<p>Language Knowledge (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"> ▪ Teaches language to understand how to use it in different contexts for a range of purposes ▪ 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. ▪ Explicitly teaches language to comprehend more fully when reading or listening
<p>Participate in collaborative discussions (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"> ▪ Integrates structured, targeted oral language practice into every lesson, every day ▪ Provides guidelines for facilitating small-group and whole class collaborative learning ▪ Builds communicative competence with abundant interaction and practice – whole group, small group, or partner – used in every phase of instruction
<p>Presentation of Knowledge and Ideas (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"> ▪ 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) ▪ 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.)
<p>Reading and writing across the curriculum (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"> ▪ Uses grade-appropriate content topics from language arts, science, health, social studies, physical education, and visual and performing arts ▪ 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 ▪ Incorporates informational articles into lessons ▪ Calls out features of text structures and functional language for high leverage text types

K-6 Systematic ELD Instructional Units Content Connections

Themes		The Art of Getting Along	Virtual Field Trip	How's the Weather?	Visual and Performing Arts	Ecology: Animals and the Environment	Healthy Living
Kindergarten	Topic	Classroom and playground Interactions	The farm: Places, animals, and work	Planning clothing and activities for weather	Traditional stories: Performance	Animal habitats and human impact on them	Staying healthy and safe
	Content Connection	SS Interact respectfully with others CCSS Ask and answer questions	SS Describe people and places CCSS Tell about events in order	SCI Know effects of changes in weather CCSS Gather information to answer questions	VPA Use props to act out a story CCSS Identify characters, settings, and events	SCI Describe plants and animals CCSS Compose explanatory text	H Set goals for choosing healthy foods PE Strategies for fitness CCSS
Grades 1-2	Topic	Creating a positive school community	The City: Places, activities, and community workers	Seasons: Typical weather conditions and activities	Stone Soup: Art Criticism	Survival of jungle and grassland habitats	Staying healthy and safe
	Content Connection	SS Respect rights and opinions of others CCSS Recount experience with facts and details	SS Describe urban environments CCSS Write a sequence of events	SCI Make predictions based on observed patterns CCSS Describe events with relevant details	VPA Communicate ideas through art CCSS Retell and determine message of story	SCI How plants and animals meet their needs CCSS Write informative texts	H Effects of exercise and eating habits PE Identify activities that increase breathing and heart rate CCSS
Grades 3-4	Topic	Avoiding and solving problems at school	Snowy Destination: Flora, fauna, and activities	Climates: Appropriate actions for weather conditions	Peter and the Wolf: Music Appreciation	Natural and human impact on biomes	Physical and emotional health
	Content Connection	H Practice conflict resolution techniques CCSS Recount experience using descriptive details	CCSS Write narratives to develop events using descriptive details, and clear sequence	SS Use maps, identify geographical features; climate affects activities CCSS Report on a topic using appropriate facts	VPA Music sets mood, communicates ideas CCSS Describe how characters' actions contribute to events	SCI Animals adapt to their environment; habitats are affected by human actions CCSS Write informational report	H Support others in making positive choices H Evaluate effective strategies to cope with stress and anger CCSS
Grades 5-6	Topic	Making positive changes at school	Beach Destination: Flora, land features, and activities	Extreme weather: Preparation, aftermath	African Folktales: Art of Storytelling	City Planning: Weigh waste reduction and transportation options	Physical and emotional health
	Content Connection	H Determine strategies for responding to conflicts CCSS Write narratives using descriptive details and sequence of events	CCSS Write narratives using effective technique, descriptive details, and clear event sequences	SCI Causes and effects of different types of severe weather SS US regions/map CCSS Write informative texts	VPA Collaboratively create a performance CCSS Determine an author's point of view or purpose and explain how it is conveyed	SS Conduct benefit analysis of current events CCSS Demonstrate understanding of multiple perspectives; cite evidence	H Identify benefits of food choices, physical activity, and sleep H Monitor progress toward a health goal CCSS