

### What is the purpose of Systematic ELD?

Children learn a lot of language on their own. They learn English from talking with friends, reading books, watching TV, and interacting every day in school and the community. But they can't learn everything they need to know about English by hearing it and using it on their own. They need to study and practice how English works, just like they do with other subjects in school.

When students are learning math, history, science, etc., they need to understand what the teacher says about the topic and what they read about it. And they need to be able to talk – and write – about what they are learning. To do this, students need a strong command of English.

*Systematic ELD* is an important part of your school's program for English learners. It is a time set aside for students to study English so they can learn the language they need during the rest of the school day. The purpose is to build their English skills as quickly as possible so they can listen, talk, read, and write about whatever they are learning. It also helps students learn how to talk to adults and classmates in school and to English speakers outside of school. English becomes a bridge, rather than a barrier, to academic success.

### What does my child do during ELD time?

During ELD class, students learn with peers who are a similar age and have similar English language skills. This gives them a safe place to learn, make mistakes, and practice with each other. *Systematic ELD* allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing.

Teachers use books, articles, charts, vocabulary cards, and routines for talking and writing that apply to real-world and academic interactions.

It takes continual practice to deeply learn a new language – this is why parents, teachers, and schools need to make sure *Systematic ELD* happens every day.

### How long does my child need ELD?

Our goal is for students to know the English they need to be successful in college and in their work life. To do this, we must be sure students get good language instruction with plenty of practice over several years.

As students progress in their language development, they sound more and more fluent. This is good. It means they are moving from one English proficiency level to the next.

Sometimes ELD and other language development supports are stopped too early because students sound as though they know enough English. But this is just when they are most ready to learn sophisticated English.

*Systematic ELD* should continue until students are using English to successfully meet academic standards, have a strong command of English for social interactions, and are ready to reclassify.

Districts have formal procedures to measure language growth and determine when students know English well enough to stop ELD (reclassify). If you need information about the process, ask your school.

To find out more about *Systematic ELD*, please visit: <http://www.elachieve.org/syseld-home.html>

The collage features several educational resources:

- Charts:** A chart titled "What do you do before bed?" with a list of activities: take a shower, floss my teeth, brush my teeth, and put on my pajamas. Another chart asks "When do you... before bed?" and lists "Kindergarten Beginning level". A third chart titled "Developing Habits" explains that habits help you stay on track and provides instructions on how to establish a habit by repeating it regularly.
- Books and articles:** A book cover for "Winners Never Quit" by Mia Hamm, labeled "Grades 3-4". A collection of "Sixteen Physical Activity Articles" is also shown.
- Routines for talking and writing:** Two cards: "Give One, Get One" and "Talking Chips", which use smiley faces to facilitate student interaction.
- Vocabulary cards:** Two cards for "Grades 1-2" showing sentence structures like "I get a lot of exercise" and "We don't get any exercise" with icons for a person and a bicycle.