• **ELD Companion** is intended as 30 minutes of dedicated ELD instruction for English language learners.

• Lessons in the **ELD Companion** are intended for students who have a degree of English language proficiency, but yet proficient and may not be ready for the rigor of the core myPerspectives program.

• **ELD Companion** lessons are appropriate for students achieving Advanced Beginning or Intermediate level of language proficiency.

• The intention of the **ELD Companion** is to develop students’ English language proficiency so that they can build language proficiency to move into myPerspectives.
**HOW DOES ELD COMPANION CONNECT TO myPERSPECTIVES?**

- Unit-by-unit, the *ELD Companion* texts build on the same theme and essential question as in *myPerspectives*.

- *ELD Companion* texts provide a multi-genre approach to learning just like *myPerspectives*.

- *ELD Companion* is designed to focus on the same set of grade-level ELA standards that are being developed in the core program. (e.g. *ELD Companion* Level C and *myPerspectives* Grade 6 both develop the G6 CCSS.)

- *ELD Companion* also supports *myPerspectives* writing instruction with aligned writing modes and essays.

**THE PLANNER — AN OVERVIEW OF EACH LESSON**

- **Student Objectives** are aligned to 5 ELA/ELD themes.

- **Lesson Overview** narrative outlines the content of each lesson at a glance.

- **Standards** shows the alignment to Common Core Standards.
• New vocabulary and expressions are introduced in context—typically both visual and conversation—before being directly taught.

• Phonics, spelling, grammar, and language skills are introduced in context and then directly taught.

• For every skill, there is instruction and practice. The practice can be done either as guided practice or as independent practice, depending on the language proficiency of the students.

Language Acquisition—Usage and Conventions

• Oops! Lessons focus on language structures that have been identified as being difficult for English learners.

• Scope and Sequence of lessons are designed by ELL Expert, Jim Cummins.

• Word Study lessons focus on the building blocks of language structure to help students achieve proficiency.

• Concepts are practiced in isolation and in context to support the development of generative vocabulary.

• Word Study lessons are designed by Freddy Hiebert.
Language Acquisition—Vocabulary

- **Academic Vocabulary** lessons focus on vocabulary for success in school.

- **Multi-faceted** instructional approach combines direct instruction with oral language development and generative vocabulary.

- **Vocabulary** lessons allow teachers to assess students’ word knowledge.

- **Direct Instruction** is utilized to teach unfamiliar words.

- **Knowledge Checks** help assess students’ mastery of language and vocabulary.
Language Acquisition — Foundational Skills

- Phonics and Word Reading lessons provide support for English learners who need support on the sounds and spellings of English.

- Skills are taught directly and practiced in both isolation and in context.

- Language Fluency practice is provided.

- Students read familiar texts.

- Students’ fluency is evaluated for rate, accuracy, and expression.
Language Production

- Collaborative conversation is a regular feature of ELD Companion.
- Conversation starters adjust to the level of language support required by students.
- Observation forms are available to use in evaluating students’ language development and participation.
- Peer conversation is a regular feature of the program.
- During core instruction, students have the opportunity to interact with a classmate.
Language Use — Reading Texts

- Texts are tied to the myPerspectives unit themes and essential questions.

- Students apply language, vocabulary, and reading skills and strategies in the context of text reading.

- Text reading integrates all aspects of language development.

- Texts focus on skills development including vocabulary, language, and general knowledge.

- Texts and instruction integrate reading, writing, speaking and listening.

- In Time to Read, students read independently from self-selected texts.

- Reading and writing are integrated as students respond in writing to prompts.

- Response prompts provide scaffolded support of language structure and usage.

- Book Clubs are available for small groups to engage in a shared reading and language development experience.

- Book Clubs can be student-directed or teacher-led.

- Book Club lessons include questions and prompts to
Language Use—Writing

- Every level of *ELD Companion* has students produce three essays.
- Instruction and support is provided in WholeiGroup instruction.
- Student writing interface provides instruction within the assignment to support students.
- Students can get feedback on the quality and correctness of their writing.
Language Use — Writing

- Scaffolding and support is provided for students in all stages of writing.
- Speaking, listening, and reading is all integrated with writing.