

# INTEGRATED OR DESIGNATED ELD

**6 THINGS TO KNOW ABOUT ELD INSTRUCTION**

DR. SILVIA E. YBARRA • JOHN R. HOLLINGSWORTH



## Integrated or Designated ELD

*In this article, we highlight 6 important things to know about ELD instruction. They include definitions, content covered for integrated ELD, EL instructional strategies, ELD proficiency levels, concepts covered for Designated ELD, and common problems in current ELD teaching.*

### DEFINITIONS

What is the difference between integrated and designated English Language Development (ELD)?

#### Integrated ELD

Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners (ELs) to learn the content and academic language used in each lesson. Learning Objectives for integrated ELD lessons come directly from the content standards of the lesson being taught, such as English Language Arts, Mathematics, History Social Science, and Science.

#### Designated ELD

Designated ELD, on the other hand, is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. In school settings, ELD instruction focuses on English Learners developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English.

The Learning Objectives for ELD come from organizations such as Teaching English to Speakers of Other Languages (TESOL) and state departments of education.

What do these two approaches look like in the classroom? We'll look at content, strategies, proficiency levels, concepts. First, we'll look at the content for Integrated ELD.

## CONTENT COVERED FOR INTEGRATED ELD

### Content Covered

Learning Objectives in integrated ELD lessons are dependent on the content being taught and the grade level of the students. Let's look at some content taught at different grade levels and think about the language support that should be given.

### English Language Arts (ELA)

ELA standards do not teach students to speak English. The standards at the primary grades focus mostly on teaching students to *read* English. ELA standards teach “learning to read” through phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension lessons. Around 3rd grade, the standards switch from “learning to read” to “reading to learn.” Students analyze narrative, informational, and persuasive text through 12th grade. In addition to reading, students are taught writing, starting with penmanship, followed by writing sentences, paragraphs, and essays.

Here are some sample Learning Objectives. The Objectives themselves include vocabulary words (shown in bold) that need to be taught to all students, including English Learners.

- **Produce** the sound of each **consonant**. (K)
- **Draw inferences** from text. (4th)
- **Determine** a **theme** by how the **characters respond** to **challenges**. (5th)
- **Trace** and **evaluate** an **author's argument**. (7th)
- **Analyze** how authors **manipulate** time to **affect** the **tone**. (9-10th)

# Integrated or Designated ELD - 6 THINGS TO KNOW

Below is a sample lesson for ELA showing Concept Development. It includes several opportunities for Integrated ELD. For example, the lesson is text-based, containing written definitions, labeled examples, and Checking for Understanding questions. Cause-and-effect clue words are provided in the upper right corner. The vocabulary box in the lower right corner provides additional definitions for ELs.

During teaching, the teacher pre-reads the sentences and then has students chorally read. The teacher elaborates, using the example to explain the Concept definitions to the students.

**We will analyze cause-and-effect text pattern.**

**Cause and effect** is when one event<sub>1</sub> makes another event happen.

- ▶ The **cause** is why an event happens
- ▶ The **effect** is what event happens.
- ▶ **Clue words** can signal a cause-and-effect relationship.

**Toads**

Though toads are still around, they no longer are as common as they were a few decades ago. **Due to** the growing **use of insecticides**, their **numbers** have been **reduced**. **Because** the **insecticides killed** many **insects**; the **toads** did **not have enough food** to eat.

Cause	Effect
use of insecticides	number of frogs reduced
insecticides killed insects	toad food not enough

**Cause Clue Words**  
as, because, if, since, reason, due to, because of

**Effect Clue Words**  
as a result, consequently, so, then, therefore

**Check for Understanding**  
On your whiteboard, write a **cause** word or phrase.

**Definition**  
something that happens

educeri.com

DataWORKS ©2017 All rights reserved.

**Concept Development for "Analyze cause-and-effect text patterns." (7th)**  
Click to see lesson - [teach.educeri.com/lesson/967/](http://teach.educeri.com/lesson/967/)

## Mathematics

Math lessons also need language support. The Objectives themselves (see examples below) contain many vocabulary concepts that need to be taught to students. Current math testing is very text-based with more word problems and mathematics vocabulary. It's critical that mathematics lessons include language support and vocabulary development.

- Use addition **properties**. (1st)
- **Determine** the **unit fraction** of a whole. (3rd)
- Make **line plots** to **display** a **data set**. (7th)
- **Factor quadratic expressions** (Algebra)
- **Determine** if two **figures** are **congruent** using **rigid motions**. (Geometry)

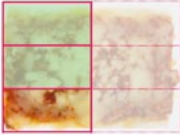
Below is a math lesson with language support. The lesson contains written definitions. When teaching, the teacher pre-reads and has students chorally read the text used to teach the math concepts. The teacher reads and explains the word problem. The teacher has students pair-share in complete sentences before choosing random students to answer the Check for Understanding question.

**We will multiply to solve fraction word problems.**

To multiply fractions means to find a fraction of a fraction.

- ▶ Multiply the **numerators** to find the number of selected, equal parts.
- ▶ Multiply the **denominators** to find the total number of equal parts.

There is  $\frac{1}{2}$  of a pizza in the refrigerator. Martin eats  $\frac{2}{3}$  of the remaining pizza. This means that Martin ate  $\frac{2}{6}$  of the original pizza.


 $= \frac{2}{6}$

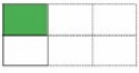
$\frac{1}{2} \times \frac{2}{3} = \frac{2}{6}$

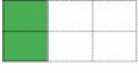
Martin ate  $\frac{2}{6}$  of a pizza.

**Check for Understanding**

Which is a pictorial representation for the multiplication provided? Explain.

$\frac{1}{3} \times \frac{1}{2}$

A 

B 

**Definition**

chosen

educeri.com
DataWORKS ©2016 All rights reserved.

**Concept Development for "Multiply to solve fraction word problems." (5th)**  
 Click to see lesson - [teach.educeri.com/lesson/1310](http://teach.educeri.com/lesson/1310)

## Science

Science standards include strands such as Physical Science, Life Science, Earth & Space Sciences, and Engineering, Technology, & Applications of Science. Science lessons contain extensive vocabulary. Much of the learning in science is learning the new vocabulary used to describe scientific ideas.

- **Compare** parents and their **offspring** (1st)
- Explain how **communities** protect the Earth's **resources** and **environment**. (5th)
- Explain how stars **produce elements** (middle school)
- Describe the **Law of Conservation of Matter** (high school)

## History-Social Science

History standards call for teaching students about topics such as local communities and neighborhoods in the early grades, and Ancient Civilizations through the Modern Era in middle and high school. Students need to learn vocabulary and language related to historical events.

- **Describe** how food is made and used. (2nd)
- Analyze the **philosophy** of government in the **Declaration of Independence**. (8th)
- Compare the **power shifts** caused by **World War II** (high school)

## INSTRUCTIONAL STRATEGIES FOR ELS

When teaching ELs, teachers must be sure that students are learning the new content and the new language.

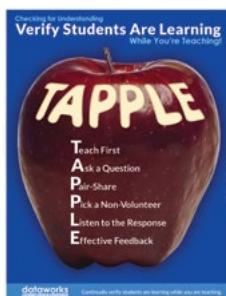
## Student Engagement

To support learning, DataWORKS developed Academic Engagement Norms to ensure that the students have enough interaction with the materials. These strategies include language support for pronunciation, reading, and



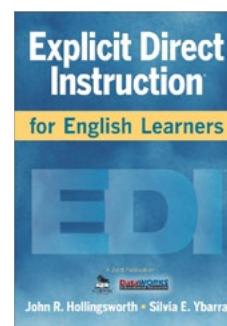
student use of complete sentences with academic vocabulary.

## Checking for Understanding



Lessons for ELs need Checking for Understanding throughout the lesson to provide immediate feedback to the teacher if the students are understanding the content and the language that they are being taught. Be sure to “Teach First” before asking questions. If you don’t teach first, you are assessing background knowledge, not the learning of new content you are teaching. Also, ELs need Effective Feedback regarding both content and language.

Extensive strategies for teaching English Learners, including lesson modifications, language objectives, and vocabulary development are described in our best seller, **Explicit Direct Instruction for English Learners** (Corwin Press, 2013)



## PROFICIENCY LEVELS FOR ELD

ELD Proficiency levels have been given various labels. Some states have five levels with generic names such as Level 1, Level 2, Level 3, Level 4, and Level 5. Other states have labels such as Beginning, Emerging, Developing, Expanding, and Bridging. Regardless of how the proficiency levels are named, they relate to the level of English proficiency that the students have.

- **Beginning** – limited or no understanding of English.
- **Emerging** – understand phrases or short sentences.
- **Developing** – understand more complex speech, but still may require some repetition or slow speech.
- **Expanding** – language skills are adequate for most day-to-day communication needs but still have occasional difficulty with abstract concepts and some complex structures.
- **Bridging** – can communicate appropriately for different purposes and audiences in variety of academic and social contexts.

## CONCEPTS COVERED FOR ELD

Now let's talk about the concepts taught during designated ELD lessons. The concepts taught depend on the proficiency level of the students. At the same time, the lessons need to advance in complexity as the students advance in language proficiency.

### Teach the same Concepts for the same proficiency levels

The concepts covered during ELD time depend on the English Proficiency Levels of the students, not their grade level. The concepts taught in ELD classrooms are the same for a 7-year old, a 10-year old, or an adult if they are at the same ELD proficiency level. For example, all Beginning English Learners would be taught Phonemic Awareness and Phonics because they need to learn the connection between the sounds and letters of English.

Below is a lesson that might be taught to kindergarteners as an ELA lesson or to high school students that are at the Beginning ELD proficiency level. The only thing that changes is the artwork. The concept to teach is the same. This doesn't mean that schools should have 5-year-old and 15-year-old students in the same classroom. It just means that the concepts taught are the same for all students at the same proficiency level regardless of their age.





## Teach the same Concept with increasing language complexity as proficiency increases

Since the goal of ELD is to develop native-like fluency, English Learners must be taught at increasing levels of complexity as their language proficiency advances.

Many ELD standards repeat the same concepts across different proficiency levels. For example, standards call for Emerging, Expanding, and Bridging students to be taught to expand sentences using adverb phrases. These lessons must cover the same concept (adverb phrases) but with increasing complexity.

Below are sample lessons for adverb phrases at increasing complexity. The first lesson uses simple adverb phrases with -ly (recently). The second lesson uses adverb phrases with prepositions (during the show). The third lesson uses adverb phrases with infinitives (to participate in the parade).

We will expand sentences with adverb phrases.

An **adverb phrase**<sup>2</sup> is a group of words that act as an **adverb**.

- ▶ An **adverb phrase** often describes a **verb**.
- ▶ Some **adverbs** make the **main adverb** stronger and answer how.

How Used?	Examples
<b>When</b>	<ul style="list-style-type: none"><li>• Julianna <b>became</b> a teacher <b>recently</b>.</li><li>• Julianna <b>became</b> a teacher <b>just recently</b>.</li></ul>
<b>Where</b>	<ul style="list-style-type: none"><li>• He <b>struck</b> the ball <b>far</b>.</li><li>• He <b>struck</b> the ball <b>really far</b>.</li></ul>
<b>How</b>	<ul style="list-style-type: none"><li>• Gilbert <b>studies</b> <b>hard</b> each night.</li><li>• Gilbert <b>studies</b> <b>fairly hard</b> each night.</li></ul>

**Check for Understanding**

Which sentence has an adverb phrase that tells **when**?

**A** Our teacher is almost never absent.

**B** Our teacher is absent.

Which **adverb** makes the **main adverb** stronger?

**A** almost

**B** never

**Definition**

<sup>2</sup> group of words without a verb

educeri.com

DataWORKS ©2016. All rights reserved.

ELD Emerging - adverb phrases using -ly.  
Click to see lesson - [teach.educeri.com/lesson/1262/](http://teach.educeri.com/lesson/1262/)

# Integrated or Designated ELD - 6 THINGS TO KNOW

**We will expand sentences with adverb phrases.**

An **adverb phrase**<sub>2</sub> is often a **prepositional phrase** that acts as an **adverb**.

▶ An **adverb phrase** often describes a **verb**.

Adverb phrase tells...	Example
<b>When</b>	The baby <b>napped during the show</b> .
<b>Where</b>	The squirrel <b>fled to the woods</b> .
<b>How</b>	The scientist <b>looks through the microscope</b> .
<b>Why</b>	Fiona <b>bought the bracelet for her mother</b> .

**Check for Understanding**

Which sentence has an adverb phrase that tells **when**?

**A** We played baseball with the neighbors.

**B** We played baseball before dinner.

**Definition**

<sup>2</sup> (phrase) group of words without a verb

educeri.com

DataWORKS ©2016. All rights reserved.

**ELD Expanding - adverb phrases using prepositional phrases.**  
 Click to see lesson - [teach.educeri.com/lesson/1269/](http://teach.educeri.com/lesson/1269/)

**We will expand sentences with adverb phrases.**

An **adverb phrase**<sub>2</sub> often describes a **verb**.

▶ An **adverb phrase** is often an **infinitive phrase** that acts as an adverb and tells why.

▶ An **infinitive phrase** takes the form of "to + present tense verb" and all the words that follow it.

<b>Adverb phrase tells why</b>	<ul style="list-style-type: none"> <li>Isabella <b>practices</b> the dance <b>to participate in the parade</b>.</li> <li>Monica <b>collects</b> plants <b>to include in her science project</b>.</li> <li>Justin <b>saves</b> money <b>to buy a present for his friend</b>.</li> </ul>
--------------------------------	--

**Check for Understanding**

Which part of the sentence is an infinitive phrase? Explain.

**Asha grows a vegetable garden to learn about plants.**

**A** Asha grows a vegetable garden

**B** to learn about plants.

**Definition**

<sup>2</sup> (phrase) group of words without a verb

educeri.com

DataWORKS ©2016. All rights reserved.

**ELD Bridging - adverb phrases using infinitives.**  
 Click to see lesson - [teach.educeri.com/lesson/1285/](http://teach.educeri.com/lesson/1285/)

**Non-examples (These infinitive phrases do not tell why.)**

- Isabella wants to dance in the parade.
- Justin needs to buy a sandwich for lunch.

## Teach the same Concept with increasing reading complexity as proficiency increases

We just saw an example of increasing language complexity for adverb phrases. Another way to advance English Learners is by increasing the complexity of the reading materials. For example, ELD standards call for English Learners at several proficiency levels to draw inferences from text they read. The complexity of the passages should advance for proficiency levels. The examples below show the passages for lessons on inferences with increasing reading complexity

**We will draw inferences from the text.**

An **inference** is something that may be true based on information in the **text**.


▶ An inference is **not** written in the text.

Which words and phrases support<sup>2</sup> the inference that Theo is at the movies?

1. Theo stood in line waiting to get in. 2. When he walked inside, he could smell popcorn. 3. Theo sat down and **turned off his cell phone**. 4. Then the **lights went out, and everyone got very quiet**. 35 words

**Check for Understanding**  
Which statement below supports the inference? Why?  
**A He could smell popcorn.**  
**B The previews began to play.**

**Definition**  
<sup>2</sup> help; reasons for the inference



educeri

DataWORKS Educational Research ©2016 All rights reserved.

**Inference lesson for Emerging ELD level.**  
[Click to see lesson](#)

# Integrated or Designated ELD - 6 THINGS TO KNOW

**We will draw inferences from the text.**

An **inference** is something that may be true based on information in the **text**.


► An inference is **not** written in the text.

Which words and phrases support<sub>2</sub> the inference that Terry is riding a roller coaster?

1. Terry stood in line waiting to get on the ride. 2. Soon, he got on **the long vehicle** with 10 other people sitting behind him. 3. He pulled the safety bar down to his lap. 4. Then, it started moving. 5. It went up and around a curve. 6. Then, it **sank down like a rocket**. 6. He yelled as **the air pushed against his body**.

60 words

**Check for Understanding**  
Which statement below supports the inference? Why?  
**A** It sank down like a rocket.  
**B** Then, it started moving.



**Definition**  
2 help; reasons for the inference

educer<sup>r</sup> DataWORKS ©2016. All rights reserved.

**Inference lesson for Developing ELD level.**  
[Click to see lesson](#)


**We will draw inferences from the text.**

An **inference** is something that may be true based on information in the **text**.

► An inference is **not** written in the text.

Which words and phrases support<sub>2</sub> the inference that the black glove will be a clue to who the mystery guy is?

Michael heard his cell phone chime twelve. He had to leave or his ninja disguise would dissolve. He stopped dancing with the famous actress and ran out of the dance hall. In his haste, **he dropped one of his black gloves**. The next day's news spoke highly of the mysterious guy who danced with the famous actress. The reporter said the guy left a black glove behind, and **the famous actress had picked it up**.



**Check for Understanding**  
Which statement below supports the inference? Why?  
**A** The phone chimed twelve.  
**B** The actress picked up the black glove.

**Definition**  
2 help; reasons for the inference

educer<sup>r</sup> DataWORKS ©2016. All rights reserved.

**Inference lesson for Bridging ELD level.**  
[Click to see lesson](#)

## Teach the same Concept with different levels of utility for different proficiency levels

Many ELD grammar standards repeat across ELD levels. One way to distinguish between these lessons is to focus on the utility of the content for the English Learners.

Websites list the most commonly used English nouns, adjectives, prefixes, multiple-meaning words, phrasal verbs (turn on, turn off, give up), and so forth. Many ELD standards emphasize depth of learning in verb tenses. The simple verb tense is addressed at all proficiency levels. Verb lessons could teach the most common verbs in English. For example: to be, to have, to do, to say, to go, to get, to make.

Below, see examples of Concept Development for lessons on the verbs: to be and to have.

**We will use simple verb tenses.**

A **verb** is an action word.

► Verb tense shows when an action happens.

**Present tense** action happens **now** or **often**.

I	<b>am</b>	I <b>am</b> a student.
he, she, it	<b>is</b>	He <b>is</b> a student.
you, we, they	<b>are</b>	They <b>are</b> students.

**Past tense** action happened **in the past**.

I, he, she, it	<b>was</b>	She <b>was</b> sick.
you, we, they	<b>were</b>	They <b>were</b> sick.

**Future tense** action will happen **in the future**.

I, you, he, she, it, we, they	<b>will be</b>	We <b>will be</b> out of town.
----------------------------------	----------------	--------------------------------

educeri DataWORKS ©2013 All rights reserved.

**Verbs Lesson 1 (to be).**  
Click to see lesson - [teach.educeri.com/lesson/1119/](http://teach.educeri.com/lesson/1119/)

The screenshot shows a lesson page titled "Verbs Lesson 2 (to have)". It explains three verb tenses: Present, Past, and Future. Each tense is defined and illustrated with example sentences. The Present tense section shows "I have a pen." and "Ann has a pen." The Past tense section shows "Ann had a pen." The Future tense section shows "Tony will have a pen." The page includes a "CONCEPT DEVELOPMENT" sidebar, the "educeri" logo, and a "DataWORKS" copyright notice. A yellow banner at the bottom contains the text "Verbs Lesson 2 (to have). Click to see lesson".

We will use simple verb tenses.

A **verb** is an action word.

► Verb tense shows when an action happens.

**Present tense** action happens **now** or **often**.

I, you, we, they **have** I **have** a pen.  
he, she, it **has** Ann **has** a pen.

**Past tense** action happened **in the past**.

I, you, we, they, he, she, it **had** Ann **had** a pen.

**Future tense** action will happen **in the future**.

I, you, we, they, he, she, it **will have** Tony **will have** a pen.

educeri

DataWORKS ©2015. All rights reserved.

Verbs Lesson 2 (to have).  
Click to see lesson

## COMMON PROBLEMS IN CURRENT ELD TEACHING

DataWORKS has observed thousands of classes at the elementary, middle, and high school level. We have found many well-intentioned schools that think that they are meeting the needs of their English Learners but they are not. Here are five examples.

### 1) Confusion between Designated ELD and ELA scaffolding

Many schools use their Designated ELD time to give students more of the same content they're learning in their grade-level classes. For example, if students are being taught theme, designated ELD classes will often re-teach theme using simplified text. This extended learning time is actually scaffolding or differentiation for ELA content. It's not a dedicated ELD time.

### 2) Tension between the student's age and the appropriateness of the ELD Learning Objectives

At schools we visit, we often see teachers objecting to teaching Phonemic

Awareness and Phonics to students above 3rd grade. Teachers don't think that older students should be learning Kindergarten content. For example, Phonemic Awareness should not be taught to 10th graders because it is too low level. As a matter of fact, Phonemic Awareness and Phonics need to be taught to all students who are at the Beginning and Emerging Proficiency levels because that is what they need to learn English correctly.

### 3) Overemphasis of Content For Designated ELD

Many of the Designated ELD classrooms that we observe concentrate on the information presented in passages rather than the language aspect of the passage.

For example, a 3rd grade lesson might have a Learning Objective such as "The Life Cycle of a Butterfly." The students are taught the stages of a butterfly. They are asked to answer questions about a butterfly and to discuss with each other the life cycle of a butterfly. This is a science lesson about butterflies. The lesson is not teaching students to generalize how language works in the context of a sequence.

A better lesson that would meet the ELD standards would be "Analyze Sequential Order Text." The lesson would present multiple passages with different content for the students. The lesson should also provide practice in the receptive skills of Reading and Listening and the productive skills of Speaking and Writing. The follow examples focus on analyzing sequential text in various contexts.

**We will analyze sequential order text patterns.**

Sequential order text is written in the **order** in which things happen or are done.

Sometimes sequential order **clue words** can be used to help clarify sequence.

**First**, butterflies lay hundreds of eggs.  
**Then**, the eggs hatch into worm-like larvae, called caterpillars. **Later**, the caterpillar seals itself inside a chrysalis.  
**Finally**, the caterpillar changes into a butterfly.

**Check for Understanding**

Which example below uses sequential order text pattern? How do you know?

**A** First, I get my magnifying glass. Then, I study the leaves.

**B** I use a magnifying glass in my science classroom to study leaves.

**Detailbox**

A young insect with a soft tubed/paper body.

**Not an example of sequential order text pattern:**

The butterfly is a flying insect. It has six legs and four wings. Usually these wings are made up of many colors.

educer

**Focus on sequential order text.**

**We will analyze sequential order text patterns.**

**Listening**

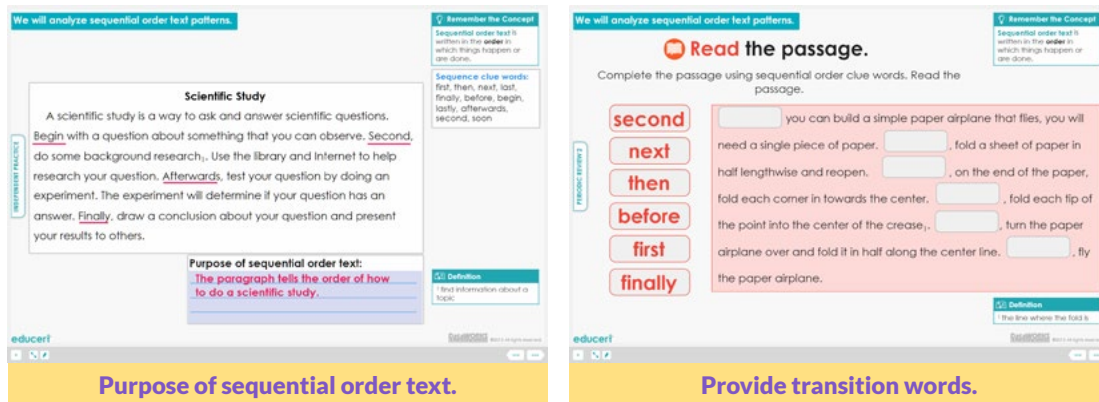
**Teacher:** "Listen carefully to the passage. We will answer some questions after."  
(Teacher reads the passage.)

**The California Gold Rush**

The California Gold Rush began at Sutter's Mill in January 1848. Soon after, people came to California from all over the world to make their fortune. In just one year, 95,000 people came to California looking for gold. After several years of mining for the gold, it became more difficult to find gold. The California Gold Rush lasted until 1855.

educer

**Analyze sequential order text orally.**



## 4.) Overemphasis on Topics or Themes as opposed to Language

In many classrooms we observe, there is an overemphasis on themes. For example, we observe units that address “heroes,” “bravery,” or “friendship.” These themes allow for collections of readings, but the themes are not part of ELD.

We also see topics such as “Going Shopping” or “Asking Directions.” These topics are appropriate for beginning conversational English, but they don’t match ELD standards for more advanced speakers.

## 5.) Many classrooms keep the English Learners at their grade level as opposed to their proficiency levels

In many elementary school classrooms we observe, teachers don’t exchange students for designated ELD time. Teachers continue teaching their existing class. A classroom might have 30 students: 10 English-only students and 20 English Learners. There is very little probability that all these English learners would be at the same proficiency levels.

As we have seen, the concepts, complexity, and reading difficulty of lessons is different for different proficiency levels. Keeping the students in the same classroom is not ideal since lessons would be too difficult for some students and too easy for others. The best way to advance English language development is for students to have lessons that are not so difficult that they can’t follow them, nor to have lessons so easy that they don’t advance



student's language skills. Students should be grouped by ELD levels for designated ELD time and periodically relevelled.

## **CONCLUSION**

Most definitions of Integrated ELD and Designated ELD are very precise. Integrated ELD means supporting language used during daily content area lessons so English Learners can learn grade-level content. Designated ELD is English Language instruction that's in addition to daily content area lessons.

Although educational ELD standards focus on developing academic language used at school, the overall goal is for students to advance their language proficiency to the level of a native speaker. This can best be accomplished by structuring both programs effectively and correctly in the classroom.

**UPCOMING**  
**How to Deliver Instruction to English Learners.**

## AUTHORS



### **Silvia Ybarra, D.Ed.**

is the chief researcher and co-founder of DataWORKS Educational Research. She came to the U.S. from El Salvador at age 11 as an English Learner, and advanced as a teacher, principal, and assistant superintendent. She knows what English Learners need, based on practical experience and solid research.



### **John Hollingsworth**

is the president and co-founder of DataWORKS. He has applied his analytical and presenting skills to the field of education, transforming lives with his insights into the teaching process. John has published numerous articles, trained thousands of educators, and presented at many conferences. His mastery of lesson delivery is inspiring to educators.

Together, this husband-and-wife team have built Dataworks Educational Research into a leading professional development firm. They have pioneered research-based teaching strategies based on the analysis of two million student assignments and observations of 45,000 teachers in the classroom. This has led to the worldwide use of their collection of effective teaching strategies called Explicit Direct Instruction. They are co-authors of *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson* (2009) and *EDI for English Learners* (2013).



dataworks-ed.com  
(800) 495-1550  
info@dataworks-ed.com



---

DataWORKS Educational Research was founded in 1997 with the single purpose of improving student learning. Since then, DataWORKS has steadily expanded, working with over 750 schools and districts, in 25 states, in 10 countries, and on five continents around the world. Fundamentally, DataWORKS supports teachers and school administrators as instructional leaders and believes they are the keys to measurable student achievement. That's why DataWORKS offers various professional development trainings, workshops, and tools to help educators take their classrooms, schools, and districts to the next level.

© Copyright 2017 Dataworks Educational Research. All rights reserved.