



Series Preface

The Common Core State Standards are a set of educational standards for kindergarten through 12th grade in English language arts and mathematics. These standards “are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2013). They specify what students in grades K–12 should know and be able to do to graduate from high school, attend and graduate from college, and participate in the global economy. The CCSS have been adopted by 45 states, the District of Columbia, four territories, and the Department of Defense Education Activity (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2012).

The K–12 student population in the United States is becoming increasingly diverse. More than 15% of the K–12 student population is comprised of English Language Learners (ELLs), which represents over 5 million students in U.S. schools (National Clearinghouse on English Language Acquisition, 2012). Yet this student population is consistently ignored when content standards are conceptualized and often treated like an afterthought. This was the case with the CCSS, which were designed for a general student population and provide little guidance for teachers who have ELLs in their classrooms. The only direction given is a two-page document entitled “Application of Common Core State Standards for English Language Learners” (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) that provides very general information about ELLs and their needs. This document does not provide any guidance for teachers in how to adapt and use the CCSS with ELLs, and nothing about how to address the demands and expectations of the standards with this student population.

Given CCSS adoption in so many parts of the country and the demographic shifts in the number of ELLs, it is imperative that teachers be prepared to address and adapt the CCSS to the language and content needs of ELLs. This book series focuses on this urgent need to provide guidance for teachers who will be implementing the CCSS in classrooms with ELLs. When I started to conceptualize this series, I immediately thought that teachers of ELLs would need to know more about some pedagogical practices that will help them focus on the CCSS with ELLs, modifying what they already do with their students without simplifying instruction. The main goals of the series are to examine the potential content and linguistic challenges of the CCSS for ELLs and describe practices, strategies, and key ideas related to supporting ELLs across the grade levels in the content areas covered by the CCSS.

The audience for the book is practicing teachers, pre-service teachers, graduate students, academics, researchers, and professional development providers. These books can be used in a variety of courses, including methods, literacy, and mathematics courses in elementary and secondary teacher education programs. The books will also be a resource for practicing teachers implementing the CCSS with ELLs and professional development providers who work with practicing teachers. The Common Core State Standards for English Language Learners series aims to

1. examine the potential content and linguistic challenges of the CCSS for ELLs in English language arts, mathematics, and literacy in science, history/social studies, and technical subjects at the specific grade level span;
2. focus on edited volumes from leading researchers and practitioners working on the CCSS and with experience in the content areas and grade levels covered by each book;
3. incorporate both applied and practitioner perspectives grounded in theoretical perspectives on the CCSS and ELLs; and
4. provide accessible practices for pre-service and practicing teachers that could be used in a variety of different teacher education programs and professional development sessions.

The CCSS for ELLs book series includes the following edited books:

- The Common Core State Standards in English Language Arts for English Language Learners: Grades K–5
- The Common Core State Standards in English Language Arts for English Language Learners: Grades 6–12
- The Common Core State Standards in Mathematics for English Language Learners: Grades K–8
- The Common Core State Standards in Mathematics for English Language Learners: High School
- The Common Core State Standards in Literacy in History/Social Studies, Science and Technical Subjects for English Language Learners: Grades 6–12

The editors of these volumes worked hard to put together informative and practical books with chapters that can be adapted to different English language proficiency levels of ELLs across grades. As series editor, I planned for every book to provide helpful insights for teachers into their current practices in ways that will help them consider the needs of ELLs in every aspect of classroom instruction as they use the CCSS.

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Series Editor

The Common Core State Standards for English Language Learners