

## Our Story

### Sunnyvale Elementary School District

The Sunnyvale Elementary School District comprises 8 elementary and 2 middle schools. While the demographics vary among the schools, district-wide 36 % of our students are English learners (with our highest percent of ELs at 69%). In analyzing both district benchmark and CAASPP data, it is clear that the language demands faced by our English learners significantly affect their performance. As a district, we are committed to the success of all our students, and thus have made it our top priority to implement high quality ELA and ELD programs to meet the needs of our students. .



## Our Actions

### 2014-2015

- Administrator PD on ELA/ELD Framework
- Pilot ELD plans
- Joint English Language Action Team (ELAT)/Literacy Leadership meetings

### 2015-2016

- Hired EL and Literacy Coordinator to oversee EL progress and programs
- All sites submitted Designated ELD plans
- PD on ELA/ELD Framework for Principals, ELAT, Coaches
- District wide best practices focus on writing learning and language goals for all subjects
- ELAT and Literacy Leadership team members provided PD on ELD standards and Learning and Language goals to all elementary teachers
- District EL coach provided training to all middle schools
- District coaches co-planned and implemented ELD lessons



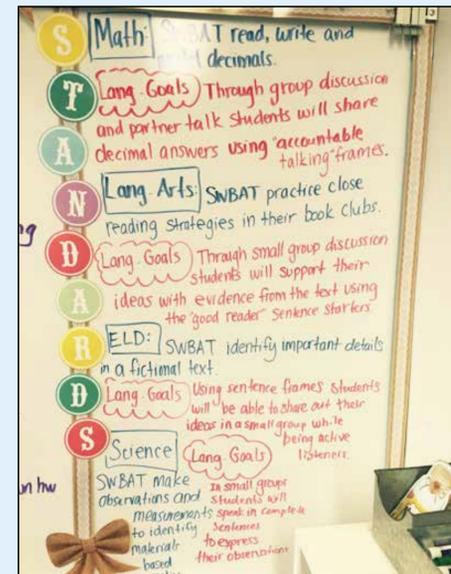
Leadership teams planning instruction



District ELD coach collaborating in second grade classroom

## Our Reflection

Due to our focus on Designated ELD this year, the rigor and consistency of ELD has increased significantly. Walkthroughs show teachers are using learning and language goals to plan instruction. Although we do not yet have data to confirm, we expect an increase in both the percentage of students meeting AMAO 1 and in the number of ELs proficient on CAASPP. The greatest challenge has been providing time for teachers to plan engaging, standards-based ELD lessons. While teachers have been provided PD and a variety of tools to facilitate the planning, providing the time needed for in-depth planning and lesson design, along with grade level or content collaboration, has been difficult.



Learning and Language Goals

## Our Next Steps

While we focused on Designated ELD this year, we will focus PD next year on deepening and refining Designated ELD, and increasing skills around Integrated ELD. Elementary teachers will participate in GLAD training over the summer, and we will train two cohorts of middle school teachers in Constructing Meaning, ensuring that all MS teachers will have received the training by November. We will also have a focus on early literacy, in pursuit of our goal that all students are proficient readers by 2nd grade. We will be providing PD and support for TK and K teachers around foundational literacy and high-leverage instructional strategies for ELs.

| Standard: ELD, Part 1.2.8, Em-Br Shades of Meaning  |   |
|---|---|
| <p><b>Contexts:</b> What are the texts and/or resources students will be using to learn this standard?</p> <p>-peer discussions<br/>-mentor text about _____<br/>-Anchor Charts</p> <p><b>Skills/Forms:</b> What is/are the skills students will be expected to learn?</p> <p>shades of meaning</p> <p><b>Purposes/Functions:</b> What is the purpose for students learning this skill?</p> <p>Distinguish how they produce different effects on the audience</p> <p><b>Key Vocabulary and Sentence Frame(s):</b></p> <p>Ex: frequently used antonyms<br/>• hot, cold; happy, sad, etc.<br/>Ex: frequently used synonyms<br/>• friend, buddy; villain, bad guy, etc.<br/>Br: frequently used words with multiple synonyms<br/>• friend, ally, buddy, acquaintance, etc.</p> <p><b>Structured Student Talk Activity:</b></p> <p>Day 1: Rally Coach<br/>Day 2: Think, Write, Pair, Share<br/>Day 3: Quiz-Quiz-Trade<br/>Day 4: Pair-Share<br/>Day 5: Hand up, Stand up, Pair up</p> | <p><b>Language Targets (Learning Goal):</b> I can...</p> <p>Er: I can distinguish how two different frequently used words produce a different effect on the audience.</p> <p>Ex: I can distinguish how two words with similar meaning produce a different effect on the audience.</p> <p>Br: I can distinguish how multiple words with similar meaning produce different effects on the audience</p> <p><b>Supplementary Materials:</b></p> <p>paint chips (some with 2 colors, others with 3)</p> <p>Anchor charts of content vocabulary and/or related texts</p> <p>Anchor chart for shades of meaning</p> <p>ELD Shades of Meaning – Graphic Organizer</p> |

ELD lesson plan