

**Cesar Chavez School**

**Year 2**

School/District: **Planada Elementary School District**

County: **Merced**

Implementation Stage: **Exploration**

## We saw



### 1. Needs:

- Vocabulary development for ELs
- Academic and content area vocabulary
- Comprehension with checks for understanding
- Student engagement
- Incorporate listening, reading, writing, and speaking in all curricular areas to launch Common Core

## We committed ourselves to pursue goals



### 2. Outcomes :

- Students use sentence frames.
- Teachers include language objectives across curricular areas
- Teachers incorporate visual references
- Teachers use direct instruction and modeling in lessons
- Students are able to state language and content objectives for all lessons



### 3. Participant Identification:

- Pilot stage: Kindergarten, 3<sup>rd</sup> – 5<sup>th</sup>, 6<sup>th</sup> – 8<sup>th</sup> in content areas
- Initial implementation stage: 1<sup>st</sup>, 2<sup>nd</sup>, and 6<sup>th</sup> – 8<sup>th</sup> Grade ELA teachers
- Pilot to initial implementation stages  
2<sup>nd</sup> Year : Administration and coaches



### 4. Focus and Approach:

- Focus Area II: Planning  
Approaches: language strategies
- Include language objectives in all content lessons
  - Frontload vocabulary in each lesson
  - Incorporate sentence frames in daily lessons
  - Provide collaboration time for planning, observing, and debriefing ELD lessons
  - Incorporate speaking, listening, reading, and writing into all lessons

## We acted



### 5. Action Steps:

- Administrators, coaches, and teachers attended *A.L.L* training
- Teachers were provided with tools and training to implement language objectives and sentence frames in lessons
- Participating teachers and coaches were provided collaboration time to plan language objectives and complete the *A.L.L* Cycle (plan/observe/debrief/reflect)
- Participating teachers were given time to plan ELD units, incorporating speaking, listening, reading, and writing in all ELD lessons

## We achieved and reflected



### 6. Results:

- ELD unit assessments were developed
- Benchmark tests were created
- Teachers practiced checking for understanding and used informal assessments
- Language objectives were previewed, discussed during lessons and posted
- Sentences frames were available
- All teachers completed an *A.L.L* Cycle



### 7. Lessons Learned/Next Steps:

- Continue incorporating sentence frames and language objectives in all content areas
- Build background
- Include reading, listening, speaking, and writing components in all lessons
- Incorporate higher order thinking questions using depth of knowledge chart in all content areas
- All PESD teachers to complete 3 cycles, one with a SDAIE lesson