

Within our growing, diverse community, we sow the seeds of opportunities to raise prepared, resilient students.

**Gervais School District  
ELD Newsletter  
Quarter 3 – 22/23 SY  
“Their Time to Shine”**

Thank you for taking the time to read this quarter’s ELD Newsletter. This month, ELPA testing begins, and we want our multi-language learners to shine with their upcoming language proficiency test. Along with the use of PocketTalks, spf.io, and other tools, we’ve added afterschool tutoring for several GES and GMS ELLs (thank you to the staff members who are helping out with this!). I have also purchased fun, celebratory items for our ELLs: bendy pencils, animal pencil toppers, and uplifting stickers for our elementary students, and motivational unisex bracelets for middle and high schoolers. We’ll give these to students the morning they are scheduled to take their ELPA test in hopes that we are lifting their spirits and framing this experience as something positive for them – it is their “time to shine.”



If you’d permit, I’d like to ask three things from you:

(1) I will be giving the ELD teachers blank, “Good Luck” cards. I think it would be VERY impactful for an ELL, on the day of their test, to receive a short hand-written note from an adult they connect with (content teacher, IA, office staff, ELD teacher, admin, etc.) that may be just one or two sentences long and encourages them to do their best. For them to walk into this test knowing you are thinking about them and knowing they are ready to do great could be enough to push some “over the edge” and pass their test. Even if these notes help just a few, it is worth it! So please consider taking a moment to write a hand-written note or two to your ELLs – more information coming soon from your building ELD staff.



*Pencils for GES ELLs*



*Stickers for GES ELLs*



*Bracelets for GMS/GHS ELLs*

(2) **Change the conversation.** For some of our ELLs, especially those at GMS and GHS, they have already bought into the false narrative that the test does not matter or they are not going to pass, so why try? Just show up, click through, get it over with, and get back to class. I’m asking you to proactively change this

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conversation. Over the next 2-6 weeks, talk up your ELLs. Encourage them. Take a moment to share the importance of doing their best on the ELPA. Share why passing, especially for GMS and GHS students, matters – if nothing else, it can free up an elective block so they can take a more exciting course next semester. If you hear them say, “I can’t,” “I don’t want to,” “what’s the point,” or something of the like, change the conversation. I know it takes effort on your part. I know that you are time-poor and sometimes you are tired or you just want to keep the momentum of the lesson going. Please think of a time when you had self-doubt, and how much it mattered, or would have meant, if an adult you cared about took the time to change the conversation and plant the seed: “You can do this!” “You’ve got this.” “It is important for you to show up and give you’re best because you’re worth it.”



*Blank “You Got This” Cards on their way to ELD Teachers*

**(3) 11<sup>th</sup>-Hour Instruction.** What you teach, or how you teach it, over the next several weeks may help best prepare our ELLs to shine on their ELPA test. Now, more than ever this year, please require full-sentence answers in your class. Please do not let improper syntax or the misuse of pronouns go unaddressed; if you don’t take the 5-seconds to lovingly correct them, who will? Here are some reading strategies that ELLs can use that may give them a “last minute” tool to use on their test:

- Have them highlight one or two of the most important ideas in each section their reading.
- Have them write one or two words in the margin that represent the main idea of each paragraph.
- Have them circle one or two unfamiliar words that seem important in each section, and then write or talk about a prediction of what they think that word means, based on the information around them (context clues).
- Have them annotate each section by making a connection to the text and asking questions about it.

Refer to these language patters as a resource:

Connection: \_\_\_\_\_ reminds me of \_\_\_\_\_      \_\_\_\_\_ is similar to/different from \_\_\_\_\_  
Question: What does the author mean by \_\_\_\_\_?      Why/How does \_\_\_\_\_ lead to \_\_\_\_\_?

Finally, if nothing else, get them miles on the tongue! Find them opportunities to talk. A lot. Talking in whole group settings. Talking in small group settings. Talking to themselves. Giving them feedback and then giving them the opportunity to orally reflect on that feedback WILL move the needle, it WILL make a difference, it WILL help them pass the ELPA. If you ever have any questions, please ask!

Truly, thank you!  
Best,  
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