English as a Second Language Program

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OsborneC@RoyalOakSchools.org
Goals

1. **Get to know OUR English Learners**

2. **State/ Federal Requirements**
   - Title III Program

3. **WIDA: Assessment/ Instruction**

4. **ELs in the Classroom**
   - Accommodations & Instruction
Cultures of Thinking Routine

3

Words: ESL, English Learners, Royal Oak program

2

Questions

1

Connection
Cikli i Ujit

rezervat e ujit në akull dhe borë

rezervat e ujit në atmosferë

kondensim

avullim

drejtimi i rrjedhës

transpirim

rrjedhja sipërfaqësore

rrëke

rezervat e ujit të ëmbël

shkarkim në ujrat nëntokësore

infiltrim

rrëke e rrëkeve të dëborës së shkrrirë

U.S. Department of the Interior
U.S. Geological Survey
Title III/ Immigrant Requirements

Instruction & Assessment
- Academic, Language & Literacy
- Pull-out groups
- Interventions
- Collaborate
- WIDA, M-STEP

Professional Development
- Accommodations
- Best practices for ELs & Academic Language
- Cultural competence

Services
- Summer Tutoring
- Advocates for families
- Design learning plans

Parent Outreach
- Family Events
- Community resources
- Interpreters
WIDA: World-Class Instructional Design and Assessment

1. ENTERING
2. EMERGING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING
State & Federal Mandates

- Page 9
- Page 10 & 12
- Page 12 & 18
- Page 20 & 44
RtI/MTSS for ELs

Tier 3
More intense interventions

Tier 2
Classroom accommodations, ESL services, researched strategies, data collection

Tier 1
Classroom accommodations (Handbook) + ESL services
ALL general education students

*Must have interpreters! Fill out interpreter request form on ESL website.
Royal Oak ESL Staff

Elementary Level:
Christy Osborne, ESL Coordinator

Royal Oak Middle School:
Karina Landis, ESL & Math teacher

Royal Oak High School:
Julia Giacoma, ESL & Math teacher

Bilingual Paraprofs (Albanian)
Violet Andoni & Janka Demiri
English as a Second Language in Royal Oak

**Elementary ESL**
- Pull out groups: Grade & Level
- Collaboration with teachers

**Middle School ESL**
- Pull out: Electives
- Daily LEAP Class

**High School ESL**
- One Hour: Elective Credit
- Language & Content
64% of ELs were born in the United States.
BICS: Basic Interpersonal Communication Skills

- Used in social situations
- Used to form relationships
- 6 months to 2 years
- Natural to learn

“This student doesn’t need ESL services! She’s just ________.”
• Academic Language in classrooms
• Not aided by social cues.
• Takes 5-10 years to learn
• Limited knowledge of native language delays growth.
WIDA: World-Class Instructional Design and Assessment

**WIDA**

- 39 States
- Focused on academic and English language development
- Teaches “the language of” science, social studies, math and language arts
- Real world connections
- *For ESL & Classroom teachers

**Common Core**

- 42 States
- Focused on academic language
- Teaches “the language of” math and language arts
- Real world connections
- *For ESL & Classroom teachers
WIDA: World-Class Instructional Design and Assessment

Social & Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies
Differentiation: English Learners

Content
- Learning objectives/ Standards
- ALL students, ALL levels

Language
- Vocabulary & Grammar
- Academic Language (Describe, contrast, persuade)

Supports
- Scaffolds & Accommodations
- Assignments/ tests
Academic Language Levels

Word/Phrase

Sentence

Discourse
WIDA Can Do Statements

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

### Level 1: Entering

- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable
- Make words/sounds/word relations
- Match illustrated words/phrases in different contexts (e.g., on the board, in a book)

### Level 2: Beginning

- Identify facts and explicit messages from illustrated text
- Find changes to root words in context
- Identify elements of story grammar (e.g., characters, setting)
- Follow visually supported science directions (e.g., "Draw a star in the sky")

### Level 3: Developing

- Interpret information or data from charts and graphs
- Identify main ideas and some details
- Sequence events in stories or content-based processes
- Use context clues and illustrations to determine meaning of words/phrases

### Level 4: Expanding

- Classify features of various genres of test (e.g., "and they lived happily ever after"—fairy tale)
- Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)
- Find details that support main ideas
- Distinguish between fact and opinion in narrative and expository text

### Level 5: Bridging

- Summarize information from multiple related sources
- Answer analytical questions about grade-level text
- Identify, explain, and give examples of figures of speech
- Draw conclusions from explicit and implicit text at or near grade level

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria: 1. Linguistic complexity; 2. Vocabulary usage; and 3. Language control to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

- Independent?
- With scaffolding?
**WIDA Can Do Statements**

**Can Do Descriptors: Grade Level Cluster 3-5**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

### Level 1: Entering

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match icons or diagrams with words/concepts</td>
<td>Label objects, pictures, or diagrams from word/phrase banks</td>
</tr>
<tr>
<td>Identify cognates from first language, as applicable</td>
<td>Communicate ideas by drawing</td>
</tr>
<tr>
<td>Make word/symbol/word relations</td>
<td>Copy words, phrases, and short sentences</td>
</tr>
<tr>
<td>Match illustrated words/phrases in differing contexts (eg., on the board, in a book)</td>
<td>Answer oral questions with single words</td>
</tr>
</tbody>
</table>

### Level 2: Beginning

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify facts and explicit messages from illustrated text</td>
<td>Make lists from labels or with peers</td>
</tr>
<tr>
<td>Find changes to root words in context</td>
<td>Complete/produce sentences from word/phrase banks or with</td>
</tr>
<tr>
<td>Identify elements of story grammar (eg., characters, setting)</td>
<td>Fill in graphic organizers, charts, and tables</td>
</tr>
<tr>
<td>Follow visually supported written directions (eg., “Draw a star in the sky”)</td>
<td>Make comparisons using real-life or visually-supported materials</td>
</tr>
</tbody>
</table>

### Level 3: Developing

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret information or data from charts and graphs</td>
<td>Produce simple expository or narrative text</td>
</tr>
<tr>
<td>Identify main ideas and some details</td>
<td>Take notes using graphic organizers</td>
</tr>
<tr>
<td>Sequence events in story or context-based processes</td>
<td>String related sentences together</td>
</tr>
<tr>
<td>Use context clues and illustrations to determine meaning of words/phrases</td>
<td>Compare/contrast context-based information</td>
</tr>
<tr>
<td>Differentiate between fact and opinion in narrative and expository text</td>
<td>Author multiple forms of writing (eg., expository, narrative, persuasive) from models</td>
</tr>
</tbody>
</table>

### Level 4: Expanding

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify features of various genres of text (eg., “they lived happily ever after”—fairy tale)</td>
<td>Explain strategies or use of information in solving problems</td>
</tr>
<tr>
<td>Match graphic organizers to different texts (eg., compare/contrast with Van diagram)</td>
<td>Apply content-based information to new contexts</td>
</tr>
<tr>
<td>Find details that support main idea</td>
<td>Connect or integrate personal experiences with literature/content</td>
</tr>
<tr>
<td>Differentiate between fact and opinion in narrative and expository text</td>
<td>Create grade-level stories or reports</td>
</tr>
</tbody>
</table>

### Level 5: Bridging

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize information from multiple related sources</td>
<td>Produce extended responses of original text approaching grade level</td>
</tr>
<tr>
<td>Answer analytical questions about grade-level text</td>
<td>Apply content-based information to new contexts</td>
</tr>
<tr>
<td>Identify, explain, and give examples of figures of speech</td>
<td>Connect or integrate personal experiences with literature/content</td>
</tr>
<tr>
<td>Draw conclusions from explicit and implicit text at or near grade level</td>
<td>Create grade-level stories or reports</td>
</tr>
</tbody>
</table>
## WIDA Can Do Statements

### Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

#### Level 3: Developing

- Interprets information or data from charts and graphs
- Identifies main ideas and some details
- Sequence events in stories or concept-based processes
- Use context clues and illustrations to determine meaning of words/phrases

#### Reading

<table>
<thead>
<tr>
<th>Level 1: Entering</th>
<th>Level 2: Beginning</th>
<th>Level 3: Developing</th>
<th>Level 4: Expanding</th>
<th>Level 5: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match icons or diagrams with words/concepts</td>
<td>Identify facts and explicit messages from illustrated text</td>
<td>Interprets information or data from charts and graphs</td>
<td>Classifies features of various genres of text (e.g., &quot;and they lived happily ever after&quot;—fairy tales)</td>
<td>Summarizes information from multiple related sources</td>
</tr>
<tr>
<td>Identify cognates from native language, as applicable</td>
<td>Find changes to root words in context</td>
<td>Identify main ideas and some details</td>
<td>Answer analytical questions about grade-level text</td>
<td></td>
</tr>
<tr>
<td>Make sounds/synthesizer words relate</td>
<td>Identify elements of story grammar (e.g., characters, setting)</td>
<td>Sequence events in stories or concept-based processes</td>
<td>Identify details that support main ideas</td>
<td></td>
</tr>
<tr>
<td>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</td>
<td>Follow visually supported written directions (e.g., &quot;Draw a star in the sky&quot;)</td>
<td>Use context clues and illustrations to determine meaning of words/phrases</td>
<td>Differentiate between fact and opinion in narrative and expository text</td>
<td></td>
</tr>
</tbody>
</table>

#### Writing

<table>
<thead>
<tr>
<th>Level 1: Entering</th>
<th>Level 2: Beginning</th>
<th>Level 3: Developing</th>
<th>Level 4: Expanding</th>
<th>Level 5: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label objects, pictures, or diagrams from word/phrase banks</td>
<td>Make lists from labels or with points</td>
<td>Produce simple expiatory or narrative text</td>
<td>Take notes using graphic organizers</td>
<td>Produce extended expiatory of original text approaching grade level</td>
</tr>
<tr>
<td>Communicate ideas by drawing</td>
<td>Complete and produce sentences from word/phrase banks or with fill-in-the-blank sentences</td>
<td>String related sentences together</td>
<td>Summarize content-based information</td>
<td>Apply content-based information to new contexts</td>
</tr>
<tr>
<td>Copy words, phrases, and short sentences</td>
<td>Fill in graphic organizers, charts, and tables</td>
<td>Compare/contrast content-based information</td>
<td>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</td>
<td>Connect or integrate personal experiences with literature/contexts</td>
</tr>
<tr>
<td>Answer oral questions with single words</td>
<td>Make comparisons using real-life or visually-supported materials</td>
<td>Describe events, people, processes, procedures</td>
<td>Explain strategies or use of information in solving problems</td>
<td>Create grade-level stories or reports</td>
</tr>
</tbody>
</table>

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria: 1. linguistic complexity; 2. vocabulary usage; and 3. language control to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.
## Scaffolding with Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Real-life objects (realia)</td>
<td>- Charts</td>
<td>- In pairs or partners</td>
</tr>
<tr>
<td>- Manipulatives</td>
<td>- Graphic organizers</td>
<td>- In triads or small groups</td>
</tr>
<tr>
<td>- Pictures &amp; photographs</td>
<td>- Tables</td>
<td>- In a whole group</td>
</tr>
<tr>
<td>- Illustrations, diagrams &amp; drawings</td>
<td>- Graphs</td>
<td>- Using cooperative group structures</td>
</tr>
<tr>
<td>- Magazines &amp; newspapers</td>
<td>- Timelines</td>
<td>- With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>- Physical activities</td>
<td>- Number lines</td>
<td>- In the native language (L1)</td>
</tr>
<tr>
<td>- Videos &amp; Films</td>
<td></td>
<td>- With mentors</td>
</tr>
<tr>
<td>- Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Graphic Organizers Through Content Areas

<table>
<thead>
<tr>
<th>ELP standard</th>
<th>1 - Social and Instructional language</th>
<th>2 - The Language of Language Arts</th>
<th>3 - The Language of Mathematics</th>
<th>4 - The Language of Science</th>
<th>5 - The Language of Social Studies</th>
</tr>
</thead>
</table>
| **Venn Diagrams - Comparing and Contrasting Two Entities** | - Two friends or family members  
- Two traditions | - Two characters  
- Two settings  
- Two genres | - Two operations  
- Two geometric figures  
- Two forms of proportion | - Two body systems or organs  
- Two animals or plants | - Two conflicts  
- Two forms of government  
- Two forms of transportation |
| **T-Charts - Sorting or Categorizing Objects or Concepts** | - Colors  
- Classroom objects | - Facts/Opinions  
- Points of view  
- Pros/Cons | - Area/Perimeter  
- Fractions/Decimals  
- Addition/Subtraction | - Forms of matter  
- Forms of energy  
- Senses  
- Vertebrates/Invertebrates | - Types of transportation  
- Types of habitats |
| **Cycles - Producing a Series of Connected Events or a Process** | - Conflict/Resolution  
- School or classroom routines | - Plot lines | - Steps in problem-solving | - Scientific inquiry  
- Life cycles  
- Water cycle | - Elections in a democracy  
- Passage of a law |
| **Cause and Effect - Illustrating a Relationship** | - Classroom or school rules  
- Health and safety at home or in school | - Responses of characters to events | - Variables in algebraic equations  
- Geometric theorems | - Chemical reactions  
- Adaptation  
- Weather events | - Political movements  
- Economic trends |
| **Semantic Webs - Connecting Categories to Themes or Topics** | - Personal interests  
- Idiomatic expressions  
- Multiple meanings of words and phrases | - Root words and affixes  
- Main idea/Details | - Types and features of polygons  
- Types and characteristics of angles | - Foods and their nutritional ingredients  
- Types and characteristics of rocks | - Types of human and civil rights  
- Impact of economic policies |

Using a Vocabulary Map

- reciprocal - flip

\[ \frac{4}{\frac{1}{3}} = \frac{4 \times 3}{1} = 12 \]

Dividing fraction

- How many people can we serve with 4 pies divided into 3?
- \[ \frac{2}{\frac{2}{3}} = 7 \times \frac{3}{2} = 4 \]

Breaking Down Definitions

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example or Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decimal</td>
<td>Part of a whole number, represented by digits to the right of the decimal point</td>
<td>0.999... Example or Illustration</td>
</tr>
<tr>
<td>tenth</td>
<td>One spot to the right of the decimal</td>
<td>Example or Illustration</td>
</tr>
<tr>
<td>hundredth</td>
<td>Two spots to the right of the decimal</td>
<td>Example or Illustration</td>
</tr>
<tr>
<td>thousandth</td>
<td>Three spots to the right of the decimal</td>
<td>Example or Illustration</td>
</tr>
</tbody>
</table>
# Language of Math: Sentences/Phrases

## Level 2 & 3

<table>
<thead>
<tr>
<th>Sentence frames</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addition</strong></td>
</tr>
<tr>
<td>• How many ____ altogether?</td>
</tr>
<tr>
<td>• _____ gives, ______ gets</td>
</tr>
<tr>
<td>• How many _____ in all?</td>
</tr>
<tr>
<td>• Sum, increase</td>
</tr>
<tr>
<td>• _____ more than _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Subtraction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• _____ has ____ less/ more than _____.</td>
</tr>
<tr>
<td>• How many more ____ than _____?</td>
</tr>
<tr>
<td>• How many does ___ have now?</td>
</tr>
<tr>
<td>• How many does ___ have left?</td>
</tr>
<tr>
<td>• Take away, decrease</td>
</tr>
<tr>
<td>• Gives away, uses, puts</td>
</tr>
<tr>
<td>• -er words: Fewer, heavier, taller than</td>
</tr>
<tr>
<td>• Difference, decrease</td>
</tr>
</tbody>
</table>
To find out how many more legs Ray's animal has, I completed several steps.

First, I finished verb + ed.

Next, I finished verb + ed.

Then, I finished verb + ed.
**Math—Writing to Explain**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Explain</th>
<th>Complete Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q:</strong> How many more legs did Ray's animal have than Kim's?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 + 4 = 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 + 1 = 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First,</strong> I drew Ray's animal and I added.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ray</td>
<td></td>
<td></td>
</tr>
<tr>
<td>apicher and I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>added.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Explain</th>
<th>Complete Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 + 4 = 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 + 1 = 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 + 1 = 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 - 5 = 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Next,</strong> I added the legs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain</th>
<th>Complete Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then I subtracted Kim's legs from Ray's.</td>
<td></td>
</tr>
<tr>
<td>Kim's legs were less.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain</th>
<th>Complete Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last, I found out that Ray's animal has two more legs than Kim's.</td>
<td></td>
</tr>
</tbody>
</table>
Solving Math Stories

To find out how many more legs Ray’s animal has than Kim’s, I completed many steps. First, I listed how many legs Kim’s and Ray’s animal had. Next, I added 4+3=7 1+4=5 legs to see how many there are. Then, subtracted 7-5=2 to find out how many Ray has 2 more than Kim.
All students are AELs…
(Academic English Learners)

-Dr. Kate Kinsella
# Lesson Plan Template

## Unit / Lesson Plan Template

### MPI: Model Performance Indicator

English learners will [verb / language function] in / when (CONTENT AREA STEM) with (TYPE OF SUPPORT).

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
<th>Academic Sentence Frames: (Multiplication example: ___ groups of ___)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sensory Supports:

- Manipulatives
- Models
- Illustrations
- Real life objects
- Others:

### Graphic Supports:

- Graphic Organizers
- Charts / graphs
- Timelines
- Math pictures
- Word Banks
- Others:

### Interactive Supports:

- Partner work
- Group work
- Software programs
- Internet tools
- Cooperative groups
- Native language support
- Others:

## Structured Reading / Writing Activities (at language level):

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

---
Discuss Supports, Academic Language and Scaffolding Techniques:

1. I noticed that ________________________________.
2. I wonder about ________________________________.
3. I liked ________________________________.
4. I’m not sure I understand ________________________________.

Application:

5. I can ________________________________ with my students by ________________________________.
6. ________________________________ would/ wouldn’t work for my students because ________________________________.
Family Outreach

Greetings From

#OneOaklandRO
Parent Outreach
1. ESL Parent Night: K-12
2. ESL Community Night: Royal Oak Public Library
3. Family Learning Events: Upton & Oakland
4. Parent Resources: Rosetta Stone & Lending library
# The Culture Connection

<table>
<thead>
<tr>
<th>You OBSERVE…</th>
<th>You might ASSUME…..</th>
<th>REALITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of parent participation</td>
<td>Parents do not care about education.</td>
<td></td>
</tr>
<tr>
<td>Disagreement during IEPs</td>
<td>Parents are living in denial.</td>
<td></td>
</tr>
<tr>
<td>No accent, proficient social language</td>
<td>Lack of effort or ability</td>
<td></td>
</tr>
<tr>
<td>No eye contact when parents are around</td>
<td>Disrespect, or fear</td>
<td></td>
</tr>
<tr>
<td>Repeated misbehavior and lack of follow through at home</td>
<td>Lack of parenting skills</td>
<td></td>
</tr>
<tr>
<td>No participation in class.</td>
<td>The student is checked out</td>
<td></td>
</tr>
</tbody>
</table>
Prior Schooling
Online Resources

1.  www.royaloakschoolsesl.weebly.com

2.  www.AcademicEnglishLearners.com
After today’s workshop,
I think…
I feel…
I wonder…. 