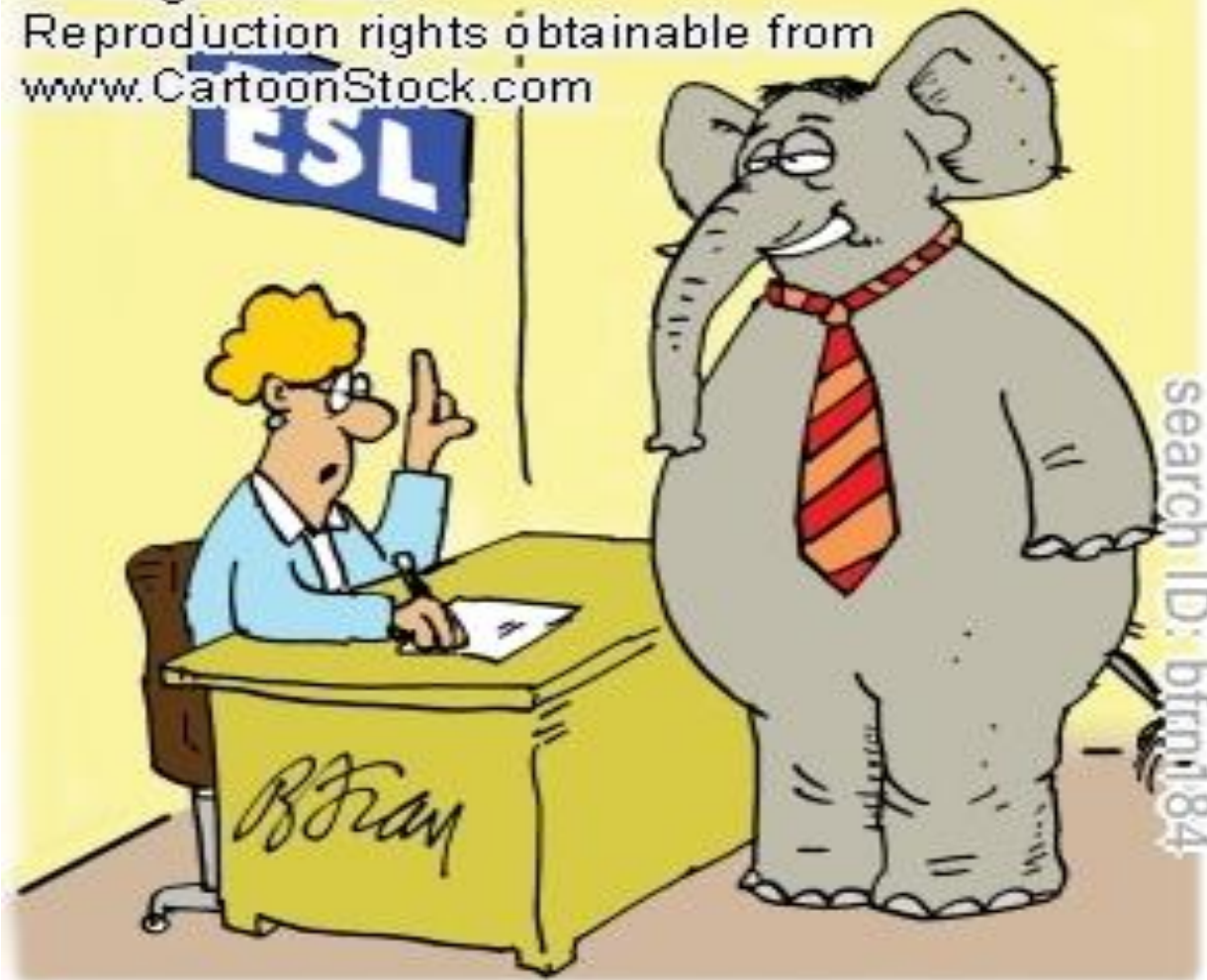


2nd ESOL PD

- ✓ BICS & CALP
- ✓ Title III Regulations
- ✓ Strategies and Examples
- ✓ WIDA (tip of the iceberg)
- ✓ Great WEBSITES for ELLs
- ✓ Feedback & Questions

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**"ACTUALLY, THAT MEANS ENGLISH
AS A SECOND LANGUAGE...THE
ELEPHANT SINGLES LOUNGE
IS ACROSS THE STREET!"**

BICS



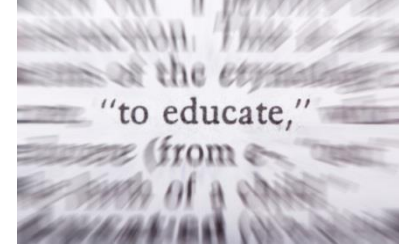
- **B**asic **I**nterpersonal **C**ommunication **S**kills
- Language skills for functioning in everyday life
- Used in face-to-face interactions
- Not very cognitively demanding
- Language not very specialized
- ELL- use on playground, on bus, playing sports, and talking on phone
- Skills develop 6 months to 2 years after arrival in US

CALP

- Cognitive Academic Language Proficiency
- Formal academic learning
- Includes listening, speaking, reading and writing about subject area content material
- Includes comparing, classifying, synthesizing, evaluating, and inferring
- Aspects of language linked to literacy and academic achievement



CALP



- CALP takes from 7- 10 years for a student to acquire.
- Research has shown that if a child has no prior schooling or has no support in native language development, it may take 9-12 years for ELL's to catch up with peers.

BICS vs. CALP

- Understanding the difference between BICS and CALP is essential to understanding ESOL students and their struggles.
- Student seems verbally fluent but do not have the language skills necessary to complete content area work on a scale with native English speakers.

SC/Title III Regulations...

- **Same-age grade placement for ESOL students. LEP/migrant students should be advanced along with age-level peers.**
- **Non-advancement must be documented with evidence that indicates the determining factors are other than English language proficiency.**
- **Classroom teachers should modify instruction and assignments to meet the academic and language needs of LEP students. Grades should reflect these modifications.**

STRATEGIES



- Slow your rate of speech
- Increase wait time for response
- Paraphrase a student response to model correct English usage rather than correcting the response directly
- Use visuals and Graphic Organizers
- Use “Think- Alouds”, “Read Alouds”, and reread to clarify
- Model the work you desire
- Use hands-on activities, demonstrations, and manipulatives
- Use technology and websites

MODELING

Topic for a group of notes

Life likely in space

Radio Show

Stars

Sun or star

Essentials for Life

Pictures in space

Notes + details from reading

high tools - looks for signs of life

War of the Worlds by H. G. Wells was story about aliens invading

People believed aliens were a threat?
? People believe aliens or are gullible.

like grains of sand (numerous)
more than all the sand on Earth's beach

extra terrestrial life depends on

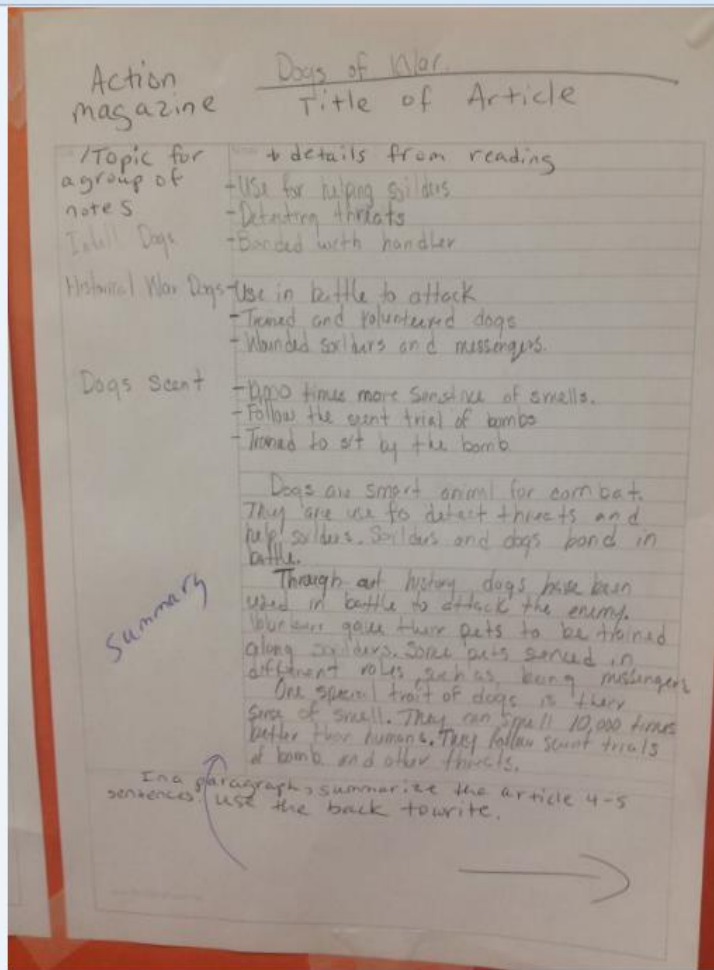
we orbit the sun & life couldn't

Water is needed for life

Planets need to be not too close to the sun or too far (heat & cool)

telescope & Kepler spacecraft help us see space.

discovered 1000 planets. Goldilocks there is an Earth-like planet Kepler 4



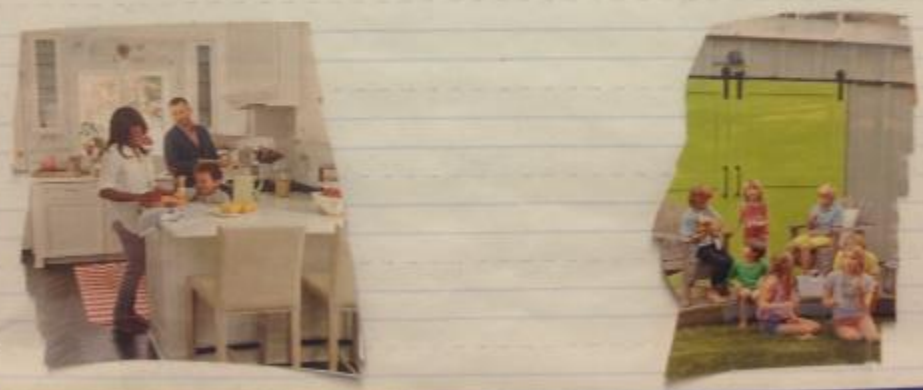
ALEJANDRO'S C. NOTES

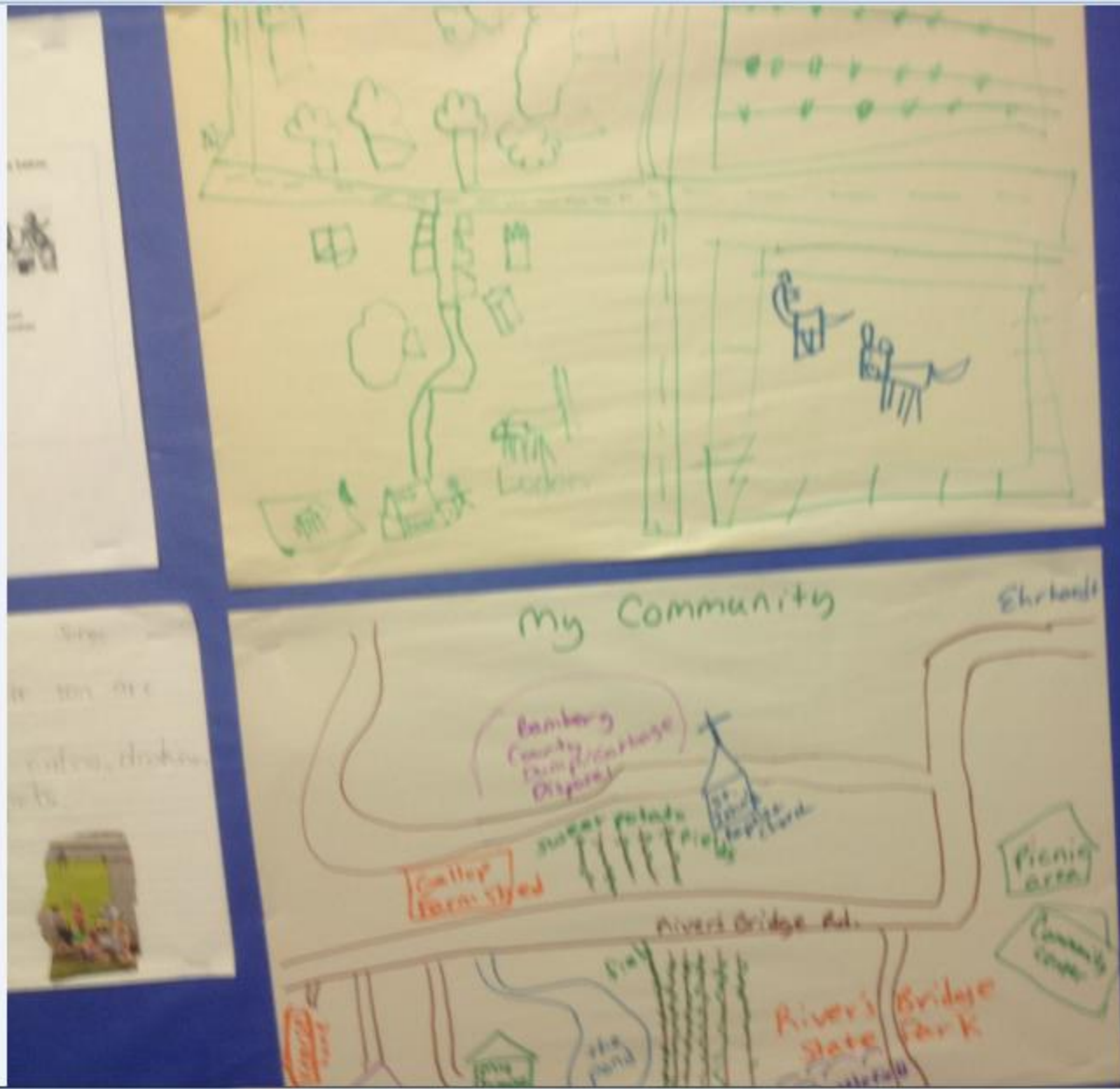
The student will show mastery of word usage in a sentence.

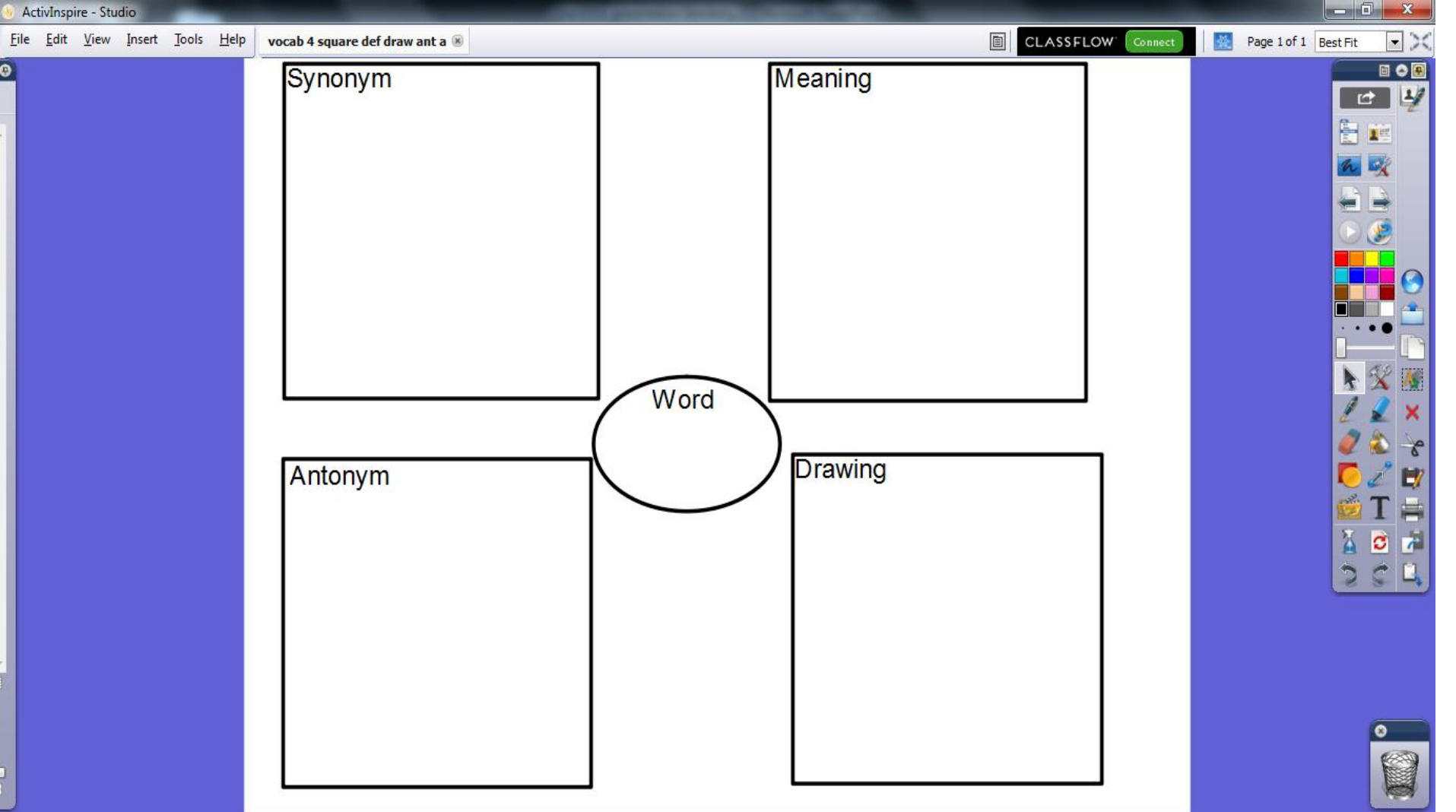
Jorge

Mom, dad, and their son are making food.

A group of kids eating, drinking, and playing with pets.







Vocabulary- Have pairs define one word together and then share in rotating groups or share in a display with the teacher discussing with a small group (centers).

The WIDA ELD Standards or World-class Instructional Design and Assessment

Standard 1 –**Social & Instructional Language (SIL)**

- English language learners communicate for **social and instructional** purposes in the school setting.

Standard 2 –**Language of Language Arts (LoLA)**

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3 –**Language of Mathematics (LoMA)**

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Math**.

Standard 4 –**Language of Science (LoSC)**

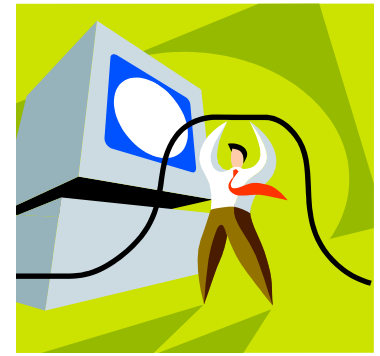
- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.

Standard 5 –**Language of Social Studies (LoSS)**

- English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**.



Websites



- <http://www.starfall.com/>
- <http://edhelper.com/>
- <http://www.readinga-z.com/>
- www.enchantedlearning.com
- www.Daveseslcafe.com
- www.elcivics.com
- www.eslprintables.com
- www.nationalgeographic.com/education/windows
- <http://puzzlemaker.com>
- <http://www.manythings.org/lulu/>
- <http://storylineonline.net./>

3rd ESOL PD
WIDA
Strategies
Modifications

ESOL PD

(answer these on your sticky notes, pair share with someone not at your table, and post slide page located at certain tables)

1. Choose a strategy we discussed and tell how you use it or plan to use it. _____

2. Did you learn anything new today about ESOL students or laws? _____

I use or plan to use this strategy . . .

What did you learn today?