English as a Second Language Program

Christy Osborne
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1. State/ Federal Requirements
   Title III Program

2. Royal Oak’s English Learners

3. Our ESL Program
   Curriculum, Parent Outreach

4. Our Community
   Celebrating Our Cultures
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 Parapros (Albanian)
Violet Andoni & Janka Demiri
Title III/ Immigrant Requirements

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

Instruction & Assessment

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

Professional Development

Services

- Summer Tutoring
- Advocates for families
- Design learning plans

Parent Outreach

- Family Events
- Community resources
- Interpreters
WIDA: World-Class Instructional Design and Assessment
Long-Term English Learners

Royal Oak English Learners

- Levels 1 & 2: 19
- Levels 3-6: 120
Does He Still Need ESL Services?
WIDA: World-Class Instructional Design and Assessment

WIDA: Curriculum

- 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
Using a Vocabulary Map

- reciprocal: flip

\[
\begin{align*}
4 & = \frac{1}{3} = 4 \times \frac{3}{12} \\
2 \div 2 & = 7 \times 2 = 14
\end{align*}
\]

Dividing fraction

How many people can we serve with 4 pies divided into 3?

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, always written to the right of the decimal point</td>
<td>0.994, 0.875</td>
</tr>
<tr>
<td>tenth</td>
<td>One spot to the right of the decimal</td>
<td>0.10, 0.01</td>
</tr>
<tr>
<td>hundredth</td>
<td>Two spots to the right of the decimal</td>
<td>0.001, 0.005</td>
</tr>
<tr>
<td>thousandth</td>
<td>Three spots to the right of the decimal</td>
<td>0.0001, 0.0005</td>
</tr>
<tr>
<td></td>
<td><strong>Sentence frames</strong></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Addition**| • How many _____ altogether?  
• _____ gives, _____ gets  
• How many _____ in all?  
• Sum, increase  
• _____ more than _____ |
| **Subtraction**| • _____ has _____ less/ more than ____.  
• How many more _____ than _____?  
• How many does ____ have now?  
• How many does ____ have left?  
• Take away, decrease  
• Gives away, uses, puts  
• -er words: Fewer, heavier, taller than  
• Difference, decrease |
Ray and Kim drew funny animals. Ray’s animal had 3 front legs and 4 back legs. Kim’s animal had 4 front legs and 1 back leg. How many more legs did Ray’s animal have than Kim’s?
**Math—Writing to Explain**

Q: How many more legs did Ray's animal have than Kim's animal?

<table>
<thead>
<tr>
<th>Step 1 (Fact)</th>
<th>Explain (Complete Sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + 4 = 7</td>
<td>First, I drew Ray's animal and I added.</td>
</tr>
<tr>
<td>4 + 1 = 5</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Then I subtracted Kim's legs from Ray's legs:

Then I subtracted Kim's legs from Ray's legs:

Kim's legs:

Last, I found out that Ray's animal has two more legs than Kim's.
# Language of Math

## Math Verbs

<table>
<thead>
<tr>
<th>Sign/Strategy</th>
<th>Present Tense:</th>
<th>Past Tense:</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>Add</td>
<td>Added</td>
</tr>
<tr>
<td>-</td>
<td>Subtract</td>
<td>Subtracted</td>
</tr>
<tr>
<td>×</td>
<td>Multiply</td>
<td>Multiplied</td>
</tr>
<tr>
<td>÷</td>
<td>Divide</td>
<td>Divided</td>
</tr>
<tr>
<td>T=9</td>
<td>List</td>
<td>Listed</td>
</tr>
<tr>
<td>oooooooo</td>
<td>Draw</td>
<td>Drew</td>
</tr>
</tbody>
</table>
To find out how many more legs Ray's animal has, I completed several steps.

First, I

Next, I

Then, I

verb + ed

verb + ed

verb + ed

finish

finish

finish
Language of Math: Writing Process

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
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
Parent Outreach
Why should Royal Oak celebrate our cultures?
Should Oakland Celebrate its Cultures?

Dear Mr. Lynch,

From my perspective, I think that there should be a cultures club. Some of my supporting events are that kids will learn their classmates cultures and languages.

I am polish and I have two other classmates in class like me. We are Byelangwil! I think that this club will be great for students that want to learn more than one language. In that way we can celebrate student cultures in school.

Thank you for your time,

Sincerely,

Sophie
Chalk Talk! #OneOaklandRO
Celebrating Cultures

Greetings From

#OneOaklandRO
#ThisIsRoyalOak
Next Steps: Building Infrastructure

- Building Staff Infrastructure
  - Social Justice Cohort: K-12
  - Culturally Responsive Workshop
  - Understanding Muslims & Arabs in America Workshop

- Student-led activities

- Community Collaboration
Online Resources

1. www.royaloakschoolsesl.weebly.com

2. www.AcademicEnglishLearners.com