

Slide 1



Professional Development
DLA ESOL-Reading
Bridging Language Development and
Literacy
DAY 1
Please complete the [Anticipation Guide](#) at your table.



BROWARD COUNTY PUBLIC SCHOOLS

Slide 2

What does it take to be successful?

Why did you succeed?

SmartQuote

“If you are successful, it is because someone, sometime, someone gave you a little bit of direction. You are in the right direction. Remember also that you are not alone. It is until you help some less fortunate person, just as you were helped.”

- Nelson Mandela

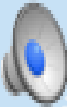
Share   



I SUCCEEDED BECAUSE...

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INTERVIEW WITH APOLLO HESTER

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Slide 4

Bridging Language Development and Literacy

Jennifer Desmidt
Cristal Concepcion
Deborah Benitez-Rosa





DEVELOPMENTAL LANGUAGE ARTS ESOL-READING4

Slide 5

I finally realized it..
People are prisoners
of their phones
that's why they are
called Cell Phones.





THE 5 AGREEMENTS AND EXPECTATIONS5

Slide 6

Bridging Language Development and Literacy			
Time	Day 1	Day 2	Day 3
AM	Module 1 Preview • Succeeding • Dutch Culture • Why DLA ESOL • Empowering Our Students • WIDA Can-Do Philosophy	Module 3 Review/Preview • I Have ... Who Has? • Language & Academic Barriers • Academic Language • Academic Vocabulary	Module 5 Review/Preview • Catch and Release! • Keynote Online • Assessment for Learning
	11:30-12:30 Lunch	Lunch	Lunch
PM	Module 2 • How the ELs Begin Learning • ESOL Online Resources • Review/Reflection	Module 4 • Learn America • Lesson Planning • Rigor & Core Content • Close the Room • Raylene Overview • Review/Reflection	Module 6 • Problem-Solve/Real Practices • Guiding Strategies • DLA Teacher's Path • Review/Survey Reflection • Application/Evaluation

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Preview of Day One

- Data
- Why DLA?
- Knowing Your Students
- WIDA
- How the ELL Brain Learns
- ESOL Online Resources
- Review and Reflection



PREVIEW7

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Literacy Logs

- A written response to literature, a Quick Write
- A simple and straight forward way to integrate content, process, and personal feelings
- An extended written response with evidence after a discussion, lecture or activity
- A written elaborated response to DOK questions using multiple text
- An informal and quick way to assess comprehension before, during and after a lesson



CREATE ACTIVITIES FOR STUDENTS TO USE LITERACY LOGS8

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We will bridge the achievement gap when we...

- Implement effective and authentic ESOL strategies aligned with student needs
- Tweak the delivery of instruction, but not the content to meet the standards
- Use various ESOL academic resources to engage student learning



OUTCOMES9

Slide 10

Generations: What Matters?

What was your personal experience?
What is your Frame of Reference?

- Family
- Technology
- Gender Role
- Social Media
- Cultural Diversity
- Assessments/Grading
- English Language Learners
- Education/Role of Students/Teachers/Dress Code



GENERATION REFLECTION10

Slide 11

Overcoming Generational Gap in the Workplace

Traditionalist	Baby Boomers	Gen X	Millennium
TEAM PLAYERS	WELFARE SYSTEMS IN PLACE	PORTABLE ATTITUDE	CONFIDENCE
NEAREST TO ORGANIZATION	BRING FRESH PERSPECTIVE	SAVY BRIDGE	ADAPTABILITY
LOYAL TO THE ORGANIZATION	DON'T RESPECT THE TITLES	IDEAL ORIENTED	MORALITY
RESPECT THE AUTHORITY	DISAPPROVE ABSOLUTES AND STRUCTURE	MULTI TASKING	STREET SMARTS
DEDICATION AND SACRIFICE	OPTIMISM	SELF-RELIANCE	DIVERSITY
DUTY BEFORE PLEASURE	TEAM ORIENTATION	WORKS WELL IN INFORMAL WORK ENVIRONMENT	COLLECTIVE ACTION
PRECEDENCE	UNCOMFORTABLE WITH CONFLICT	JUST A JOB	WORKS IN PAST
RESPOND WELL TO CORRECTIVE LEADERSHIP	PERSONAL GROWTH	TECHNO LITERAL	TECHNOLOGICAL SHY
SENSE OF RESPONSIBILITY	SENSITIVE TO FEEDBACK	INFORMAL - BALANCE	LACK OF SKILLS FOR DEALING WITH DIFFERENT PEOPLE
ADHERENCE TO RULES	HEALTHY AND WELLNESS	WANT THEM ALL TO GO AND FREEDOM TO GO THEIR WAY	NEED FLEXIBILITY
	PERSONAL ORIENTATION		QUESTION THE AUTHORITY



UNITED NATIONS JOINT STAFF PENSION FUND11

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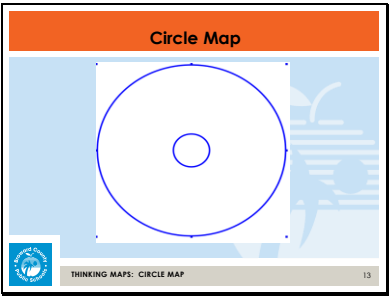
Getting to Know You!



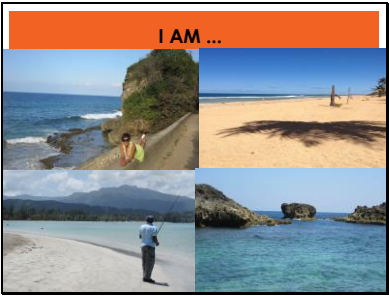


INCORPORATING SEL12

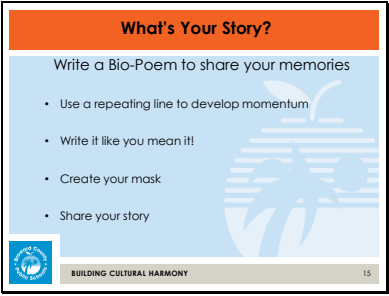
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WIDA Standard Standards for Bio-Poem

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

LEAP.01.02.03 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LEAP.01.04.01 Through study in the arts, learn about and honor others and the worlds in which they live(s).

LEAP.01.04.02 Describe and analyze the characteristics of a culture and its people to create impact on reflecting daily life and/or the specified environment.

LEAP.02.01.01 Define culture and diversity.

LEAP.02.01.02 Discuss the relationship between culture and conceptions of self and identity.

LEAP.01.04.03 Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.

LEAP.01.04.04 Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.



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My Story



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Social Emotional Learning (SEL)

SEL Core Competencies

Self Management

- Manage emotions
- Set and achieve personal goals
- Develop self-discipline
- Manage stress
- Practice self-reflection
- Demonstrate self-control

Self Awareness

- Know one's emotions
- Understand how emotions affect thoughts and behaviors
- Have an accurate view of one's strengths and limitations
- Set personal and social goals

Social Awareness

- Understand other people's emotions
- Demonstrate empathy
- Understand social norms
- Recognize social cues
- Understand how emotions affect others
- Demonstrate respect for diversity

Relationship Skills

- Establish and maintain healthy relationships
- Establish boundaries
- Resolve conflicts
- Seek help and support
- Demonstrate leadership
- Practice active listening
- Demonstrate cooperation

Responsible Decision-Making

- Identify and solve problems
- Set and achieve personal and social goals
- Demonstrate responsible behavior
- Demonstrate responsible use of technology
- Demonstrate responsible use of resources
- Demonstrate responsible use of power
- Demonstrate responsible use of information
- Demonstrate responsible use of time
- Demonstrate responsible use of space
- Demonstrate responsible use of energy
- Demonstrate responsible use of materials
- Demonstrate responsible use of equipment
- Demonstrate responsible use of facilities
- Demonstrate responsible use of services
- Demonstrate responsible use of products
- Demonstrate responsible use of people
- Demonstrate responsible use of the environment
- Demonstrate responsible use of the community
- Demonstrate responsible use of the world

Source: CASEL, Knowledge Matters

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Broward Collaborative Resources

The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in.

Goal One

Develop self-awareness and self-management skills to achieve school and life success.

Goal Two

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal Three

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

*Resources adapted from CASEL and State of Illinois Social and Emotional Standards.

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Factors to Consider

- Native Language Skills
- Educational Background
- Background Experiences
- Cognitive Factors
- Learning Style
- Motivation
- Age

- Practice in the Second Language
- Instructional Environment
- Language Classification
- Linguistic backgrounds
- Quality of Instruction
- Monitoring Patterns
- Accommodations



WHEN BUILDING SEL

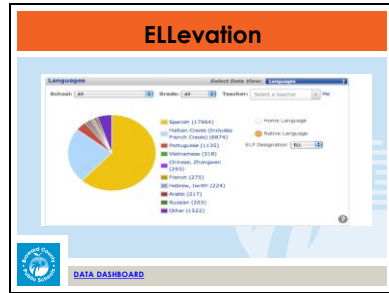
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BROWARD COUNTY PUBLIC SCHOOLS

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EL ELEVATION IN CLASS

We will be offering an opportunity for **30** schools to implement EL Elevation InClass. InClass is a version of EL Elevation designed for classroom teachers to ensure that all teachers can best meet the needs of ELLs.

Elevation InClass revolutionizes the way classroom teachers address the needs of ELLs. Integrated with the Elevation platform, InClass provides classroom teachers with tools to identify their ELLs, meet their language acquisition needs and ensure instructional success.



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Literacy Defined

What is Literacy?

Literacy is the ability to read, write, listen, speak clearly and think critically using print and digital materials across all disciplines. Literacy involves a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO).



LITERACY DEFINED

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Why DLA ESOL-Reading

Middle School				High School			
Grade	DLA ESOL-Reading	DLA ESOL-Math	DLA ESOL-Science	Grade	DLA ESOL-Reading	DLA ESOL-Math	DLA ESOL-Science
6	10021811	10021812	10021813	9	10023811	10023812	10023813
7	10021811	10021812	10021813	10	10023811	10023812	10023813
8	10021811	10021812	10021813	11	10023811	10023812	10023813
9	10021811	10021812	10021813	12	10023811	10023812	10023813

CPALMS.ORG - COURSE CODES

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DLA ESOL-Reading Course Codes

Middle School Course Codes	High School Course Codes
Y1-10021811 - 1002181A	Y1-10023811 - 1002381A
Y2-10021812 - 1002181B	Y2-10023812 - 1002381B
Y3-10021813 - 1002181C	Y3-10023813 - 1002381C

CPALMS.ORG - COURSE CODES

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DLA ESOL-Reading



CPALMS.ORG - COURSE CODES

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How does DLA differ?

- Incorporates comprehensible instruction
- Differentiates for various levels of language proficiency
- Differentiates for various reading abilities
- Emphasizes oral language development in English



READING COURSE IN LIEU OF INTENSIVE READING

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What ESOL Means To Me



Bilingual/ESOL Department

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Definition of UDL

"Universal Design for learning is an approach to curriculum that minimizes barriers and maximizes learning for all students."



www.udlcenter.org/resources_library/videos/udlcenter/udl#video0

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**Crucial Requirements of the
Consent Decree**

"EQUAL ACCESS"
to
"COMPREHENSIBLE INSTRUCTION"
taught by
"QUALIFIED PERSONNEL"



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Gifted ELLs

How are students referred?

- Students can self nominate
- Students can be nominated by teacher
- Students can be nominated by parent

What tool is used to identify after the screening?

- Kaufman Brief Intelligence Test-2nd Edition (KBIT-2) or similar screening instrument
- Verbal and Non-Verbal Components
- School personnel are trained in administering screener

For English Language Learners-only the non-verbal section is calculated



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Continuation of assessment...

- Plan A students should score a 125 or above
- Plan B students (Low SES or ELL) must score a 115 or above
- Second Grade Students Only:
 - CogAT-Cognitive Abilities Test is administered to all 2nd grade students
 - Plan A 97%ile, Plan B 81%ile
 - Parents are notified of screening results



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English Language Development Standards

Turn to a partner at your table and tell them what you already know about WiDA.





WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT

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World-Class Instructional Design and Assessment (WiDA)



Social & Instructional Language



Language of Language Arts



Language of Mathematics



Language of Science



Language of Social Studies

←

← Academic Language →

→

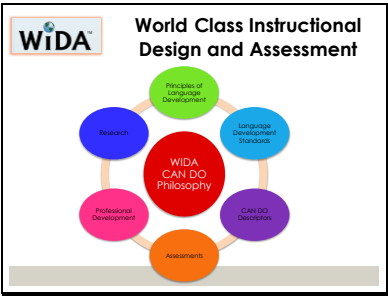
<http://www.wida.usd.edu/ELDC/ELDC-FAQs>

www.wida.usd.edu

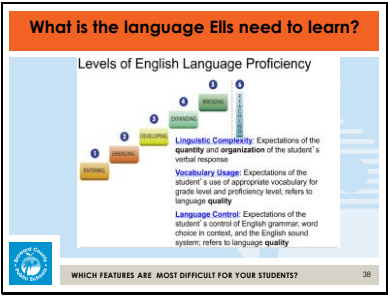
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Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

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WIDA 2015-16 will be a transition year

ACCESS for ELLs 2.0 will replace CELLA

Alternate ACCESS for ELLs 2.0 will be administered to ELLs who typically take FAA

Bridge Study is ongoing for equivalency scores between CELLA and ACCESS for ELLs 2.0

<https://www.wida.us/assessment/ACCESS/>

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WIDA CAN Descriptors

WIDA

Can Do Descriptors Grade Level Cluster 6-8

Language Use

Language Understanding

Language Production

Language Strategies

Language Use	Language Understanding	Language Production	Language Strategies
Adaptively use language to meet the needs of the situation.	Understand and interpret language in context.	Communicate effectively with others.	Use language to learn and solve problems.
Use language to express thoughts, feelings, and needs.	Understand and interpret language in context.	Communicate effectively with others.	Use language to learn and solve problems.
Use language to express thoughts, feelings, and needs.	Understand and interpret language in context.	Communicate effectively with others.	Use language to learn and solve problems.
Use language to express thoughts, feelings, and needs.	Understand and interpret language in context.	Communicate effectively with others.	Use language to learn and solve problems.

GROUP ACTIVITY

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Checking for Comprehension/Review

3 Headed Monster

- Standing shoulder to shoulder summarize the topic.
- Each member says only one word to complete the sentence and include punctuation mark.
- Include as many details as possible.

3 HEADED MONSTER GAME

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PSYCHO-GEOMETRIC ACTIVITY

BY DR. SUSAN DELLINGER

●

■

▲

☿

Choose the shape that most fits your personality or that most appeals to you.

Share with your table-mates why that shape best represents you.

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Circle

- Peacemakers
- Generous
- Warm & empathetic
- Tactful
- Like to work comfortably (may have a cushion on their chair)
- Expect to see photographs adorning their desks
- Good social life
- Good communicators & listeners
- Prefer to talk to people one-to-one



Square

- Hard working
- Dependable
- Analyze situations
- Dislike change
- Organized
- Logical
- Conservative
- Loyal
- Everything on their desk has its place
- "Clean desk...organized mind"

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Triangle

- Leaders
- Ambitious
- Motivated go-getters
- Decisive
- Focused
- Stylish
- Destined to succeed
- Typically not broad thinkers
- Competitive
- Straight to the point



Squiggle

- Creative
- Intuitive
- Witty
- Motivated
- Dramatic
- Least organized of all the Shapes
- Desk may look messy but the Squiggle knows where most things are
- Usually in a hurry
- May purchase books yet rarely read them
- "Idea producers"
- Life of the party- great people to be around

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Lesson

As a "Shape" group, create a plan to teach how to remove a splinter from a tongue.



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Jigsaw Activity

How the ELL Brain Learns





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How the ELL Brain Learns

David A. Sousa

Chapter 2: Learning a New Language
(English) Later pgs. 30 – 47

Chapter 3: Teaching English Language
Listening and Speaking pgs.49 – 79

Chapter 4: Teaching English Language
Reading and Writing pgs.81 – 105

Chapter 5: Teaching Language Arts and
Social Studies pgs. 107 – 132



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FUN TIME

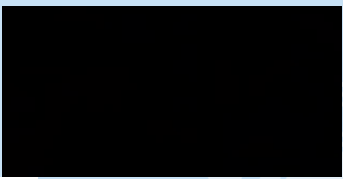




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Victor Valdes





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ESOL Online Resources

What challenges do you face when using technology with your ELLs?





ICEBREAKER

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Technology Challenges ABC's

A- Accessibility- What online resources are available to your ELLs in your classroom?

B- Barriers- What barriers do you face when using technology with your ELLs?

C- Curriculum Connections- Identify one online program you want to use with your ELLs. How would this online resource help to reinforce content?





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What Challenges do Teachers Face when Using Technology in the Classroom?

- Language
- Limited Access
- School Infrastructure
- Knowing the Technology
- Different Experience Levels



[HTTP://WWW.COLORINCOLORADO.ORG/ARTICLE/PREPARING-ELLS-BE-21ST-CENTURY-LEARNERSE](http://www.colorincolorado.org/article/preparing-ells-be-21st-century-learnerse)

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What Strategies Help to Make Technology More Accessible for ELLs?

- Use Handouts
- Build Vocabulary
- Extend Practice Time
- Verify Credibility of Online Sources
- Provide Relevant Learning Objectives
- Create Simple Assignments for Beginners



HOW THE ELL BRAIN LEARNS BY DAVID A. SOUSA

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Using Britannica for Core Content

Britannica School is a free online encyclopedia and resource website available to all students through the BEEP Student Portal.



Let's look at a Resource Pack on the Declaration of Independence.



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Teacher Access for Britannica School

Welcome to Britannica School

Log In

Sign Up

Home

My Account

My Library

My Progress

My Reports

Home

My Account

My Library

My Progress

My Reports

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Using StoryboardThat.com

StoryboardThat

This website allows students to create a story board using scenes and characters. These story boards can be used to tell events in history, science, or even to retell the plot of a short story read in class. Students can bring difficult information to life.

StoryboardThat

http://www.storyboardthat.com/

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WIDA Standard and Declaration of Independence Standards

[ELD.K12.EI.5.1](#) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

[SS.B.A.3.2](#) Describe the influence of individuals on social and political developments during the Revolutionary era.

[SS.B.A.3.3](#) Examine the structure, content, and consequences of the Declaration of Independence.

[SS.B.A.3.4](#) Examine individuals and groups that affected political and social motivations during the American Revolution.

WIDA

www.cpalms.org

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WIDA Standard and Standards for Using Sources

[L.D.K.12.FL.5](#) English language learners communicate for social and instructional purposes within the school setting.

[SS.8.A.1.2](#) Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

[SS.8.A.1.4](#) Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

[SS.8.A.1.5](#) Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

[SS.8.A.1.7](#) View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.



WWW.CPALMS.ORG

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CPALMS: What is it?

CPALMS is Florida's collaborative platform that connects education stakeholders, researchers, subject matter experts, practicing professionals, and professional organizations to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) instructional/educational resources and interactive tools that support standards.



www.CPALMS.org



WWW.CPALMS.ORG

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CPALMS: Scavenger Hunt

Reflection Questions

1. Who has used CPALMS before?
2. Who has used this website for Lesson Planning ideas?
3. Who has heard of CPALMS, but never really knew all that it offered before today?



WWW.CPALMS.ORG

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TeachingBooks.net

TeachingBooks is an online collection that includes thousands of multi-media and curriculum resources about fiction and nonfiction books used in the K-12 environment. The database includes book guides, activities and author interviews. It is available to all students through the BEEP Student Portal.



For Student Access
UN: Broward
PW: Broward



WWW.TEACHINGBOOKS.NET

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TeachingBooks.net Scavenger Hunt



Sign In with Email Address

Enter your Broward schools Email and it will automatically give you Educator access.

Find Resources For

Grade Levels

Grade 1-2

Grade 3-4

Grade 5-6

Grade 7-8

Grade 9-12

More...

1. Choose an author or piece of literature taught at your grade level.

2. Identify 2 resources available through this website that would help ELLs when reading this text?



WWW.TEACHINGBOOKS.NET

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Why Scavenger Hunts Help ELLs sift through information on the Internet?

- Internet scavenger hunts serve as a great way to hone student Web searching ability and problem solving.
- They can be an evaluative activity where students have to find information of a specific type or value.
- Scavenger Hunts provide students with a goal and then have them search the Internet to fulfill that goal.
- Students should be provided Guiding Questions to help identify key words and phrases that are necessary to understanding the content.



READING STRATEGY



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5 W's Graphic Organizer for Online Resources

The 5 W's Of Online DLA Resources

What is it? What can I do with it? What are some ways to use it? What are some ways to use it? What are some ways to use it?

What is it? What can I do with it? What are some ways to use it? What are some ways to use it? What are some ways to use it?

What is it? What can I do with it? What are some ways to use it? What are some ways to use it? What are some ways to use it?



GALLERY WALK

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Group Online Resources to Navigate

Online Resource 1	Online Resource 2	Resource
1. Every language learner http://www.everylanguagelearner.com	2. Every language learner http://www.everylanguagelearner.com	3. Every language learner http://www.everylanguagelearner.com
4. Every language learner http://www.everylanguagelearner.com	5. Every language learner http://www.everylanguagelearner.com	6. Every language learner http://www.everylanguagelearner.com
7. Every language learner http://www.everylanguagelearner.com	8. Every language learner http://www.everylanguagelearner.com	9. Every language learner http://www.everylanguagelearner.com
10. Every language learner http://www.everylanguagelearner.com	11. Every language learner http://www.everylanguagelearner.com	12. Every language learner http://www.everylanguagelearner.com



SCAVENGER HUNT

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Parent Resources

Get in sync this school year

Now in 2015

ESOL



HTTP://ESOL.BROWARDSCHOOLS.COM/

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ESOL Department Resources

Please visit our website for more links to Online Resources and for more information to share with Parents at your schools.



[HTTP://ESOL.BEOWARDSCHOOLS.COM/](http://ESOL.BEOWARDSCHOOLS.COM/)

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Reflection



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ESOL and Brain Compatible Strategies

- What ESOL instructional strategies did we implement today?
- Which of the 20 Instructional Strategies engaged the brain today?
- What strategies work best for my English language learners (ELLs)?

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We will bridge the achievement gap when we...

- Implement ESOL strategies aligned with student needs
- Tweak the delivery of instruction, but **not** content to meet the standards
- Use various ESOL academic resources to engage student learning



OUTCOMES

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Bilingual/ESOL Department

ESOL Leadership Team

Vicky B. Saldala, Director

Leyda Sotolongo, ESOL Curriculum Supervisor

Stephanie Revilla, Educational Specialist

Melinda Jones, Educational Specialist

Yvette Fernández, Parent Outreach Specialist

Bianca Guerra, Curriculum Supervisor, World Languages Supervisors

TBD, Dual Language Specialist

Celina Chavez, Educational Specialist, Charter School Support



754-211-7111, TDD: 754-211-7111
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<http://www.floridadoe.com>

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