

## Language development

### A. Match the definition of each of the three “tiers” of language

Type of vocabulary	Description
1. Basic interpersonal communication skills (BICS)	a. Common “site” words that occur and reoccur in readings usually.
2. Common academic language proficiency (CALP)	b. Words that are decontextualized and content specific. They are based on knowledge and more academic contexts
3. High frequency words	c. Words that are contextualized and where there is a lot of social interaction to deconstruct meaning

### B. Read and discuss the following questions:

- a. How can these methods and activities below help students acquire both basic and more rigorous vocabulary?
- b. Which of these ideas are you using in your classrooms? Share with the group and be prepared to share whole group.
- c. Be prepared to give one example for each category below.

BICS	High frequency words	CALP
Total Physical Response	Read-aloud & reread	Rephrase less academic statements with more robust words
Group work	Personalized dictionaries	Classification activities
Daily routines	Deconstructing and constructing sentences	Pre-teach vocabulary before using in context
Daily songs	Leveled reading groups	Create a “word chart”

### C. Add one activity or idea for each category below:

BICS	High frequency words	CALP