During this session we...

- Consider the rationale for increased rigor in English language instruction across levels, and

- Explore how visuals and scaffolded tasks can launch our beginning and low-intermediate learners towards their educational, career and civic goals.

In order to...

- Highlight and enhance the elements of rigor, relevance and respect in our English language instruction.
**TASK 1:** Look at the different greetings. (pages 2 and 3)

- **Rank** the 7 greetings in the chart.
  - #1 is the greeting you like the most.
  - #7 is the greeting you like the least

<table>
<thead>
<tr>
<th>RANKING</th>
<th>GREETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Say “Hello.”</td>
</tr>
<tr>
<td>2</td>
<td>Hug.</td>
</tr>
<tr>
<td>3</td>
<td>Smile.</td>
</tr>
<tr>
<td>4</td>
<td>Wave.</td>
</tr>
<tr>
<td>5</td>
<td>Kiss.</td>
</tr>
<tr>
<td>6</td>
<td>Bow.</td>
</tr>
<tr>
<td>7</td>
<td>Shake hands.</td>
</tr>
</tbody>
</table>

- Compare your chart to a colleague’s chart.
- Greet each other in a way you both prefer.

***************

**TASK 2:** Look at the ELP “Guiding Principles” below.

- **Take turns selecting and reading a principle aloud to your colleagues.**
  (You may go in any order. Do not repeat a principle that’s been read.)
- **Put a check next to a principle as it is read aloud.**

### Table 1. Guiding Principles

1. Adult ELLs have the potential to meet state-adopted challenging academic standards.
2. Adult ELLs represent a diverse population of learners.
3. Adult ELLs’ funds of knowledge are a resource for their learning.
4. Social language has an important role in ELLs’ English language acquisition process.
5. Three key instructional advances form the basis of state-adopted content standards for English language arts in AE that ELLs must access.
6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.
7. Scaffolding is an essential tool to facilitate ELLs’ acquisition of language and content.
8. ELLs with disabilities have specific instructional needs.
9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.

From the ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION, American Institutes for Research (OCTOBER 2016)
CONSIDERING THE RATIONALE FOR RIGOR

Make connections between the circled terms and concepts during the mini-lecture.

Add circles with new information or ideas.

21st Century Workplace

21st century postsecondary education

RIGOR

SUPPORT

CHALLENGE

PARENTING

STRUGGLE
CHALLENGE

CLAIM 1: Visuals can help learners identify their goals and needs.

EVIDENCE:

SAMPLE PROMPTS: FIND 5...
... topics with words you know.
... topics you want to study
... examples of skills you have.
... examples of skills you need.
... things you want to do in the future.
... of your past jobs.
... examples of skills you have
... examples of things you don’t like to do.

YOU TRY IT!
1. Each member of your team takes one prompt.
2. Page through the OPD to find one topic that demonstrates what the prompt asks for.
   Time limit 90 seconds.
3. Take turns reporting on the page you chose. Use the language frames to state your choice.
4. Take notes on your teammates’ reports.

REPORT BACK TO YOUR TEAM
I selected ____________ on page ______ because….

<table>
<thead>
<tr>
<th>Name</th>
<th>Topic*</th>
<th>Page #</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The name of the topic should be accurate.
CLAIMS 2 & 3: Visuals can help learners use VTS (visual thinking strategies) & engage with “text” complexity.

VISUAL THINKING STRATEGY QUESTIONS AND TOOLS

**OBSERVATION**
1. Study the photo for 2 minutes.
2. How does the photo make you feel? It makes me...
   - happy
   - very happy
   - calm
   - disappointed
   - unhappy
   - sad
   - angry
   - upset
   - scared
   - laugh
   - cry

3. Copy this chart on your paper.
   List the people, objects, and actions you see in the photo.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analyze what you see:**

**PIE CHART STATISTICS**

<table>
<thead>
<tr>
<th>KEY</th>
<th>SENSORS</th>
<th>MIDDLE-AGED ADULTS</th>
<th>YOUNG ADULTS</th>
<th>TEENS</th>
<th>CHILDREN 3-12</th>
<th>BABIES/INFANTS</th>
</tr>
</thead>
</table>

A Family Reunion - Pages 44-45

**Draw conclusions.**
Based on this picture, the Lieu family will have ________ more member(s) next year.

**Make inferences.**
In 2 years, what will this reunion look like? Cite evidence from the picture to support your ideas.
CLAIM 4: Visuals can help learners develop academic language.

- Questions and images can help define abstract academic terms. (Soft Skills p.
- Integrate academic terms in order to discuss everyday and high-interest themes.
  (See the AWL charts in Appendix A)
- Team tasks can use academic discourse frames.
  (See the Teamwork templates in Appendix D and the Do-Say templates in Appendix E)

CLAIM 5: Visuals can help learners demonstrate critical thinking

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>GRAPHIC ORGANIZER OPTION 1</th>
<th>GRAPHIC ORGANIZER OPTION 2</th>
<th>GRAPHIC ORGANIZER OPTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Care</td>
<td>Cluster: dental occupations, what they do, what they use</td>
<td>Venn: things that happen at a medical exam, things that happen at a dental exam</td>
<td></td>
</tr>
<tr>
<td>A Hospital</td>
<td>Sorting: Jobs that require 2 years or less of education/4 years/8 years or more</td>
<td>Pro-Con: Volunteering in a hospital</td>
<td>Cluster: Types of medical jobs. (career ladders and lateral jobs)</td>
</tr>
<tr>
<td>A Health Fair</td>
<td>Cluster: Types of booths at a health fair, people, actions and items at the booths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Downtown</td>
<td>Sorting: Non-Government and Government locations</td>
<td>(With City Streets)</td>
<td>Pro-Con: Living downtown</td>
</tr>
<tr>
<td>City Streets</td>
<td>Cluster: Related types of locations: shops, places of worship, recreation &amp; entertainment</td>
<td>Pie Chart: % of locations that are business, food, religion, recreation/entertainment</td>
<td>(With Downtown)</td>
</tr>
</tbody>
</table>

PMI: What’s good, bad, or interesting about….

<table>
<thead>
<tr>
<th>PLUS</th>
<th>MINUS</th>
<th>INTERESTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLAIM 6: Visuals can help learners develop career awareness

- What is the job title?
- What do these workers do?
- Where do they work?
- What do they wear?

________________________(s) __________________________. They work ______ ________ - in/on/at

They often wear________________________.

CLAIM 7: Visuals can help learners launch an inquiry

How much do __________ make?

Will there be more or fewer of these jobs in the future?

What is the most popular….?
Where can I find…..?
What’s another word for ….?
How much is a ….?
Where can I go to….?
How many people…. last year?

INTRODUCE AND PRACTICE THE “SEARCH” APPROACH

Set a purpose for searching
Employ effective search strategies
Analyze search-engine results
Read critically and synthesize information
Cite your source
How successful was your search?
(Henry, 2006)


Slide from Kathy Harris’ Digital Literacy presentation at the Wisconsin Achieving Credentials for Success Conference (Oct. 2016)

Research Background and Instructional Resources

ACT, Inc. (2006) *Reading Between the Lines: What the ACT Reveals about College Readiness in Reading*. Iowa City, IA: Author


