WELCOME!

Destination Acceleration:
High Engagement Strategies for the AB705 Classroom

LAGUNA A

w/ Melissa Reeve & Brent Warner
PEDAGOGY MATTERS!

- Backward design from college-level courses
- Relevant, thinking-oriented curriculum
- Just-in-time language development & review
- Low-stakes, collaborative practice
- Intentional support for students’ affective needs

Instructional design principles, CA Acceleration Project
Ground Rules

1. The room is smarter than the individual  
   #BetterTogether
2. We are focused on increased student engagement and collaboration to develop real ideas for the paper.
3. These activities are focused on understanding the reading. Language acquisition activities could be weaved in or done separately.
What Students Have Been Asked to Do Before this Class

(Or, How I Learned to Stop Worrying and Asked You to Read In the Beginning of the Session)
Read Up

Take 10 minutes to read the article that would normally be homework for students.

Need a link?
Scan this QR code with your phone or go to

http://edtech.tv/catesol18

Done early? Prepare for later by downloading Flipgrid to your phone. The icon looks like this:
Fess Up

Who didn’t complete their homework?
Speed Dating
Speed Dating Question 1

How did Lu try capture the reader’s attention? Why do you think she used this technique? Was it successful?
Speed Dating Question 2

According to the article, Harvard research shows that "many schools are ill-equipped to meet [the] needs" of immigrant or second generation schoolchildren. What are some ways Lu shows this?
Speed Dating Question 3

Lu expresses frustration with *understanding* much more than she could *give* spoken responses to. Can you think of a metaphor that expresses this frustration?
Speed Dating Question 4

Discuss the following sentence from the text: “The diluted coursework for ESL students can have disastrous academic repercussions.” What are your opinions, thoughts, or experiences with “diluted coursework for ESL students”? 
Speed Dating Question 5

Your own question.
## Graphic Organizer

<table>
<thead>
<tr>
<th>Question</th>
<th>Group’s Response</th>
<th>Textual Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) How did Lu try to capture the readers’ attention?</td>
<td>She shared a story of being assaulted on a school bus but not having the language to resist.</td>
<td>“I tried to blink the reality away.”</td>
</tr>
<tr>
<td>b)</td>
<td></td>
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</table>

- Question:
  - a) How did Lu try to capture the readers’ attention?
    - Group’s Response: She shared a story of being assaulted on a school bus but not having the language to resist.
    - Textual Evidence: “I tried to blink the reality away.”
Class Reflection

Find a “volunteer” who will share the group’s questions/insights with the group.
FlipGrid

https://flipgrid.com/catesol18
PART 2
SLOs for ESL 094: Advanced Integrated Skills

A student who successfully completes ESL 094 will:

- Select and apply the skills and strategies appropriate to comprehend moderately long, college-level written passages.

**Success Criteria:** Given a college-level reading selection, the proficient student:
  - clearly and accurately summarizes and paraphrases relevant points
  - draws inferences by utilizing textual evidence
  - responds in a way that logically connects ideas in the reading to prior knowledge and/or personal experience
SLOs for ESL 094: Advanced Integrated Skills

A student who successfully completes esl 094 will:

- **Write short essays which demonstrate facility with a range of grammatical and rhetorical functions**

Success Criteria: Given a set of readings on a current issue, the proficient student composes an argument essay which:

- demonstrates a clear, relevant thesis
- develops the thesis with focused body paragraphs, developed with substantial and relevant support/evidence (including evidence from text) and analysis
- utilizes words of sufficient precision, controls sentences of reasonable variety without distracting the reader, and generally adheres to the conventions of written English
ESSAY #2: Language and Identity

Readings:

“How to Tame a Wild Tongue,” by Gloria Anzaldúa

“Being a Teenager is Hard Enough Without Having to Learn English as a Second Language,” by Chin Lu
ESSAY #2 Prompt:

Both Anzaldúa’s and Lu’s essays focus on how language is an essential part of identity. Anzaldúa argues that language is as important to her cultural identity as food and art. As we read in her essay, she explores the multiple languages and dialects she speaks. Particularly, she explains how she was judged because of her language. In Lu’s essay, she argues that her lack of language was directly responsible for her lack of identity. Do you agree that language directly impacts identity, or is it less important than these authors believe? Use our class readings and your own experience to support your argument.
Join Us:

Upcoming PD events presented by CAP:

- February Conference in Sacramento
- April workshop at LAX
- Summer Communities of Practice
Thank You!!

Want to talk?

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Resources
http://www.edtech.tv/catesol18