An ESOL instructor at a CA community college is teaching Intermediate Reading/Writing. Her goal is to accelerate student learning so that students meet the course objectives to skip to the next level. What instructional practices/learning activities might you expect to see in her classroom?
Teach With A Reach:
Teaching to Accelerate Students through the ESOL Course Sequence
Our Accelerated Curriculum
Acceleration

All students have the opportunity to complete the course sequence from high-beginning to advanced* in 4 semesters

*pre-requisite for college English
Peralta ESOL Alternative Structural Model

➢ Eliminate levels in course sequence: 6 to 4
➢ Flexible progression through course sequence
Curriculum Redesign

➢ Integrate reading and writing
➢ Engage students in complex reading, writing and thinking tasks sooner
➢ Prioritize at all levels:
  ○ Critical Thinking
  ○ Information Literacy: Computer Skills/Research
  ○ Intercultural Communication/U.S. Culture
  ○ Comprehension (Reading & Listening) and Production (Writing & Speaking)
  ○ Sentence-Level Accuracy
Teach with a Reach

Design contextualized learning experiences to introduce and build upon meaningful practices...

...rather than teach stacked discrete skills
Teach with a Reach

➢ Create compelling contexts in which students and teachers interact with rich texts (rather than textbooks)
➢ Engage students in learning practices that require them to synthesize, analyze and criticize
New Model for Professional Learning

Support teachers to make that reach. It’s a vulnerable place to be.
Laney ESOL Acceleration College
(Community of Practice)

Instructors engage one another in design and implementation of high-impact teaching and assessment practices aimed at accelerating student learning and progression through the course sequence.
Inside the Accelerated Intermediate-level ESOL Classroom

When we ask more of ourselves and more of our students at all levels, we surpass our expectations of teacher and student
Exceeding Expectations
Building a Compelling Context
Don't judge a man until you've walked two moons in his moccasins.
What’s the Reach?

➢ Building a context that is compelling and engaging for both students and the teacher
➢ Setting students up to be actively involved with the reading
➢ Helping students begin to build personal connections to the story
From: Kate Jerome <kate@katejerome.com>
Date: February 20, 2015 at 6:10:36 PM PST
To: Brenda <godinezbrenda705@gmail.com>
Subject: Re: Question about who was Amelia Earhart

Dear Brenda,

I wrote about Amelia Earhart because she was an interesting woman who was not afraid to take risks. She was also curious ...and had a good sense of humor!

Amelia worked hard. I hope you do, too.

Good luck on your quiz!

Best,
Kate Jerome
Exceeding Expectations

Student example
Annotation: We Love Messy Books

LEFT MARGIN
➢ facts
➢ key events
➢ sequence of key events
➢ dual story charting

RIGHT MARGIN
➢ feelings
➢ questions
➢ reactions
➢ connections

WALK TWO MOONS
SHARON Creech
WINNER OF THE NEWBURY MEDAL
A Fair of the Windows

Geeves says that i am a country girl at heart, and that is true. I have lived most of my thirty years in mountains, which is not much more than a slice of heaven kept in a green box alongside other things. Just over a year ago, mother and father and the world took me, and all that belonged to me, that is not true. We did not bring the youngest of the wheat or the silly or the hay, but it was the swimming hole and the pool of the great blue waters. We put it all together and the water and the grass and the trees and the houses, and we lived in front of a house in Sunny Ok.

“Where are the bees?” I asked. “Is there a house where they go?”

“Isn’t there one?” I asked. “Is there a house where they live?”

The front door of the house opened, and Margaret the lady with the wild red hair stood there. She looked up and down the street. The buildings were all painted together. The street was blacktopped, and in front of each one was a gray square of grass, and in front of that was a long, long cement sidewalk running alongside the cement road.

“Where’s the barn?” I asked. “Where’s the barn?”

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“Where’s the barn?” I asked. “Where’s the barn?”

“Where’s the barn?” I asked. “Where’s the barn?”

The lady with the wild red hair opened the door and came out on the porch.
What’s the Reach?
Annotation as Building Blocks

- Reading Group check-in
- Prepare students for discussion and writing activities
- Revisit a previous chapter to make connections
- Look at left side notes for summary creation
- Look at right side notes for response ideas
- Trace character and theme development for essay and discussion support
Exceeding Expectations

It is a little difficult for me to understand the book. I am not clear about the background of the story, and there are too many people involved. I feel a little frustrated. I decide to have a break and read it again. I annotate the words or sentences I don't understand. I use highlighters to mark the people and places. I mark down my question on the left side. Wow, everything is clear, and it seems I go into the story. I can even imagine the scene. I want to know more about the story and how they survived in a foreign country.
Cultivating Critical Thinking
What are the advantages and disadvantages of owning a pet?
Four Types of Questions

These questions will:

➢ Direct our discussions from basic comprehension to critical thinking

➢ Help us make connections between our own lives and the novel

➢ Prepare us for going deeper into a text
1. Right There Questions

A “right there!” question is a question whose answer you can point to in one line of the book.
2. Here and There Questions

A “here and there” question is a question whose answer is formed by assembling information from more than one place in the book.
3. Inside/Outside Questions

Only part of the answer to an “inside/outside” question can be found in the book. The other part of the answer comes from you. What do you infer from what you read?
4. Outside Questions

You won’t find the answer to an “outside” question in the book. An “outside” question is related to an issue in the story, but you’ll need to use what you know about the world to answer this question.

Join a community of readers and citizens.
Exceeding Expectations: The Socratic Seminar
In "Leads Diversity: with a Smile," journalist Barbara Ehrenreich explains the current conflict between people who want the recognition for minority issues in education with a multicultural approach and those critics and conservative scholars who are leading the backlash against multiculturalism and "political correctness." Writing for an audience of Time magazine, Ehrenreich acknowledges experience growing up in the 1980s to explain that her source education left her a "victim of multiculturalism." She is equipped to cope with America's growing cultural diversity. Ehrenreich applauds multiculturalism's goal of preparing people for a culturally diverse world, but she is impatient with the "naive stance" of the P.C. people because they miss the "vital participation for genuine social reforms" and they are arrogantly trying to "correct" her language. Since actions speak louder than words, Ehrenreich argues the multicultural should focus more on genuine social reform - processes should be in normal situations in normal situations. Dialogue across human with disabilities, and reducing the rape of and esteem abuse. Discussion on the problems, according to Ehrenreich, is for both sides to "lighten up." The conservative should recognize that criticizing the great books of Western civilization is not integral, and the multicultural should be less arrogant and again the nature of humor.

What I like about Ehrenreich's article is her effectiveness of personal experience to clarify the issues on both sides of the multiculturalism debate. However, her conclusion, but endless "lighten up" and accept diversity because "era's more fun," contains her argument by ignoring the social inequalities in the heart of the ethnic. The
Qualities of a Good Summary

➢ Title and author
➢ Background information
➢ Main idea
➢ Important Details
➢ Concluding Sentence
What is this chapter really about?
Qualities of a Good Response

- Introduce an idea from the story
- State your opinion about that idea
- Give examples to support your opinion
- Say something meaningful about the reading that the class could discuss
What do you have to say about that?
Where does the information we need to write a summary come from?

Where does the information we need to write a response come from?
What’s the reach?

➢ Demonstrate comprehension
➢ Synthesize information
➢ Skills with everyday applications
➢ Join the conversation
➢ Starting point for more complex writing
Exceeding Expectations: A Letter From the Author
Dear Ms. Anna Cortesio,

Thank you for sharing A LONG WALK TO WATER with your students and encouraging them to write to me. I was impressed by how clearly they expressed the many ways in which they connected with Salva’s experience and grateful for all they shared about what they learned from the book.

I am enclosing a letter that you can copy for them, and also a signed bookplate for each student. I included their names in the salutation so they will know that I read each of their letters. Please share with them my apology for any misspelled name.

You asked me to share your sentiments about the book with Salva, so I am forwarding the students’ letters to him. I know he will be both appreciative and impressed by their responses.

Thank you for all you do to help students use reading in their lives,

[Signature]

Linda Sue Park
Dear Tiblets Kelata, Amilcar Perez, Shu Min Lin, Jessica Cornejo, Chan Kim, Utsav Malla, Shudarsan Ghimire, Chris Wang, Sivarahjan, Son Huynh, Karen R., Selam, Vincent, Xiao Yu, Fisiha Tefera, Lois Chen, Jay Ma, Da, Kyle, Cindy Xu, Ferroudja Djellaya, Zoljargal Batsunh, Jin, Weila Fu, and Sungsil Kim,

Thank you for writing to me to share your reactions to A LONG WALK TO WATER! I was delighted to read about what you felt as you read the story, the examples from your own lives of times you were challenged and persevered, and the many lessons you found in the story.

You might be interested to know that Salva is married and now lives in South Sudan with his wife and their baby daughter. When I first met him, I discovered that he is relaxed and laid back, and that makes him very easy to talk to. We spoke for many hours before I started to write his story. I wanted to share his incredible story with everyone I knew, and the book was the way I could share it with the most people.

Thanks for your interest in my work, and best wishes always,

Linda Sue Park
Writing Essays
It’s Your Turn
Two Prompts

**Pink:** Write a narrative account about a special meal you’ve shared with your family.

**Yellow:** In the novel, Sal retells a specific memory about her parents that is triggered by eating blackberry pie. Think of a taste, smell or texture that brings up a significant memory for you. In your narrative, begin by describing the sensory experience and then the significant memory.
It’s Your Turn to Join the Conversation

Takeaways and Q&A
Course Outline

Link to the course outline:
http://www.curricunet.com/pccd/reports/course_outline_pdf.cfm?courses_id=10820
STUDENT ADVANCING FASTER
Visualization #2 of the A/B plan:

STUDENT ADVANCING SLOWER

HIGH BEG A

HIGH BEG B

INT A

INT B

HIGH INT A

HIGH INT B

ADV A

ADV B
Visualization #2 of the A/B plan:

STUDENT ADJUSTING TO PROGRESS

- HIGH BEG A
- HIGH BEG B
- INT A
- INT B
- HIGH INT A
- HIGH INT B
- ADV A
- ADV B

(Stairs diagram with student adjusting to progress through different levels.)
The next reach...

Accuracy!
Example of errors collected from group work with 4 question types:

1. Why did Sal went to the psychiatric ward?

2. Is Ben mom have mental problem?

3. Why Phoebe’s mother kissed the lunatic?

4. Did Sal and Ben falling love to each other?
Four Types of Questions

This idea of the four question types is adapted from a reading apprenticeship technique called QAR (question and answer relationships) by high school teachers Christine Cziko and Lori Hurwitz.


Student Success Scorecard

- California Community Colleges Board of Governors performance measurement system that tracks student success at all 112 community colleges.

- Data available in this scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.
2010-2014 Progress Rate
Percentage of credit students tracked for six years who first enrolled in a course below transfer level in ESL and completed a college-level course in the same discipline.
Percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2008-09 and completed a college-level course in the same discipline.

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0%: Cohort with no students attaining an outcome
N/A: Cohort has no students
*: Cohort fewer than 10 students
ESL Progress Rate Increases 6%

2014 Scorecard 19%
2015 Scorecard 25.3%