



From Familiar to Unfamiliar

Pre-reading Scaffolds to Connect Students from What They Know to What They Don't Know Yet

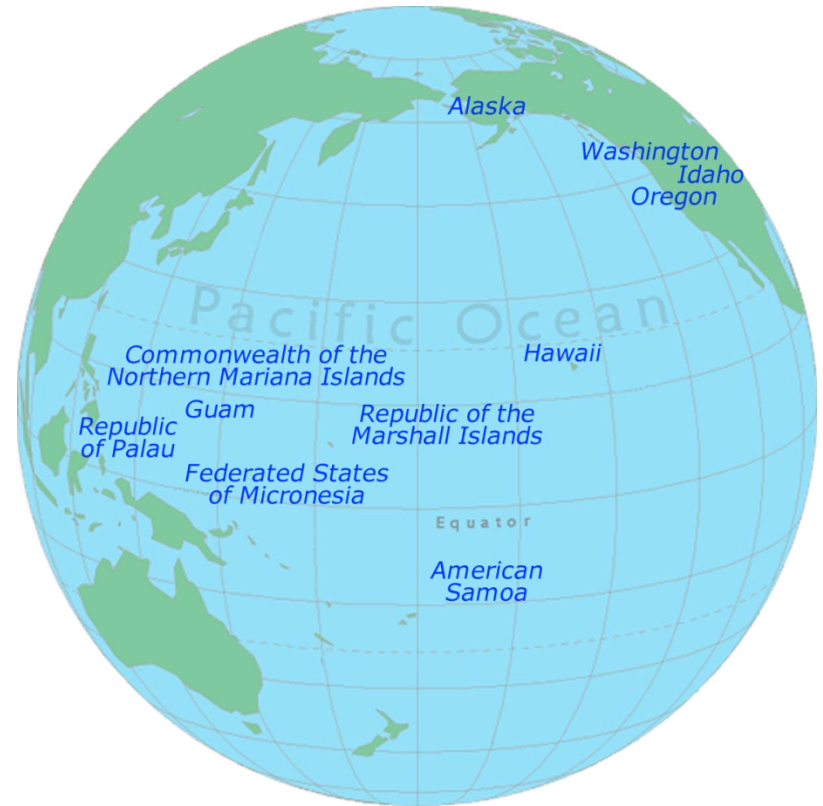
Tim Blackburn
Education Northwest
May 9, 2016
1:00 pm



Welcome and Background

Region X Equity Assistance Center (EAC) helps K–12 public schools and their communities incorporate educational equity into policies, procedures, and practices to ensure that all students receive what they need to succeed academically.

The land and water area in Region X covers 16.1 million square miles or approximately 10% of the earth's total surface, including 9 time zones, 5 U.S. states, 2 U.S. territories, 1 commonwealth, 2 republics, 4 federated states.



Reflect

Image Analysis 1

Reflection

- What comes to mind when you see this image?



Walqui, A. (2013). Apprenticeship



Image Analysis 2

Reflection

- What comes to mind when you see this image?



Walqui, A. (2013). Apprenticeship

Reflection and Connection ...

How are Natalia Osipova and your students similar?

How do they differ?

As a teacher, what is your role in all of this?



Vocabulary in Context

*How do we create invitations for our students **to apprentice** in discipline specific language, literacy, and analytical practices?*

Image



Context

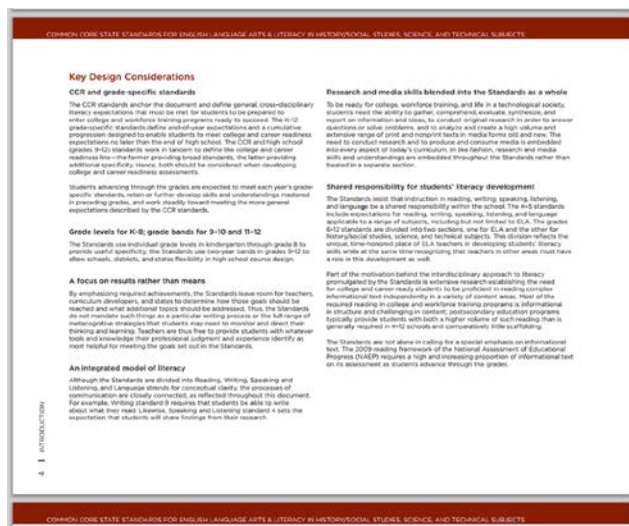
As students apprentice themselves in the practices of their discipline, they develop autonomy to “become as soon as possible who they are not yet.”

Definition

To
apprentice
means ...

Leontiev, A, quoted in Urie Bronfenbrenner, *The Ecology of Human Development*. (Cambridge, MA: Harvard University Press, 1979), 40.

Problematising ELD in an Era of New Standards



Shared responsibility for disciplinary literacy

The Standards insist that instruction in reading, writing, speaking, listening, and language be a **shared responsibility** within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA.

Engage



Relationships and Convergences

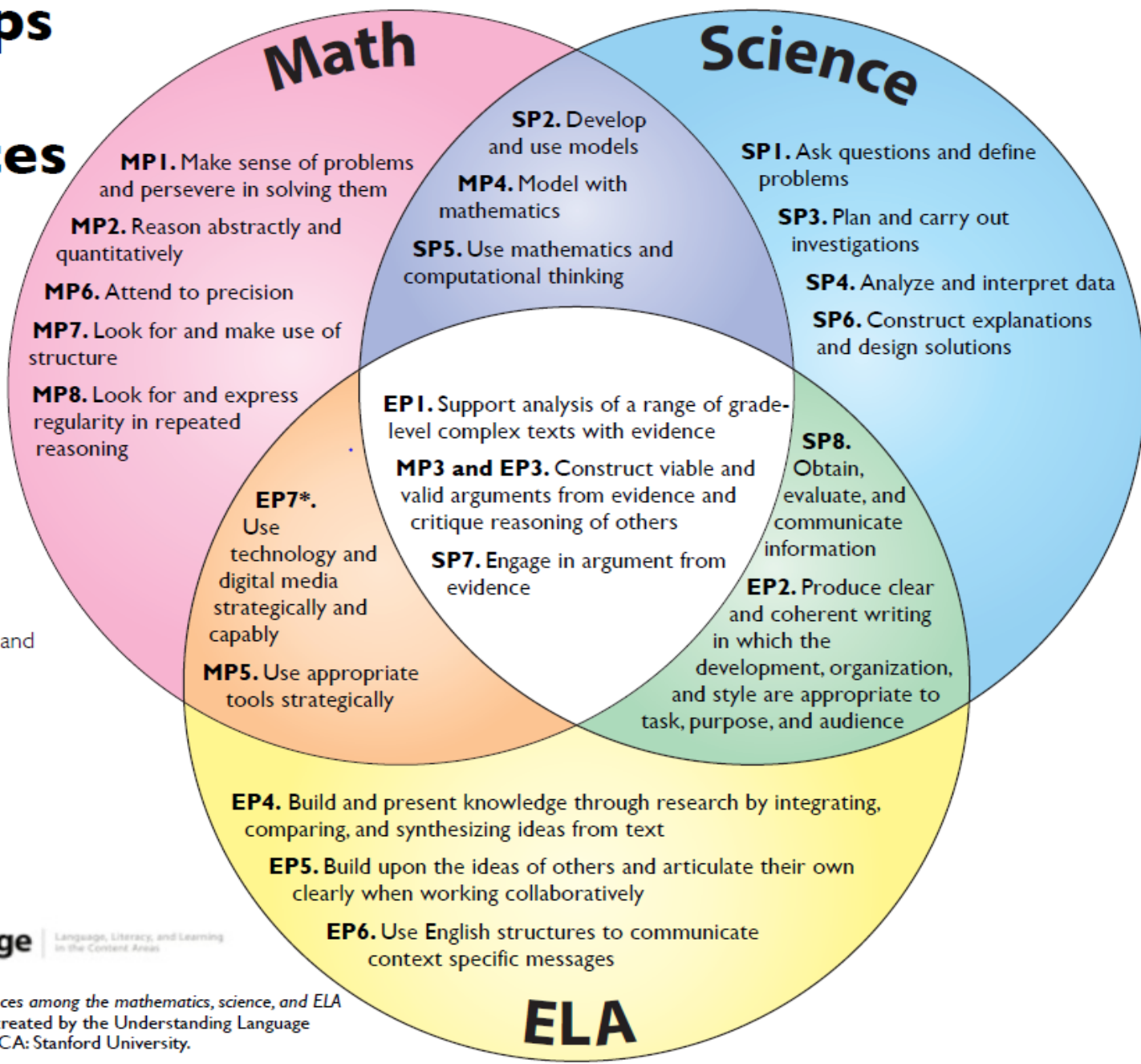
- Found in:
1. CCSS for Mathematics (practices)
 - 2a. CCSS for ELA & Literacy (student capacity)
 - 2b. ELPD Framework (ELA "practices")
 3. NGSS (science and engineering practices)

- Notes:**
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
 2. SP1–SP8 represent NGSS Science and Engineering Practices.
 3. EPI–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
 4. EP7* represents CCSS for ELA student "capacity" (p. 7).



Understanding Language | Language, Literacy, and Learning in the Content Areas

Suggested citation:
 Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University.



Problematizing ELD in an Era of New Standards

Mr. Language



Mr. Content



Shifting Our Focus: *Language as Action*

Our Shift

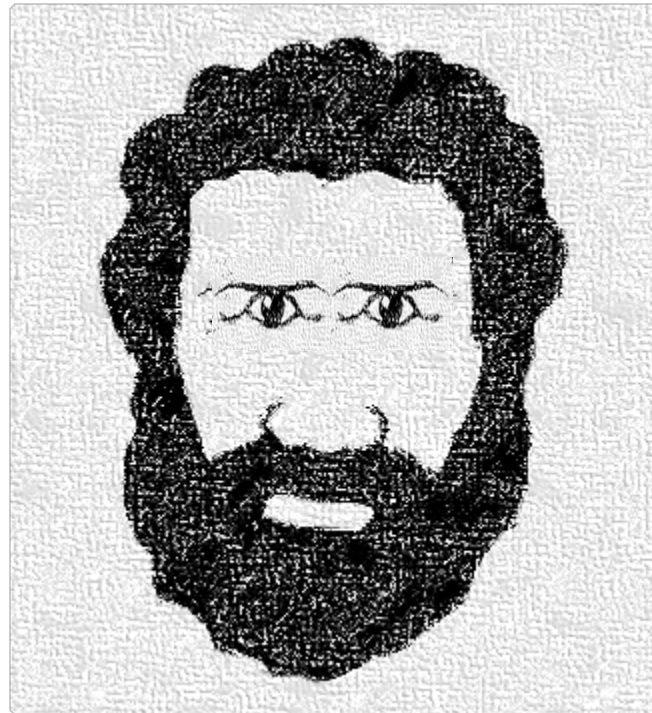
- ... second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development as that of the subject area teacher.
- Given the new [content] standards' explicitness in how language must be used to enact disciplinary knowledge and skills, ***such a strict division of labor is no longer viable.***

Implications

- Content area teachers must ***understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and language arts*** to enhance students' engagement with rich content and fuel their academic performance.
- ESL/ELD teachers must cultivate a ***deeper knowledge of the disciplinary language*** that ELL students need, and help their students to grow in using it.

Shifting Our Focus: *Language as Action*

Mr. Language von Content



Problematizing ELD in an Era of New Standards

So... how do we accomplish this?

How do we craft open invitations for our students to apprentice themselves in the content, literacy, analytical practices, and language of a particular discipline?

Shifts

Seeing Language acquisition as an individual process



Understanding it as a social process of apprenticeship

Conceptualizing language in terms of structures or functions



Understanding language as action

Seeing language acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity



Understanding that acquisition occurs in nonlinear and complex ways

Emphasizing discrete structural features of languages



Showing how language is purposeful and patterned

Using Lessons focused on individual ideas or texts



Using clusters of lessons centered on texts that are interconnected by purpose or by theme

Shifts

Engaging in activities that preteach content



Engaging in activities that scaffold students' development and autonomy as learners

Establishing separate objectives for language and content learning



Establishing objectives that integrate language and content learning

Using simple or simplified texts



Using complex, amplified texts

Teaching traditional grammar



Teaching multimodal grammar

Using tests designed by others



Using formative assessment

Apply



Problematizing Access in an Era of New Standards

What must students know and be able to do to access and engage this task?

Thematic Essay:

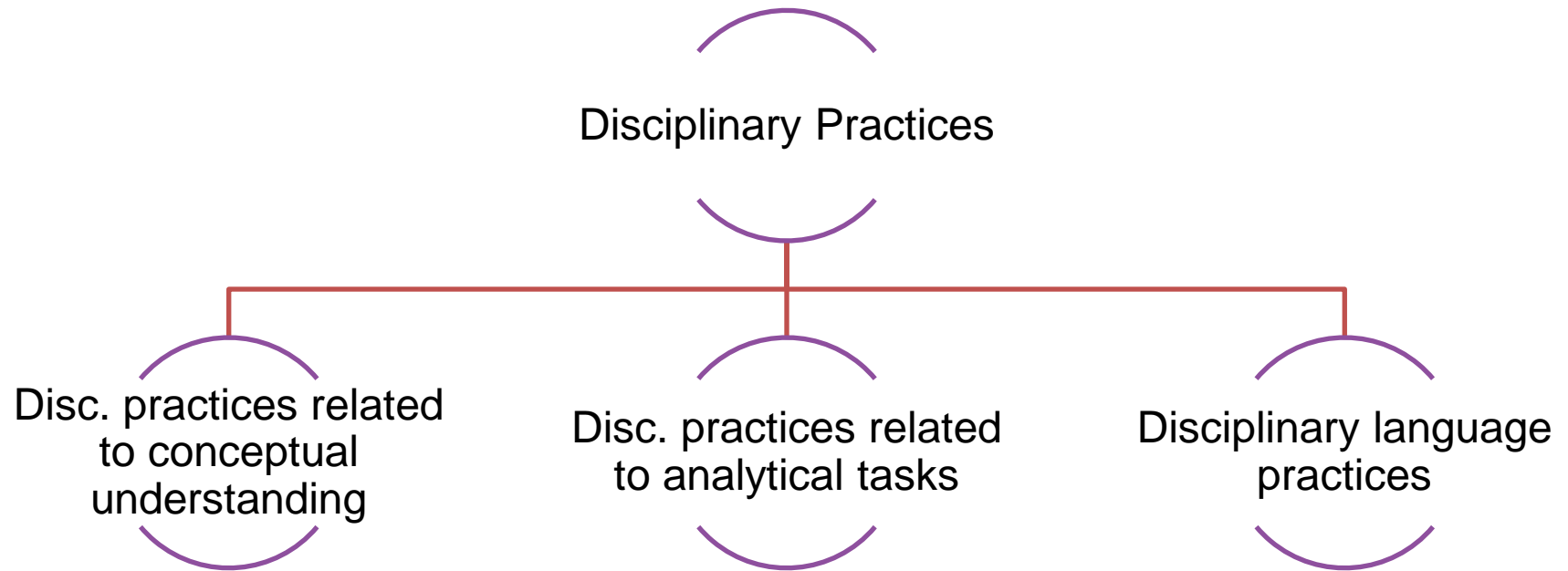
Create claims to argue the theme below. Support your claims with reasoning and evidence from your notes, organizers, and text.

Technology:

Describe and explain the influence of agricultural and industrial technologies on the economic and political expansion of the Islamic Empire. ***Analyze and interpret*** the primary and secondary source texts for evidence.



Lenses for Analyzing Task Demands



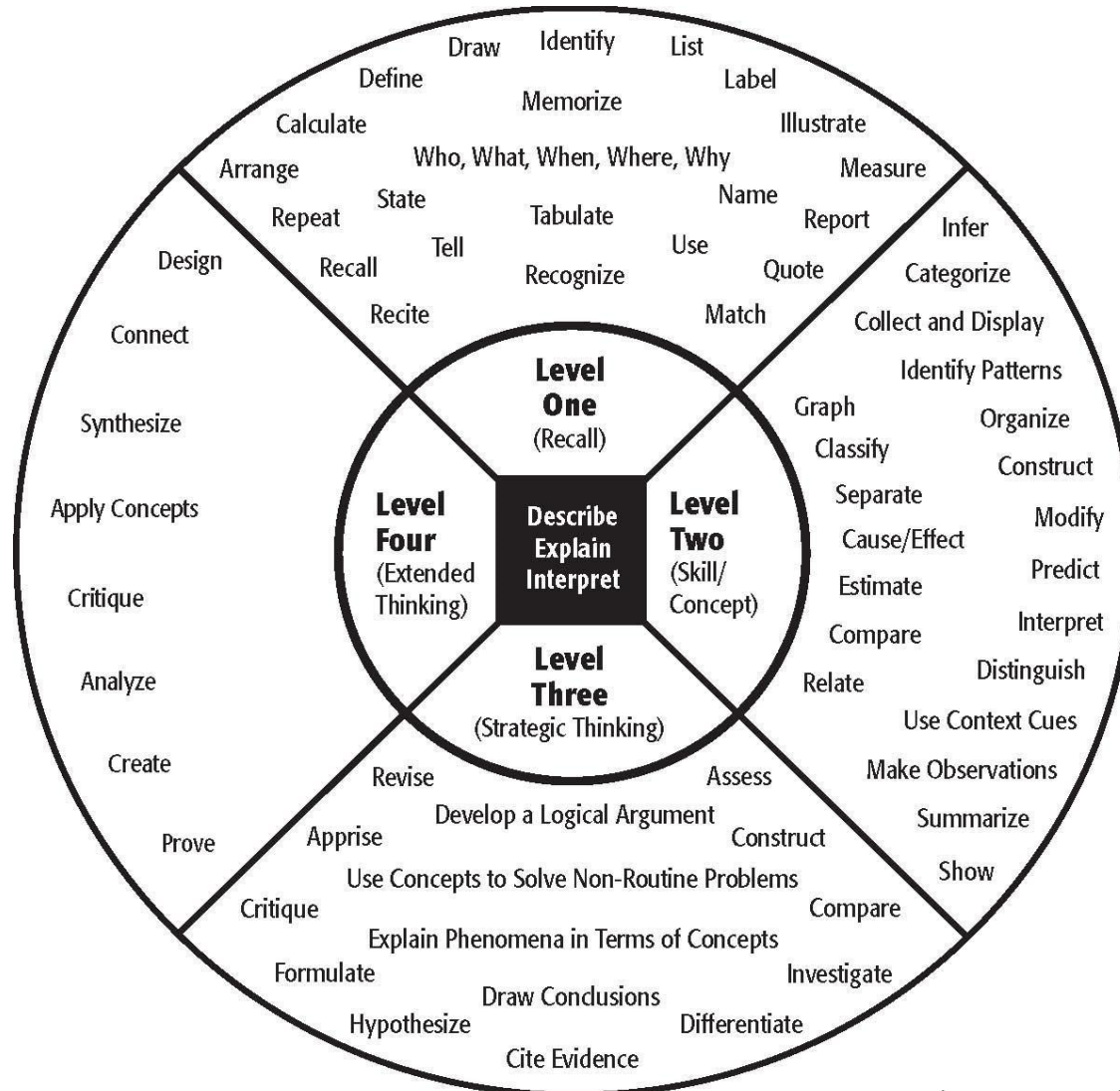
Valdés, G., Kibler, A., and Walqui, A. (2014, March). *Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards*. Alexandria, VA: TESOL International Association. (P. 10)

Task Analysis Lenses

Concepts	Analytical Practices	Language
<ul style="list-style-type: none">• Cultural Diffusion• Lenses of historical analysis (i.e., economic, geographic, political, belief systems)• Expansion of the Islamic Empire	<ul style="list-style-type: none">• Analyze and interpret complex primary and secondary source docs.• Synthesis (thesis)• Argumentation – cause and effect claims• Citing evidence• Essay organization and development	<ul style="list-style-type: none">• Tier II Vocab.• Cause and effect language functions• Adverbials for connecting ideas and transitions• Language forms for introducing evidence (lang. for developing ideas)

Depth of Knowledge (DOK)

What must our students know and be able to do?

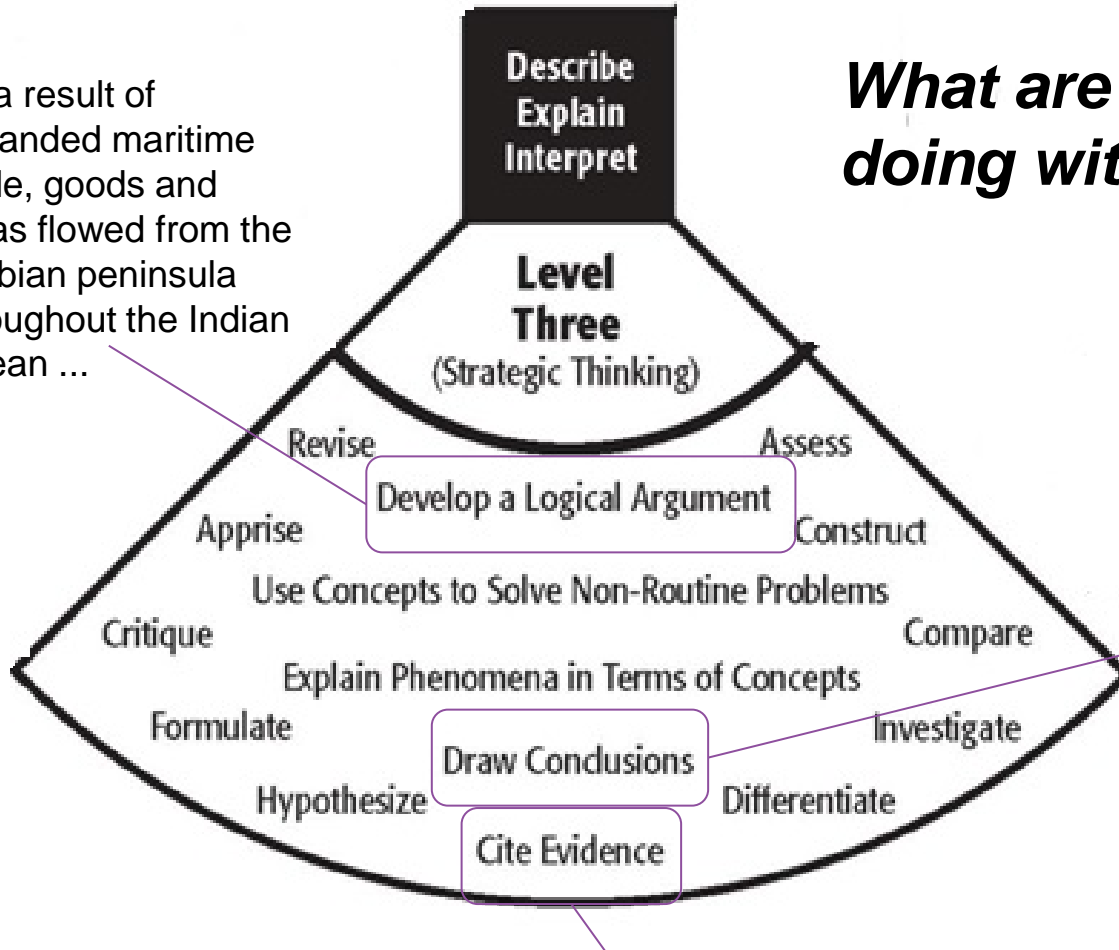


(Webb, 2002)

Depth of Knowledge

What are our students doing with language?

As a result of expanded maritime trade, goods and ideas flowed from the Arabian peninsula throughout the Indian Ocean ...

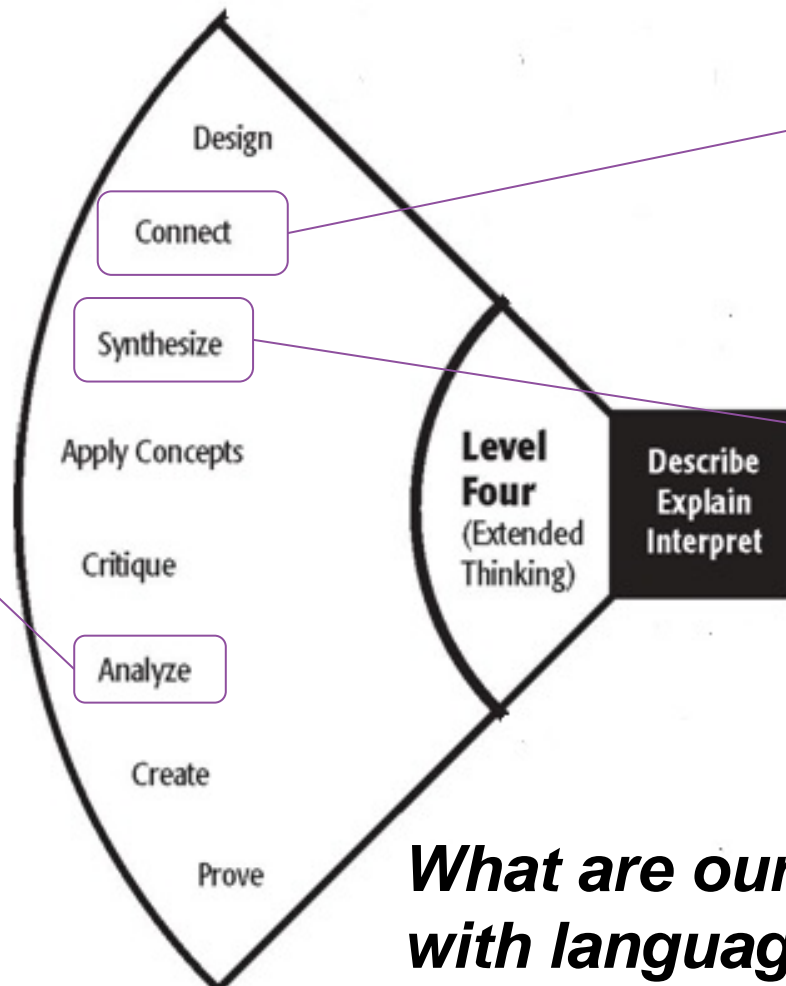


The graph demonstrates ...

The primary source on page 3 indicates ...

Depth of Knowledge

New irrigation technologies supported the growth of cities and led to more trade with surplus goods. As a result ...



Both agricultural and industrial technologies had a direct impact on the expansion of ideas like Islam ...

New technologies in agriculture and industry had a direct impact on trade, and consequently, cultural diffusion in Asia and the Indian Ocean ...

What are our students doing with language?

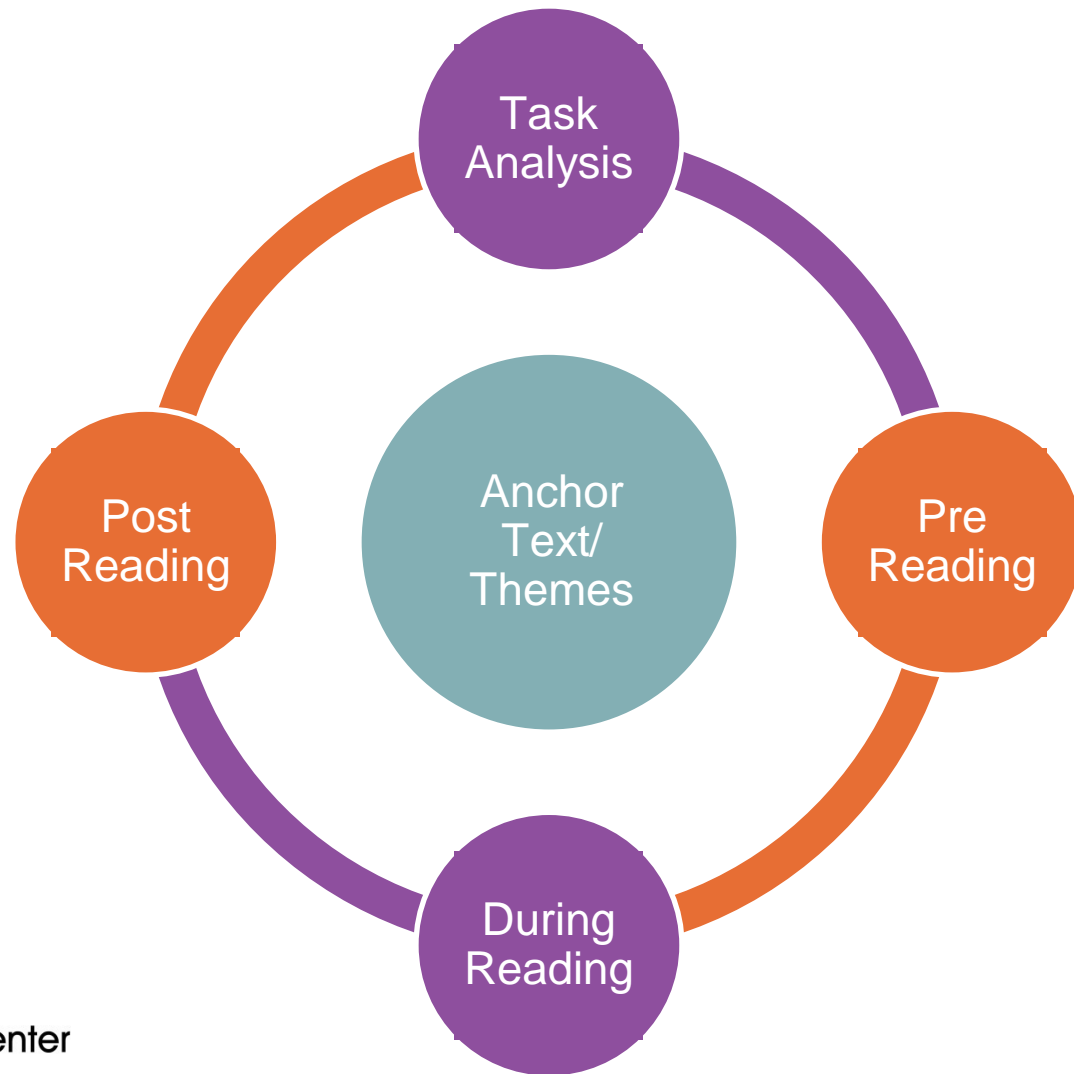
Embracing Our Shift ...

So ... how do we accomplish this?

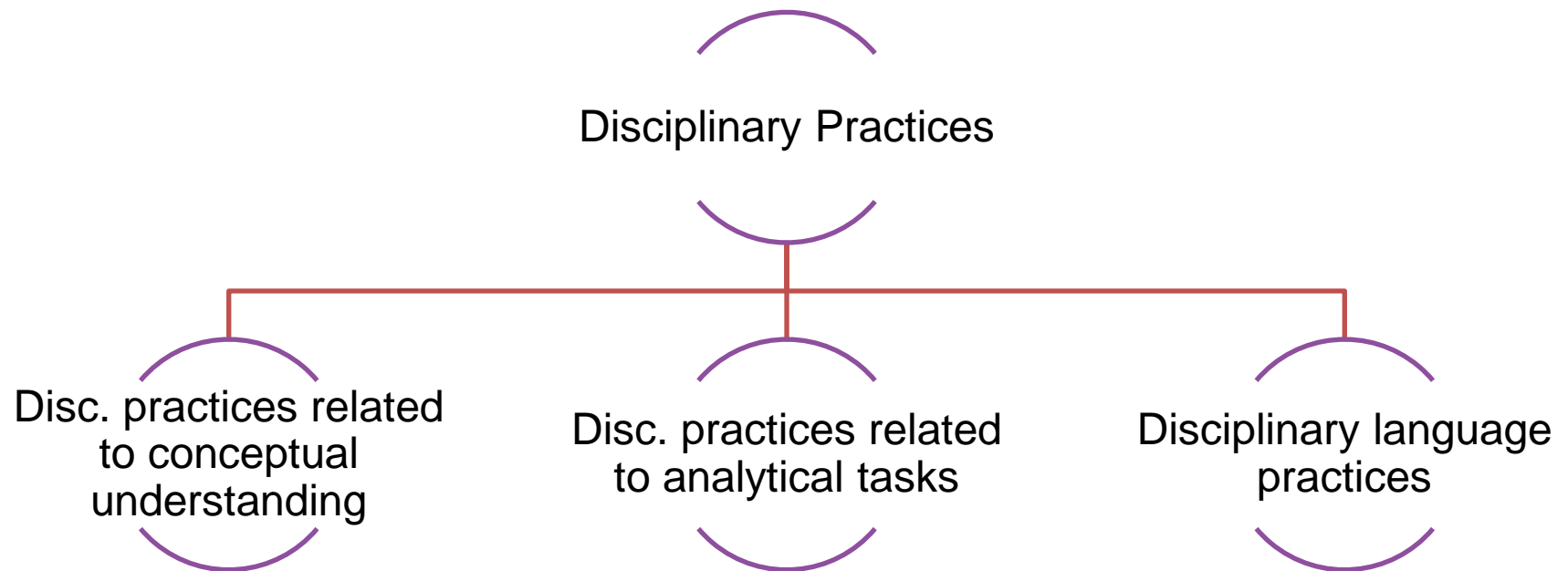
How do we craft open invitations for our students to apprentice themselves in the content, literacy, analytical practices, and language of a particular discipline?



The Shifts in Action



Lenses for Analyzing Task Demands



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Language in Action

Part of Speech	Forms	Example Sentence	Part of Speech
Nouns Person place, thing ideas	Geography	Geography shows us locations on Earth.	Noun
Adjective describe nouns	Geographic	The geographic effects of Rome's collapse were that Roman empire was divided in to many pieces foreign groups conquered The Roman empire.	Adjective
Adverb describe verbs by adding "ly" to an adj	Geographically	A map geographically Shows location.	Adverb

The Shifts in Action ...

Activities that scaffold students' development and autonomy as learners

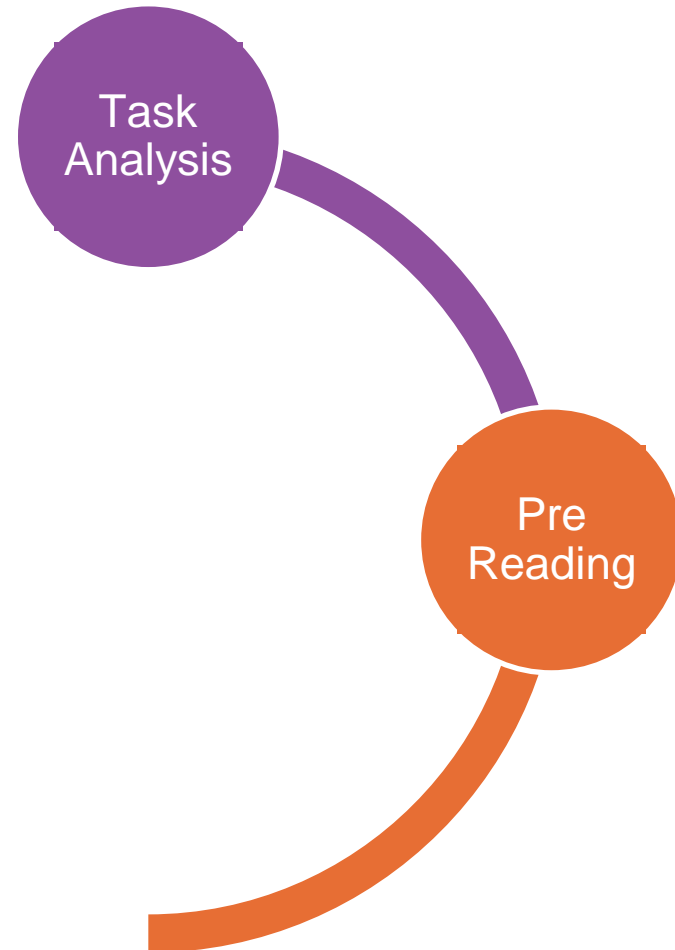
Pre Reading Tasks

- “**Abundancy and redundancy**” John Balbi, 2005
- **Weave academic and language skills** within class content by modeling the language forms and functions they will need later
- Pre-reading tasks **tap schema and bridges** it to new content.
- **Prime context** and vocabulary for complex text.
- **Multi-modal** exposure to text themes.
- Emphasize **student interaction** through purposeful discourse

From Familiar to Unfamiliar - Pre-Reading Scaffolds

Pre Reading

- Image Analysis
- Word Play
- Extended Anticipatory Guide
- Rainbow Cloze Activity



From Familiar to Unfamiliar - Pre-Reading Scaffolds

HOW did Islamic values influence economy?

Islamic values influenced economic systems by diffusing through Africa, Asia, Europe. Merchants met in Mecca in a single point to trade ideas and goods. Mecca connected Africa, Europe, Asia, and Spain by expanding trade, to help the economy grow.

As a result of economic growth, Islamic rulers built new agricultural technology to improve stable food supply and surplus food for trade.

Legend:

- Adverb
- Adjective
- Noun
- Preposition
- Verb

Predictive claims with scaffolded support in language, content and analytical practices ...

Extend



Task Analysis

What do we expect our students to know and be able to do?

Concepts	Analytical Practices	Language Demands

The task demands reveal where scaffolds and differentiation are required.

The Shifts in Action ...

Using formative assessment	<u>Backwards Design Map</u>
Cluster of lessons centered on texts that are interconnected by purpose and theme	
Activities that scaffold students' development and autonomy as learners	<u>Activity Guide</u>
Using complex, amplified texts	

The Shifts in Action ...

Understanding language as a social process	<u>Stations Map</u>
Establishing objectives that integrate language learning and content learning	<u>Sample lesson</u>



Feedback Form

Please share your feedback!

<https://goo.gl/SQs048>



Upcoming Webinars

- <http://educationnorthwest.org/news/region-x-equity-assistance-center-announces-spring-webinar-series>
- [Apprenticing in Complex Text: Building Student Autonomy Into Grade-Level Text](#)
–May 16 @ 1pm PST
- [Abundancy and Redundancy: Crafting Invitations That Weave Academic Language, Class Content, and Analytical Practices](#)
–May 26 @ 1pm PST

Contact

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celebrating

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YEARS

1966–2016

Extra Materials

Extending Language Development Opportunities ...

Pre Reading

- Image Analysis
- Word Play
- Extended Anticipatory Guide
- Rainbow Cloze Activity

During Reading

- Annotation Strategies
- Vocabulary Rings
- Double Entry Journal
- Cause/Effect Organizer

Post Reading

- Compare Contrast Organizer for Argumentation
- Rainbow Claims
- Claims Self Evaluation