# Apprenticing in Complex Text:
Building Student Autonomy in Grade Appropriate Text

Tim Blackburn
Education Northwest
May 16, 2016
1:00 pm PDT

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.
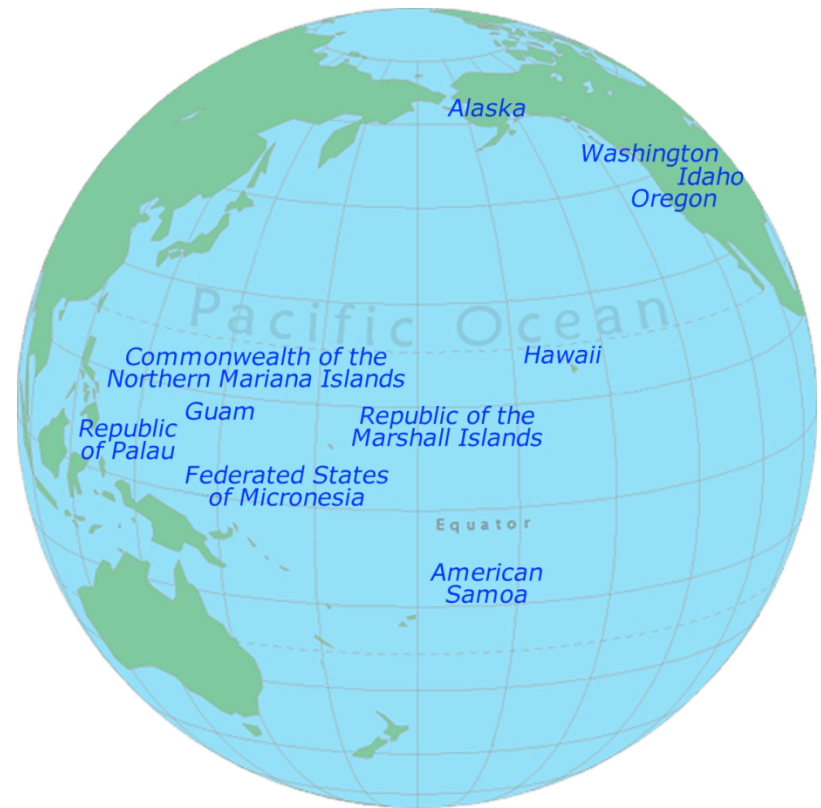
Reflect

Reflecting…

How do you support your English learner students as they negotiate grade appropriate text?

Supporting our Students in Complex Text

What makes this text complex?

What would you do to support your EL students as they negotiate this text?

Animal Migrations

What is it that makes animal migration such a magnificent spectacle for the eye and the mind? Is it the sheer abundance of wildlife in motion? Is it the steep odds to be overcome? Is it the amazing feats of precise navigation? The answer is all of the above. But there's another reason why the long-distance journeys of wildebeests, sandhill cranes, monarch butterflies, sea turtles, and so many other species inspire our awe. One biologist has noted the "undistractibility" of migrating animals. A nonscientist, risking anthropomorphism, might say: Yes, they have a sense of larger purpose.

Quammen, D. (2010, November). *Great Migrations.* National Geographic, http://ngm.nationalgeographic.com/2010/11/great-migrations/quammen-text

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Animal Migrations

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Lexile 750
Word Count 94
Mean Sentence Length 10.4

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Engage

Text Complexity

Qualitative dimensions
- levels of meaning (figurative, literal),
- text structure (cause/effect, sequencing),
- knowledge demand

Quantitative dimensions
- Word length/frequency
- Sentence length
- Text cohesion
- Best measured by software

Qualitative

Quantitative
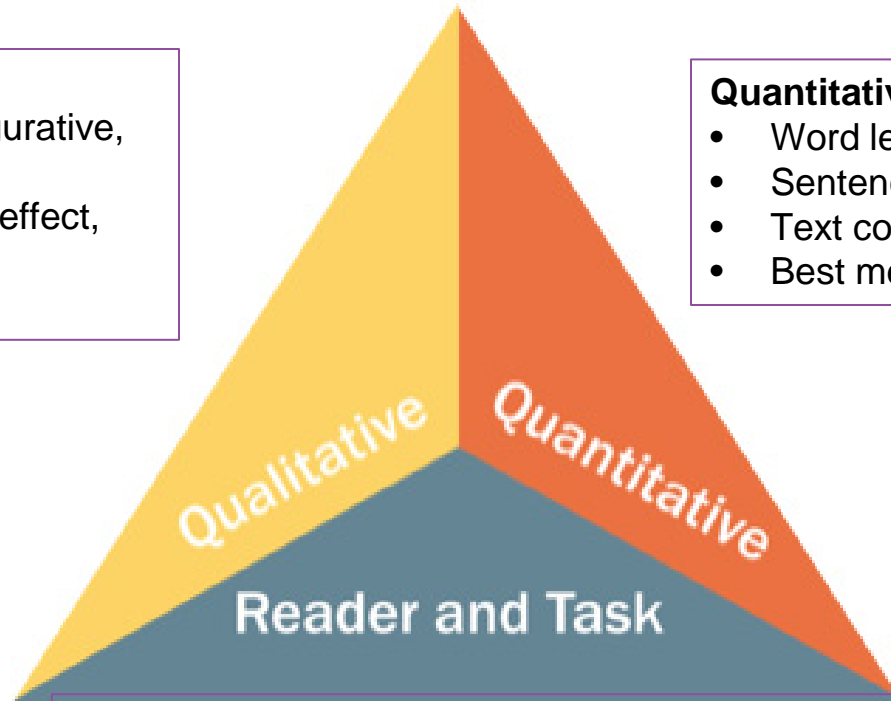
Reader and Task

Reader and Task
- Reader-dependent variables
- Motivation, knowledge, experiences
- Purpose and task complexity

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors. Appendix A. (P.4)

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Problematizing ELD in an Era of New Standards
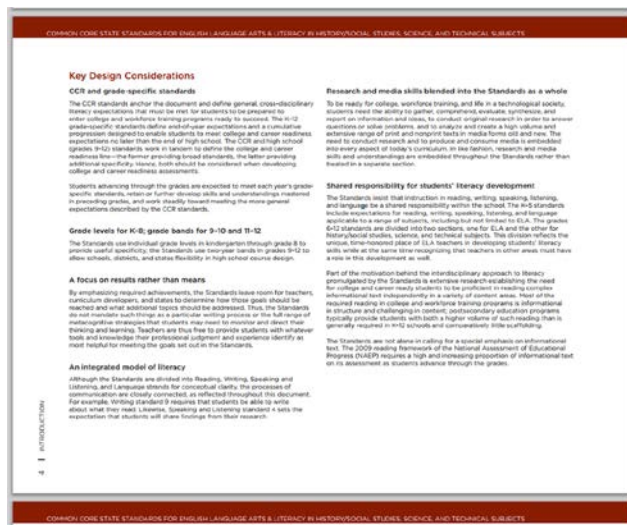
Shared responsibility for disciplinary literacy

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.

Common Core State Standards. (2013) Washington, DC: Authors. ELA: National Governors Association Center for Best Practices and Council of Chief State School Officers. (P.4)

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Relationships and Convergences

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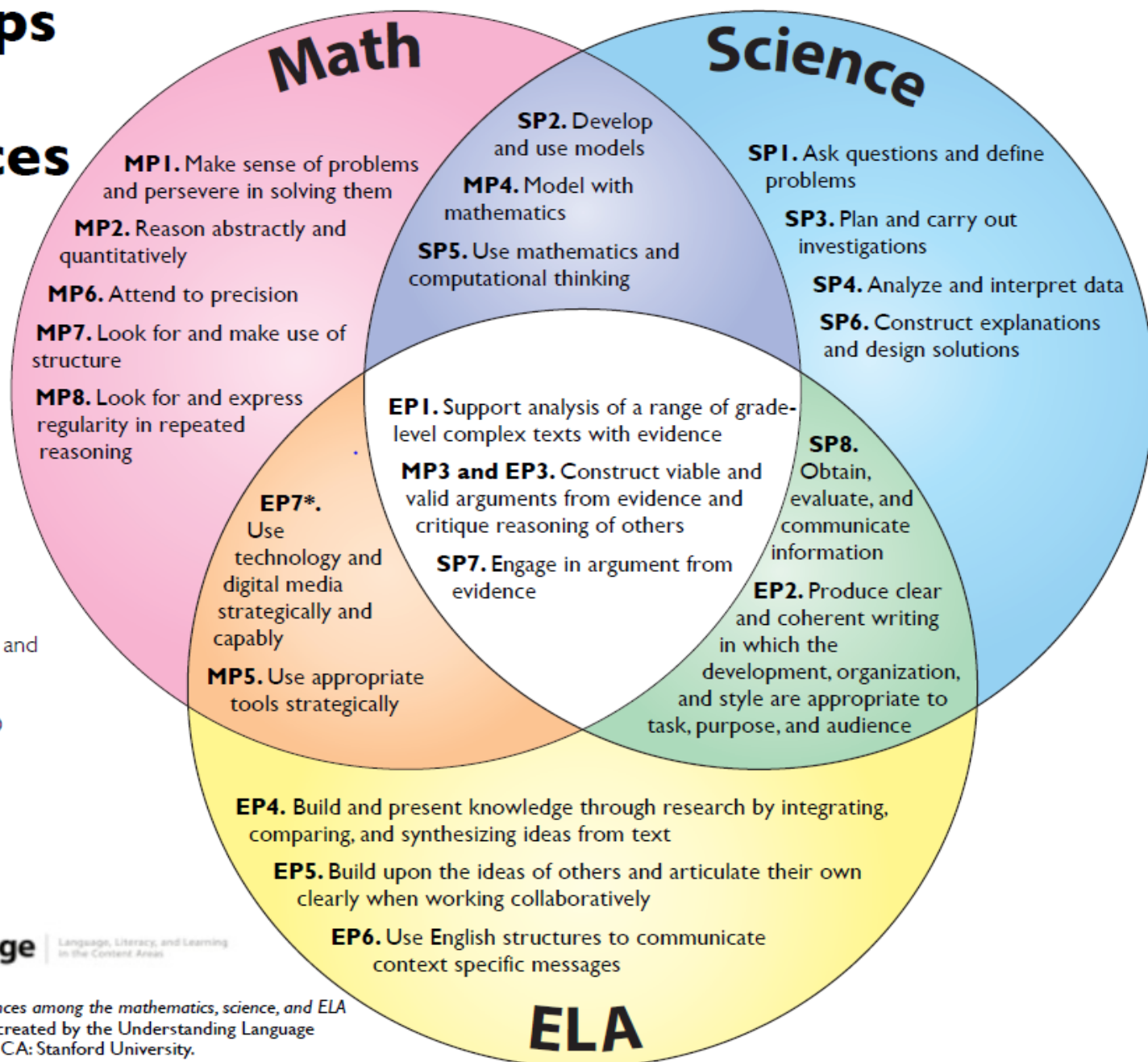3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).

Stanford
GRADUATE SCHOOL OF
EDUCATION

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

Math

MP1. Make sense of problems and persevere in solving them
MP2. Reason abstractly and quantitatively
MP6. Attend to precision
MP7. Look for and make use of structure
MP8. Look for and express regularity in repeated reasoning

Science

SP1. Ask questions and define problems
SP3. Plan and carry out investigations
SP4. Analyze and interpret data
SP6. Construct explanations and design solutions

(Math ∩ Science)
SP2. Develop and use models
MP4. Model with mathematics
SP5. Use mathematics and computational thinking

(Center)
EP1. Support analysis of a range of grade-level complex texts with evidence
MP3 and EP3. Construct viable and valid arguments from evidence and critique reasoning of others
SP7. Engage in argument from evidence

(Math ∩ ELA)
EP7*. Use technology and digital media strategically and capably
MP5. Use appropriate tools strategically

(Science ∩ ELA)
SP8. Obtain, evaluate, and communicate information
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

ELA

EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text
EP5. Build upon the ideas of others and articulate their own clearly when working collaboratively
EP6. Use English structures to communicate context specific messages

Problematizing ELD in an Era of New Standards

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

Council of Chief State School Officers. (2014). *English Language Proficiency (ELP) Standards with correspondences to K–12 practices and Common Core State Standards.* Retrieved from Oregon Department of Education website: http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.

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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

Heritage, M., Walqui, A., Linquanti, R. (2015) *English Language Learners and the New Standards.* Cambridge. Harvard Education Press.(Pg. 24)

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Shifts

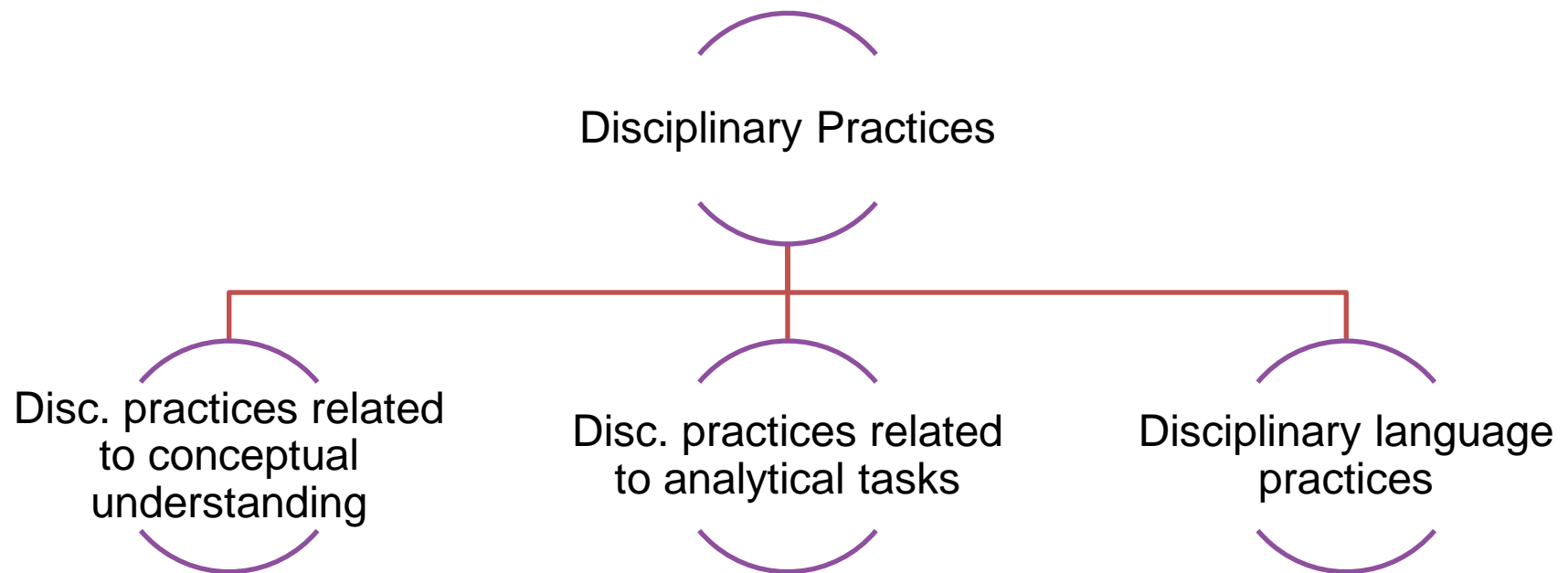|		
Engaging in activities that preteach content	→	Engaging in activities that scaffold students' development and autonomy as learners
Establishing separate objectives for language and content learning	→	Establishing objectives that integrate language and content learning
Using simple or simplified texts	→	Using complex, amplified texts
Teaching traditional grammar	→	Teaching multimodal grammar
Using tests designed by others	→	Using formative assessment

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Refining our Focus

Seeing Language acquisition as an individual process → Understanding it as a social process of apprenticeship

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

Using simple or simplified texts → Using complex, amplified texts

Heritage, M., Walqui, A., Linquanti, R. (2015) *English Language Learners and the New Standards.* Cambridge. Harvard Education Press.(Pg. 24)

Lenses for Analyzing Task Demands

Disciplinary Practices

Disc. practices related to conceptual understanding

Disc. practices related to analytical tasks

Disciplinary language practices

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)

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Apply

The Shifts in Action
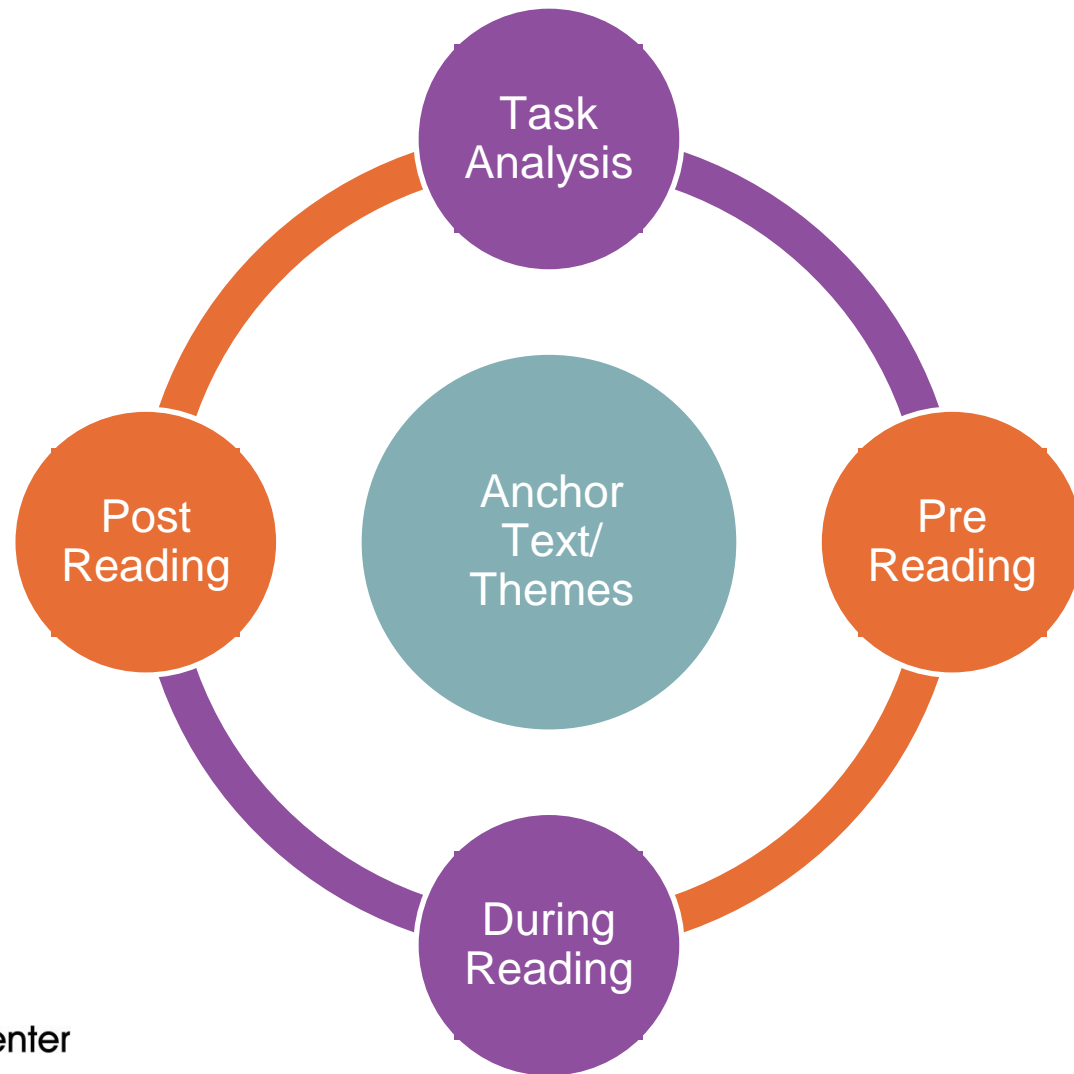
Review From our Last Session ...

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

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Apprenticing in Complex Text

- Activities that scaffold students' development and autonomy as learners

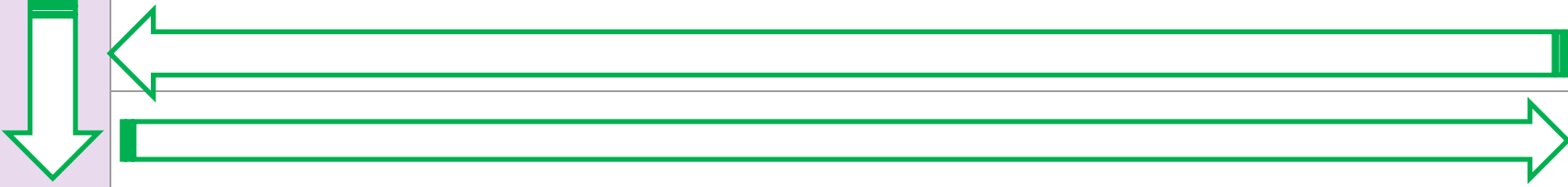- Using complex, amplified texts
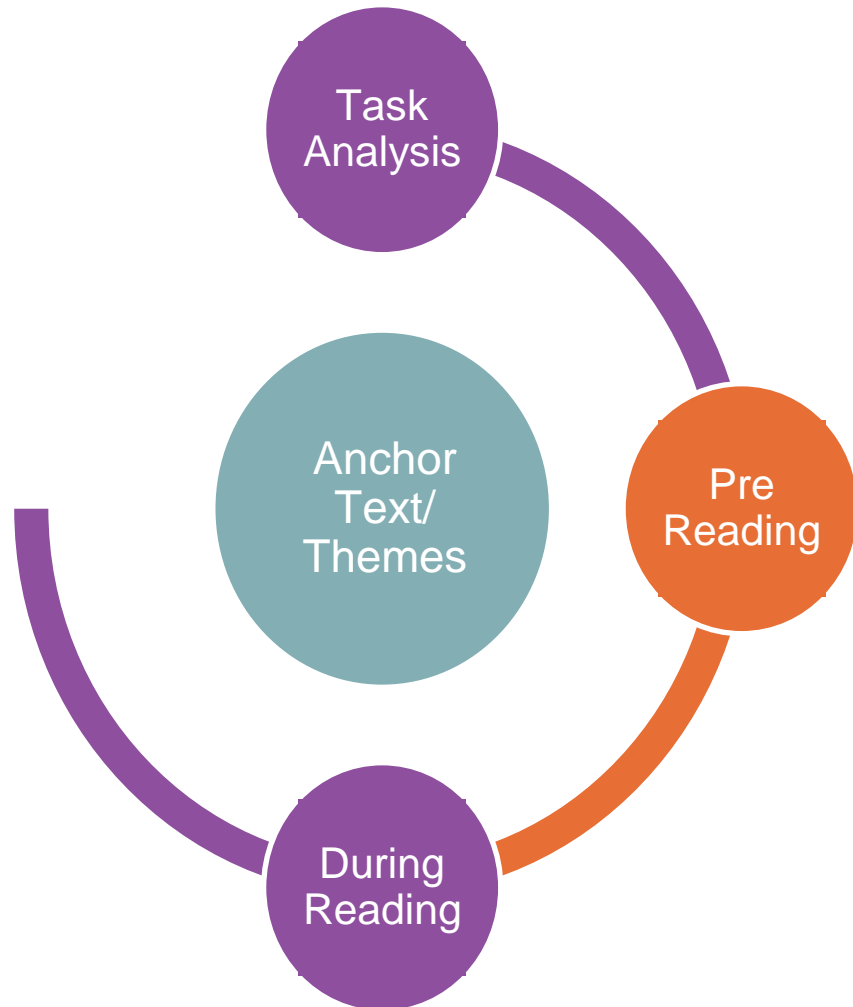
Classroom Snapshot

	SIFE		△	◯
NLA	Very little native language literacy. Has missed significant schooling in home country (SIFE).	Some native language literacy, but well under grade level. SIFE student.	Stronger NLA skills – helps with transfer. Close to grade level	Helps with transfer. Very strong skills to help
Numeracy	Very limited.	Limited	Close to grade level.	On or above grade level
English Literacy	Alphabet Basic vocabulary	Basic vocabulary Simple sentence structure	Sentence structure Basic vocabulary Building academic vocabulary	Strong readers – need academic vocab./ vocab. enrichment

Student Grouping

- Dynamic grouping provides the flexible structure to move students between **heterogeneous and homogenous groups**.

- In a learning community, **teaching and learning are social acts.** Flexible grouping strategies support purposeful student discourse and provide more on-task time for students to apprentice themselves in the content, analytical practices, and language of the target discipline.
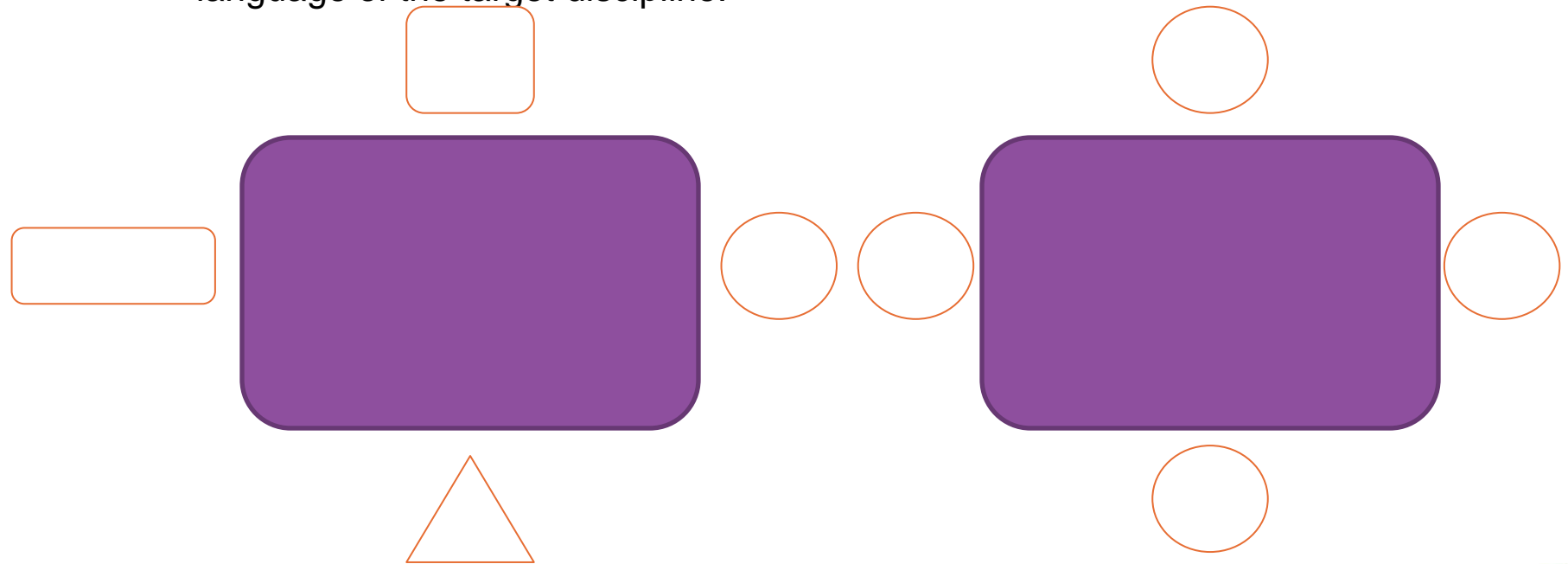
Student Grouping

STATION	NORTH AMERICA	EUROPE	ASIA
TASK	READING WITH PURPOSE	READING WITH PURPOSE	EXTENDED ANTICIPATORY GUIDE
DETAILS	• USE YOUR EXTENDED ANTICIPATORY GUIDE TO HELP YOU NEGOTIATE YOUR TEXTS. READ OUT LOUD OR SILENTLY WITH YOUR PARTNERS. • BE SURE TO DISCUSS THE TEXT WITH YOUR PARTNERS TO MAKE CONNECTIONS TO YOUR ANTICIPATORY GUIDE OR TO OTHER THEMES WE HAVE STUDIED PREVIOUSLY.	• USE YOUR EXTENDED ANTICIPATORY GUIDE TO HELP YOU NEGOTIATE YOUR TEXTS. READ OUT LOUD OR SILENTLY WITH YOUR PARTNERS. • BE SURE TO DISCUSS THE TEXT WITH YOUR PARTNERS TO MAKE CONNECTIONS TO YOUR ANTICIPATORY GUIDE OR TO OTHER THEMES WE HAVE STUDIED PREVIOUSLY.	• RESPOND TO THE ANTICIPATORY PROMPTS BASED ON YOUR OPINION! THEN, COLLECT TEXT EVIDENCE AS YOU READ WITH PURPOSE IN THE NEXT STATION.

STATION	SOUTH AMERICA	AFRICA	Australia
TASK	VOCABULARY RINGS	MAP ANALYSIS	Claim Writing
DETAILS	• Refer to your vocabulary list to complete your vocabulary cards for the terms from our text. Be sure to use your text to guide your vocabulary responses.	• USE YOUR MAP ANALYSIS PROCESS (MAP) TO DRAW CONCLUSIONS FROM THE COLLECTION OF MAPS IN THIS STATION. YOU CAN USE THESE CONCLUSIONS TO INFORM YOUR CLAIMS IN THE NEXT STATION.	• BACK TO OUR TEXTS! o Construct claims that respond to the prompt. Be sure to support your claims with reasoning based on your interpretation of the text, and support it with evidence like text quotes or references to your maps.

Reading with Purpose

- Questions and headings can serve as lenses for making meaning of new text.

    – *How does the setting impact what the protagonist thinks and feels?*

Name: Dolhian Garo
Date: 10-22-07
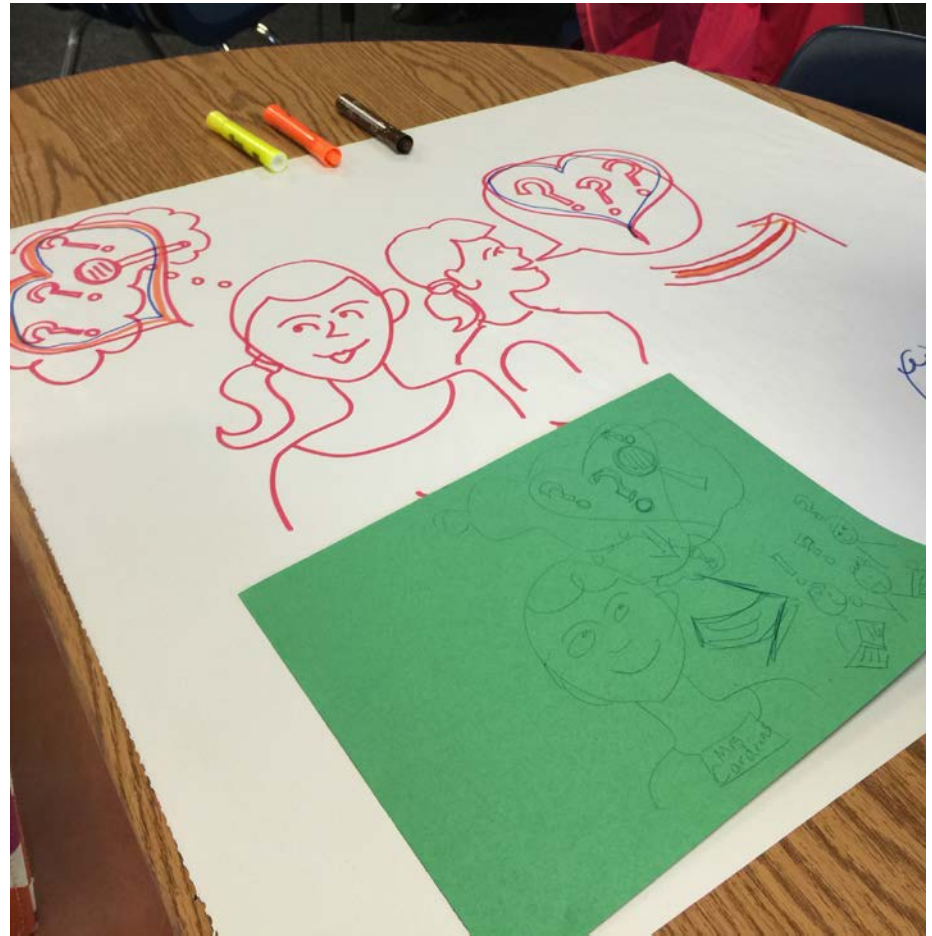
Based on your previous experience, please respond to the statements below in the YOUR OPINION column before reading our text. There is NO right or wrong answer, please express YOUR OPINION! While reading, please find examples of text that either support or refute your opinion. Please write the page number and the piece of text that supports your opinion.

Statement	Your Opinion		Finding in the Text		Evidence that Refutes Your Opinion
	Agree	Disagree	Agree	Disagree	If the text does not support your opinion, explain why not in your own words.
People shouldn't dream because they'll only disappoint themselves.		✓		✓	"Cross la Fruntera, enter California, and leave our poverty behind". Pg.1
The United States represents hope for people living in poverty.	✓		✓		"Once we cross la Frontera, we'll make a good living in California." pg.1
Life is easier in the United States than other places around the world.		✓	✓		"But it's true that life is better there." Pg.4
Even poor people in the United States live in excellent conditions.		✓		✓	"we ate wild verdolagas and rabbit and birds, which Papa hunted with a rifle he borrowed from a neighbor." pg.7
It's easy to find work in the United States.		✓	✓		"When can we start work?" Pg.6
People in the United States are only out to help themselves.	✓		✓		"We picked it up and looked inside. It was full of oranges, apples, a candy." pg.8

Reading with Purpose

Setting Analysis

Where does our story take place?	When does our story take place?	Changes in story setting
• It was on main street… about 10 miles outside of town – pg. 27 • "Tent City" – labor camp – pg. 27	January – May…	

How does the author use setting as a device for establishing mood and creating imagery? Cite details from the story using text evidence and page numbers!

• "behind tent city was dry wilderness and a mile north of it was the city dump – pg 27	"Mamá was already expecting when we moved from Corcoran to Tent City at the end of January after the cotton season was over." – pg. 27	
• "many of the people… were single men all from Mexico who had crossed the border illegally." – pg. 27	• "In May when the strawberry harvest started she was only a few weeks." – pg.27	
• "they lived 20 yards away from the tent city dump." – pg. 27 • "on windy days, the foul smell of city		

Reading with Purpose

What were the major changes during the Neolithic Revolution?		
	Causes	**Effects**
Creating a stable food supply		
Developing new jobs		
Beginning to trade		

Dyad Reading
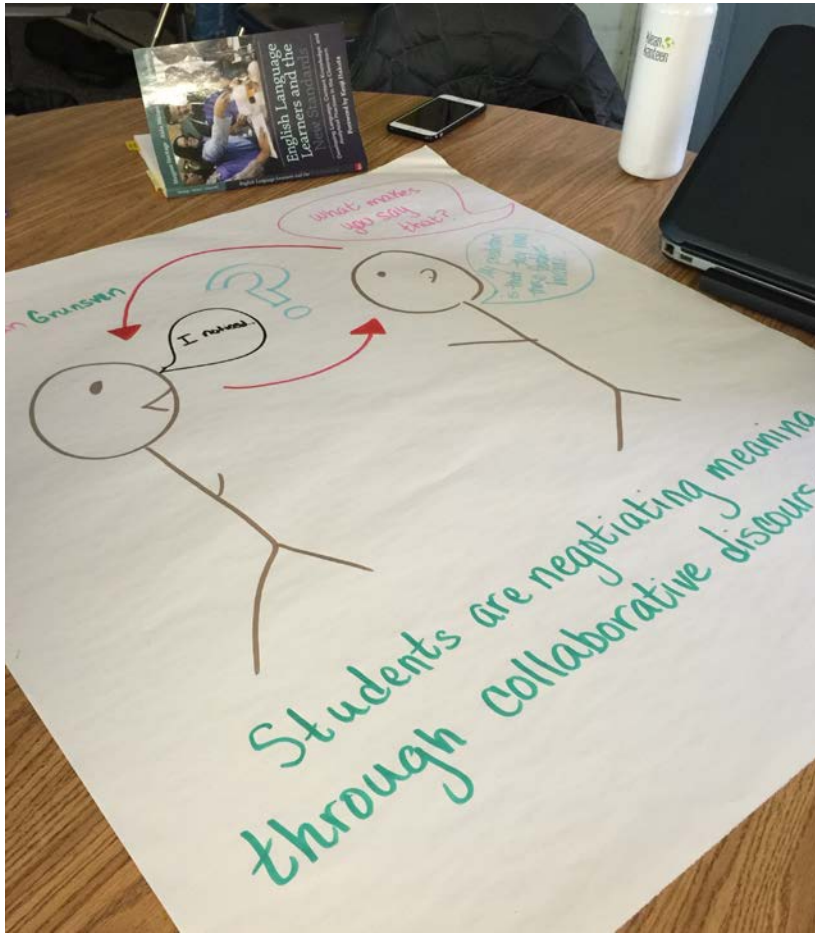
- Students alternate paragraphs, or chunks of text
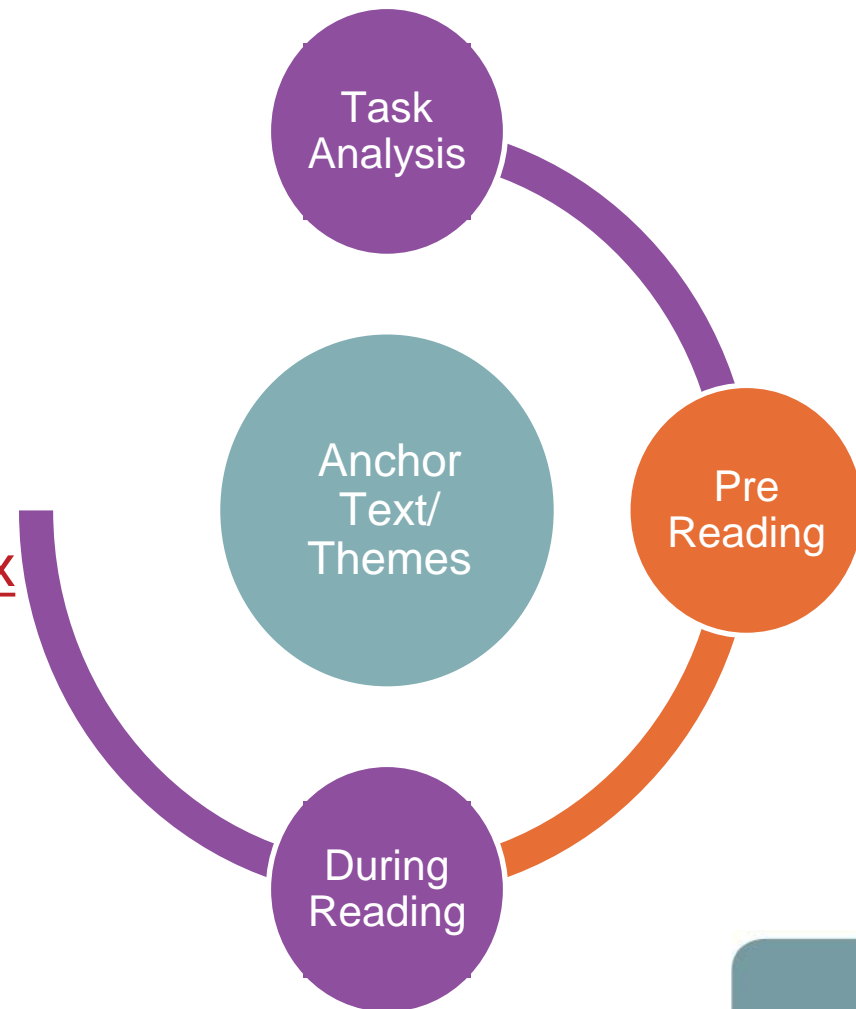- Collaboratively negotiate reading with purpose prompt and during-reading task
- Partner voices

Apprenticing in Complex Text

- *Activities that scaffold students' development and autonomy as learners*
- *Using complex, amplified texts*

During Reading Supports

- Annotation strategies
- Double entry journal
- Compare and contrast matrix
- Extended anticipatory guide
- Cause/effect organizer
- Setting analysis

Task Analysis

Anchor Text/ Themes

Pre Reading

During Reading

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Extend

The Shifts in Action ...

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

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The Shifts in Action ...

Understanding language as a social process	**Stations Map**
Establishing objectives that integrate language learning and content learning	**Sample lesson**

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Feedback Form

Please share your feedback!

https://goo.gl/SQs048

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Upcoming Webinars

- http://educationnorthwest.org/news/region-x-equity-assistance-center-announces-spring-webinar-series

- Abundancy and Redundancy: Crafting Invitations That Weave Academic Language, Class Content, and Analytical Practices

  – May 26 @ 1pm PDT

Contact

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Extra Materials

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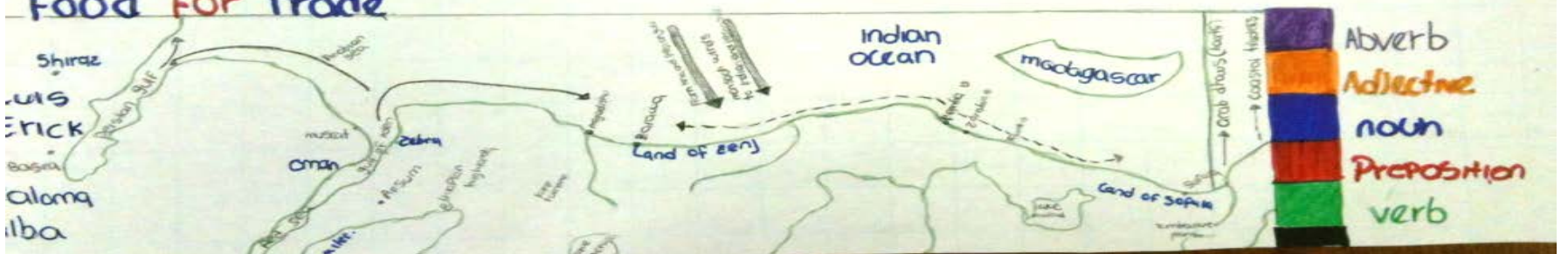
From Familiar to Unfamiliar: Pre-Reading Scaffolds

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

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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.

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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