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
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?

Image Analysis 2

Reflection

• What comes to mind when you see this image?

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

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

To apprentice means ...

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.
4. EP7* represents CCSS for ELA student “capacity” (p. 7).

Suggested citation:
Problematizing ELD in an Era of New Standards

Mr. Language

Mr. Content

(Cyclops problem, adapted from K. Hakuta, 2013)
### 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.

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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

<table>
<thead>
<tr>
<th>Pre-Teaching Content</th>
<th>Scaffold Students’ Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in activities that preteach content</td>
<td>Engaging in activities that scaffold students’ development and autonomy as learners</td>
</tr>
<tr>
<td>Establishing separate objectives for language and content learning</td>
<td>Establishing objectives that integrate language and content learning</td>
</tr>
<tr>
<td>Using simple or simplified texts</td>
<td>Using complex, amplified texts</td>
</tr>
<tr>
<td>Teaching traditional grammar</td>
<td>Teaching multimodal grammar</td>
</tr>
<tr>
<td>Using tests designed by others</td>
<td>Using formative assessment</td>
</tr>
</tbody>
</table>

Apply
Problematicizing 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

Disciplinary Practices

- Disc. practices related to conceptual understanding
- Disc. practices related to analytical tasks
- Disciplinary language practices

# Task Analysis Lenses

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Analytical Practices</th>
<th>Language</th>
</tr>
</thead>
</table>
| • Cultural Diffusion  
  • Lenses of historical analysis (i.e., economic, geographic, political, belief systems)  
  • Expansion of the Islamic Empire | • Analyze and interpret complex primary and secondary source docs.  
  • Synthesis (thesis)  
  • Argumentation – cause and effect claims  
  • Citing evidence  
  • Essay organization and development | • 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

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

What are our students doing with language?

The graph demonstrates ...

The primary source on page 3 indicates ...
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

- Task Analysis
- Anchor Text/Themes
- Post Reading
- Pre Reading
- During Reading
Lenses for Analyzing Task Demands

Disciplinary Practices

- Disc. practices related to conceptual understanding
- Disc. practices related to analytical tasks
- Disciplinary language practices

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Forms</th>
<th>Example Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns, persons, place, things, ideas</td>
<td>Geography</td>
<td>Geography shows us location on Earth.</td>
</tr>
<tr>
<td>Adjective</td>
<td>describe nouns</td>
<td>The geographic aspect of Rome's collapse was that the Roman Empire was divided into many pieces. Foreign groups conquered the Roman Empire.</td>
</tr>
<tr>
<td>Adverb</td>
<td>describe verbs by adding -ly to an adj</td>
<td>Geographically</td>
</tr>
</tbody>
</table>
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 port 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 aqueducts for technology to improve stable food supply and surplus food for trade.

**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?*

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<th>Language Demands</th>
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The task demands reveal where scaffolds and differentiation are required.
## The Shifts in Action ...

<table>
<thead>
<tr>
<th>Using formative assessment</th>
<th>Backwards Design Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster of lessons centered on texts that are interconnected by purpose and theme</td>
<td>Activity Guide</td>
</tr>
<tr>
<td>Activities that scaffold students’ development and autonomy as learners</td>
<td></td>
</tr>
<tr>
<td>Using complex, amplified texts</td>
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The Shifts in Action ...

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<tr>
<th>Understanding language as a social process</th>
<th>Stations Map</th>
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</thead>
<tbody>
<tr>
<td>Establishing objectives that integrate language learning and content learning</td>
<td>Sample lesson</td>
</tr>
</tbody>
</table>
Feedback Form

Please share your feedback!
https://goo.gl/SQs048
Upcoming Webinars


• **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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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