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

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

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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

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

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.

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).

Stanford Graduate School of Education

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

Suggested citation:
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.
| 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>Engaging in activities that preteach content</th>
<th>Engaging in activities that scaffold students’ development and autonomy as learners</th>
</tr>
</thead>
<tbody>
<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>

Refining our Focus

Seeing Language acquisition as an individual process

Understanding it as a social process of apprenticeship

Using lessons focused on individual ideas or texts

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

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

Lenses for Analyzing Task Demands

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

Apply
The Shifts in Action

- Task Analysis
- Anchor Text/Themes
- Post Reading
- Pre Reading
- During Reading
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
Apprenticing in Complex Text

- Activities that scaffold students’ development and autonomy as learners
- Using complex, amplified texts
# Classroom Snapshot

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

<table>
<thead>
<tr>
<th>Station</th>
<th>North America</th>
<th>Europe</th>
<th>Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Reading with Purpose</td>
<td>Reading with Purpose</td>
<td>Extended Anticipatory Guide</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>• Use your extended anticipatory guide to help you negotiate your texts. Read out loud or silently with your partners.</td>
<td>• Use your extended anticipatory guide to help you negotiate your texts. Read out loud or silently with your partners.</td>
<td>• Respond to the anticipatory prompts based on your opinion! Then, collect text evidence as you read with purpose in the next station.</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>• Be sure to discuss the text with your partners to make connections to your anticipatory guide or to other themes we have studied previously.</td>
<td>• Be sure to discuss the text with your partners to make connections to your anticipatory guide or to other themes we have studied previously.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Station</th>
<th>South America</th>
<th>Africa</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Vocabulary Rings</td>
<td>Map Analysis</td>
<td>Claim Writing</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>• 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.</td>
<td>• 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.</td>
<td>• Back to our texts! ○ 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.</td>
</tr>
</tbody>
</table>
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?
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.

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

#### Where does our story take place?
- It was on main street… about 10 miles outside of town – pg. 27
- "Tent City" – labor camp – pg. 27

#### When does our story take place?
- January – May...

#### Changes in story setting

#### 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!

<table>
<thead>
<tr>
<th>Details</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;behind tent city was dry wilderness and a mile north of it was the city dump&quot;</td>
<td>27</td>
</tr>
<tr>
<td>&quot;Mamá was already expecting when we moved from Corcoran to Tent City at the end of January after the cotton season was over.&quot;</td>
<td>27</td>
</tr>
<tr>
<td>&quot;many of the people… were single men all from Mexico who had crossed the border illegally.&quot;</td>
<td>27</td>
</tr>
<tr>
<td>&quot;In May when the strawberry harvest started she was only a few weeks.&quot;</td>
<td>27</td>
</tr>
<tr>
<td>&quot;they lived 20 yards away from the tent city dump.&quot;</td>
<td>27</td>
</tr>
<tr>
<td>&quot;on windy days, the foul smell of city&quot;</td>
<td>27</td>
</tr>
</tbody>
</table>
## What were the major changes during the Neolithic Revolution?

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a stable food supply</td>
<td></td>
</tr>
<tr>
<td>Developing new jobs</td>
<td></td>
</tr>
<tr>
<td>Beginning to trade</td>
<td></td>
</tr>
</tbody>
</table>

### Reading with Purpose
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
Extend
### 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></td>
</tr>
<tr>
<td>Activities that scaffold students’ development and autonomy as learners</td>
<td>Activity Guide</td>
</tr>
<tr>
<td>Using complex, amplified texts</td>
<td></td>
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[Region X Equity Assistance Center at Education Northwest]
<table>
<thead>
<tr>
<th>Understanding language as a social process</th>
<th>Stations Map</th>
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<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


• Abundancy and Redundancy: Crafting Invitations That Weave Academic Language, Class Content, and Analytical Practices
  – May 26 @ 1pm PDT
Contact

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@blackburninated

(503)275-9485
celebrating 50 YEARS 1966–2016
Extra Materials
From Familiar to Unfamiliar: Pre-Reading Scaffolds

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

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

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Analytical Practices</th>
<th>Language Demands</th>
</tr>
</thead>
</table>

The task demands reveal where scaffolds and differentiation are required.
## Extending Language Development Opportunities …

<table>
<thead>
<tr>
<th><strong>Pre Reading</strong></th>
<th><strong>During Reading</strong></th>
<th><strong>Post Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Image Analysis</td>
<td>• Annotation Strategies</td>
<td>• Compare Contrast Organizer for Argumentation</td>
</tr>
<tr>
<td>• Word Play</td>
<td>• Vocabulary Rings</td>
<td>• Rainbow Claims</td>
</tr>
<tr>
<td>• Extended Anticipatory Guide</td>
<td>• Double Entry Journal</td>
<td>• Claims Self Evaluation</td>
</tr>
<tr>
<td>• Rainbow Cloze Activity</td>
<td>• Cause/Effect Organizer</td>
<td></td>
</tr>
</tbody>
</table>