

*Planning Together to Improve Outcomes for All Students*

**U.S. Department of Education**  
Office of Elementary & Secondary Education (OESE)  
Office of Special Education and Rehabilitative Services (OSERS)  
Implementation and Support Unit (ISU)

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College and Career Readiness and English Learners  
Kenji Hakuta (Stanford University)  
Diane August (American Institutes for Research)  
July 2014

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Humans are information integration machines.



McGurk-effect (on Japanese tv)

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The two cyclops problem.



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### Key Shifts in Instruction

SHIFT	BIG IDEA	EXPLANATION
1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts
2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT
3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
4	Reading Text Closely	Students engage in rich and rigorous evidence based conversations about text.
5	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.
6	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.

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### *The Secret Garden* by Frances H. Burnett



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### Text

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible.

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**Reading Texts Closely: ELLs**

### Supplementary Questions

- ELLs may need additional, supplementary questions to help them answer guiding questions.
- Supplementary questions can inquire about word meanings as well as larger sections of text.
- Sequence supplementary questions to support ELLs' understanding of the main idea.
- Make it easier for ELLs to answer supplementary questions by
  - Defining key words prior to asking the question
  - Restating phrases or sentences that will help ELLs answer the question
- Note that supplementary questions are text dependent!

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**Reading Texts Closely: ELLs**

### Supplementary Questions

Guiding question: What does the reader learn about Mary's parents?

Text dependent Sequence to support understanding	Inquire about word meanings	What does it mean that Mary's father "held a position" with the English government?
	Restate phrases or sentences	Mary's mother was a great beauty. What did Mary's mother like to do?
	Inquire about larger sequences of text	Did Mary's mother want Mary? How do you know?
	Define key words prior to asking the question	An Ayah is a maid who takes care of children. What did Mary's mother want the Ayah to do?

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**Reading Texts Closely: ELLs**

### Scaffold Questions at Different Levels of Proficiency

- ELLs with lower levels of proficiency may need sentence starters, sentence frames, or word banks to help them answer all questions.
  - Omitted words in sentence frames are words that carry most meaning in the sentence.
- The level of scaffolding can and should be adjusted depending on ELL's level of English proficiency.
  - Emergent level proficiency: Sentence frames and word banks
  - Intermediate level proficiency: Sentence starters
  - Advanced level proficiency: Word banks

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Reading Texts Closely: ELLs

**Emergent**

amuse	out of sight	take care of
gave	parties	worked

1. What does it mean that Mary's father "held a position" with the English government?  
*It means that Mary's father worked for the English government.*
2. Mary's mother was a great beauty. What did Mary's mother like to do?  
*Mary's mother liked to go to parties and amuse herself.*
3. Did Mary's mother want Mary? How do you know?  
*Mary's mother (did/did not) did not want Mary. We know this because she gave Mary to an Ayah to take care of her.*
4. An Ayah is a maid who takes care of children. What did Mary's mother want the Ayah to do?  
*Mary's mother wanted the Ayah to keep Mary out of sight.*

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Reading Texts Closely: ELLs

**Intermediate**

1. What does it mean that Mary's father "held a position" with the English government?  
*It means that Mary's father \_\_\_\_\_.*
2. Mary's mother was a great beauty. What did Mary's mother like to do?  
*Mary's mother liked to \_\_\_\_\_.*
3. Did Mary's mother want Mary? How do you know?  
*Mary's mother \_\_\_\_\_.  
We know this because \_\_\_\_\_.*
4. An Ayah is a maid who takes care of children. What did Mary's mother want the Ayah to do?  
*Mary's mother wanted the Ayah to \_\_\_\_\_.*

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Reading Texts Closely: ELLs

**Advanced**

amuse	out of sight	take care of
gave	parties	worked

1. What does it mean that Mary's father "held a position" with the English government?  
\_\_\_\_\_
2. Mary's mother was a great beauty. What did Mary's mother like to do?  
\_\_\_\_\_
3. Did Mary's mother want Mary? How do you know?  
\_\_\_\_\_
4. An Ayah is a maid who takes care of children. What did Mary's mother want the Ayah to do?  
\_\_\_\_\_

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### Academic Vocabulary

- Vocabulary is a key determinant of reading comprehension.
- Recent research indicates that ELLs typically exhibit vocabulary growth rates that are similar to or surpass those of native English speakers.
- However, ELLs are often 2-3 years behind their English-speaking peers at any particular point in time, so a large vocabulary gap remains.

August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Erlbaum.

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### Academic Vocabulary Selection: All Students

- Frequency
  - Use tools like the First 4000 Words List, Word Sift or the Academic Word List Highlighter to select frequently encountered English words.
- Importance to Text
  - Select words that will be critical for answering text-dependent questions.
- Conceptual Complexity
  - Select words to pre-teach that are not easily imageable, abstract, and/or have a high degree of relatedness.

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### Academic Vocabulary Selection: All Students

#### Conceptual Complexity

- Words that are conceptually complex are more difficult to acquire.
- Conceptually complex words may require more intensive instruction.
- Conceptual complexity
  - Imageability: A word is easily *imageable* if little effort is required to form an image of it in your mind
  - Concreteness: A word is *concrete* (tangible) if its referent can be easily perceived through the senses.
  - Relatedness: The degree to which understanding the word requires an understanding of related concepts is relatedness.

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Academic Vocabulary Selection: ELLs

### Word Sift

Paste your text into the box. Press 'Sift' to visualize.

65k characters max

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself

Sample Text: King's Legacy | Darwin and evolution | 'I Have a Dream' speech

**Sift**

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Academic Vocabulary Selection: ELLs

### Word Sift: Default Results

ayah<sup>baby best</sup> became born came care child come come<sup>em</sup> english  
 face fretful frightened gave<sup>go</sup> governess hair<sup>held</sup> ill kept  
 little looked<sup>manor</sup> mary mem<sup>misselthwaite</sup> obeyed old person pig place  
 position possible read really sahib said selfish sent servant sickly thin  
 time way<sup>went</sup> woman year yellow

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

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Academic Vocabulary Selection: ELLs

### Importance to Text

- To be successful readers, ELLs need to know words that are frequent across multiple texts.
- ELLs also need to know the meanings of words and phrases that are crucial to understanding the text at hand (as indexed by the text-dependent questions).

Text	Text-Dependent Questions	Key Vocabulary
When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.	What do we learn in the first paragraph about Mary's appearance?	disagreeable thin sour expression ill

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### Academic Vocabulary Instruction: ELLs

- Teacher-directed instruction
  - More intensive instruction for abstract words
    - Provide the definition in context.
    - Provide the home language definition and cognate status.
    - Illustrate the word.
    - Invite students to talk about the word.
  - Less intensive instruction (i.e., English for Speakers of Other Languages [ESOL] techniques) for concrete words
    - Define the word in situ.
    - Use gestures to demonstrate the word.
    - Show the word in illustrations from the text.
- Student-directed learning
  - Glossaries
  - Word learning strategies

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### Academic Vocabulary Instruction: ELLs

#### Word Cards for More Complex Vocabulary

- Students see:
 

disturb



Talking in the library will \_\_\_\_\_ people who are trying to work.

molestar

Let's talk about disturb. Look at the picture of the two girls. The girl on the phone is talking loudly. She is disturbing or bothering the girl who is trying to do her homework.

Disturb means to bother someone. In the story, Mary's mother does not want to be bothered or disturbed by Mary's crying.

*Disturb* in Spanish is *molestar*.

**Partner talk.** Tell your partner about a time that someone disturbed you.

Let's spell disturb. [*d.i.s.t.u.r.b*]

What word have we spelled? [*disturb*]
- The teacher says:
 

Let's talk about disturb. Look at the picture of the two girls. The girl on the phone is talking loudly. She is disturbing or bothering the girl who is trying to do her homework.

Disturb means to bother someone. In the story, Mary's mother does not want to be bothered or disturbed by Mary's crying.

*Disturb* in Spanish is *molestar*.

**Partner talk.** Tell your partner about a time that someone disturbed you.

Let's spell disturb. [*d.i.s.t.u.r.b*]

What word have we spelled? [*disturb*]

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### Academic Vocabulary Instruction: ELLs

#### ESOL Techniques for Less Complex Vocabulary

Word	ESOL Technique
sour	define in situ "In this sentence, sour means unhappy or in a bad mood. Do you know what else it can mean?"
expression	demonstration or gesture (e.g., make a happy or sad face)
governess	show a picture from the text*



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### Academic Vocabulary Instruction: ELLs

#### Encourage Student-Directed Learning

- Teach students word learning strategies.
  - Cognates, context clues, morphology, etc.
  - Dictionaries and digital resources
    - Online:
      - English: wordsmyth.net
      - Spanish.dictionary.com
    - Smartphone apps:
      - English: SnaPanda (Android)
      - English: Dictionary! (Android & iPhone)
      - Free Spanish-English Dictionary + (iPhone)
      - English-Spanish dictionary (Android)
- Glossary use



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### Academic Vocabulary Instruction: ELLs

#### Word Learning Strategies

Word	Strategy
manor	context clues sent to live
disagreeable	cognate desagradable
expression	cognate expresión
fretful	context clues sickly, baby

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### Academic Vocabulary Instruction: ELLs

#### Glossary

Your teacher will read a section of the text aloud and help you to understand additional vocabulary words. Re-write each word. Write an example phrase for each new word. Mark if the word is a cognate. The first one is done for you.

Vocabulary Chart					
Word Translation	Re-write the Word	English Definition	Example From Text	Your Phrase	Is it a cognate?
manor		a very large and nice house	When Mary Lennox was sent to Misselthwaite Manor to live with her uncle...		
everybody		all people, every person	...everybody said she was the most disagreeable-looking child ever seen.		
disagreeable-looking		ugly, not nice to look at	...everybody said she was the most disagreeable-looking child ever seen.		
true		correct	It was true, too.		
thin		opposite of fat	She had a little thin face...		

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**Writing to Sources: All Students**

**Writing Types**

Type	Example
Argument	<ul style="list-style-type: none"> <li>• Make a claim about the worth or meaning of a text</li> <li>• Analyze evidence from multiple sources to support a claim</li> </ul>
Informational/Explanatory	<ul style="list-style-type: none"> <li>• Describe how a scientific process works</li> <li>• Describe a historical event</li> </ul>
Narrative	

- Elementary: 30% argument, 35% informative/explanatory, 35% narrative
- Middle School: 35% argument, 35% informative/explanatory, 30% narrative
- High School: 40% argument, 40% informative/explanatory, 20% narrative

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**Writing to Sources: ELLs**

**Scaffolding for ELLs**

- Students respond to a mainstream lesson essay prompt re-written to make the writing assignment easier to understand.
- Partner talk and a graphic organizer help ELLs put together the information they need to write
- Paragraph frames and graphic organizers help ELLs write to different genres.
  - Paragraph frames should align with the text type requirement of the prompt: argument, informative/explanatory, or narrative text.

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**Writing to Sources: ELLs**

**Mainstream essay prompt:**

What can the reader infer from the text about how to avoid falling ill from cholera?

**Related essay prompt:**

Cholera is a terrible disease. In the story, Mary's Ayah and many other people die from cholera. Based on what people in the story do and say, what can we infer, or understand, about how you can avoid or not get cholera?

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### CCRS Center Technical Assistance Hub Task Areas

- Coordination and Collaboration
  - Regional Comprehensive and Content Centers
  - Federal CCRS Technical Assistance Providers
  - External CCRS Stakeholders and Resources
- Knowledge Development and Application
  - New CCRS Center Products and Tools
  - CCRS Knowledge Database
  - Webinars and Symposia
  - CCRS Center Website and Social Media
  - Responsive and Proactive Technical Assistance
  - Networked Communities

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### The College and Career Readiness Success Center Website

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### Sample Resources Available from the CCRS Center Website

- The College and Career Readiness and Success Organizer
- Predictors of Postsecondary Success
- Improving College and Career Readiness by Incorporating Social and Emotional Learning
- Improving College and Career Readiness for Students with Disabilities
- How Career and Technical Education Can Help Students be College and Career Ready
- Understanding Accelerated Learning Across Secondary and Postsecondary Education
- College and Career Readiness and Success: Inventory of Policies, Programs, and Initiatives
- College and Career Readiness and Success Interactive State Map
- The District Role in Supporting College and Career Readiness for Students
- Considerations for Collaborations to Support College and Career Readiness: A Facilitator's Guide
- Definitions of College and Career Readiness: An Analysis by State

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### Questions



A circular illustration showing four diverse individuals (two men and two women) gathered around a table, looking at and discussing documents. The background of the slide features faint silhouettes of people.

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### MOOCs from Understanding Language

Effective teachers facilitate rich student academic discourse that is supported by the tools of reading, writing, and visualization.



The Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), supported by the new English Language Proficiency Standards, have created a context for reform whose signature instructional moments include these uses of language.

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### Three Legs of the Language Stool

- Learning through discourse.
- Transacting with text and images.
- Writing about evidence, reasoning and argument.



A photograph of a simple, round wooden stool with three legs, representing the 'three legs' of the language stool concept.

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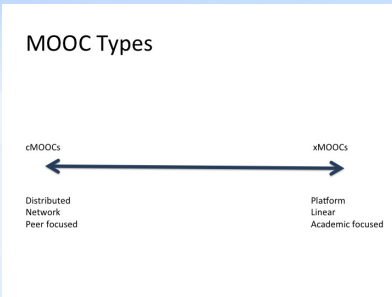
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Continuum of MOOCs



The diagram shows a horizontal double-headed arrow representing a continuum. On the left end, it is labeled 'cMOOCs' with the characteristics 'Distributed Network' and 'Peer focused'. On the right end, it is labeled 'xMOOCs' with the characteristics 'Platform Linear' and 'Academic focused'.

MOOC Types

cMOOCs

xMOOCs

Distributed Network  
Peer focused

Platform Linear  
Academic focused

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c-MOOCs

“c” is for ... connectivity, collaborative, constructivist, creative, collective...

Applied as...

...take a SCOOP of language and analyze, reflect, share, collaborate

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c-MOOCs

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It is more like “Citizen Science” than it is a “MOOC”

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**Learning from a Pilot MOOC**

<https://novoed.com/common-core> (through support from OELA/NPD)

Stanford University

**INSTRUCTORS**

- 8,000 enrolled, plus 1,000 auditors
- 2,000 active participants joined 519 teams of 1-8 per team
- 1,560 fully completed first assignment
- completion rate\*: 26.2%

\*with respect to those who turned in the 1st assignment

Kenji Hakuta  
Jeff Zwiers  
Sara Rutherford-Quach

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**MOOC as a Vehicle for Collaboration**

**IHEs**

- Stanford (Kenji Hakuta, Jeff Zwiers, Sara Rutherford)
- Stanford (Jonathan Osborne, Bryan Brown, Helen Quinn, Grandjean Yaltes)
- Stanford (Sam Wineburg)
- Stanford (David Reuser)
- Stanford (Rachel Lounsbury)
- Oregon State (Karen Thompson)
- USC (George Bunch, Judith Moshkovich)
- UC Davis (Susan O'Hara, Harold Levin)
- UCLA (Margaret Heritage), Alison Bailey
- CSU Sacramento (Sue Baker, Adele Arellano, Stephanie Raegani, Pia Wong)
- U Virginia (Amanda Kibler)
- U Wisconsin (Tim Boals, Margo Gottlieb, Gary Cook)
- U Maryland (Melinda Bolero)
- East Carolina University (Rob Lucas)
- UNC Chapel Hill (Marta Civil)
- New Mexico State University (Amina Hernandez)
- University of New Mexico (Rebecca Blum Martinez)
- U.C Berkeley (David Pearson)
- Seattle University (Robert Hughes)

**States and Districts**

- North Carolina Department of Public Instruction (Nadja Trez) Topic: CCSS Implementation – ELA Middle School and Math Elementary
- Oregon Department of Education (Timothy Blackburn and Martha Martinez) Topic: ELPA21 Standards
- SFUSD (Angie Estonina), LAUSD (Hilda Maldonado) and OUSD (Nicole Knight) Topic: Student Discourse
- Seattle Public Schools (Veronica Gallardo) Topic: Student Discourse
- New York City Schools (in process)
- New York State Education Department (in process)

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Understanding Language | Online

**MOOCs** ↔ **The Database**

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Understanding Language | Online

**MOOCs**

- All MOOCs will be focused on SCOOPS of student work that display evidence from (1) discourse, (2) transaction with text, (3) writing about evidence, reasoning and argument that contributes to the Database.
- MOOCs will be specialized by different content areas, grade levels, student subgroups, geographical region.
- The MOOC COOP will be comprised of primarily faculty and LEAs, where the IHE will package and offer the MOOC, and the LEA will collaborate in capturing examples of student work and instruction that can become model content for the MOOC.
- Members of the MOOC COOP will be part of an IP agreement that will allow reciprocal borrowing/lending of MOOC content with agreed-upon allowances and restrictions.
- MOOC COOP membership will allow special access to the Database.

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Understanding Language | Online

**The Database**

The Database will consist of MOOC SCOOPS, including all information about the SCOOPS gathered from the MOOC (description of setting, self-evaluations, peer evaluations, etc.) and will be searchable. The main uses of the Database are:

- Evaluation and improvement of MOOCs
- To support Formative Assessment Online, a service to allow users to enter new samples of student language (new SCOOPS) and to use the database as a reference point for formative assessment practice by finding “similar” and “informative” examples.
- Basic research, such as mapping learning progressions for the language used around specific content topics.
- Other activities to move the field, such as sponsoring Natural Language Processing contests to model expertise in evaluating student language.

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The "Vision"

MOOC Mosaic

Metadata

Traffic patterns

Formative Assessment

NLP

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Questions?

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