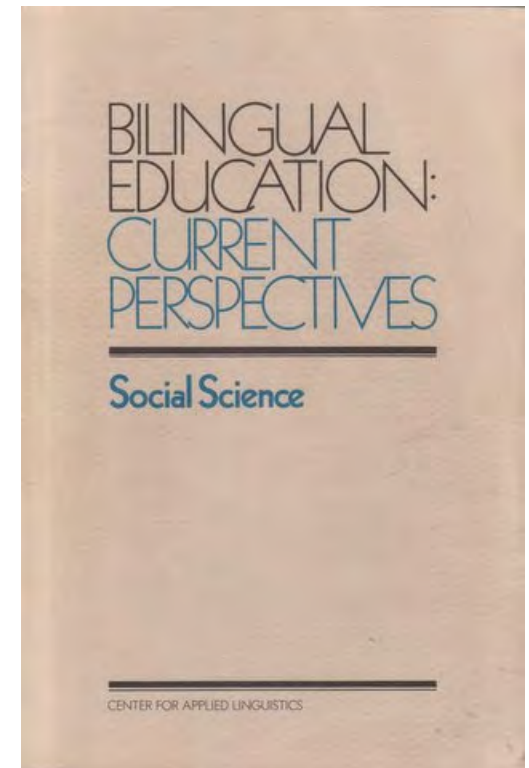
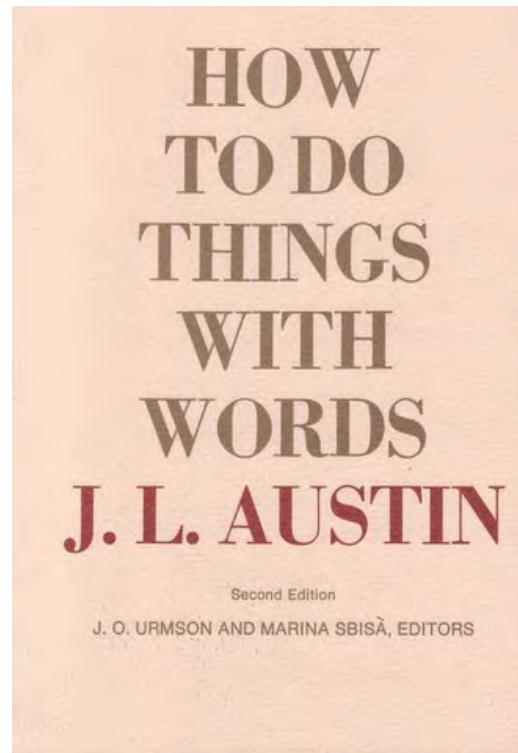
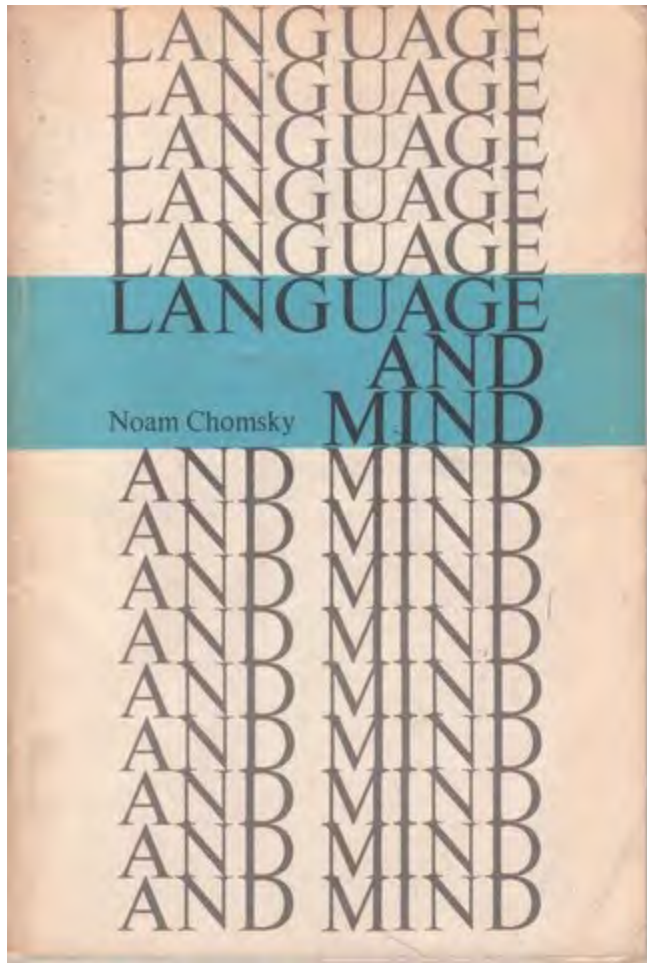


The Understanding Language Initiative to Support Attainment of Content and English Language Proficiency Standards

Kenji Hakuta

Stanford Graduate School of Education

Some Core Theoretical Foundations



ell.stanford.edu

Stanford University

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Understanding Language

Language, Literacy, and Learning in the Content Areas



Teaching Resources

Developing open-source teaching resources that support language development and learning in the content areas. Click below for our new unit in English Language Arts.

[LEARN MORE](#)

ELA / Mathematics / Science

NEWS



Release of Middle School ELA Unit Video Cases: Persuasion across Time and Space

OCT 27, 2013

Stanford University's *Understanding Language* (UL) initiative launches a set of six videos around our middle school ELA unit titled ... [More](#)

UPCOMING EVENTS

Nov 13

Transitioning to New California ELD Standards

Karen Cadiero-Kaplan, Director, English Learner Support Division, California Department of Education, and Robert Linquanti, Project Director... [More](#)

NOV 13, 2013 / 03:30 PM PST

Dec 09

CA Dept of Education Accountability Institute

2013 Accountability Leadership Institute, organized by the

A Nation at Risk (1983)... call for standards.



CBB 844-3021

Figure 1. Members of the National Commission on Excellence in Education with Terrel Bell (Secretary of Education) April 28, 1983.

Back Row: L. to R: Bill Baker, Robert Haderlein, Gerald Holton, Glenn Seaborg, Al Quic, Emerald Crosby, Charles Foster, and Anne Campbell

Front Row: L. to R: Norman Francis, Annette Kirk, Margaret Marston, Yvonne Larsen, David Gardner, Terrel Bell, Jay Sommer, Shirley Gordon, and Frank Sanchez

IASA (1994), NCLB (2001)

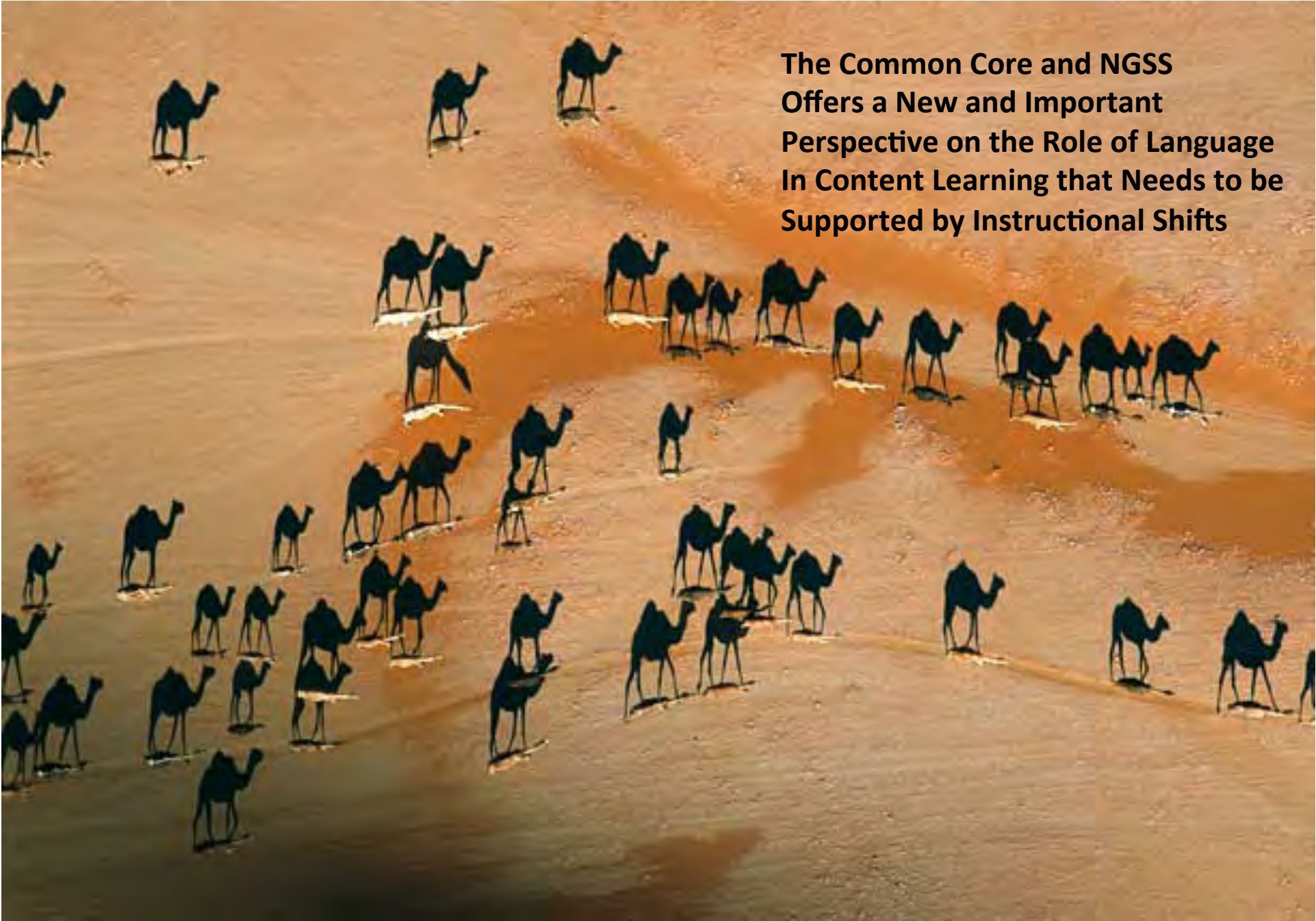


No Child Left Behind:

Three important pieces for ELLs

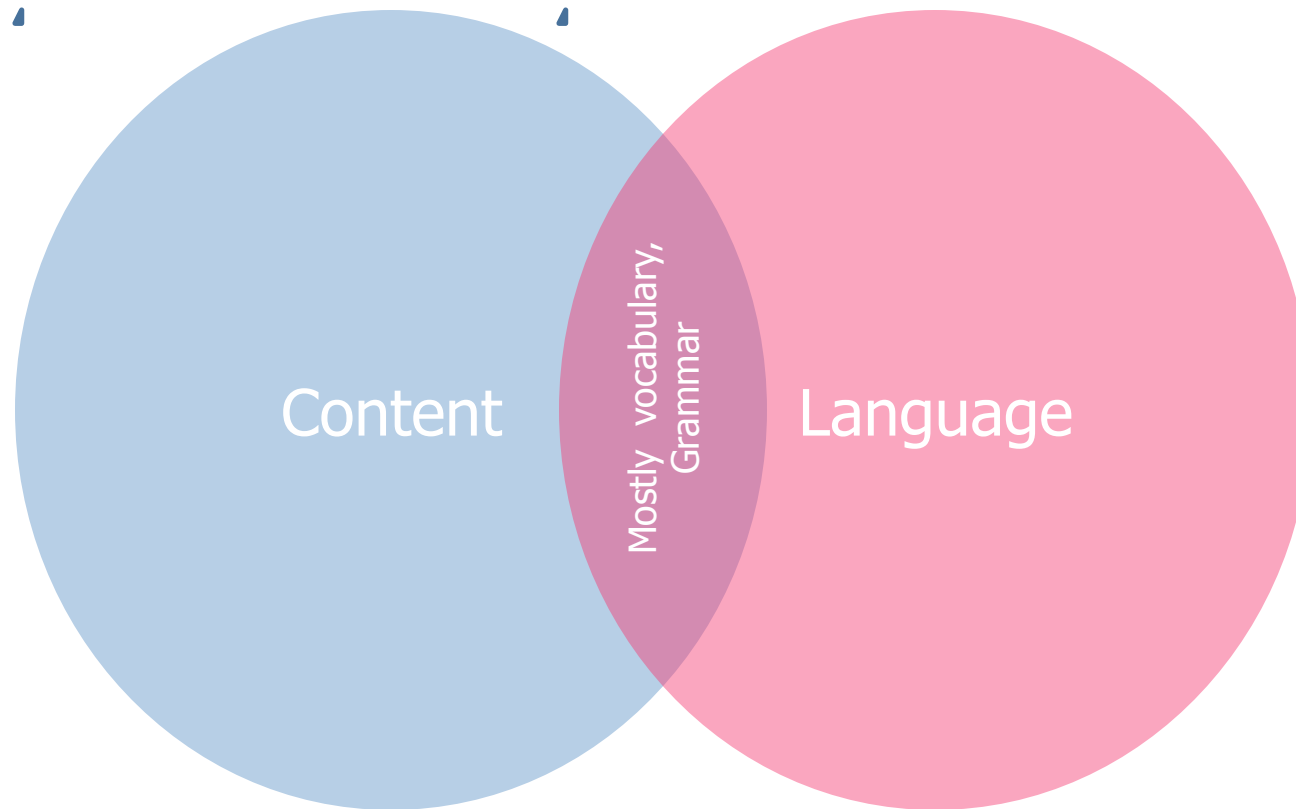


- Sec. **1111**(a)(3)(ix)(III) the **inclusion** of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered ... including, to the extent practicable, assessments in the language and form most likely to yield accurate data...
- Sec. 1111(a)(3)(xiii) enable results to be **disaggregated** within each State, local educational agency, and school by...English proficiency status.
- Sec **3113**(b)(2) standards and objectives for raising the level of **English proficiency** that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are **aligned with** achievement of the challenging State **academic content** and student academic achievement standards described in section 1111(b)(1).

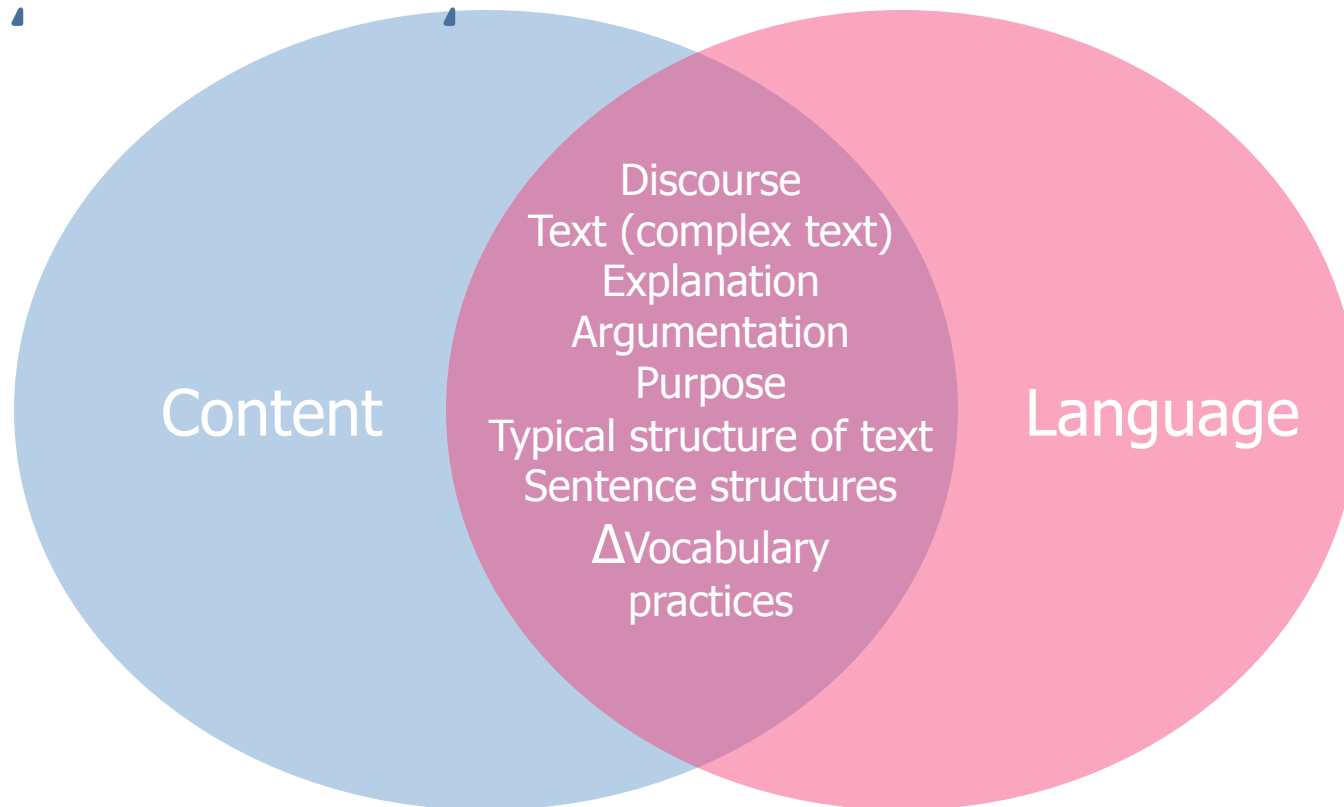
A large herd of camels is scattered across a vast, arid desert landscape. The camels are mostly dark in color, contrasting with the light, sandy ground. They are in various poses, some standing, some walking, and some looking in different directions. The background shows a flat expanse of desert under a clear sky, with some distant hills or mountains visible on the horizon. The overall scene conveys a sense of a traditional nomadic lifestyle in a harsh environment.

**The Common Core and NGSS
Offers a New and Important
Perspective on the Role of Language
In Content Learning that Needs to be
Supported by Instructional Shifts**

Old Paradigm



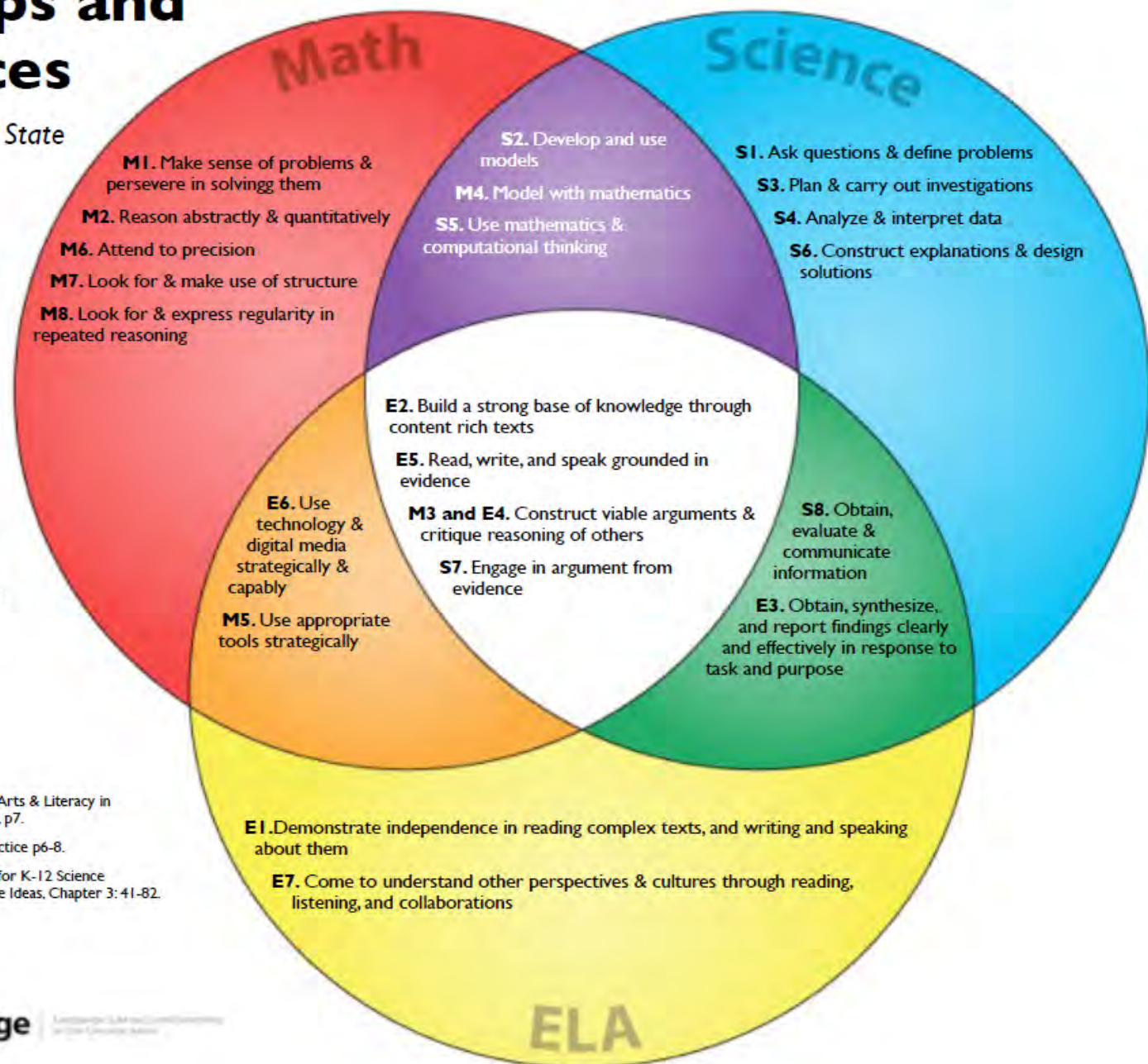
New Paradigm



Relationships and Convergences

found in the *Common Core State Standards in Mathematics* (practices), *Common Core State Standards in ELA/Literacy* (student portraits), and the *Next Generation Science Standards* (science & engineering practices)

These student practices and portraits are grouped in a Venn diagram. The letter and number set preceding each phrase denotes the discipline and number designated by the content standards in ELA/Literacy, Mathematics, and Science.



Sources:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p7.

Common Core State Standards for Mathematical Practice p6-8.

Next Generation Science Standards & A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, Chapter 3: 41-82.

Stanford
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Understanding Language Language Learning and Communication in the 21st Century

Credit: Tina Cheuk, tcheuk@stanford.edu
11/20/2013

ED.gov
www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html

Funding
Policy
Research
News
About ED

General
Adult Education
Civil Rights
Elementary & Secondary Education

- Legislation
- Regulations
- Policy Guidance

Grants & Contracts
Higher Education
Research & Statistics
Special Education & Rehabilitative Services
Vocational Education

- About ED
- Budget & Performance
- News
- Publications
- Teaching Resources

- FAQs
- Contact
- Help
- Jobs at ED
- Online Services
- Recursos en español
- Web Survey

ELEMENTARY & SECONDARY EDUCATION

ESEA Flexibility

The U.S. Department of Education has [invited each State educational agency \(SEA\)](#) to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Currently:

- 44 states, the District of Columbia, Puerto Rico and the Bureau of Indian Education submitted requests for ESEA flexibility
- 34 States and the District of Columbia are approved for ESEA flexibility (see the [list of peer reviewers](#))

STATE REQUESTS AND RELATED DOCUMENTS

- [States approved for ESEA flexibility](#)
- [States with ESEA flexibility requests under review](#)



ESEA Flexibility

Updated June 7, 2012

To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure **student growth** in at least grades 3-8 and at least once in high school. **An SEA must also support English Learners in reaching such standards by committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, and committing to develop and administer aligned ELP assessments.** To ensure that its college- and career-ready standards are truly aligned with postsecondary expectations, and to provide information to parents and students about the college-readiness rates of local schools, an SEA must annually report to the public on college-going and college credit-accumulation rates for all students and student subgroups in each LEA and each high school in the State.



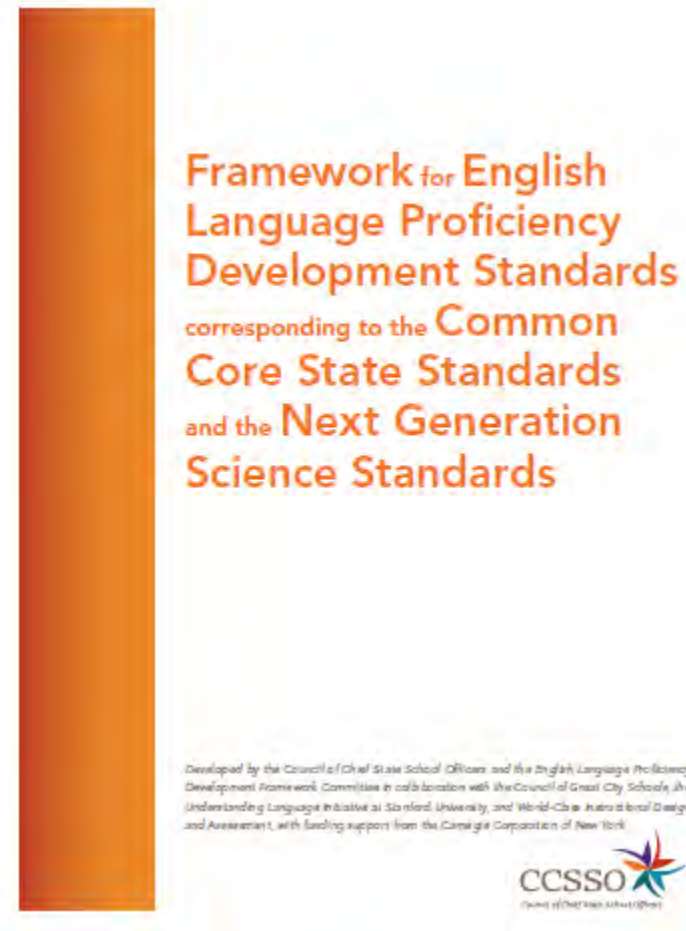
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search: ELPD CCSSO



Observable Language Artifacts of Learning

- Constructive classroom discourse
- Transactions with text
- Purposeful writing

Our Goals

- Share exemplars for how CCSS standards are supported for ELLs;
- Encourage piloting of exemplars with careful observation of the challenges and successes of implementation – with a focus on the language artifacts produced by students.
- Support schools and districts in their identification of existing materials and the development of new units that support the new standards.
- Collaborate with school districts and universities.

ELA Middle School Unit

Understanding Language

Language, Literacy, and Learning in the Content Areas

Stanford | GRADUATE SCHOOL OF
EDUCATION

TEACHING RESOURCES / ENGLISH LANGUAGE ARTS



PERSUASION ACROSS TIME AND SPACE

This unit shows instructional approaches that are likely to help ELLs meet new standards in English Language Arts. The lessons address potent literacy goals and build on students' background knowledge and linguistic resources. Built around a set of famous persuasive speeches, the unit supports students in reading a range of complex texts. It invites them to write and speak in a variety of ways and for different audiences and purposes. To learn more, see the lessons below and read our [Guidelines for ELA Instructional Materials Development](#) and [Frequently Asked Questions](#).



DOWNLOAD FULL UNIT



DOWNLOAD SUPPLEMENTARY FILES

- [Guidelines for ELA Instructional Materials Development.pdf](#)
- [Printable Student Handouts.zip](#)
- [Frequently Asked Questions.pdf](#)

Math Annotated Materials

Understanding Language

Language, Literacy, and Learning in the Content Areas

Stanford GRADUATE SCHOOL OF EDUCATION

TEACHING RESOURCES / MATH



The image shows two young women standing in front of a whiteboard. The woman on the left, wearing a yellow shirt, is pointing at the whiteboard with a marker. The woman on the right, wearing a pink shirt and glasses, is looking at the whiteboard. On the whiteboard, the equation $h(x) = |x - 4|$ is written, and below it, $x =$ is written.

SUPPORTING ELLS IN MATHEMATICS

The goal of these materials is to illustrate how Common Core aligned math tasks can be used to support math instruction and language development for ELLs at three grade spans (elementary, middle, and high school). We used or adapted tasks from two publicly accessible curriculum projects, [Inside Mathematics](#) and [Mathematics Assessment Project](#).

To learn more, see the annotated lessons below and read our [Guidelines for Math Instructional Materials Development](#).

1. [Introduction to the Materials](#) describes how the materials were developed, and the types of materials and resources provided.
2. [Principles for Math Instruction](#) provide the over-arching principles for teaching mathematics to ELLs.
3. [Guidelines for Math Instructional Materials Development](#) can be used to develop new materials or to review already developed materials.
4. ["Language of Math" Task Templates](#) are language-focused activities that can be used by teachers to design and write their own language-focused activities. These "Language of Math" tasks were designed to support students in learning to read and understand word problems, communicate about mathematics, and build disciplinary and academic vocabulary, and develop practices in mathematics.
5. [Writers, Reviewers, and Contributors](#) handout details the team who led and contributed to the development of these resources.

District and State Collaborations

- Initial reviews – Bellingham, Boston, Broward County, Charlotte-Mecklenburg, Chicago, Denver, NYC, Oakland, Palm Beach, & Seattle
- Pilot implementation of ELA – Charlotte-Mecklenburg, Chicago, Denver
- Language across content areas: Oakland
- State implementation of CCSS – North Carolina.

Collaboration with Teaching Channel

[Blog](#) [Newsletter](#) [Tch on TV](#) [NEW! Teaching Channel Teams!](#) [Donate](#)

Tch Teaching Channel
Great Teaching. Inspiring Classrooms.

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Extending Understanding: Vocabulary Development

Grades 6-8, ELA, ELL
CCSS: ELA.RI.7.6 ELA.RI.8.6



ELA for ELL:
A Six-Part
Video Series

[Like](#) 26 [Email](#) [Facebook](#) [Twitter](#) [Pinterest](#) [Share](#)

[Guide](#) [My Notes](#)

Developed in Partnership with
Stanford University's
Understanding Language

Objective
Extend understanding of the
vocabulary found in the Gettysburg
Address

Length
9 min

Questions to Consider

- ♥ What's the benefit of doing
vocabulary development after
completing the various
activities around a complex
text?
- ♥ When Ms. Langlois reflects on
the strategy of pre-teaching
vocabulary, what were some of
her realizations as her
students engaged in this new
way of vocabulary
development?

See the full playlist of the six
videos in this ELL series.

*Understanding Language aims to
heighten educator awareness of
the critical role that language plays
in the new Common Core State
Standards and Next Generation
Science Standards and to*

ELA for ELL: Scaffolding Understanding for Complex Text Series



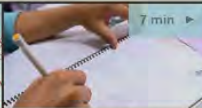
1 min ▶

Persuasion Across Time &
Space: Unit Overview



8 min ▶

Preparing Learners:
Activating Prior Knowledge



7 min ▶

Interacting with Complex
Texts: Scaffolding Reading



9 min ▶

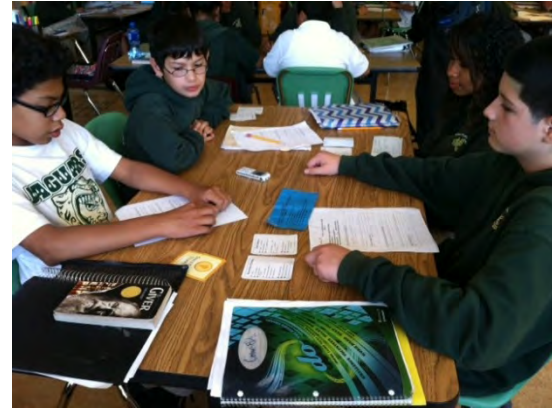
Extending Understanding:
Vocabulary Development

11/20/2013

23

Oakland Implementation of Understanding Language

Developing Student Competencies in Three Areas:



1. Speaking and listening in academic discussions.
2. Reading, with comprehension, increasingly complex non-fiction texts.
3. Writing arguments with evidence.



THE SOCIAL AND EMOTIONAL LEARNING CORE COMPETENCIES SUPPORT THE INSTRUCTIONAL SHIFTS

2013-2014 Common Instructional Shifts For English Language Arts, Mathematics, and Science

developing language within each
discipline based on a foundation
of Social and Emotional Learning
Core Competencies



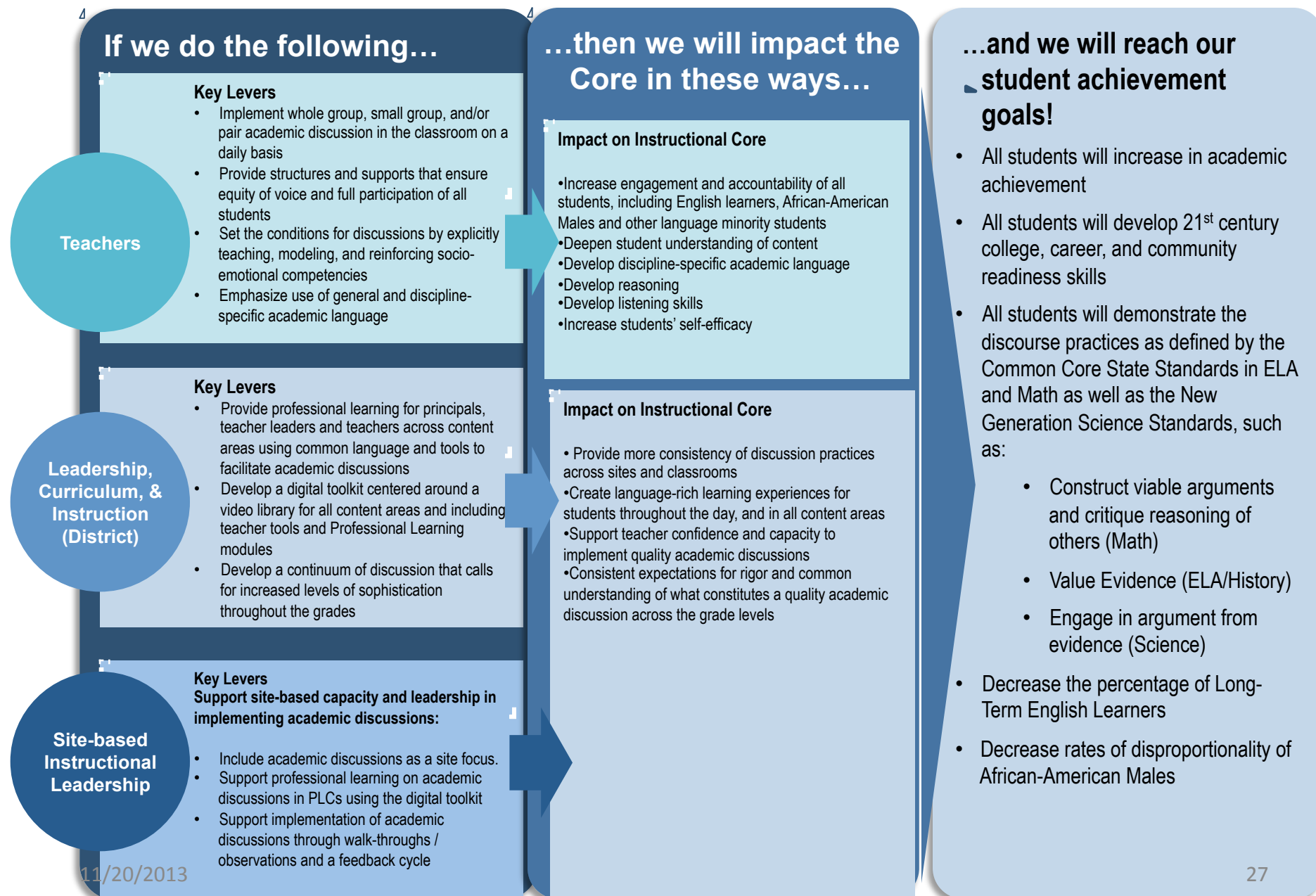
Academic Discussions: Our Current Reality

What do academic discussions in Oakland classrooms look like now?

- Inconsistent across sites and classrooms (pockets of strong discussion practices)
- With the exception of a handful of sites, no development of rigor within grade bands: K-5, 6-8, 9-12
- Mostly limited to brief *Think-Pair-Share* or *Turn and Talk* that do not lead to deep understanding of content
- A focus on student output of ideas as opposed to sustained and purposeful interaction

Academic Discussions/student talk named as a problem of practice at many sites.

Theory of Action for Academic Discussions - DRAFT



Instruction

...we do the following...

Key Levers

- Implement whole group, small group, and/or pair academic discussion in the classroom on a daily basis
- Provide structures and supports that ensure equity of voice and full participation of all students
- Set the conditions for discussions by explicitly teaching, modeling, and reinforcing socio-emotional competencies
- Emphasize use of general and discipline-specific academic language

**...then we will impact the
Core in these ways**

Impact on Instructional Core

- Increase engagement and accountability of all students, including English learners, Males and other language minority students
- Deepen student understanding of content
- Develop discipline-specific academic language
- Develop reasoning
- Develop listening skills
- Increase students' self-efficacy

Leadership

Key Levers

- Provide professional learning for principals, teacher leaders and teachers across content areas using common language and tools to facilitate academic discussions
- Develop a digital toolkit centered around a video library for all content areas and including teacher tools and Professional Learning modules
- Develop a continuum of discussion that calls for increased levels of sophistication throughout the grades



Impact on Instructional Core

- Provide more consistency of discussion across sites and classrooms
- Create language-rich learning experiences for students throughout the day, and in all classrooms
- Support teacher confidence and capacity to implement quality academic discussions
- Consistent expectations for rigor and depth of understanding of what constitutes a quality discussion across the grade levels

MOOCs

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

Stanford University

Stanford | ONLINE

Constructive Classroom Conversations: Mastering Language for the Common Core State Standards

Instructors:

Kenji Hakuta, Lee L. Jacks Professor of Education at Stanford University

Jeff Zwiers, Senior Researcher, Stanford University

Sara Rutherford-Quach, Postdoctoral Scholar, Stanford University and the
Understanding Language Initiative

You can take this course for free!



October 21, 2013 - December 09, 2013

[Go to Class!](#)

171

87

829

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The Course

The Common Core State Standards for English ELA and Mathematics emphasize improving the quality of student-to-student discourse as a major feature of instruction. The new

The Instructors



Kenji Hakuta

Lee L. Jacks Professor of Education at
Stanford University

Teams

Team Formation

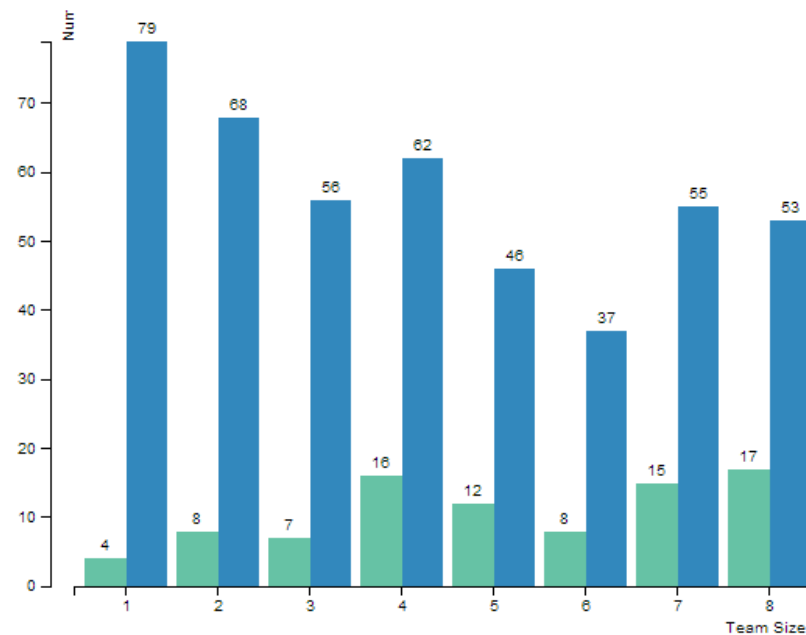
511 teams have been formed.

1892 students have teams, **1302** students who were active over the past week need a team.

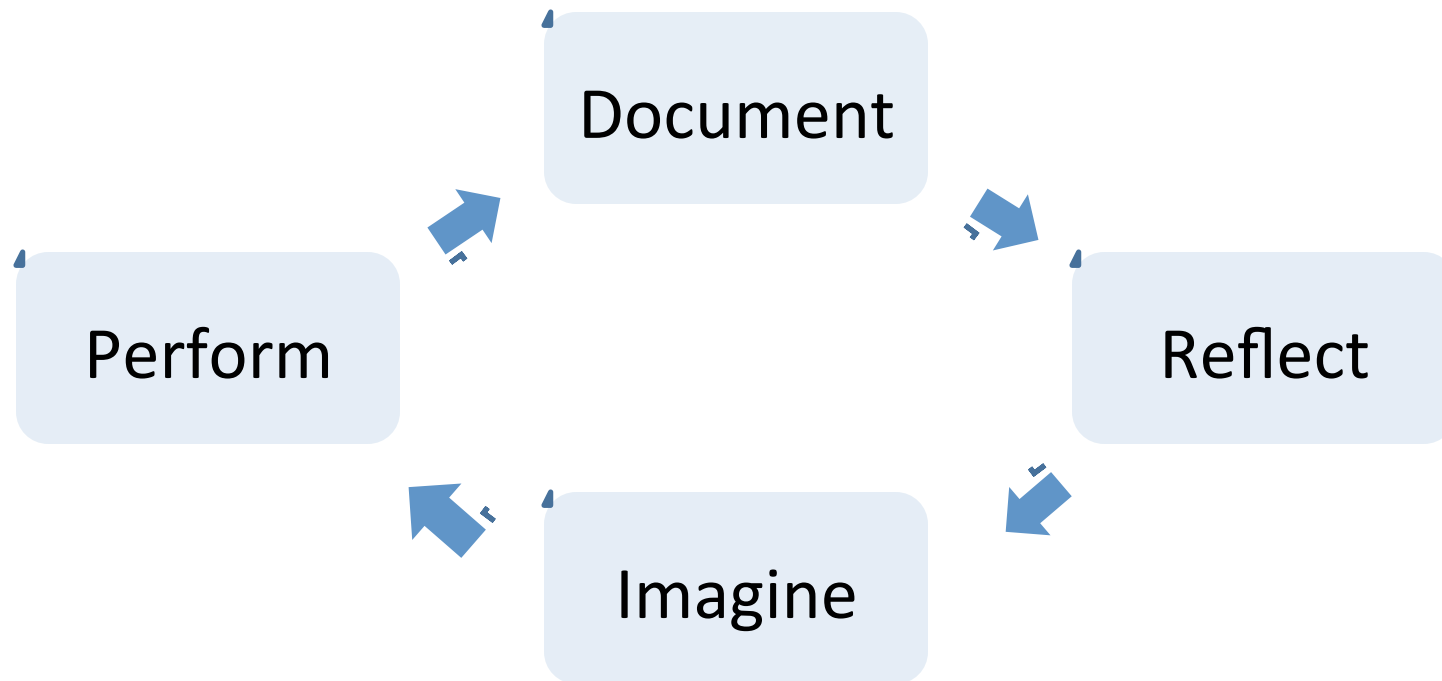
418 students have joined a new team, **341** students have left their team or got fired over the past week.

Compared Distribution of Team Sizes

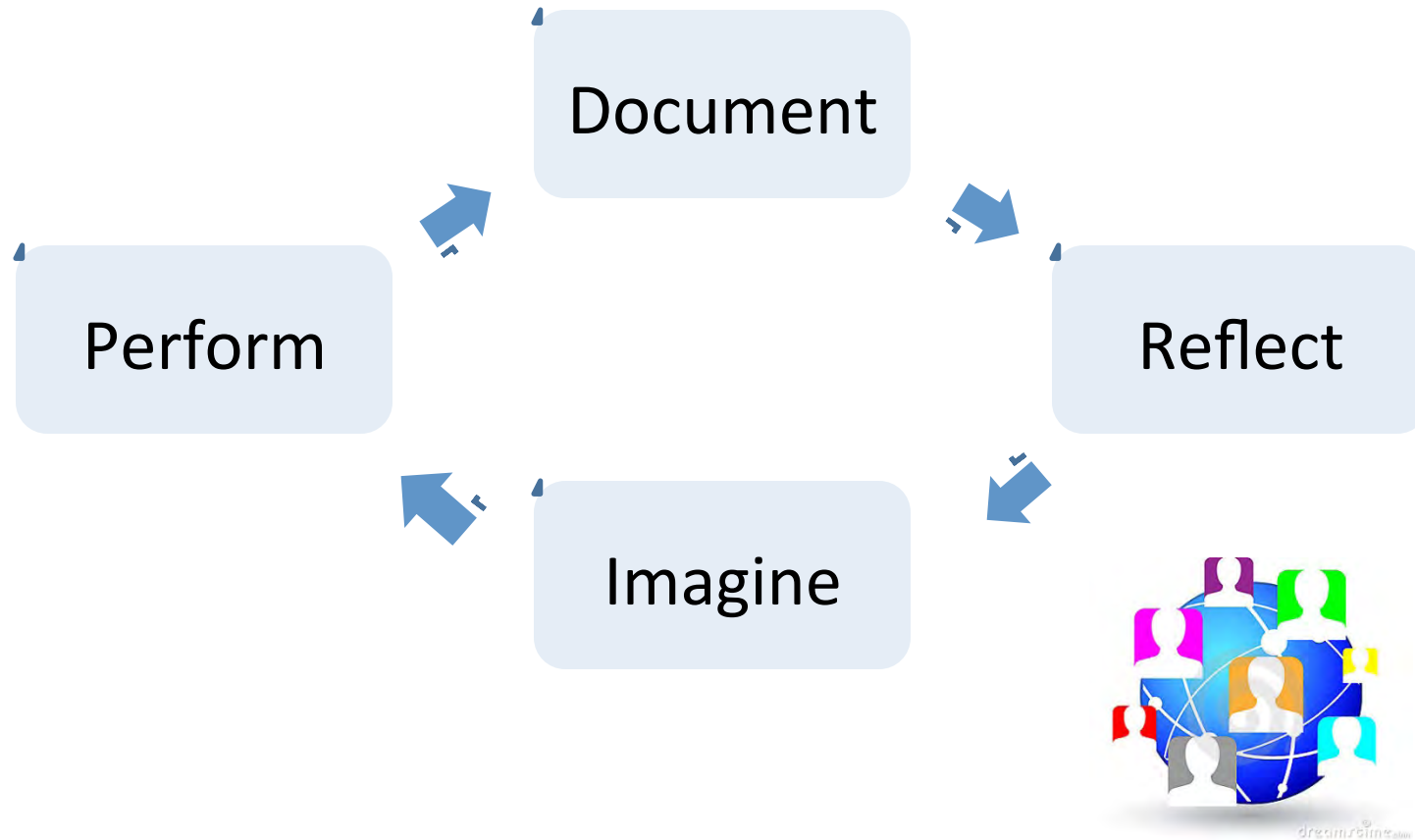
A team is considered active if they have submitted at least one assignment.



Learning Cycle



Learning Cycle



Sample Submission

More than 1,500 submissions

I. Submit your transcription

Student A: What does the square root of 83 round to?

Student B: Well, 83 is between 80 and 90.

Student A: Right, but do we know the square roots of either of those.

Student B: True, but we do know that the square root of 81 is 9 and that the square root of 100 is 10, does that help?

Student A: Yeah, 83 lies between those two, so the square root must lie between 9 and 10.

Student B: Right, but which one does it round to?

Student A: 83 is closer to 81 so my guess is 9 but I am not exactly sure.

Student B: That makes sense though, so lets go with 9.

Sample Analysis

Dimension 2: Conversation fosters learning

3

Reasons for score

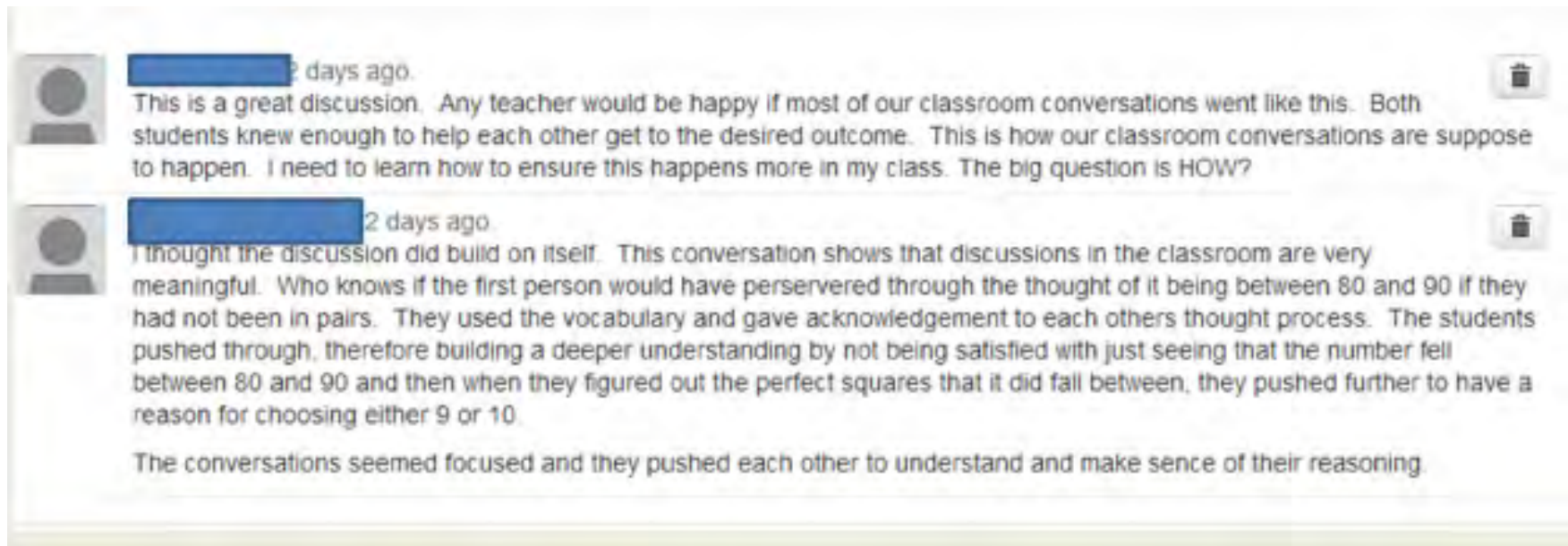
Once again, students do a great job of using the steps that were given to them previously in the example and applying them in this question. I believe that the students did not get the full grasp of the activity though, as many of their ideas are just reiterations of what their partner said before. Overall, I think they did a good job of building but some of the depth is missing.

VI. Reflections

When thinking about building knowledge and fostering learning, my expectation is that students engage in a deep dialogue about the material. From what I saw and heard, students spoke generally about the concept but never decided to dive deep. The goal would be to challenge one another's understanding, interpret one another's thoughts, and develop arguments that defend their positions. For today's lesson, I feel that the aim was high, but the actual ongoing were low. Students did not try to think out of their comfort zone. It became more spewing out information which they have learned rather than develop more depth.

-

Sample Discussion



The screenshot shows a discussion thread with two posts. Each post has a grey profile picture icon on the left, a blue redacted name, and a timestamp '2 days ago'. To the right of each post is a trash can icon. The first post's text is: 'This is a great discussion. Any teacher would be happy if most of our classroom conversations went like this. Both students knew enough to help each other get to the desired outcome. This is how our classroom conversations are suppose to happen. I need to learn how to ensure this happens more in my class. The big question is HOW?'. The second post's text is: 'I thought the discussion did build on itself. This conversation shows that discussions in the classroom are very meaningful. Who knows if the first person would have perservered through the thought of it being between 80 and 90 if they had not been in pairs. They used the vocabulary and gave acknowledgement to each others thought process. The students pushed through, therefore building a deeper understanding by not being satisfied with just seeing that the number fell between 80 and 90 and then when they figured out the perfect squares that it did fall between, they pushed further to have a reason for choosing either 9 or 10. The conversations seemed focused and they pushed each other to understand and make sence of their reasoning.'

 [Redacted] 2 days ago.
This is a great discussion. Any teacher would be happy if most of our classroom conversations went like this. Both students knew enough to help each other get to the desired outcome. This is how our classroom conversations are suppose to happen. I need to learn how to ensure this happens more in my class. The big question is HOW?

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I thought the discussion did build on itself. This conversation shows that discussions in the classroom are very meaningful. Who knows if the first person would have perservered through the thought of it being between 80 and 90 if they had not been in pairs. They used the vocabulary and gave acknowledgement to each others thought process. The students pushed through, therefore building a deeper understanding by not being satisfied with just seeing that the number fell between 80 and 90 and then when they figured out the perfect squares that it did fall between, they pushed further to have a reason for choosing either 9 or 10.
The conversations seemed focused and they pushed each other to understand and make sence of their reasoning.

MOOC Stats

(as of 11/10/13)

- 7,000 enrolled, plus 1,000 auditors
- 2,000 active participants joined 519 teams of 1-8 per team
- 1,560 fully completed first assignment

Observable Language Artifacts of Learning

1. Constructive classroom discourse
2. Transactions with text
3. Purposeful writing
4. Meta-discourse (instructional discourse about the above)

Observable Language Artifacts of Learning

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2. Transactions with text
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Observable Language Artifacts of Learning

1. Constructive classroom discourse
2. Transactions with text
3. Purposeful writing
4. Meta-discourse (instructional discourse about the above)

MOOC Ambitions

A Live Crowdsourced Database of Observable Language Artifacts of Learning

1. Constructive classroom discourse
2. Transactions with text
3. Purposeful writing
4. Meta-discourse (instructional discourse about the above)

MOOC Collaborations

...by grade, content, region,
...focusing on student discourse, engaging with text, writing, meta-discourse.



Questions and Discussion

