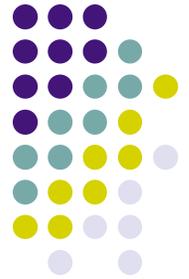
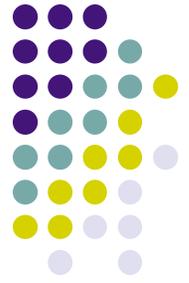


A COGNITIVE STRATEGIES APPROACH TO HELP ENGLISH LEARNERS MEET THE COMMON CORE STATE STANDARDS



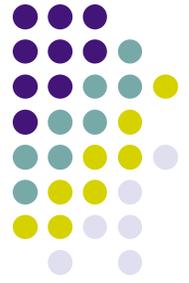
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OELA
March 4, 2013

Academic Literacy Expected of High School Students on Exit Exams in 26 States



- Summarizing texts
- Using linguistic cues to interpret and infer the writer's intentions and messages
- Assessing the writer's use of language for rhetorical and aesthetic purpose
- Evaluating evidence and arguments presented in texts and critiquing the logic of arguments made in them
- Composing and writing extended, reasoned texts that are well-developed and supported with evidence and details (Wong Fillmore & Snow, 2003)

How well do students write?



2007 NAEP

Grade 8- Only 31% “Proficient”

Grade 12- Only 23 % “Proficient”

What about English Learners?



Grade 8

ELL

Not ELL

**At or Above
“Proficient”**

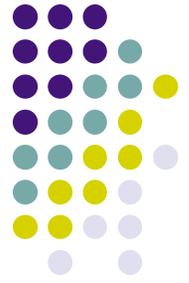
6%

31%



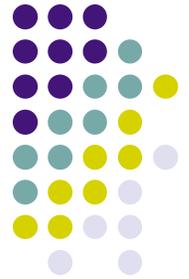
**Enter the National Common
Core Standards for English/
Language Arts & Literacy in
History/Social Studies,
Science, & Technical Subjects
(2010)**

Purpose



- * **Fewer, clearer, higher standards**
- * **Focused on college and career readiness**
- * **Inclusive of rigorous content and higher order skills**
- * **Internationally benchmarked**
- * **Research and evidence-based**

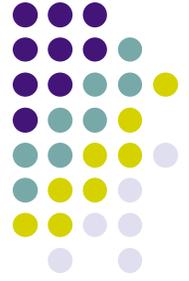
Let's take a look at the CCSS College and Career Anchor Standards for Writing. What are students expected to know and be able to do?



Common Core State Standards

College and Career Readiness Anchor Standards





College and Career Readiness Anchor Standards for Writing

Text and Types and Purposes



- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- 2. Write informatively/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.**

Production and Distribution of Writing



- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge



- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from the multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

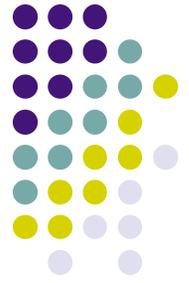
Range of Writing



- Write routinely over extended time frames (time for research reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

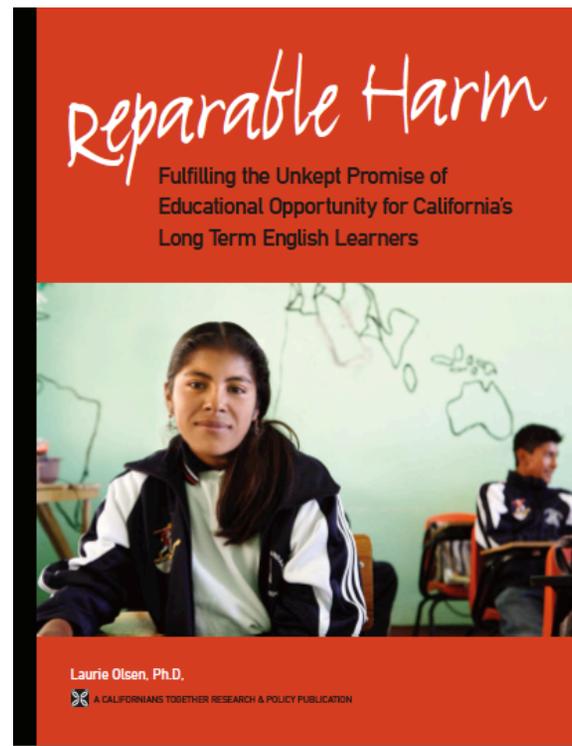


So, as you can see, the CCSS-ELA set a high bar for all students in terms of their level of academic writing. Since CCSS writing is text-based, all the anchor standards for analytical reading must also be mastered.





59% of ELs in California are Long Term English Learners scoring at Below Basic and Far Below Basic.

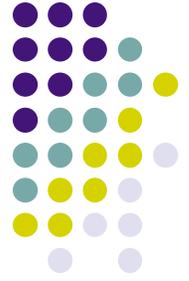




Application of Common Core Standards for English Language Learners:

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs).

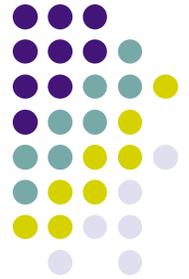
However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.



Question! How can we help ALL of our students to become confident and complete readers and writers who can meet the rigorous new Common Core standards?

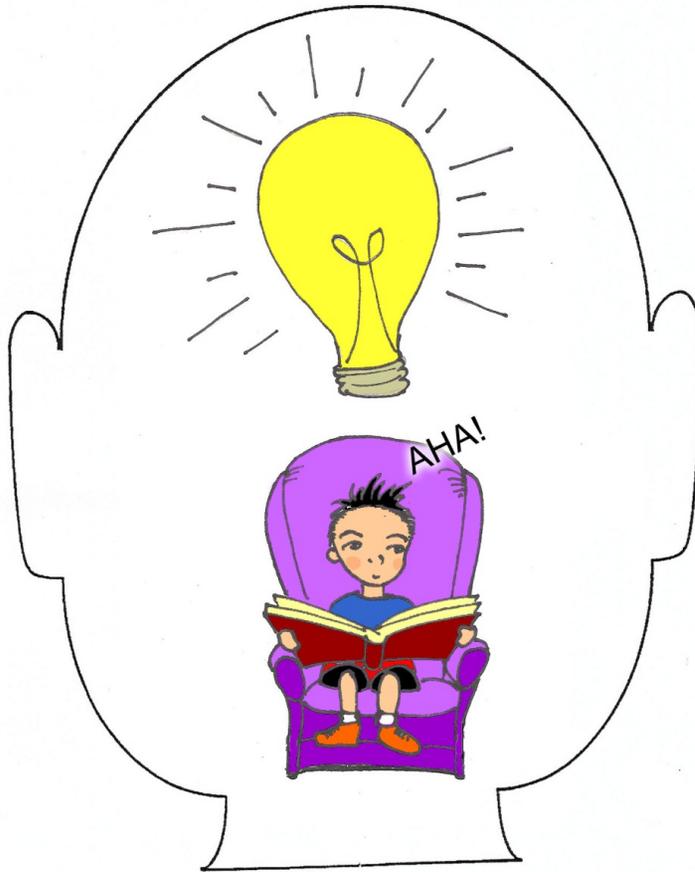
A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. **Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning.** Teachers are thus free to provide students with whatever **tools and knowledge** their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.





Forming Interpretations



Reflecting and Relating





WHAT IS A COGNITIVE STRATEGY?

Cognition = the process of knowing or thinking

Strategy = a tool or tactic one uses to solve a problem

Cognitive Strategy = a thinking tool

“Numerous reports from blue ribbon panels implicate poor understandings of cognitive strategies as the primary reason why adolescents struggle with reading and writing.”

Conley, 2008



Tool Kit



Three Types of Knowledge



- Declarative Knowledge
- Procedural Knowledge
- Conditional Knowledge

Cognitive Strategies Sentence Starters

Planning and Goal Setting

- My purpose is...
- My top priority is ...
- I will accomplish my goal by ...

Tapping Prior Knowledge

- I already know that...
- This reminds me of...
- This relates to...

Asking Questions

- I wonder why...
- What if...
- How come...

Making Predictions

- I'll bet that...
- I think...
- If _____, then...

Visualizing

- I can picture...
- In my mind I see...
- If this were a movie...

Making Connections

- This reminds me of...
- I experienced this once when...
- I can relate to this because...

Summarizing

- The basic gist is...
- The key information is...
- In a nutshell, this says that...

Adopting an Alignment

- The character I most identify with is...
- I really got into the story when...
- I can relate to this author because...

Forming Interpretations

- What this means to me is...
- I think this represents...
- The idea I'm getting is...

Monitoring

- I got lost here because...
- I need to reread the part where...
- I know I'm on the right track because ...

Clarifying

- To understand better, I need to know more about...
- Something that is still not clear is...
- I'm guessing that this means _____, but I need to...

Revising Meaning

- At first I thought _____, but now I....
- My latest thought about this is...
- I'm getting a different picture here because...

Analyzing the Author's Craft

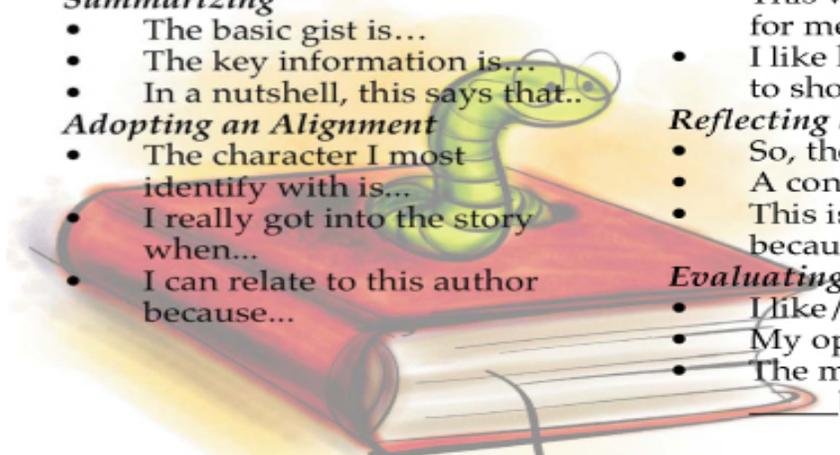
- A golden line for me is...
- This word / phrase stands out for me because...
- I like how the author uses to show...

Reflecting and Relating

- So, the big idea is...
- A conclusion I'm drawing is...
- This is relevant to my life because...

Evaluating

- I like / don't like _____ because...
- My opinion is _____ because...
- The most important message is _____ because...



ESTRATEGIAS COGNITIVAS PARA EMPEZAR FRASES

Para planear y establecer metas

- Mi meta es...
- Mi prioridad mayor es...
- Cumpliré mi meta por...

Para explotar mi saber y entender

- Ya sé que...
- Esto me recuerda de...
- Esto se relaciona con...

Para hacer preguntas

- Me pregunto ¿por qué...?
- ¿Y si...?
- ¿Por qué...?

Para predecir

- Creo que...
- Pienso que...
- Si___, entonces....

Para imaginarse

- Me puedo imaginar...
- Me represento en la mente...
- Si esto fuera una película...

Para establecer relaciones

- Esto me recuerda de...
- Yo experimenté esto una vez cuando...
- Puedo relacionarme con esto porque...

Para resumir

- La esencia fundamental es...
- La información clave es...
- En resumidas cuentas, esto quiere decir...

Para adoptar un parentesco

- El personaje con quien más me relaciono es...
- Me metí en el cuento cuando...
- Puedo relacionarme con este autor porque...

Para formar interpretaciones

- Lo que esto me significa es...
- Creo que esto representa...
- La idea que se me ocurre es...

Para vigilar

- Me perdí aquí porque...
- Necesito releer la parte donde...
- Sé que estoy en la pista correcta porque...

Para aclarar

- Para comprender mejor, necesito entender más sobre...
- Una cosa que todavía no es claro...
- Me parece que esto quiere decir___, pero necesito...

Para revisar el sentido

- Al principio pensé que___, pero ahora yo...
- Mi último pensamiento de esto es...
- Me está formando otro imagen aquí porque...

Para analizar la astucia del autor

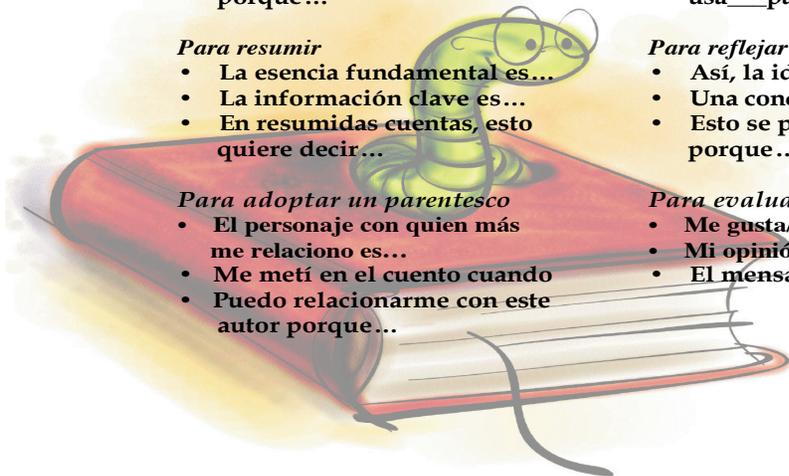
- Una línea dorada para mí es...
- Esta palabra/frase se destaca para mí porque...
- Me gusta la manera que el autor usa___para mostrar...

Para reflejar y relacionarse

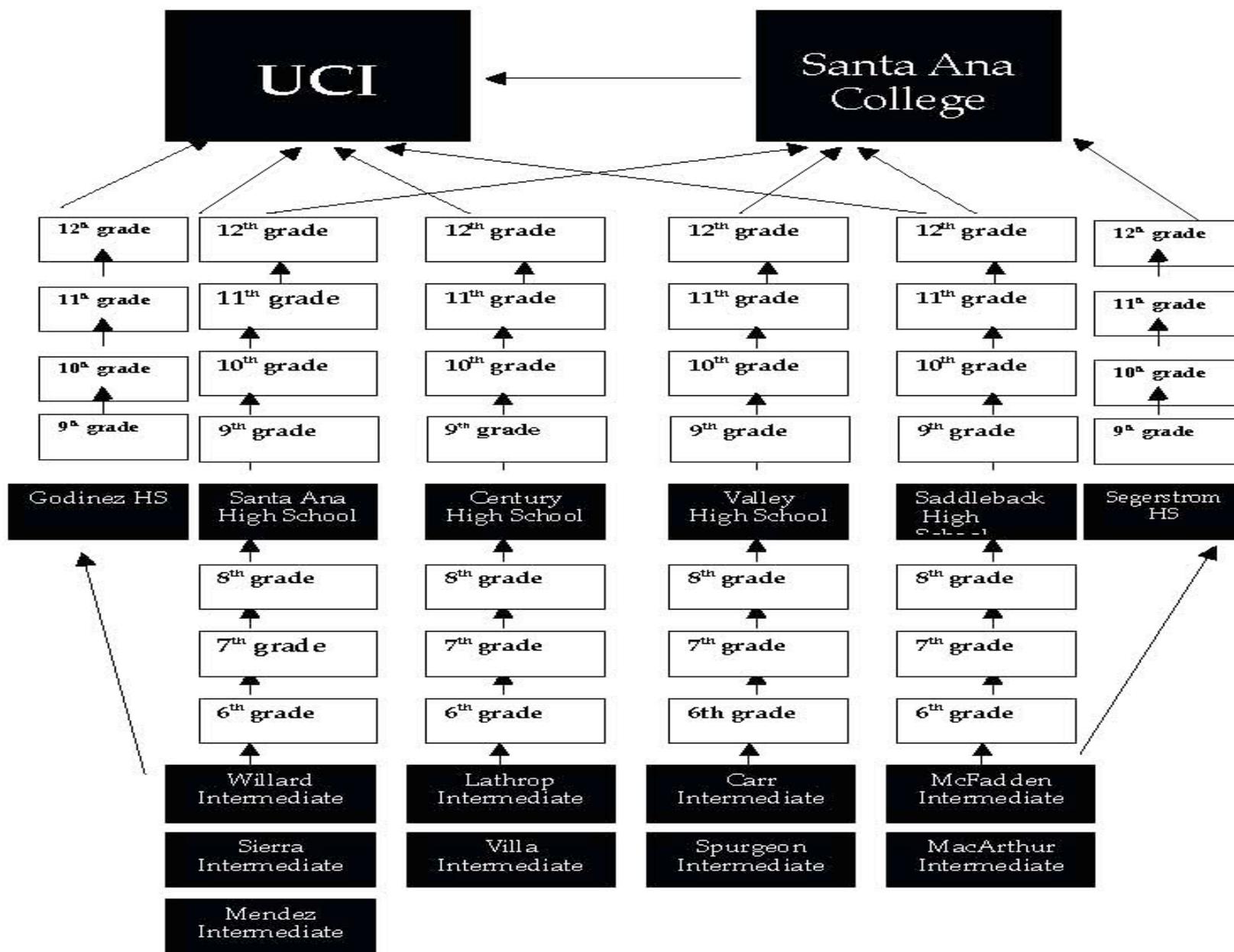
- Así, la idea principal es...
- Una conclusión que me ocurre es...
- Esto se pertenece a mi vida porque...

Para evaluar

- Me gusta/no me gusta___ porque...
- Mi opinión es___porque...
- El mensaje más importante es...



The Pathway to College Success



Pathway Project Research Design



Administer
Pre-Test



Informally read
Pre-Tests and
diagnose needs



Design and
Implement
Interventions



Revise
Pre-Tests



Administer
Post-Test



Students assess
own Pre/Post
Test and look
for growth
indicators



Teachers
informally assess
students'
Pre/Post Tests
and self-evaluations



Non-Pathway
teachers officially
score Pre/Post
Tests



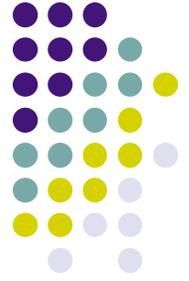


- “Sometimes, the Earth is Cruel”

Leonard Pitts

- “The Man in the Water”

Roger Rosenblatt



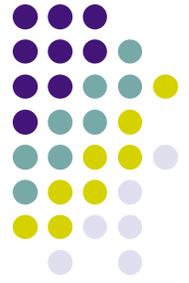
Select an important theme to write an essay about. Create a theme statement which expresses the author's message, main point, or lesson.



Please read paper 705539 Pre-Test.

What would you do to help this student improve?

Analysis of Students' Pre-Tests



- Confusion of theme with character, plot, or topic
- Pure summary of article with no theme statement or commentary
- Writer-based prose
“Well I’ m going to tell you about...”
- Informal diction
wanna, b4, cuz
- Misuse of academic expressions (collocations)
“Jump into conclusion” instead of “Jump to a conclusion”
- Hedges – kinda, sorta, maybe, probably
- Lack of sentence variety
- Errors in spelling, grammar, sentence boundaries



- Read the prompt
- Highlight

Do

What

- Make a T chart

Do	What



“Sometimes the Earth is Cruel”

Writing Description

After reading “Sometimes the Earth is Cruel,” select one important theme to write an essay about. Create a theme statement which expresses the author’s main point, lesson, or message in the article. Your theme statement will be the thesis of your essay—the claim you make about the writer’s message or main idea.

As you develop your argument, pay specific attention to:

- Pitts’ description of the Haitian people’s actions after the earthquake
- The language Pitts uses to describe nature and the relationship between the Haitian people and nature (including similes, metaphors, symbol, personification, or other figurative language)
- Pitts’ response to the way the Haitian people deal with their tragedy
-

When a journalist’s purpose is strictly to inform, he or she will present the facts objectively without trying to influence the reader. However, Pitts does more than this. Discuss Pitts’ purpose in writing “Sometimes the Earth is Cruel.” What message does he want his readers to take away from reading his article and why is it especially significant?

Do	What	
Select Write Express Pay (Discuss) (Discuss/Analyze)	one important theme an essay the author's main point, message, or lesson attention to author's description The language the author uses	
(Discuss)	author's response	
Discuss Explain Explain	the author's purpose in writing the article the message why it is especially significant	

HOW IS A TOPIC DIFFERENT THAN A THEME?



- A story's theme is different from its topic or subject. The topic is simply **what** it's about. The theme is the author's point about a topic. **It is the "So what?"** To identify a theme, sometimes it helps to generate a list of topics or big ideas in a story. Common topics for themes that you'll find in stories are usually abstract nouns that deal with human relationships, such as bravery, friendship, injustice, revenge, etc.

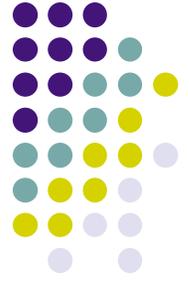
What is a Theme Statement?



A theme is more than one word like “love” or “prejudice.” Therefore, a theme statement must be a complete sentence that states the author’s message about life or about human relationships. **A good theme statement applies to people in general, not just to the specific characters in the text.** Here are some examples of theme statements.

- It is important to stand up for your beliefs.
- Prejudice is a destructive force in our society.
- If you interfere with fate, you will be sorry.
- Growing up means taking responsibility for yourself.
- When you open your heart to others, you’re open to hurt as well as love.
- It is important to accept people for what they are on the inside and not judge them based on how they appear on the outside.

TOPICS THAT LEAD TO THEMES



Action	Faith	Persistence
Belief	Generosity	Perseverance
Bravery	Hardship	Power
Brotherhood	Heart	Risk Taking
Courage	Human nature	Resilience
Death	Heroism	Sacrifice
Despair	Hope	Selflessness
Destruction	Honor	Spirit
Determination	Loss	Survival
Endurance	Nobility	

Faith: Faith can give you strength to persevere.

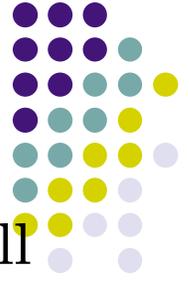
Persistence: Never give up. There is always a chance you will achieve your goals if you keep trying.

Loss: Loss brings people together

Hope/Endurance: If you have hope, you can endure great hardship.

Tragedy: The human spirit has the power to endure great tragedy.

Bravery: When bad things happen, we have to think positive and have the courage to keep going.





Summary	Supporting Detail	Commentary
Yellow	Green	Blue
What is obvious Just the facts	Examples Evidence Quotes	Deeper thinking Interpretations Conclusions The So What? Insights Ahas Opinions

Introduction to Essay on “Hideaki Akaiwa: Japan’s Scuba Hero”



Hook

“As the death toll keeps rising, most of what we hear from Japan is bad news. But within all the sadness are these few stories of triumph and downright determination.” One such story

TAG

recounted in the article, “Hideaki Akaiwa: Japan’s Scuba Hero,” by LA Times journalist, Mark Magnier, describes how one man risked his life to save family members from the devastating tsunami in Ishinomaki, Japan. Donning scuba gear, Akaiwa plunged into a violent torrent and dodged floating cars and battered houses in order to locate his missing wife and bring her to safety. When disaster strikes, it often motivates ordinary people to perform extraordinary acts of courage.

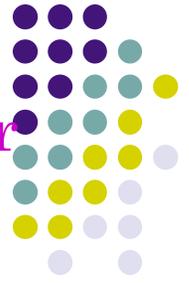
Summary
Statement/
Conflict

Theme
Statement/
Thesis



When Akaiwa heard the news that a devastating tsunami hit the town of Ishinomaki, he was at work. Knowing that his wife was in danger, he raced back home, only to find his neighborhood underwater. First, he got hold of some scuba gear. Then, “plunging into the water, dodging cars, houses and other debris, any of which could have killed him instantly, he battled the murderous waters.” Finally, he found his panic-stricken wife just in time, sharing his respirator with her to swim out of the flooded house to safety. Magnier calls Akaiwa a “virtual live action hero.” He is suggesting that this ordinary man’s actions were extraordinary and make him larger than life. Magnier’s reference to Akaiwa’s “Rambo-style” army pants also reinforces the idea that Akaiwa is a heroic warrior.

The language Magnier uses to **depict** the tsunami **also** creates a picture of Akaiwa as a heroic warrior. **For example**, Magnier **states**, “The ruthless wave was picking up cars like they were toys and destroying buildings like they were made of paper.” This use of personification **suggests** that the tsunami is a cruel and heartless enemy and the similes show us how mighty the enemy was. **In addition**, when Magnier describes two thousand pound cars hanging from trees in “seemingly impossible embraces” he not only **illustrates** the power of the tsunami but he **personifies** the cars, turning them into victims of the disaster as well. Magnier even describes a three-inch fish as the “tiniest victim,” making us feel sorry for all those who felt the tsunami’s fury.



Academic Expression

as a result (of)

attribute

equipment

for example

however

illustrate

in addition

indicate

instead

Meaning or Use

used to show cause and effect

to believe or say that someone or something has a particular quality

the tools, machines, or clothes that you need to do a particular job or activity

used to signal an example or evidence

used to introduce some form of contrast; often indicates that no matter what happens, a situation remains the same

to make the meaning of something clearer or to be an example that something is true or that a fact exists

used to provide a further example or additional idea

to show that a particular situation exists or that something is likely to be true

used to say what is done, when you have just said what is not done (often used as a transition between sentences)



Word Bank:

as a result
attributes
equipment

for example
however
illustrates

in addition
indicates
instead



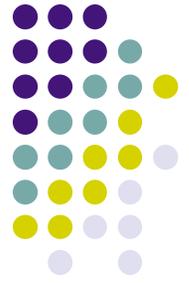
In “Hideaki Akaiwa: Japan’s Scuba Hero” by Mark Magnier, a man named Hideaki Akaiwa demonstrates unusual bravery. He did not watch others die after a tsunami hit his hometown. _____, he bravely donned scuba _____ and plunged into the water that submerged his neighborhood. _____, he was able to save his wife and mother. _____, he was able to save others in his town. Magnier _____ Akaiwa’s ability to save others to Akaiwa’s bravery. _____, Akaiwa never boasted of being brave, at least not in the article. Magnier explains that Akaiwa could have lost his life trying to save others. In his view, it was Akaiwa’s determination to overcome adversity that led to his bravery. _____ because he was so determined to find his wife, he did not give up the effort, even when encountering freezing water and dangerous debris. The article about Japan’s tsunami _____ that in the face of disaster and suffering, acts of bravery occur. Akaiwa’s extraordinary heroic actions _____ his courage. They inspire others to face danger courageously.

AN INFORMAL PASSAGE TO IMPROVE

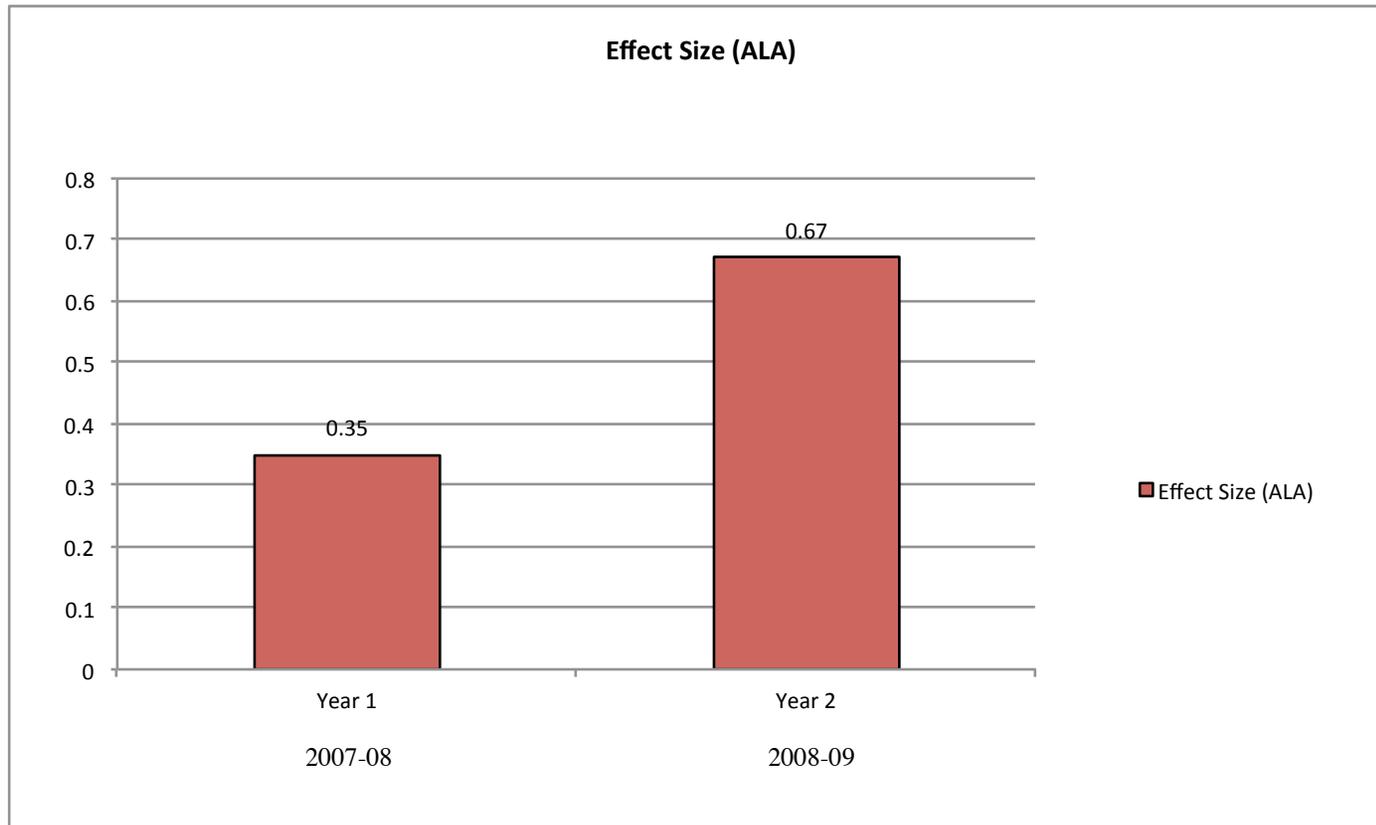
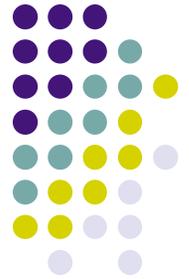


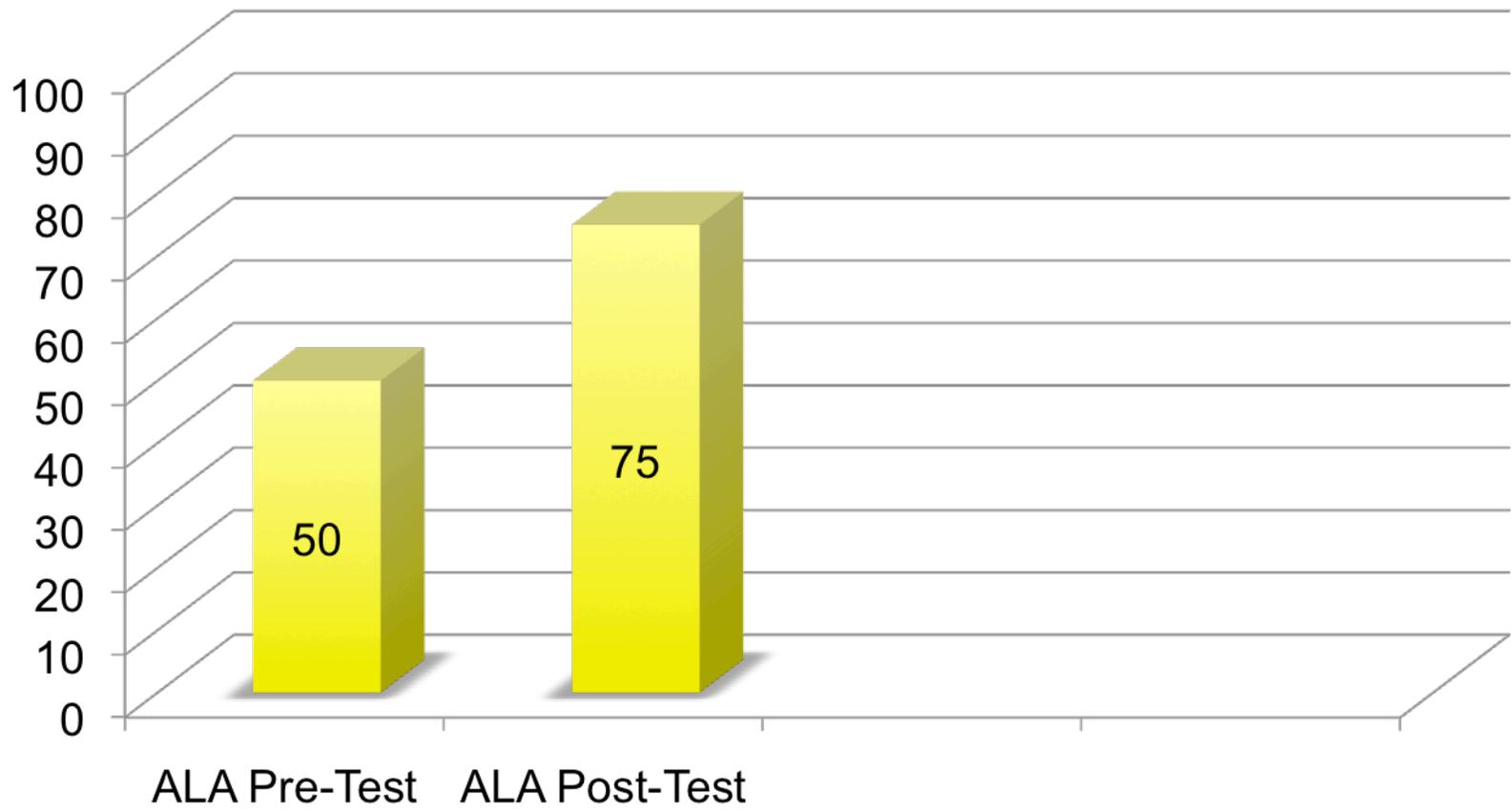
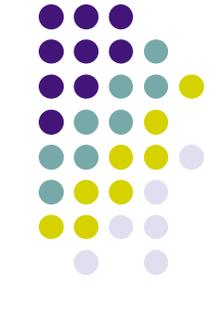
The story describes something that took place on March 17, 2011. On that day, a big tsunami hit Ishinomaki, Japan. A guy name Hideaki Akaiwa lived in that town at that time. His wife was at home and she could not get outta their house cuz the tsunami covered the whole town with a lotta water. Akaiwa realized he had to rescue his wife. He looked for his scuba things and jumped in the water. He swam in the freezing water that kind of was over his entire neighborhood. Wen he got in the water, he coulda died for a lot of reasons. Like the cars and other dangerous stuff in the water could have killed him. He found his wife and she was ok, accept she needed air. So, he shared his respirator with her. Then he went back into the water to look for his mother. He was gonna try to save her too. After he saved her, he kept returning to the freezing water to rescue others and tried to save there lives. In the end, he was a hero. He was real brave.

After completing a Do/
What Chart on their pre-
test prompt, students
receive Guidelines for
Revising Your Pre-Test
Essay



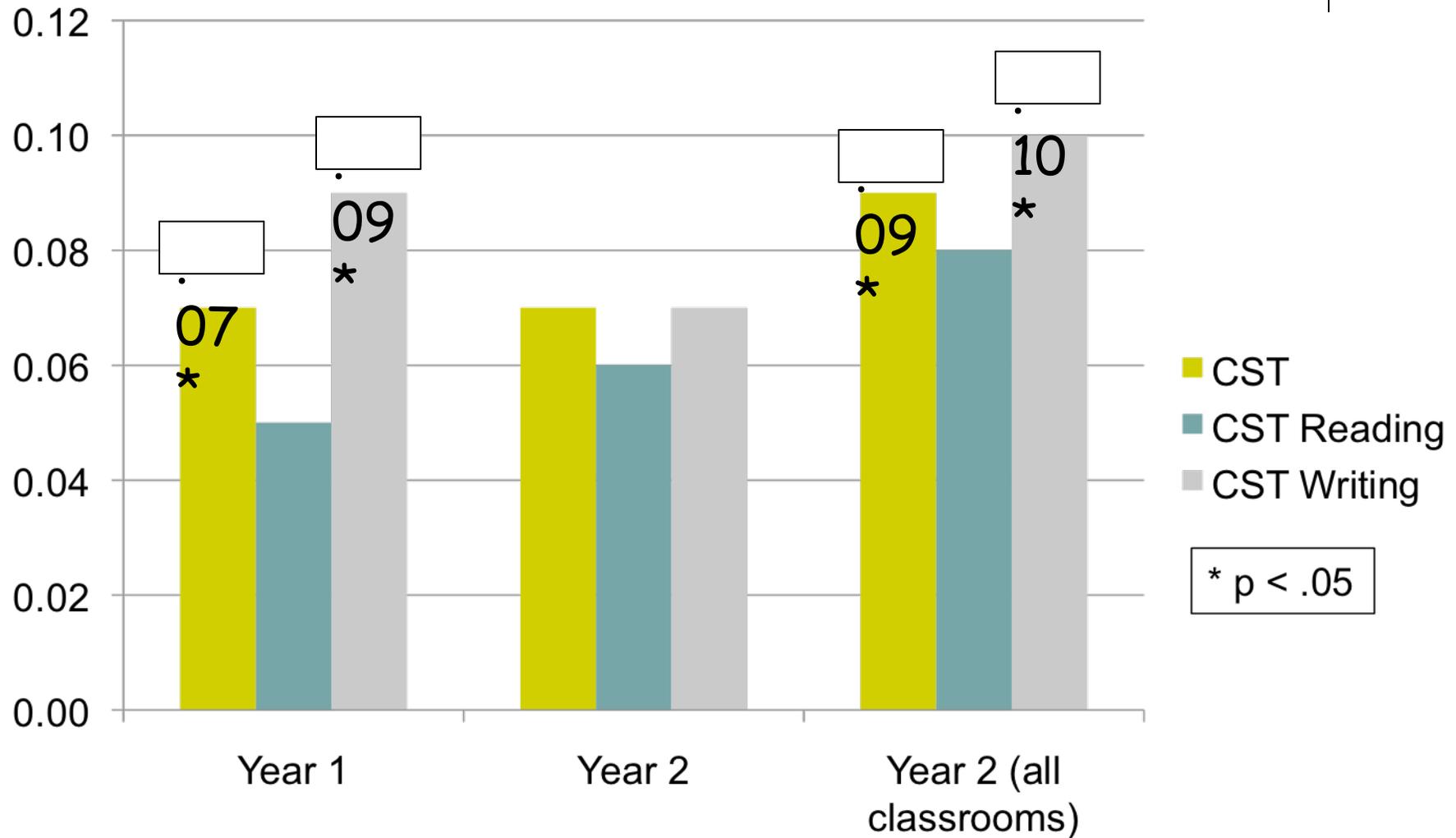
Year 1 and 2 ALA effect size: significant impact in Year 1/2

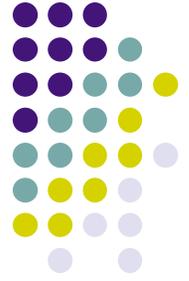






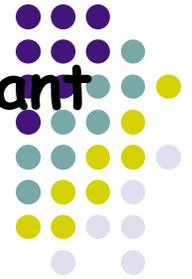
Year 1 and 2 CST effect size





Please read student paper
700539 post-test. What
improvements do you see in
the student's writing?

2011-2012 CPEC ALA Test Results Finding: Significant Improvement from Pre to Post



	Sample	Improvement from Pretest to Posttest		
<i>Paired t-test</i>				
Variable	N	Mean	Std. Err.	Std. Dev.
Posttest	577	6.17	0.09	2.10
Pretest	577	4.53	0.08	1.81
Difference	577	1.64***	0.09	2.16

Note. This difference of means test produced a t-statistic of 18.27***

^{*} $p < 0.05$. ^{**} $p < 0.01$. ^{***} $p < 0.001$.

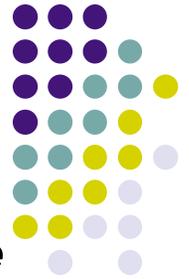
- All 34 teachers were included
- 70% of the original sample was scored
- 12 point scale
- Min for improvement = -6
- Max for improvement = +7

OELA Study



- 5 years
- Randomized field trial
- 100 teachers assigned to treatment and control
- 3500 students

References for Carol Booth Olson and Robin Scarcella



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Kim, J., Olson C.B., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D., Collins, P., & Land, R. (2011). Can a cognitive strategies approach to reading and writing instruction improve literacy outcomes for low income English language learners in the middle and high school grades? Results from a multi-site cluster, randomized controlled trial of the Pathway Project. *Journal of Research on Educational Effectiveness*, 4:3, 231-263.

Olson, C.B., Kim, J.S., Scarcella, R., van Dyk, D., Collins, P., & Land, R. (2012). Enhancing the Interpretive reading and analytical writing of mainstreamed English learners in secondary school: Results from a randomized field trial using a cognitive strategies approach. *American Educational Research Journal*, 49(2), 222-255.