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

Academic Literacy Expected of High School Students on Exit Exams in 28 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?

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>ELL</th>
<th>Not ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>At or Above &quot;Proficient&quot;</td>
<td>6%</td>
<td>31%</td>
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</tbody>
</table>

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?

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 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.
### WHAT IS A COGNITIVE STRATEGY?

<table>
<thead>
<tr>
<th>Cognition</th>
<th>the process of knowing or thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>a tool or tactic one uses to solve a problem</td>
</tr>
<tr>
<td>Cognitive Strategy</td>
<td>a thinking tool</td>
</tr>
</tbody>
</table>

"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

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### Tool Kit

- Analyzing
- Author's Craft
- Clarifying
- Comparing
- Concluding
- Defining
- Describing
- Evaluating
- Forming
- Interpreting
- Monitoring
- Noting
- Predicting
- Reflecting
- Revising
- Summarizing
- Testing
Three Types of Knowledge

- Declarative Knowledge

- Procedural Knowledge

- Conditional Knowledge

Cognitive Strategies Sentence Starters

- Planning and Goal Setting
  - I want to...
  - I plan to...
  - I will...
  - I need to...
  - I should...
  - I must...
  - I must not...

- Dealing with Difficulties
  - I'm having trouble...
  - I'm really stuck...
  - I'm not sure how...
  - I can't...
  - I'm frustrated...

- Asking Questions
  - What can I do...
  - How can I...
  - How do I...
  - How would...
  - How could...

- Summarizing
  - In summary...
  - In a nutshell...
  - To summarize...
  - To sum up...

- Noting
  - I noted...
  - I took note of...
  - I made a note...
  - I remembered...
  - I wrote...

- Listing
  - I listed...
  - I made a list...
  - I wrote...
  - I checked...
  - I double checked...

- Clarifying
  - It's not clear...
  - I'm not sure...
  - I'm not sure what...
  - I'm not sure how...
  - I'm not sure why...

- Getting Help
  - Can you help me...
  - I need help...
  - I could use help...
  - I don't understand...
  - I need clarification...

- Assumptions
  - I assume...
  - I take it for granted...
  - I take for granted...
  - I assume...
  - I take it for granted...

- My Options
  - I have...
  - I have...
  - I have...
  - I have...
  - I have...

- My Priorities
  - My priorities...
  - My priorities...
  - My priorities...
  - My priorities...
  - My priorities...
“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

<table>
<thead>
<tr>
<th>Do</th>
<th>What</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

**Prompt**

"Sometimes the Earth is Cruel"

Writing Description

After reading "Sometimes the Earth is Cruel," the first important thing to look at is the thesis statement which explains the author's main point, issue, or theme in the article. Your theme statement will be the thesis of your essay—what you think about the writer’s message or main idea.

As you develop your argument, you should consider:

- Does the tone of the Haitian people change after the earthquake?
- How does the writer describe nature and the relationship between the Haitian people and nature (including similes, metaphors, symbolism, personification, or other figurative language)?
- How does the way the Haitian people deal with their tragedy?

When a journalist’s purpose is strictly to inform, he or she will report the facts objectively without trying to influence the reader. Moreover, this does not mean that this piece of writing is strictly informative or that it is strictly informative.

<table>
<thead>
<tr>
<th>Do</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select</td>
<td>one important theme</td>
</tr>
<tr>
<td>Write</td>
<td>an essay</td>
</tr>
<tr>
<td>Express</td>
<td>the author's main point, message, or lesson</td>
</tr>
<tr>
<td>Pay attention to</td>
<td>detail</td>
</tr>
<tr>
<td>Discuss/Analyze</td>
<td>the language the author uses</td>
</tr>
<tr>
<td>Discuss</td>
<td>author's response</td>
</tr>
<tr>
<td>Explain</td>
<td>the author's purpose in writing the article</td>
</tr>
<tr>
<td>Explain</td>
<td>why it is especially significant</td>
</tr>
</tbody>
</table>
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 authors 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

<table>
<thead>
<tr>
<th>Action</th>
<th>Faith</th>
<th>Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief</td>
<td>Generosity</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Bravery</td>
<td>Hardship</td>
<td>Power</td>
</tr>
<tr>
<td>Brotherhood</td>
<td>Heart</td>
<td>Risk Taking</td>
</tr>
<tr>
<td>Courage</td>
<td>Human nature</td>
<td>Resilience</td>
</tr>
<tr>
<td>Death</td>
<td>Heroism</td>
<td>Sacrifice</td>
</tr>
<tr>
<td>Despair</td>
<td>Hope</td>
<td>Selflessness</td>
</tr>
<tr>
<td>Destruction</td>
<td>Honor</td>
<td>Spirit</td>
</tr>
<tr>
<td>Determination</td>
<td>Loss</td>
<td>Survival</td>
</tr>
<tr>
<td>Endurance</td>
<td>Nobility</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Summary</th>
<th>Supporting Detail</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>What is obvious</td>
<td>Examples Evidence Quotes</td>
<td>Deeper thinking Interpretations Conclusions The So What? Insights Ahas Opinions</td>
</tr>
</tbody>
</table>

Introduction to Essay on “Hideaki Akiwa: 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 recounted in the article, “Hideaki Akiwa: 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, Akiwa plunged into a violent torrent and dodged floating cars and battered houses in order to locate his missing wife and bring her to safety.

TAG
Summary/Statement/Thesis
When disaster strikes, it often motivates ordinary people to perform extraordinary acts of courage.
When Akiwa 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 Akiwa 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 Akiwa's "Rambo-style" army pants also reinforces the idea that Akiwa is a heroic warrior.

The language Magnier uses to depict the tsunami also creates a picture of Akiwa 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.

<table>
<thead>
<tr>
<th>Academic Expression</th>
<th>Meaning or Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>as a result (of)</td>
<td>used to show cause and effect</td>
</tr>
<tr>
<td>attribute</td>
<td>to believe or say that someone or something has a particular quality</td>
</tr>
<tr>
<td>equipment</td>
<td>the tools, machines, or details that you need to do a particular job or activity</td>
</tr>
<tr>
<td>for example</td>
<td>used to signal an example or evidence</td>
</tr>
<tr>
<td>however</td>
<td>used to introduce some contrast, often indicating that no matter what happens, a situation remains the same</td>
</tr>
<tr>
<td>illustrate</td>
<td>to make the meaning of something clearer or to be an example that something is true or that a fact exists</td>
</tr>
<tr>
<td>in addition</td>
<td>used to provide a further example or additional idea</td>
</tr>
<tr>
<td>indicates</td>
<td>to show that a particular situation exists or that something is likely to be true</td>
</tr>
<tr>
<td>instead</td>
<td>used to say what is done, when you have just said what is not done (often used as a transition between sentences)</td>
</tr>
</tbody>
</table>
In "Hideaki Akiwa: Japan’s True Hero" by Mark Magnier, a man named Hideaki Akiwa demonstrates unusual bravery. He did not watch others die after a tsunami hit his hometown; he bravely dressed himself and plunged into the water that submerged his neighborhood.

In his view, it was Akiwa’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. Akiwa’s extraordinary heroic actions 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 named Hideaki Akiwa lived in that town at that time. His wife was at home and she could not get out of their house as the tsunami covered the whole town with a lot of water. Akiwa 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. When he got to the water, he couldn’t see 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. He 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 three 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

![Bar chart showing ALA Pre-Test and ALA Post-Test results.]

Year 1 and 2 CST effect size

![Bar chart showing CST results for Year 1, Year 2, and Year 2 (all classrooms).]

* p < .05
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**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>Std. Err</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td>577</td>
<td>6.17</td>
<td>0.09</td>
<td>2.10</td>
</tr>
<tr>
<td>Pretest</td>
<td>577</td>
<td>4.53</td>
<td>0.08</td>
<td>1.81</td>
</tr>
</tbody>
</table>
| Difference| 577| 1.64*** | 0.09 | 2.16

Note: The difference of means test produced a t-statistic of 18.2***

- 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