

**TENDING:** Tying it All Together

**6Ts Series Sponsor:** Georgia's ELA Department of Education  
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“You can't get to Bloom without going through Maslow.”  
Larry Ferlazzo Edweek 10-22-18

**Series Learning Targets**

<b>Learning Targets</b>	<b>Reflection</b>
I can plan so that students are engaged in reading, writing, and discussing for more minutes of the class period or day than I am talking.	
I can demonstrate for students how I make sense of and repair meaning of text that I ask students to read and write.	

## **So...What Are Best Practices?**

The expression “best practice” was originally borrowed from the professions of medicine, law, and architecture, where “good practice” and “best practice” are everyday phrases used to describe solid, reputable, state-of-the-art work in the field. If a professional is following best practice standards, he or she is aware of current research and consistently offers clients the full benefits of the latest knowledge, technology, and procedures. If a doctor, for example, does not follow contemporary standards of medicine and a case turns out badly, peers may criticize his decisions and treatments by saying something like, “That was simply not best practice.”

Until recently, we haven’t had an everyday term for state-of-the-art work in education. In fact, some veteran teachers would even deny the need for a current research-based standard of instruction. “I just give ‘em the basics,” such teachers say. “It’s worked just fine for thirty years, and I don’t go for any of this newfangled mumbo-jumbo.” One wonders how long such self-satisfied teachers would continue going to a doctor who says: “I practice medicine exactly the same way today that I did thirty years ago. I haven’t changed a thing.” I don’t pay any attention to all that newfangled mumbo-jumbo---MRIs, vaccines, antibiotics, and such.”

*Best Practice: Bringing Standards to Life in America’s Classrooms* 4<sup>th</sup> edition Zemelman, Daniels, and Hyde (2012)

**Brainstorm a few best practices connected to reading and writing:**

Core Belief #1: The more kids read, the better readers they become.

**Test Percentile, reading minutes and word count:**

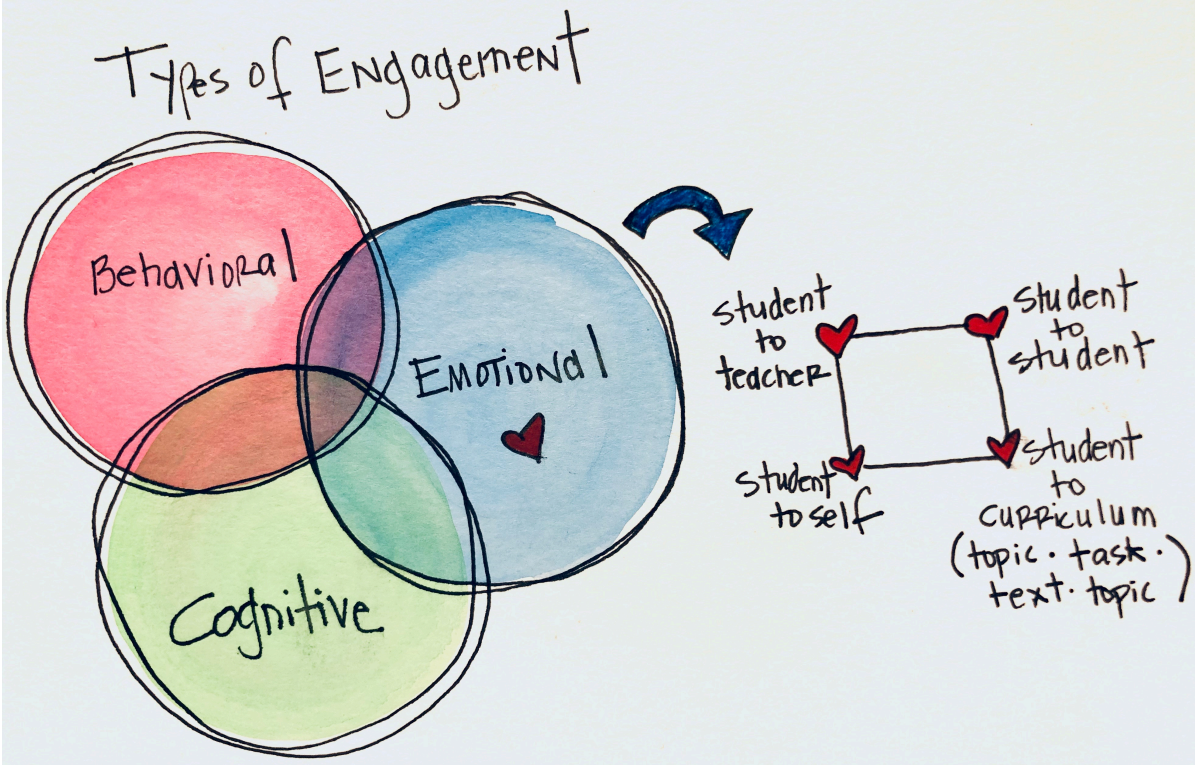
98% 67 minutes a day = 4,733, 000 word exposure by 12<sup>th</sup> grade

60% 13 minutes a day =72,200 word exposure by 12<sup>th</sup> grade

10% 1 minute a day =51, 000 word exposure by 12<sup>th</sup> grade

Guthrie, J. T. (2002). Preparing students for high-stakes test taking in reading. In A. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 370–391). Newark, DE: International Reading Association.

From: *Why Do I Have to Read This?* (Stenhouse, 2021) Tovani



Fredricks, J.A. P.C. Blumentfeld, and A.H. Paris. 2004. "School Engagement: Potential of the Concept, State of Evidence." *Review of Educational Research* 74 (1): 59-109.

## **Beliefs Drive Practice: A few of Tovani's...What are yours?**

- Taking care of kids is more important than taking care of content.
- Student engagement is more important than content coverage. So, I have to implement engagement strategies to support student work time.
- There is more to teach than time to teach it. Therefore, using case studies will help students generalize their learning to understand big ideas and concepts.
- The world is an interesting place and the standards are connected to the real world. My job is to show students how my curriculum connects to the world outside of school.
- The “need to know” drives engagement. I have to know and share why my content, units, and lessons are compelling.
- Interesting text exists but sometimes it takes time to find it.
- What students have to say matters more than what I have to say. So, I work to talk less than they do.
- I would rather students be off task than compliant.
- I need to give students time each day to talk and make something so that I can see what they know and need.
- Doing what I ask my students to do, informs my planning and my instruction.
- Students need time each day to read, write, problem solve, and discuss if they are going to get better at critically thinking.
- Growth and improvement should count more than mastery. So, I need to build in opportunities for revision so my gradebook reflects this.
- Students can't know what I know at the end of a year. So, I have to prioritize and be strategic about what I want them to learn.

<b>What Causes Students to Disengage?</b>	<b>What do the Experts Say?</b>

Most of us believe that the best way to motivate ourselves and others is with external rewards like money – the carrot and stick approach. That's a mistake. The secret to high performance and satisfaction – at work, at school, and at home – is the deeply human need to direct our own lives (autonomy), to learn and create new things (mastery) , and to do better by ourselves and our world (purpose).

**Autonomy:** Our "default setting" is to be autonomous and self-directed. Unfortunately, circumstances – including outdated notions of "management" – often conspire to change that default setting. To encourage the type of behavior that enables high-performance...people need autonomy over task (what they do), time (when they do it), team (who they do it with), and technique (how they do it). Companies that offer autonomy, sometimes in radical doses, are outperforming their competitors. (p. 207)

**Mastery:** Only engagement can produce mastery – becoming better at something that matters. And the pursuit of mastery, an important but often dormant part of our third drive, has become essential to making one's way in the economy. Mastery begins with "flow" – optimal experiences when the challenges we face are exquisitely matched to our abilities. Mastery is a mindset: It requires the capacity to see your abilities not as finite, but as infinitely improvable. Mastery is a pain: it demands effort, grit, and deliberate practice. And mastery is an asymptote: it's impossible to fully realize, which makes it simultaneously frustrating and alluring. (p. 208)

**Purpose:** The first two legs of the Type I tripod, autonomy and mastery, are essential. But for proper balance we need a third leg – purpose, which provides a context for its two mates. Autonomous people working toward mastery perform at very high levels. But *those who do so in the service of some greater objective can achieve even more.* The most deeply motivated people – not to mention those who are most productive and satisfied – hitch their desires to a cause larger than themselves. ...From the moment that human beings first started into the sky, contemplated their place in the universe, and tried to create something that bettered the world and outlasted their lives, we have been purpose seekers. "Purpose provides activation energy for living," psychologist Mihaly Csikszentimihalyi told me in an interview. "I think that evolution has had a hand in selecting people who had a sense of doing something beyond themselves." (pp.133-134)

Acknowledgments .....	ix
Introduction .....	1
1: Eliminate Fear from the Classroom .....	5
2: Minimize Your Use of Coercion .....	15
3: Eliminate External Rewards .....	25
4: Discover the Power of Internal Motivation .....	36
5: Teach Routines, Rituals, and Procedures .....	52
6: Be Enthusiastic and Enjoy What You Do .....	62
7: Build Positive Relationships with Students .....	72
8: Create Relevant Lesson Plans .....	86
9: Create Realistic Expectations .....	97
10: Plan with the Students' Needs in Mind .....	108
11: Teach Your Students to Consciously Self-Evaluate .....	120
12: Teach Your Students About the Components of Behavior .....	131
13: Teach Less, Teach Deeply .....	144
14: Create Your Professional Identity .....	153
15: Final Thoughts .....	163

**Six Elements for Every Child:** What do these elements look like in secondary classrooms? Consider the questions below. What action steps, systems and structures, and instructional moves could we work toward to ensure that these elements are in place throughout a child's life in APS?

1. **CHOICE:** How are you providing choice? Consider choice in text and choice in how students show their thinking.
2. **ACCURACY:** What does accurate reading at the middle and high school level look like? How do is it assessed? How is differentiation being provided for students' reading levels and speeds being accommodated?
3. **COMPREHENSION:** Do we know why some students aren't reading? Is the text too hard, too boring, not seen as relevant? How do we ensure that students are reading and comprehending text?
4. **WRITING:** How are students getting opportunities to demonstrate understanding? When are they writing to construct meaning? How are we marking, grading, assessing, and letting students practice this mode of expression?
5. **DISCOURSE & PURPOSEFUL TALK:** When and where are students getting opportunities to talk? How can we plan and manage this mode of expression?
6. **EXPERT MODELING:** When are students getting to see how adults are constructing meaning of disciplinary texts. What does fluency look like when reading complex text?

From: **How to Create Nonreaders: Reflections on Motivation, Learning, and Sharing Power By Alfie Kohn** ENGLISH JOURNAL Fall 2010 -- vol. 100, no. 1

1. Quantify their reading assignments.
2. Make them write reports.
3. Isolate them.
4. Focus on skills.
5. Offer them incentives.
6. Prepare them for tests.
7. Restrict their choices.

**John T. Guthrie**, University of Maryland

**Abstract:** Because engaged readers spend 500% more time reading than disengaged students, educators should attempt to increase engaged reading time by 200%-500%. This may require substantial reconfigurations of curriculum. However, engaged reading is unique because it is both an effective means to achievement (engaged students improve in reading more than disengaged students) and a valued end or educational outcome. A research gap today is the lack of refined, empirical understanding about classroom practices that promote engagement. We designed Concept-Oriented Reading Instruction (CORI) to foster engagement through conceptual themes, hands-on experiences, self-directed learning, interesting texts, classroom discourse, and time for extended reading. For professional development, we attempt to convey the experiences, theory, beliefs, performances, and texts that will enable teachers to implement and generate instruction for engaged reading and learning.

### **Test Percentile, reading minutes and word count:**

98% 67 minutes a day = 4,733, 000 word exposure by 12<sup>th</sup> grade  
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**Engaged Reading and Reading Achievement: Mutual Causation** Guthrie (2004) reports on a survey of fourth graders who took the NAEP in 1998 where they found that the correlation between engaged reading and comprehension achievement on the NAEP was stronger than any demographic characteristic (socioeconomic status, family background, income, ethnicity, gender). More highly engaged readers from homes with fewer materials or educational advantages routinely outperformed less engaged readers from more advantaged home environments. "Based on this massive sample, this finding suggests the stunning conclusion that engaged reading can overcome traditional barriers to reading achievement, including gender, parental education, and income" (p. 5). High success reading produces motivation to read. Guthrie posits that reading engagement requires students who are actively using cognitive processes while reading with an emphasis on either cognitive strategies or conceptual knowledge or both. This is purposeful reading, intrinsically motivated, and socially interactive.

Kirsch, et al. (2002) reported in Guthrie (2004) found the same thing in a report on the results of PISA, the *Programme for International Student Assessment*. "Highly engaged readers from homes with lower material advantage showed higher excellence in reading than less engaged readers from homes with higher material advantage."

Guthrie (2004) advocates for dramatically altering the amount of engaged reading time in schools by infusing reading instruction into the curriculum. "Explicit, well-designed, systematic instruction in reading could be integrated into science, social studies, math, and literature" (p. 19). Depending on how far below grade level students are, they need "a 200%- 500% increase in their engaged reading for their progress to be functional for them and visible to teachers or administrators" (p. 19).

Guthrie, Wigfield, Metsala, & Cox (1999) found that reading motivation predicts reading volume and reading motivation directly predicted reading comprehension performance.



From **Transformational Literacy** by Ron Berger, et. al (2014, Jossey-Bass)

*When working with middle and high school teachers, we often hear a voice of concern from teachers of math, science, technology, health, arts and world languages: "What do you mean I'm supposed to be a literacy teacher, too? I was hired to teach science (or math, history, etc.), not teach reading. I haven't been trained to teach reading."*

*This is an understandable and reasonable response. Rather than argue, we start in a different place, with a series of different questions. We ask the science teachers, "How satisfied are you with your students' ability to read scientific texts and write scientifically?" (Almost universally, they are not satisfied – not at all.) "How much of a problem does this create for you in teaching the concepts and skills you wish to teach?" (Almost universally, they consider it a major problem.) "Do you think the English teacher will be teaching your students to read scientific texts and write scientifically." (Well, of course not.) The problem and need then becomes clearer. "Who on your staff," we ask, "is better equipped to teach your students how to read scientific text than you? Who can help them write scientifically?"*

*Rather than misuse the expertise of science teachers, this Common Core literacy shift makes good use of it – they can teach students how to make sense of scientific language and the structure of scientific writing (e.g. journal articles, lab reports, data analysis), and they can make their teaching of science more effective and more satisfying. We have found that once science teachers (or teachers of math, history, technology, or the arts) have integrated explicit, discipline-centered literacy instruction into their teaching they discover surprising breakthroughs in their work – students are more clear and confident with concepts, and the work they turn in is significantly improved. And we have found that English teachers...are now more conscious about pairing informational text with literature. And see the power of this shift to prepare their students for the kinds of reading they will do in college, careers and life.*

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**Make it Stick: The Science of Successful Learning** by Brown, Roediger, and McDaniel (2014, Harvard University Press) excerpt below from chapter 1: Learning is Misunderstood

*"If learners spread out their study of a topic, returning to it periodically over time, they remember it better. Similarly, if they interleave the study of different topics, they learn each better than if they had studied them one at a time in sequence. Thus, we unabashedly cover key ideas more than once, repeating principles in different contexts [each time we meet]. The [participant] will remember them better and use them more effectively as a result."*

*"If you practice elaboration, there's no known limit to how much you can learn. Elaboration is the process of giving new material meaning by expressing it in your own words and connecting it with what you already know. the more you can explain about the way your new learning relates to your prior knowledge, the stronger your grasp of the new learning will be, and the more connections you create that will help you remember it later." (p. 5)*

*"People who learn to extract the key ideas from new material and organize them in to a mental model and connect that model to prior knowledge show an advantage in learning complex mastery. A mental model is a mental representation of some*

*"The elements that shape your intellectual abilities lie to a surprising extent within your own control. Understanding that this is so enables you to see failure as a badge of effort and a source of useful information – the need to dig deeper or to try a different strategy. The need to understand that when learning is hard, you're doing important work. To understand that striving and setbacks, as in any action video game to new BMX bike stunt, are essential if you are to surpass your current level of performance toward true expertise. Making mistakes and correcting them builds the bridges to advanced learning." (p. 7)*

### **Six Principles of Acquisition**

1. **Learning requires time, effort, and motivation:** Human learning is a slow process that can happen over months and years rather than hours or days. The necessary ingredients are (a) time, (b) goal-orientation, (c) supportive feedback, (d) accumulated successful practice, and (e) frequent review.
2. **Concentration spans are short.** 15-20 minutes.
3. **Distributed practice is more effective than massed practice or cramming.**
4. **Prior knowledge effects are powerful.** The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him/her accordingly.
5. **You mind responds well to multimedia input.** Our brain is set up incredibly well, as a device that integrates information from different source inputs, especially from different modalities. Strong learning occurs when words and images are combined.
6. **To learn, your mind has to be active.**

### **Six Principles of Memory Retention**

1. **To recognize is easy: to recall is hard.**
2. **Information given first and information given last is often recalled more easily.**
3. **Overtime, there are different rates of forgetting.**
4. **Memory is a highly constructive process.**
5. **The principle of savings: what is forgotten can still help**
6. **Your memory is subject to interference.**

Recommendations on Teaching **Reading** (from: *Best Practices* 4<sup>th</sup> edition-Zemelman, Daniels & Hyde: Heinemann, 2012)

<b>INCREASE</b>	<b>DECREASE</b>
Teacher reading good literature aloud to students	Students compelled to read aloud to whole class or reading group, being corrected and marked down for errors
Time for independent reading.	Exclusive emphasis on whole-class or reading group activities
Students' choice of their own reading materials	Teacher selection of all reading materials for individuals and groups
Balance of easy and hard reading material	Exclusively difficult "grade level or above" reading material
Exposing students to a wide variety and rich range of literature and nonfiction	Relying solely on textbook
Teacher modeling and discussing his/her own reading processes.	Teacher keeping his/her reading tastes, habits, and processes, private
Primary instructional emphasis on comprehension	Primary instructional emphasis on reading subskills such as: word analysis, syllabication, phonics
Teaching reading as a process: <ul style="list-style-type: none"> <li>• Use strategies that activate prior knowledge</li> <li>• Help students determine importance based on purpose</li> <li>• Help students monitor and repair meaning</li> </ul>	Teaching reading as a single, one step act
Social, collaborative activities with much discussion and interaction	Solitary seat work
Grouping by interests or book choices	Grouping by reading level
Silent reading followed by discussion	Round-robin oral reading
Teaching skills in the context of whole and meaning literature and nonfiction	Teaching isolated skills in workbooks or drills
Write before and after reading	Little or no chance to write
Evaluation focused on holistic, higher order thinking processes	Evaluation focused on individual, low-level subskills
Measuring success of reading instruction by students' reading habits, attitudes and comprehension	Measuring success of reading instruction only by test scores

### **The Importance of our Social Brain**

Of all the species on this planet, the one with the highest level of sensitivity towards fellow members of the same species is Homo sapiens. Our capacity to learn from social experience exceeds that of any other species. We are built to pick up subtle cues from other people and use such information to base our own actions upon. Although animals do learn a huge amount from watching fellow species members, none of the apes or monkeys possesses such acute ability to learn from observation, from social cues, and from language, as does our species.

**from Visible Learning and the Science of How We Learn by Hattie and Yates (2014)**

### **How Are We Tending to Students' Needs?**

Write back to kids

Find a piece of text just for them

Find out about what they care about

Ask students about their areas of expertise

Smile

Confer

Slow Down/Speed Up

Create opportunities for students to collaborate

Practices the Matter Most to Student Learning	Beliefs that Drives Practices	Research that Supports Practices

Topic	Task
<p><b>Compelling topic brings the need to know and purpose so that students care to learn</b></p> <p>The topic gives cohesiveness to the unit of study. It is the “what” students are learning about, often connected to specific content knowledge. Although students may be able to meet the standards without an engaging topic, a compelling, relevant topic helps students to develop their skills more deeply as readers and writers as they engage with increasingly complex text. The best topics teach the standards through real-world issues, original research, primary source documents, and the opportunity to engage with the community. They lend themselves to the creation of authentic tasks and products.</p>	<p><b>The culminating assignment – a product or performance task</b></p> <p>The culminating task gives students the opportunity to read for and write with specific textual evidence and to meaningfully apply the standards (targets). This is different from just writing “about” what one has read. The best tasks give students to opportunity to address authentic need and an authentic audience related to the topic.</p>
Targets	Text
<p><b>Learning targets derived from the literacy and content standards that students are expected to meet</b></p> <p>The learning targets name what students need to know and be able to do. They are derived from the standards and informed by analysis of the assessment of the standard. (Some say, “The standard is not the standard, the assessment of the standard is the standard.”) Learning targets are contextualized to the topic, prepare students for and guide the task, and ensure proper, deep analysis of the text. Pay particular attention to what type of texts students will need to read in order to master specific standards and targets.</p>	<p><b>Complex texts with a variety of text structures that students will read closely, to ensure that students experience a volume of reading at their independent and instructional reading level</b></p> <p>Text is the primary vehicle through which the topic is taught. Carefully selected texts at the text complexity band for a given grade level give students access to the topic and content targets through close and careful reading. Attention to text selection ensures that students can practice specific literacy standards so that they have deep access to the topic and learning going forward. Choose text judiciously to ensure it is worthy in terms of the knowledge it will help students build about the world and the opportunities it presents for students to master specific literacy standards.</p>

**Plus Two More from Cris Tovani: Time and Tend**

Time	Tend
<p><b>Time for students to read, write, and think</b></p> <p>This is not a luxury but a necessity. Not all students run by the same time clock and expecting all students to master skills and complete tasks at the same time is not reasonable. There is more content than time to cover it. Teachers have to decide what matter most to students learning and plan with realistic goals.</p>	<p><b>Tending to students emotional and instructional needs</b></p> <p>Paying attention to students' needs and strengths helps teachers to make an emotional connection with students which helps them care about the content and skills when the learning gets difficult.</p>