

## **TIME: Planning for Students to do the Work**

Series Sponsor with Cris Tovani

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“If telling were the same as teaching, we would all be so smart we could hardly stand ourselves.” Robert F. Mager American Psychologist

### **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.	

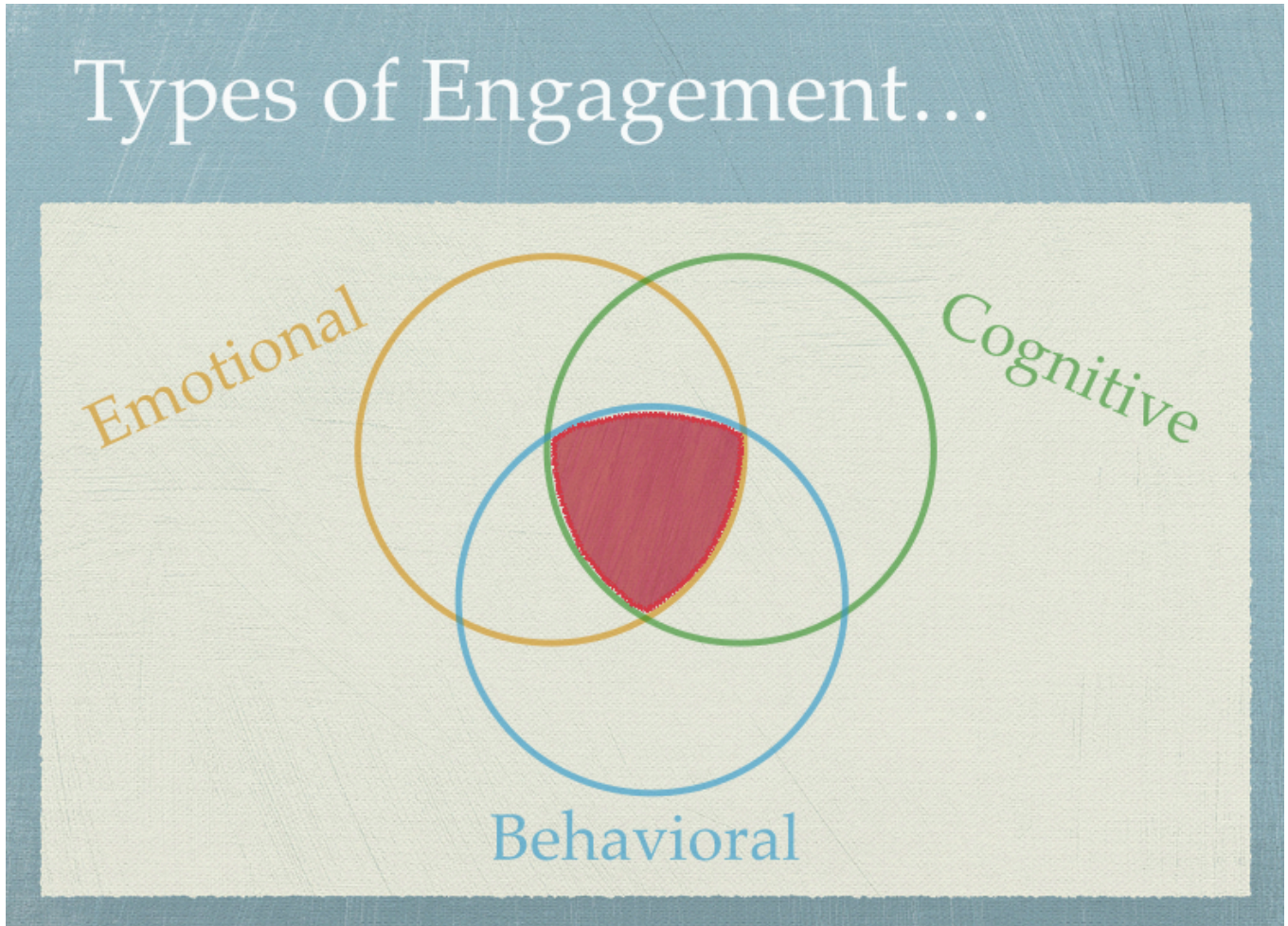
Topic	Task
<p><b>Compelling topic brings the need to know and purpose so that students care to learn</b></p> <p>The topic gives cohesiveness to the unit of study. It is the “what” students are learning about, often connected to specific content knowledge. Although students may be able to meet the standards 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>

## How does “time” affect engagement?

From: *No More Telling as Teaching* (Heinemann, 2017, Tovani & Moje)



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.

## **Fighting for Justice: To Punch or Protest?** Ellis Stephens' Grade 8 Humanities

"Injustice anywhere is a threat to justice everywhere." **Martin Luther King Jr. 1963**

### **Compelling Big Ideas**

- Civil rights are a significant set of rights designed to protect individuals from unfair treatment. They protect people from discrimination in a number of settings: education, employment, housing, public accommodations, and more. It is vital that the civil rights of all people living in America be recognized. A truly just and democratic society should be democratic, not just a myth but in practice. Regardless of color, ethnicity, religion, nationality, sex, sexual orientation, age, and mental/physical capability—people should have equal rights and freedoms to pursue their potential.
- Historically, the Civil Rights Movement: referred to efforts to achieve equality for African Americans in all facets of society, but today the term "civil rights" is also used to describe the advancement of equality for all people. In the U.S., this has included not only the African American civil rights movement, but also movements such as the American Indian Movement and the Chicano Movement which occurred relatively close to this time.
- The Right to Protest is one of the freedoms outlined in the First Amendment of the U.S. Constitution. The right to join with fellow citizens in protest or to peacefully assemble is critical to a functioning democracy. It is the core of the First Amendment.
- All people living in American do not enjoy equal rights. It is constant battle to create awareness and justice for all. There are multiple ways to bring awareness and justice. As activist, we must decide how we will contribute to bringing about social change. Just because the guarantee of civil rights is written in the U.S. Constitution doesn't mean it happens automatically... minority/disenfranchised groups throughout our history have had to use the freedoms promised in the Bill of Rights to leverage legal rights and social acceptance (protest, press, assembly, speech, religion).
- Throughout history, people have been oppressed. Studying how historical figures have faced social injustices informs how we proceed today to make positive social changes.

### **Reading and Writing Big Ideas**

- People who live in the U.S. must be able to determine central ideas and information gleaned from primary and secondary sources in order to contribute to our democracy. They must use what they learn to inform how they act and participate in our democracy.
- Being able to effectively communicate in writing can inform/explain to others why social justice matters.

**Possible Case Studies:** Selma to Montgomery Marches, Montgomery Bus Boycotts, Rosa Parks, Little Rock 9, Birmingham Bombings, Birmingham Children's Crusade, Russell Means Wounded Knee, Delano Grape Strike...

### **Guiding Questions:**

- Should athletes and celebrities use their fame to protest civil rights violations?
- How are fair and equal different?
- Violence or nonviolence—which one creates the fastest change for good?
- What stand am I willing to take?
- How do I remember what I read? What strategies help me stick with my reading?

**Long Term Targets:**

1. I can explain why every generation has to fight for civil rights in the United States.
  - I can explain how different generations have fought for civil rights.
  - I can articulate the rights guaranteed in the Constitution.
  - I can explain how the law and social norms work with and against each other to further civil rights.
2. I can articulate how the Right to Protest should/shouldn't be fundamental to our Democracy.
  - I can use thinking strategies to read and write complex text. **(Year-long Target)**
  - I can use primary and secondary sources to build my background knowledge.
3. I can articulate the power of knowing my history. **(Year-long Target)**

**Possible Summative Assessments:**

- Students will write a poem or a narrative explaining a social injustice they've experienced and the stand they took or wished they took. (Example: the poem "I am Joaquin" or the picture books read in class)
- Students will create an infographic organizing their thinking around different civil rights struggles from the 1960s to the present. The graphic will explain the struggle, event, action taken, and a commentary on its effectiveness.
- Students will take a "test" over 1950s-60s Civil Rights era.

Daily/Weekly Learning Targets	Assessments
1. I can monitor my inner voice to repair meaning. 2. I can track plot points and facts to help me write the summary of the civil rights struggle I'm learning about. 3. I can make connections to my life, ask questions to clarify meaning, and infer possible-probable answers to my questions. 4. I can explain why a historical fact is meaningful to me.	<ul style="list-style-type: none"><li>• Sticky notes and annotations</li><li>• Civil Rights summary sheet</li><li>• Small group discussions</li><li>• Double Entry Diary (DED)</li></ul>

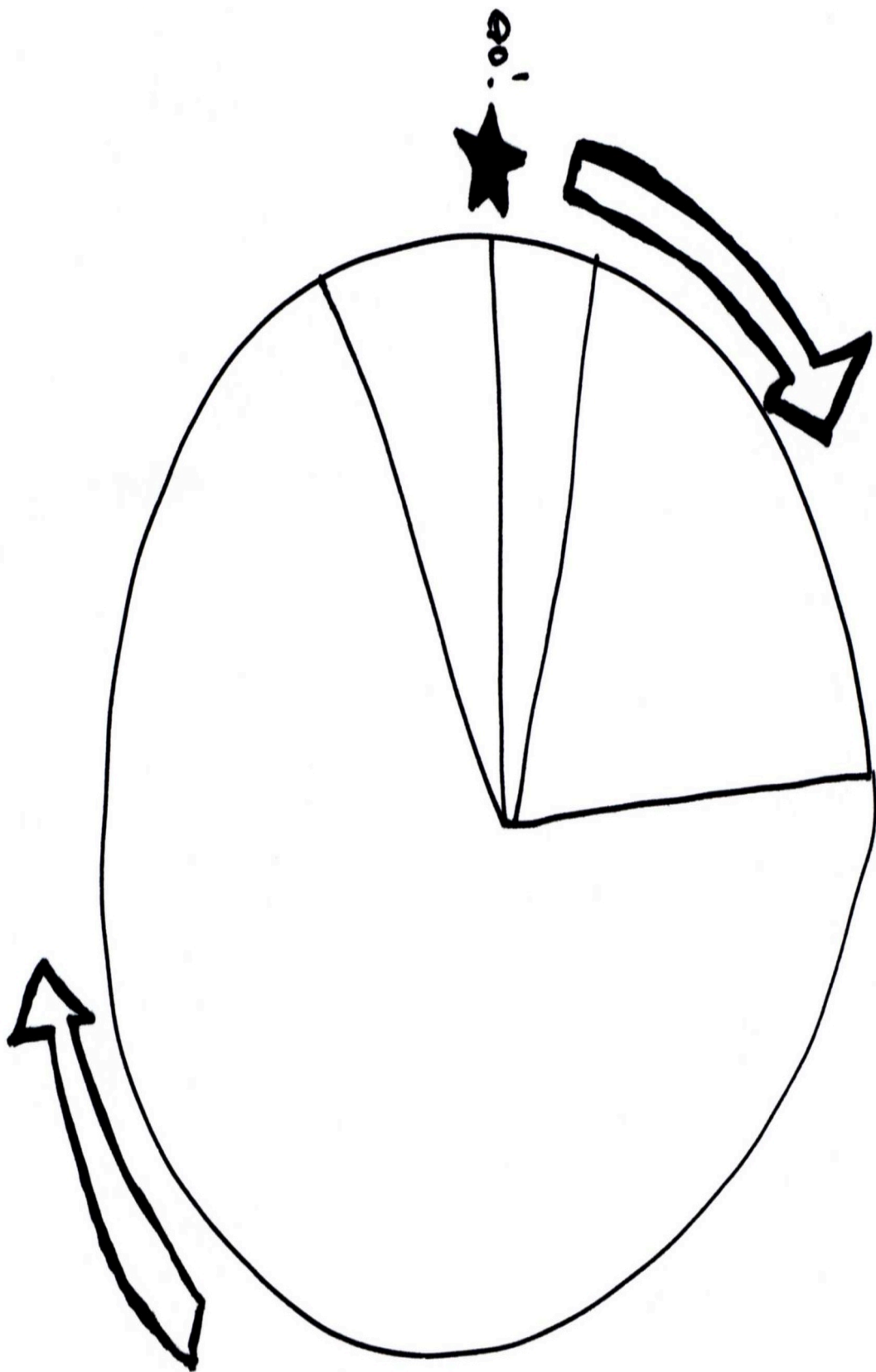
**Workshop I: Listening to My Thinking**

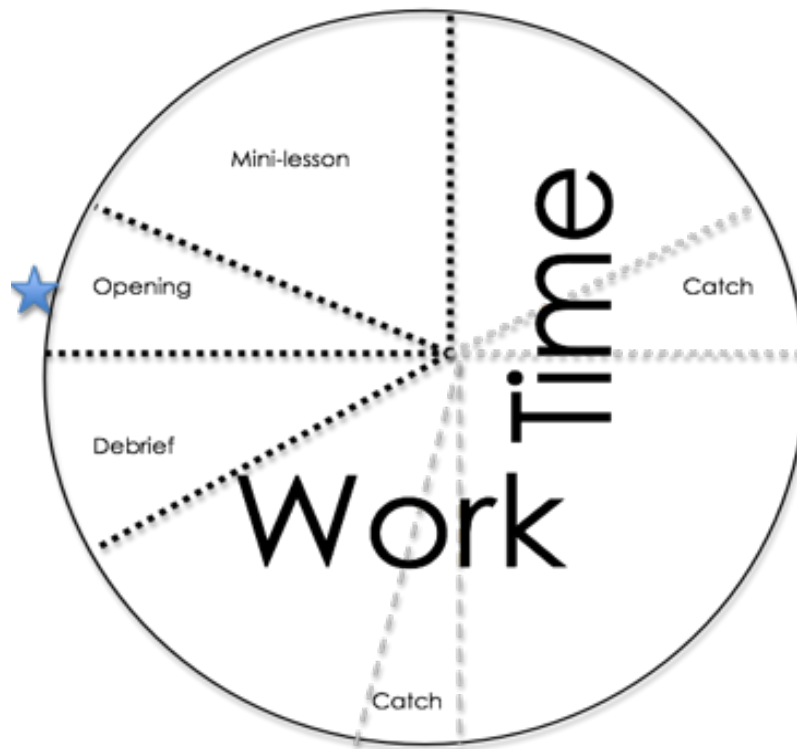
**Opening Structure:** Go over the learning targets and guiding questions.

**Mini-Lesson/Think Aloud:** Cris will read the first half of *Rosa's Bus* to demonstrate how she notices her inner voice to make sure she understands. She will also ask questions to clarify confusion.

**Work Time:** Students will pair up to read, write, and discuss the picture book of their choosing by marking text like Cris modeled.

**Debrief Option:** Students will share their thinking with another group.





**Opening Structure:**

- At the beginning of the workshop cycle, the teacher shares the learning targets so students have a clear and understandable vision of what their learning goals are. S/he also shares what students will make or do during class to demonstrate their proximity to hitting the learning targets.

**Mini-Lesson/Micro Lecture:**

- This short lesson is based on the teacher's *long-term plan* and the students' needs from the previous class. The teacher may model something, provide necessary information, or show exemplars. The mini-lesson is intended to increase and support student work time so students can build endurance and stay engaged longer.

**Catch and Release:**

- Catches happen during work time. They are quick whole class teaching opportunities that the teacher takes advantage of after s/he has observed patterns of confusion or moments of celebration.

**Work Time and Confering:**

- During confering, the teacher gets and gives feedback from students. Sometimes s/he reteaches a skill, models thinking, or acts as a sounding board for students. This is another opportunity for the teacher to keep track of possible mini-lessons for the following day.

**Debrief:**

- Students reflect on their learning and leave tracks of their thinking for the teacher to notice patterns of learning. Often, students reflect back to the learning targets identifying what they've figured out and what they need next. The teacher uses the student thinking to make whole class, small group, and/or individual instructional decisions.

*Every Child, Every Day* Richard Allington and Rachael Gabriel Richard Allington “Every Child, Every Day.” (Educational Leadership, March 2012).

If you want students to read more and read better, we must intentionally plan for them to do it EVERY DAY. Each day students must:

**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 the division?

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 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?



### **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.**

## What Makes a Great Essential or Provocative Question by Grant Wiggins (Ed Leadership September 2015):

### **Essential questions rarely arise in a first draft. Here's how to construct good ones.**

The well-known aphorism that "writing is revision" applies particularly well to crafting essential questions. With more than 30 years' experience in teaching through questions and helping educators create great unit-framing queries, we've repeatedly seen the wisdom of this saying.

But what makes a question essential in the first place? Essential questions foster the kinds of inquiries, discussions, and reflections that help learners find meaning in their learning and achieve deeper thought and better quality in their work. Essential questions meet the following criteria:

- They stimulate ongoing thinking and inquiry.
- They're arguable, with multiple plausible answers.
- They raise further questions.
- They spark discussion and debate.
- They demand evidence and reasoning because varying answers exist.
- They point to big ideas and pressing issues.
- They fruitfully recur throughout the unit or year.
- The answers proposed are tentative and may change in light of new experiences and deepening understanding (McTighe & Wiggins, 2013).

Here are some examples of good essential questions:

- *To what extent does where you live influence how you live?*
- *What should we make of outliers—error, anomaly, or insight?*
- *What should our diet and wellness plans be in a world of constantly changing advice from experts?*
- *Which strategy should I use when I don't understand what I'm reading?*
- *When is proper punctuation mandatory and when is it optional?*
- *How important was WW1 in shaping the modern world?*
- *What good is a bug?*
- *How much and in what ways would we most miss similar figures if they didn't exist?*
- *Who is a true friend?*
- *Why have we gone to war? When was it wise and when was it foolish?*
- *When is fiction revealing and when is it a lie?*
- *If we can't see something how do we know it is or was there? (gravity, evolution, dinosaurs, etc.)*
- *If history is the story told by the winners, what stories aren't we hearing?*
- *What can't the language of numbers communicate?*
- *Why does the ball move that way?*

Sample phrases that invite inquiry:

- *To what extent...?*
- *In what context...?*
- *How important was...?*
- *What's the value of...?*
- *When should we...?*
- *When shouldn't we...?*

## Upcoming Workshops in the Series

Participants are welcome to attend any and all workshops.

October 12, 2020 4:00-4:45 EST **Conversations with Cris**

- This session is designed to give participants who attended the October 5<sup>th</sup> workshop, “**Time:** Planning for Students to do the Work,” a chance to chat with Cris and share successes, ask questions, and get feedback on instructional moves. **Space is limited.**

October 19, 2020 **Targets:** 4:00-5:30 EST **Targets:** What Do We Want Students to Know and Be Able to Do?

- This third workshop in the series, will focus on what learning targets are and how they help teachers GIVE feedback and design mini-lessons that meet more students’ needs.

October 26, 2020 4:00-4:45 EST **Conversations with Cris**

- This session is designed to give participants who attended the October 19<sup>th</sup> workshop, **Targets:** What Do We Want Students to Know and Be Able to Do? a chance to chat with Cris and share successes, ask questions, and get feedback on instructional moves. **Space is limited.**

November 2, 2020 4:00-5:30 EST **Tasks:** How Do We Know What Students Know and Need?

This fourth workshop in the series, will focus on GETTING feedback by asking students to complete tasks worthy of their time. Cris will show how Targets and Tasks fit together so that students can reflect on their learning.

November 9, 2020 4:00-4:45 EST **Conversations with Cris**

- This session is designed to give participants who attended the November 2<sup>nd</sup> workshop, **Tasks:** How Do We Know What Students Know and Need? a chance to chat with Cris and share successes, ask questions, and get feedback on instructional moves. **Space is limited.**
- November 16, 2020 4:00-5:30 **Texts:** Finding the Right Text So Students Can Access Content and Curriculum

In order for students to grow their comprehension, vocabulary, and background knowledge they need a variety of text structures that match their reading level. When students can “uncover” curriculum and content they grow as readers, writers, and thinkers. This session will focus on how to build text sets and find a variety of reading material to meet a variety of students’ needs.

- November 17, 2020 4:00-4:45 EST **Conversations with Cris**

This session is designed to give participants who attended the November 16<sup>th</sup> workshop, **Texts:** Finding the Right Text So Students Can Access Content and Curriculum

a chance to chat with Cris and share successes, ask questions, and get feedback on instructional moves. **Space is limited.**

- November 30, 2020 4:00-5:30 EST **Tying it All Together:** Long-Term Planning Drives the Day-to-Day

The last workshop in this series will focus on how long-term planning can make day-to-day instruction less grueling. Cris will show how anticipating a few student needs will help teachers plan ahead for those tough to engage students.

- December 7, 2020 4:00-4:45 EST **Conversations with Cris**

This last conversation with Cris is open to anyone who attended any of the series workshops. Participants will have a chance to chat with Cris and share successes, ask questions, and get feedback on instructional moves. **Space is limited.**