

## Learning is **NOT** a Spectator Sport: Practical Tools to Ensure Every Student is Engaged in Everything!

Wyoming State Conference  
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## Feldman's Biased Literacy Listserve

### Reading/Language Arts

This section of the Sonoma County Office of Education (SCOE) website provides a collection of reading/language arts resources and information designed to support teachers, administrators, parents, and anyone else concerned with improving literacy in Sonoma County and beyond. Formerly known as the Reading Corner, these web pages are compiled by Dr. Kevin Feldman, SCOE's Director of Reading & Early Intervention.

#### Quick Links

- > Reading/Language Arts Professional Development Classes
- > Early Intervention Resources
- > Response to Intervention Resources

#### Dr. Anita Archer's Strategic Literacy Instruction Videos

Dr. Anita Archer is one of our nation's most talented and beloved teachers of teachers. Her new series of online videos, produced with support from the Sonoma County Office of Education, is a gift to the education community. We are posting *her* videos, along with viewing guides, as production on each video in the series is completed. Take a look at this emerging resource! These files are free to download, podcast, or view online.

#### Literacy Listserve

Dr. Feldman runs a free "literacy listserve" to provide up-to-date information on research and activities related to literacy, from pre-kindergarten to grade 12. To sign up for the listserve, send an email to [literacy-on@lists.scoe.org](mailto:literacy-on@lists.scoe.org), then follow the instructions in the automated email response you receive.

Subscribe at:

**www.scoe.org/reading**

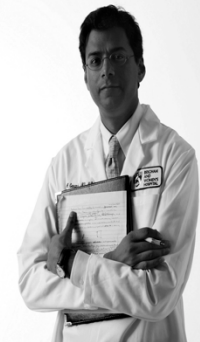
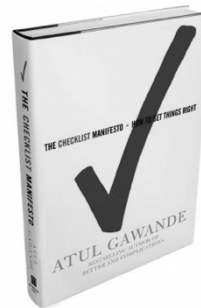
## Instructional Research

Categories of Instructional Strategies that Affect  
Student Achievement (Marzano, Pickering and Pollock, 2002)

Category	Effect Size	No. Studies
Identifying similarities and differences	1.61	31
Summarizing and note taking	1.00	179
Reinforcing effort and providing recognition	.80	21
Homework and practice	.77	134
Nonlinguistic representations	.75	246
Cooperative learning	.73	122
Setting objectives and providing feedback	.61	408
Generating and testing hypotheses	.61	63
Questions, cues and advance organizers	.59	1,251

Knowing **WHAT** to do is **NOT** the challenge, rather it is ensuring we are using "best practices" in the **HOW TO** implement & linking this to formative assessment - impact on student learning.

## The Checklist Manifesto



Or, how we can begin to close the "knowing/doing gap..."

### The Checklist: If something so simple can transform intensive care, what else can it do?


In December, 2006, the Keystone Initiative published its findings in a landmark article in *The New England Journal of Medicine*. Within the first three months of the project, the infection rate in Michigan's I.C.U.s decreased by sixty-six per cent. The typical I.C.U.—including the ones at Sinai-Grace Hospital—cut its quarterly infection rate to zero. Michigan's infection rates fell so low that its average I.C.U. outperformed ninety per cent of I.C.U.s nationwide. In the Keystone Initiative's first eighteen months, the hospitals saved an estimated hundred and seventy-five million dollars in costs and more than fifteen hundred lives. The successes have been sustained for almost four years—all because of a **stupid little checklist**.

Read more: [http://www.newyorker.com/reporting/2007/12/10/071210fa\\_fact\\_gawande?currentPage=all#ixzz0eVp0UBew](http://www.newyorker.com/reporting/2007/12/10/071210fa_fact_gawande?currentPage=all#ixzz0eVp0UBew)

## Key BIG Idea

- 1) **Ignorance** - we don't know what to do
- 2) **Ineptitude** - knowledge exists **but** we don't make proper use of what we know...

Why don't we apply the knowledge?  
What can we do to "bridge the gap?"  
What can other fields tell us?"



**Establishing ENGAGEMENT  
as an "Instructional Norm"**

norm, n. Latin norma date: 1674  
1. a widespread or usual practice  
2. a pattern or trait taken to be typical

# Engagement is the Foundation


But, Houston , we have a...

# Problem!

## 80/20 Dilemma

Decades of research clearly demonstrates approximately 80% of the "doing" (ask/ answering questions, discussing, explaining, writing, reading, etc.) is done by 20% of the students.

You don't get better at skiing by watching Warren Miller Ski Movies!!



You must get "on the hill" w/a teacher!  
or "Learning is NOT spectator sport"!!

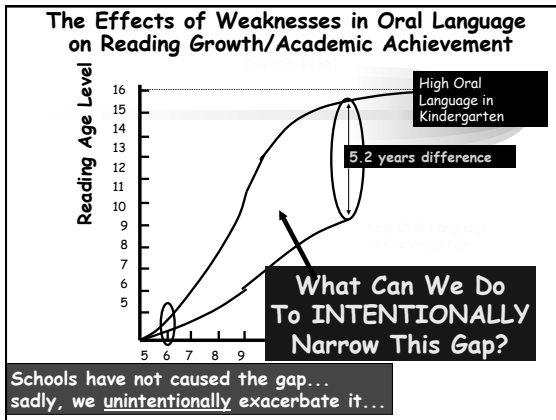
Evidence concerning  
the role of discussion

We must support radical  
transformation of this fact !!

Classroom discussion is rare and brief  
(Applebee, Langer, Nystrand & Gamoran, 2003)

	Low track classes	Middle track classes	High track classes	Mixed classes
Minutes of discussion/lesson	0.70	1.44	3.30	1.42

And it has always has been (Gamoran & Nystrand, 1991)



**For example: Class Discussion**



**Evidence of the Dire Need to Increase Student Engagement & Academic Language Practice in Mixed-Ability, Linguistically-Diverse Classrooms**

Same basic data for SpecEd & struggling students

- English learners are typically passive observers during lesson discussions, and neither prepared linguistically or held accountable for contributing.
- Only 4% of English Learners' school day is spent engaging in student talk.
- Only 2% of English Learners' day is spent discussing focal lesson content (but not necessarily using relevant academic language).

**"Matthew Effects"**  
*in Academic Language and Literacy Development*

Because poor readers tend to read considerably less than better readers, the gap between good and poor readers in **number of words read**, and both **receptive** and **expressive vocabulary**, becomes progressively greater as the child advances through school.

**"The rich get richer and the poor get poorer."**

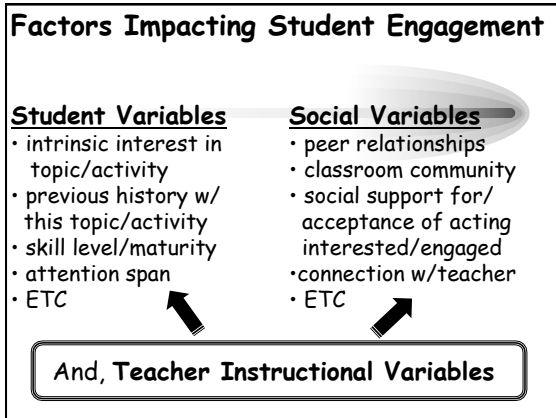
Cunningham, A. & Stanovich, K. (Summer 1998)  
What reading does for the mind. *American Educator*.

**Sadly, but Not Surprisingly, We Find These "Matthew Effects" in Virtually EVERY School Activity Fostering Literacy/Achievement**

- ☐ Independent reading
- ☐ Homework/projects completed
- ☐ Questions asked
- ☐ Questions answered
- ☐ Notes taken
- ☐ Words written in class & out
- ☐ Participation in group activities
- ☐ Academic language used; oral/written
- ☐ Studying for tests, etc. etc.

*Schools are working fine for student who do well in school!*

# Solutions



**A Heuristic for An Academically Engaging Pedagogy: 3 Core Principles**


**Inclusivity:** All means all, no bystanders, no voyeurs, every student is responding (saying/writing/doing) to the instruction provided. (*active responding by ALL students*)

**Academic Rigor:** Every student appropriately uses Academic Language and higher order thinking strategies daily in the context of each content area/grade level - moving beyond vernacular/ "kid talk". (language & thinking)

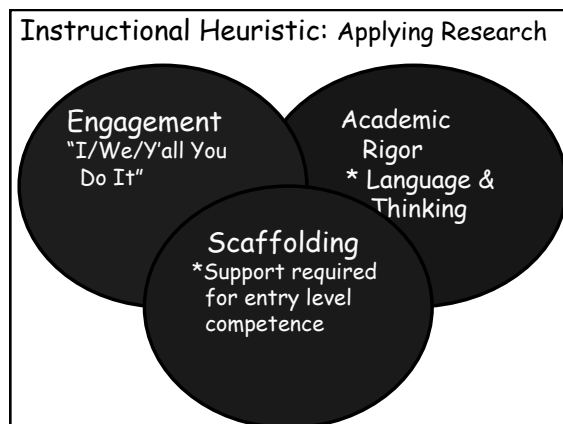
**Equity:** Every student receives the scaffolding (temporary instructional support) to perform competently during instruction (e.g. rehearse w/a partner, sentence starter, model answer, feedback, graphic organizers, etc.) (scaffolding)

**heuristic**

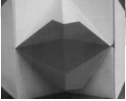


heu·ris·tic n. 0-1-2-3-4-5

Synonym	Explanation/Example	Image
		

To significantly improve the quality of classroom instruction in our schools, educators need a powerful \_\_\_\_\_.



**90% of Engagement Comes Down To the Quantity & Quality of Student:**

- ☐ **Saying** - Oral Language 
- ☐ **Writing** - Written Language 
- ☐ **Doing** - pointing, touching, demonstrating, etc. 

\*\* NEVER more than 2-10 Rule \*\*

Everyone  
Does  
Everything!

One of neuroscience's favorite aphorisms...

**Neurons that fire together  
Wire together !**



## The Essence of Explicit Instruction (Anita Archer)

**I do it** - modeling (including thinking aloud)

**We do it** - teacher guided

**Y'all do it** - partner practice  
(thanks to Ed Ellis, Alabama native)

**You do it** - independent practice (w/feedback)

heart & soul  
of effective  
instruction...

## Structured Engagement "tool kit": Ensure ALL Are Responding

- 1) **Choral Responses** - pronounce it together
  - teacher cues students to respond (e.g. hand signal, voice, eyes)
  - physical responses too; fingers under the word, chart, picture
  - "thumbs up when you know" (think time)
- 2) **Partner Responses**
  - teacher assigns - provide a label/role "I's tell 2's"
  - alternate ranking (high with middle, middle with lower)
  - thoughtful questions/prompts/up & down Bloom's taxonomy
- 3) **Written Responses**
  - focused prompts increase thinking, accountability, focus
  - structure academic language (e.g. sentence starters)
- 4) **Individual Responses** (AFTER rehearsal/practice)
  - randomly call on individuals, use "public voices"
  - complete sentences, using new vocabulary

## SLANT Strategy (Ed Ellis, U of Alabama)

**S** = Sit Up

**L** = Listen (teacher/peers)

**A** = Ask/Answer

Students respond primarily  
to what we DO, not what  
we say...

**N** = Nod and Note

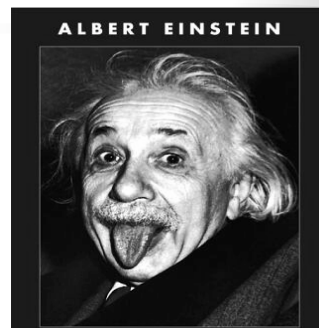
**T** = Track the teacher/speaker

## Dr. Anita Archer Instructional Video Series **FREE** in 3 User Friendly Formats

- ❖ View on the internet - streaming video
  - ❖ Download to your desk top in QuickTime from your iTunes library
  - ❖ Download from iTunes & play as a video podcast on your MP3 player (iPod and such)
- [www.scoe.org/reading](http://www.scoe.org/reading)**

**A Ubiquitous Goal: Increase the Academic  
"miles on the tongue" for EVERY student EVERY day!**

talk  
talk  
talk  
talk  
talk  
talk



Of course it is NOT simply talk we are after it is: "Academic Talk" \*

Academic talk is "comprehensible verbal output" addressing focal lesson content, framed in complete sentences with appropriate vocabulary, syntax and grammar.

- Kate Kinsella, 2006

\* For more details and examples see Dr. Kinsella's presentation here at CORE 2010 & a HUGE cash of tools Kate has kindly posted to download: <http://www.scooe.org/depts/ell/kinsella.asp>

power of  
partners

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

Recent Synthesis re: ELLs

Recommendations:

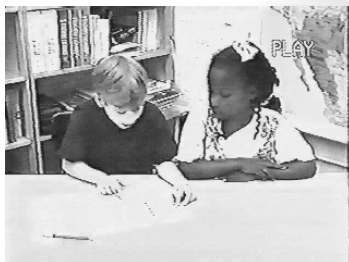
- 1) Screening for reading problems/supports K-6
- 2) Provide intensive small group reading intervention
- 3) Provide **extensive** and varied vocabulary instruction
- 4) Develop Academic English
- 5) Schedule **regular peer assisted learning opportunities** "90 min. per wk" suggested

FREE: [www.centeroninstruction.org](http://www.centeroninstruction.org)

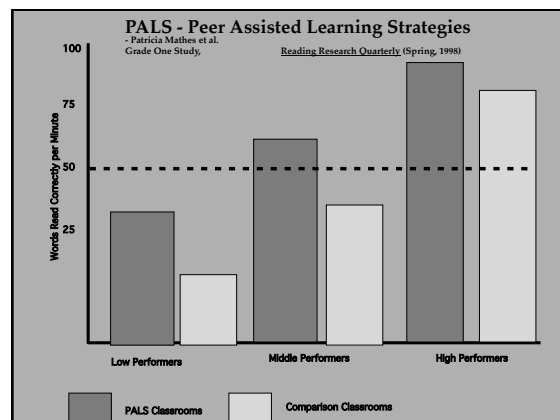
#### From Generic to "Precision Partnering":

- ☐ Designate who speaks first "1s or 2's"?
  - embed the more proficient students in your "1s", if modeling/practicing they go first, if brainstorming or responding to an open ended Q, they go 2nd
- ☐ Regularly Practice Accountable Listening
  - "My partner \_\_\_\_ shared w/ me that \_\_\_\_"
- ☐ Explain "WHY?" - "I predict \_\_\_\_ because \_\_\_\_"
- ☐ Scaffold academic language w/sentence frames
- ☐ Change every 4-6 weeks

#### Gr. 1 PALS - Sounds & Words



PALS resources: K, Gr. 1, Gr. 2-6, Secondary Intervention  
 Vanderbilt University: <http://kc.vanderbilt.edu/pals/>  
 SoprisWest Publishers: <http://www.sopriswest.com>





**What Works Clearinghouse** <http://ies.ed.gov/ncee/wwc/>

Intervention	Improvement Index	Rating	System of Implementation
Early Intervention in Reading (EIR)	36	+	Small
Reading Recovery®	34	++	Medium to Large
Stepping Stones to Literacy	30	++	Small
Curriculum®	25	++	Small
Ladders to Literacy	25	+	Medium to Large
DailyQuest	23	++	Small
Peer-Assisted Learning Strategies (PAL/S)	19	+	Small
Waterford Early Reading Program	19	+	Small
Keightley Step			
Understanding			
Start Making			
Wilson Reading	13	+	Small
Success for All®	13	++	Medium to Large

Only intervention listed here as effective; that is for whole group, GeneralEd - also **very** cost effective and relatively easy to implement.

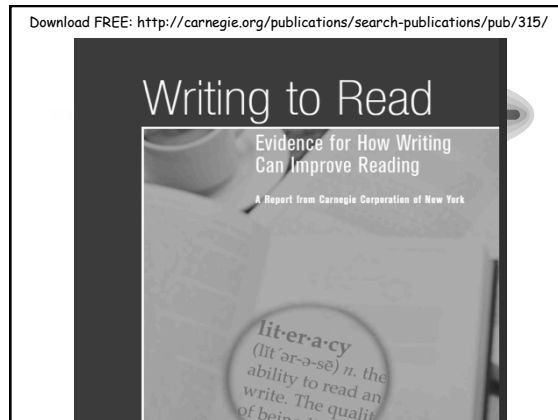
7th Grade GenEd - 60% Els - Social Studies  
-Vaughn & Martinez, 2008

**Study 2 Preliminary Results**

**Comprehension**

	Intervention		Control	
	Pre	Post	Pre	Post
Non-ELL	.78	3.32	.72	2.52
ELL	(1.21)	(2.52)	(1.02)	(.24)
ELL	.82	3.26	.78	1.36
	(1.00)	(2.61)	(.96)	(.82)

<http://www.cal.org/create/events/CREATE2008/peerpairing.html>



**Practices That Enhance Students' Reading**

This report identifies a cluster of closely related instructional practices shown to be effective in improving students' reading. We have grouped these practices within three core recommendations, here listed in order of the strength of their supporting evidence.

**I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ.** Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they

- ✓ Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting)
- ✓ Write Summaries of a Text
- ✓ Write Notes About a Text
- ✓ Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

**II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.** Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text

**III. INCREASE HOW MUCH STUDENTS WRITE.** Students' reading comprehension is improved by having them increase how often they produce their own texts.

**Daily Short Expository Writing**

☐ **Why? Rationale?**

- ✓ focus thinking on key information
- ✓ structures the type of thinking (e.g. cause/effect, main idea/detail, compare/contrast, explain/describe)
- ✓ student accountability (can't fake writing!)
- ✓ the best teacher feedback (do they get it?)
- ✓ data for PLC and other collaborative work

☐ **What Kind of Writing is Most Productive Cross Disciplines?**

**\*\* Expository: writing to:**

- 1) explain (why, how, importance, etc.)
- 2) justify
- 3) persuade
- 4) summarize
- 5) compare/contrast

## Practical Implications

Integrate the daily (or very frequent - 2-3 times per wk) expository writing into our instructional routines.

Examples:

- ☐ 1-2 sentence summary after any important learning activity (e.g. reading, demonstration, etc.)
- ☐ 5 minute "paper" - e.g. after a significant class discussion/activity
- ☐ Synthesize a graphic organizer in a "so what?" statement of the gist at the bottom/on the back
- ☐ part of the "bell ringer" or warm up routine to start class (e.g. Yes - No - WHY/Image-explain)
- ☐ part of "exit ticket" routine to end a class session

## Great Examples of Brief Non-Fiction Content Specific Writing

- Kinsella, Kinsella/Ward-Singer

- 1) Power Sentences
- 2) 5 min paper (Topic 1-2 detail sentences)
- 3) 10 min paper (Topic 2-3 detail sentences)

Tons of resources **FREE** to download from Dr. Kate:  
<http://www.scoe.org/depts/ell/kinsella.asp>

## Actions I've Found Powerful in Addressing the "Implementation Gap"

- 1) **Principal "walk throughs"** - 5-10 min., leave a brief summary on the desk; 1-2 "validations", 1-2 "missed opportunities" - using an Engagement Checklist of sorts...
- 2) **In/Out Coaching** - 12-15 min., teams of 3-6 colleagues, including principal, literacy coach (if you have one), 2-3 other grade level teachers - rotate off w/a 2-3 rotating subs; step out-debrief/ 1 takes over class, teacher steps out, feedback as above, T verbalizes feedback...
- 3) **Peer collaboration** - same as above, debrief at lunch etc.
- 4) **Self Reflection** - same checklist/form, done independently, grade level, team sharing as appropriate

Teaching Strategies	Student Responses (Quantity/Quality)
<b>Inclusive:</b> (All Responding/All Engaged - No Bystanders) ___ Choral responses - verbal ___ Choral responses - physical (e.g. signaling, touching, doing)  <b>Structured Partner responses</b> ___ seating is conducive to partnering/designate who speaks first ___ provides a sentence starter/assigns an active listening task (e.g. note taking, paraphrasing their partner)  <b>Structured Written Responses</b> ___ note taking guide (e.g. Cornell notes, cloze notes)/white boards/etc. ___ completing a graphic organizer/thinking map ___ focused quick write (e.g. 1-2 sentence summary vs. free journaling) ___ completing a sentence frame/sentence starter  <b>Structured Individual Responses</b> ___ no hand raising (except for Qs and volunteers) - all are "doing the doing" ___ randomly calling on students (or faux random)	

## Take the Academic Language Oath !!



"I will ensure that EVERY single student in my class speaks, and often also writes, at least one meaningful academic sentence EVERY day!"

Of Course the bottom line is...



Establish Structured Engagement as a NORM in your classroom and in your school **THIS Year!**