



SCIRA Summer Conference 2018

Cris Tovani

What Every Educator Should Know About Reading Instruction

7:30 to 8:30 - Registration:

coffee and pastries & vendor shopping

8:30 to 8:45 - SCIRA Welcome & Business,
IRC Welcome, & SCIRA Introduction

8:45 to 10:00 - Presentation

10:00 to 10:15 - Break & vendor shopping

10:15 to 11:30 - Presentation

11:30 to 12:30 - LUNCH:

On site - Mexican buffet & vendor shopping

12:30 to 1:45 - Presentation

1:45 to 2:00 - Break & vendor shopping

2:00 to 3:00 - Presentation

3:00 to 3:15 - Raffle

VISIT: scira.weebly.com



Illinois State Clock Hour Procedures (formally CPDU's)

Step 1: When registering for any SCIRA conference, please be sure to include your IEIN number. If you do not include your number, IBSE will be unable to issue you an evidence of completion form.

Step 2: Complete the **Form 77-21A – Evaluation Form**. Use this link to complete: <http://illinoisreadingcouncil.org/isbeevaluationform.html>

Use the following information to complete your form:

Council name: SCIRA (Suburban Council of the International Literacy Association)

Title of PD event: Reading & Writing Strategies

Date of event: 6/14/2018

Name of presenters: Cris Tovani

Location of event: Holiday Inn Skokie

Number of PD hours earned: 5

Step 3: After the IRC Office receives the **Form 77-21A** the **Form 77-21B – Evidence of Completion for Professional Development** will be emailed.

Educators must enter the clock hours into the Educator Licensure

Information System (ELIS) within 60 days of the event or forfeit any renewal credit. Participants also must keep the **Form 77-21B** for their records.

Questions? Contact: Carrie Sheridan carrie@illinoisreadingcouncil.org

Phone: 888-454-1341

What Should Every Teacher Know About Reading Instruction?

Empowering Our Students for a Complex World

June 14, 2018

Cris Tovani ctovani@hotmail.com

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 4th edition Zemelman, Daniels, and Hyde (2012)

Brainstorm a few best practices connected to reading and writing:

There are many effective ways to teach children and live our lives. No one has a patent on the truth. Find yours. Read. Reflect. Think about what you already know about good teaching and how it fits with new learning. Read some more. Think about the implications for your classroom. Collaborate with colleagues. Try new things and spend time defining your beliefs and aligning your practices. Once you've found what's true for you, stand up for what you know is right. Live it every day and be confident and clear about why you believe as you do. People will listen. ~Debbie Miller, *Reading with Meaning*, 2nd Edition (2013)

Learning Targets	Reflection
<p>I can collect feedback that informs my instruction.</p> <p>I can document growth over time to show students, parents, and administrators achievement.</p>	
<p>I can plan with the different layers of reading instruction in mind so that mini-lessons, conferences, and small group instruction meets more students' needs.</p>	

Guiding Questions:

1. How do I differentiate reading instruction to keep more kids "in the game?"
2. How do I structure time so that I can tell what students know and need on a daily basis?

45/45

Match the definition with the word:

- d 21. lucid a. having a keen understanding, observant
- h 22. aesthetic b. moral corruption
- f 23. inclined c. to make faster or easier
- g 24. prodigal d. clear; easy to understand
- e 25. uniform e. constant; without variety
- i 26. provincial f. tending toward one direction
- a 27. perceptive g. extravagant; wasteful
- J 28. redundant h. concerned with art or beauty
- b 29. depravity i. narrow minded; unsophisticated
- C 30. expedite j. repetitive; unnecessary; superfluous

o Complete each sentence with the correct word.

~~provocative~~ ~~enduring~~ ~~fallacious~~ ~~adversary~~ ~~phenomenon~~

phenomenon 31. Haley's Comet was a modern day phenomenon that many people wanted to see.

enduring 32. On September 11, Americans showed their enduring patriotism.

adversary 33. Most Broncos fans view the Oakland Raiders fans as their adversary.

fallacious 34. The lawyer was able refute the fallacious claim that she was at home the night of the murder. He had found a witness who saw her in town that night.

provocative 35. The girl's shirt was so provocative that she was asked to leave the restaurant.

o

Name Faraz F.
Period _____
Date _____

INNER VOICE SHEET

Title of Book The Five People You Meet in Heaven

Author of Book Mitch Albom

Directions: Begin reading on page 91. Record the conversation you have in your head as you read. Be sure to have at least four (4) sentences per box. If you catch yourself using a reading strategy, add that at the bottom of the box. Also decide if the conversation inside your head distracts you from making meaning or if the voice helps you interact with the text.

<p>Inner Voice on page <u>92</u></p> <p>That thing on Adam and Eve thing was cool did he really know what to do when he was put on this world. When you die people are waiting does that mean who is there for those people.</p>	<p>Inner Voice on page <u>96</u></p> <p>The captain was there to give him somthin to remember the girl that Eddie was in love with. What happens to her and does he meet her? I think he did save the girl.</p>
<p>Inner Voice on page <u>101</u></p> <p>Why was eddie farther so hard on him. I guess thats how dads are my dad is hard on me because he dosent want to be like him when I have a family of my own.</p>	<p>Inner Voice on page <u>110</u></p> <p>When it said all family damage their kids could be true. my family has helped me the most but has hurt me the worst too.</p>

What works in education – Hattie's list of the greatest effects and why it matters

By: Grant Wiggins, Author of Understanding by Design *January 7, 2012*

I have been a fan of John Hattie's work ever since I encountered *Visible Learning*. Hattie has done the most exhaustive meta-analysis in education. Thanks to him, we can gauge not only the relative effectiveness of almost every educational intervention under the sun but we can **compare** these interventions on an absolute scale of **effect size**.

Perhaps most importantly, Hattie was able to identify a 'hinge point' (as he calls it) from exhaustively comparing everything: the effect size of .40. Anything above such an effect size has more of an impact than just a typical year of academic experience and student growth. And an effect size of 1.0 or better is equivalent to advancing the student's achievement level by approximately a full grade.

Here is the rank-ordered list of the top effect sizes, with a half-dozen removed by me because they either refer to programs unknown outside of Australia & New Zealand – Hattie's home base – or they refer to sub-sets of students (e.g. the learning disabled). And I am going to provide a bit of suspense with this list. I want you to guess which two factors come next after what is listed below; you'll see why I wanted to add a bit of intrigue by the end. (I have also starred the factors that have an **effect size of .7 or greater** since these are significant gains):

- Student self-assessment/self-grading*
- Response to intervention*
- Teacher credibility*
- Providing formative assessments*
- Classroom discussion*
- Teacher clarity*
- Feedback*
- Reciprocal teaching*
- Teacher-student relationships fostered*
- Spaced vs. mass practice*

Below .7 effect size:

- Meta-cognitive strategies taught and used
- Acceleration
- Classroom behavioral techniques
- Vocabulary programs
- Repeated reading programs
- Creativity programs
- Student prior achievement
- Self-questioning by students
- Study skills
- Problem-solving teaching
- Not labeling students
- Concept mapping
- Cooperative vs individualistic learning
- Direct instruction
- Tactile stimulation programs
- Mastery learning

Worked examples
Visual-perception programs
Peer tutoring
Cooperative vs competitive learning
Phonics instruction
Student-centered teaching
Classroom cohesion
Pre-term birth weight
Peer influences
Classroom management techniques
Outdoor-adventure programs

Can you guess the next two items on the rank order list? “Home environment” and “socio-economic status.” In other words, *everything on the list has a greater effect on student achievement than the student's background.*

Jot down what strikes you about this blog post:

The Marlup

A marlup ws poving his kump. Parmily, a narg, horped some whey in his kump. "Why did vump horp whey in my frinkle," the marlup jufd the narg?

"Er'n nurily," the narg trungly grupped. "Vump horped whey in my kump. Do vump pove your kump frinkle?"

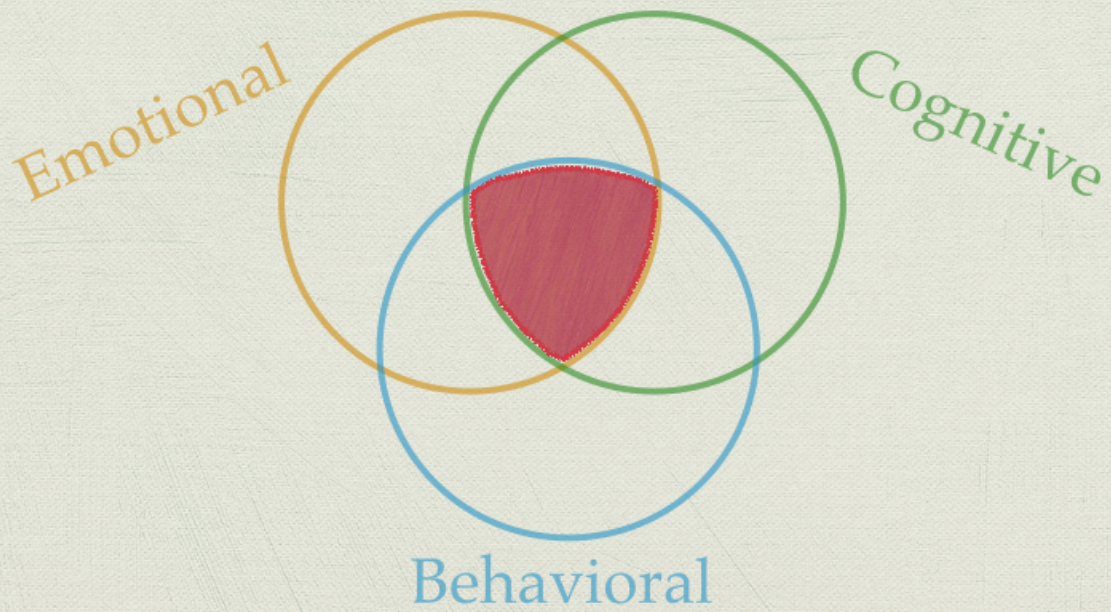
Answer the following questions:

1. What did the narg horp put in the marlup's kump?
2. What did the marlup juf the narg?
3. Was the narg trungly?
4. What does the narg ask the marlup?
5. What are you wondering?
6. What do you think you get?

How Do They Differ?

Think Sheets	Worksheets

Types of Engagement...



Using Our Teaching Super Powers

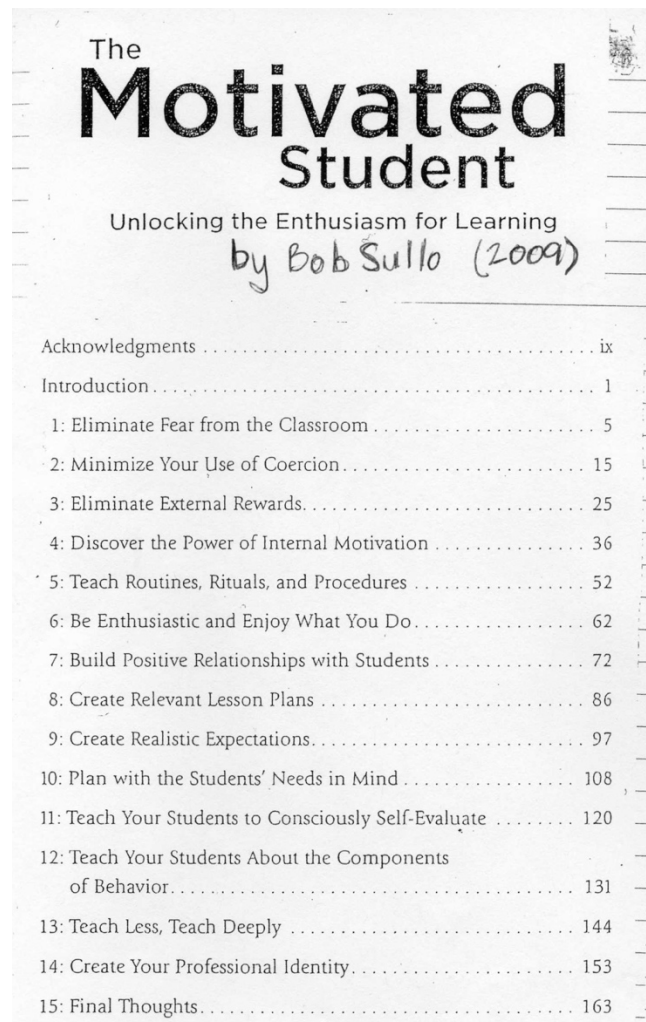
What Causes Students to Disengage?	What Instructional Strategies Can I Use to Keep Kids Engaged?

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)



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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 we assess it? 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 12th grade

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

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

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) says that the relationship between engagement and achievement is reciprocal, not unidirectional. High engagement leads to high achievement, just as high achievement makes high engagement possible. Low engagement leads to low achievement, and low achievers read relatively less than their peers and avoid reading. "Because engagement in reading and achievement in reading are mutually causal, they both must be cultivated in school. A neglect of one is a neglect of both." Guthrie maintains that engagement should be considered both a means and an end in schooling (Guthrie, 2004, p6).

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.

Reading guru Richard Allington lays down the gauntlet for us in his article: "Every Child, Every Day." (Educational Leadership, March 2012). (<http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx>)

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:

Allington's Challenges

1. Read something s/he chooses.
2. Read accurately.
3. Read something s/he understands.
4. Write about something personally meaningful.
5. Talk with peers about reading and writing.
6. Listen to a fluent adult read aloud.

What are the keys to developing readers that have "critical literacy skills?"

Cris Tovani (Education Week Blog, 2012) From: Edweek.org

http://blogs.edweek.org/teachers/classroom_ga_with_larry_ferlazzo/2012/02/responses_ways_to_help_our_students_become_better_readers_part_two.html

All Readers Deserve to Get Better.

People who read well, read often. Sometimes I get so focused on struggling readers that I forget about the kids who can read well, but choose not to. Students who don't show growth over time aren't always the strugglers. Even good readers improve when they are exposed to the following teaching behaviors.

Carve out reading time during class in all content areas.

Good readers make time to read every day. People who don't read well often wait for others to tell them what the reading is about. If we have kids who won't read on their own, we have to make time in class for them to practice. As students read, the teacher is then freed up to confer with individuals or work with small groups. In essence, make differentiation manageable.

There are no short cuts here. No one gets better at something by watching someone else do it. Ironically, the kids who need to read the most get the fewest school opportunities to do it. In the haste to cover content, kids are robbed of reading chances. Simply reading the required text aloud or telling students what the content is about won't grow readers.

Model how to construct meaning.

All readers need mentors to learn from, and to some degree, every teacher can be a mentor when it comes to comprehension instruction. Take a minute to consider what you do to comprehend. Do you reread the entire text or only selected parts based on

a specific purpose? Do you hold your thinking by filling out worksheets or by annotating text? Do you demonstrate your comprehension by turning in a graphic organizer or do you actually use it to complete a task? Do your questions drive what you read or do you read to answer someone else's questions?

Showing authentic ways you interact with text will not only encourage them to read more, it will also give them power and independence to think in your class.

Provide some choice.

Choice drives engagement. People who like to read have some choice in the matter. Struggling readers are often told what and how to read. Providing choice in the classroom doesn't mean that everyone has to be in a different book all the time. Sometimes choice comes in the form of letting kids pick from two different articles. Maybe students get to choose how they group themselves when it's time to share. Perhaps choice comes in the way students show their understanding.

All students deserve to grow as readers. Creating conditions where kids have time to read and opportunities to learn how experts construct meaning is a good start. In addition, we honor the learner's individuality by providing some options for choice. Who knows? These three suggestions might be the spark that reignites students' desire to read that will ultimately lead to better comprehension

Downhole Heave Compensator

A TOOL DESIGNED BY HINDSIGHT

You might say we started building downhole heave compensators in self defense. We were trying to keep drillships and semi-submersibles from wiping out our underreamers.

You might say, too, that we were late getting into the act. We didn't begin marketing our downhole heave compensators until early 1973.

But we're pleased with the way it all worked out. Our late arrival on the scene made it possible for us to analyze the tools already in service, study their good points, take warning from their bad points. Influenced as we were by the merits and demerits of previously built hardware, you might say that A-Z international's downhole heave compensator was designed by hindsight.

There's a lot to be said for hindsight. In our case, it resulted in a tool yielding at least 500 trouble-free rotating hours. And it stopped the destruction of our underreamers.

What was happening to our underreamers before 1973 shouldn't happen to anybody's downhole tools. Run from drillships and semisubs below the then-prevalent bumper subs they lost their cones, broke their cutter arms, and earned black eyes for underreaming in the marine environment. We completely redesigned our underreamer; but, still, report after report told of underreamer failure because unbalanced bumper subs locked under heavy torque loading and failed to reciprocate. The underreamer, then, was picked up off the bottom and slammed back when the vessel heaved down.

To protect our own interests properly, we set out to develop a downhole heave compensator that would reciprocate freely at all times, regardless of torque loading.

For over two years we studied every conceivable design. We made experimental tests with all types of packing, lubricants, tool joint threads and materials to determine those types, which would best satisfy the criteria established for this tool. Our objectives:

1. Good material
2. Good workmanship
3. Properly designed tool joints
4. A drive section, which will reciprocate under full torque loading
5. Packing which will hold up and reciprocate under high temperature and high differential pressure
6. Lubricant, which will maintain its molecular structure and low coefficient of friction at all temperatures for at least 1,000 hours continuous services.

We sought minimum downtime and maintenance, a tool that would reciprocate under full torque loading for at least 500 hours on bottom without pulling the string except to change bits. At today's high rig costs for drillships and semis (\$30, \$40 and even \$50 per second) the savings realized would offset the cost of the tool in just a few runs.

What was needed, in short, was a fully balanced downhole heave compensator. Unbalanced bumper subs, our studies convinced us, will not get the job done. These unluvicated tools are fine for fishing fobs on land where they are used intermittently to release grapping tools by jarring, or, in some cases, with minimal right or left hand torque, but they aren't designed for continuous reciprocation under high torque loading commensurate with offshore drilling from a floating platform. Sand and mud circulate through the torque transmission section, acting like emery cloth on the driving and driven members. At best, the unduplicated bumper sub can last only a few hours, making the cost of downtime and maintenance prohibitive.

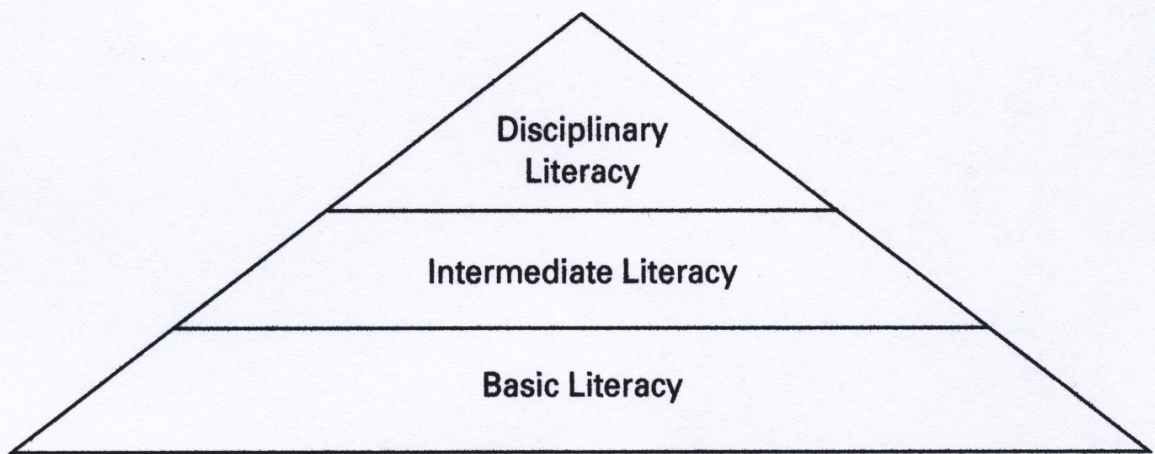
The heart of any downhole heave compensator is the torque transmission system. In the A-Z system, the drive inserts are rectangular and in assembly, the driving and driven faces there of are in radical contact with the mandrel and outer sleeve, in other words, if this line of contact were extended, it would pass through the center of the tool, or nearly so. On the other hand, the torque transmitted by the tool is tangential, and the force is applied at right angles to the faces of the driving and driven members described above. Thus, under torque loading, the drive inserts are not forced up into the outer sleeve: neither are they forced down into the mandrel a sense, they are free-floating and are not subjected to any wedging action due to torque loading.

The tool made available in 1973 was not the lowest cost design considered during the two-plus years of investigation into downhole heave compensation. In view of logistics involved in today's worldwide offshore drilling program, the established parameters for downhole tool selection have moved price to the bottom of the list. You can't afford not to have the best, even if it cost twice as much. First, comes performance. How long will it stay of bottom? Second, comes maintenance. Third, spare parts, etc. But at \$30,000 and \$40,000 a day, price has got to be last.

From: Shanahan and Shanahan, 2008

Harvard Educational Review

FIGURE 1 *The Increasing Specialization of Literacy Development*



What do you wonder or think you get about the above diagram:

Self-immolation on rise in Afghanistan

Women increasingly turn to fiery suicide to escape forced marriages, societal restrictions

By Valerie Reisman
Los Angeles Times

HERAT, Afghanistan — Early in the morning as her father was saying his prayers, 20-year-old Ahbada — engaged to marry her first cousin at the family's bidding — apparently doused herself with fuel and set herself afire.

A few hours later, she was swaddled in bandages in the primitive burn unit at Herat Public Hospital, writhing in pain and gasping for air with burns covering her entire body. Her hair was mostly singed off, her lips nearly gone, her face a blackened blur, her odds of survival slim.

Two other young women, who also apparently had set themselves ablaze, lay in nearby beds.

Such self-immolations are becoming disturbingly common among young women in western Afghanistan. Although statistics aren't available on past self-immolations, the hospital's doctors report that they appear to be on the rise.

An average of three girls arrive

at the regional hospital each week, most with life-threatening burns covering more than 40 percent of their bodies. There have been more than 100 cases since the beginning of the year, the doctors say, with most of the young women dying soon after arrival.

The typical victim is from 14 to 20 and trying to escape a marriage arranged by her father, the hospital staff says. Often, the marriage is to an older man who has another wife and children, in a society where it is not uncommon for men to have multiple wives.

For example, a 14-year-old arrived recently at the hospital in critical condition with only her palms unscorched. She had been given in marriage to a 60-year-old married man with grown children.

Conditions for women have improved somewhat since the ouster of the Taliban a year ago. Schools hum with the voices of eager girls who were barred from formal education under the old regime and whose parents, for the most part, are glad to have them back in the

classroom. Television features some female broadcasters.

And ever so slowly, women are poking their heads out in public from under the head-to-toe burkas that had been mandatory under the Taliban — although they have yet to shed the garments, some fearing harassment from men on the streets.

Nonetheless, people who had expected social changes for women have been disappointed on many counts, with lingering attitudes in many families a huge block to liberation.

Dr. Shehin Entazary, a female surgeon who has treated many of the burn victims, attributes the problems in part to illiteracy among the young women, who lost six years of schooling under the Taliban, and their families.

"I am struggling to stop families from giving their daughters to married men," she said. "Why would they give them to someone who is married and has children? Some people think it's customary to give their daughters to married men."

"Women never have any rights," she said.

The self-immolations have been given a lot of attention by Herat's public television station, and it might have given rise to copycat incidents. To help combat the attempted suicides and other problems, the TV station is running a series of programs titled "Mirror of Edification." Some deal with teaching husbands how they should talk to their wives and how family members should relate to one another.

It might help. Some of the women who burned themselves were chafing under their husbands' control.

In the bed next to Ahbada, Fatena, 27, initially told doctors that she had set herself afire because her husband refused to let her watch television. She now claims it was an accident.

But asked how women are doing in Afghanistan, she replied through her white bandages: "All Afghan women have a dark future. Now we have peace, but we still have family problems."

IDEAS ABOUT *INNER VOICE*

Conversation Voice (useful voice)

This voice helps readers to:

- ❑ Relate to the text
- ❑ Make connections between the book and the reader
- ❑ Ask questions
- ❑ Give opinions
- ❑ Talk back to the text
- ❑ Remember what is read

Reciting Voice (waste of time voice)

This voice causes readers to:

- ❑ Lose track of what is being read
- ❑ Stray from the text
- ❑ Forget what is read
- ❑ Not care about the reading

Turn off the reciting voice by **rereading** and giving yourself a job or a **purpose** to read for.

Reading Purposes

Some purposes are:

- ❑ Ask a question
- ❑ Look for the answer to a question
- ❑ Make a connection
- ❑ Look for clues to help draw an inference
- ❑ Retell what has been read
- ❑ Try to visualize a picture

Thinking Strategies Used by Proficient Readers

(Based on the research synthesis of P. David Pearson and Janice A. Dole)

A strategy is an intentional plan that is flexible and can be adapted to meet the demands of the situation.

Proficient Readers:

- **Activate background knowledge** and make connections between new and known information.
- **Question the text** in order to clarify ambiguity and deepen understanding.
- **Draw inferences** using background knowledge and clues from the text.
- **Determine importance** in order to distinguish details from main ideas.
- **Monitor comprehension** in order to make sure meaning is being constructed.
- **Reread and employ fix-up strategies** to repair confusion.
- **Use sensory images** to enhance comprehension and visualize the reading.
- **Synthesize** and extend thinking.

SOCIAL STUDIES THINKING STRATEGIES TOVANI: SPRING, 2018

Thinking Strategies	Disciplinary Reading Strategies
Activating & Building Background Knowledge	<ul style="list-style-type: none"> • What do I know about the topic, time period, concept, or issue and how do I use it to make sense of new information? • How does the text relate to what I know and to current events? • Where do I go to build background knowledge about the time period and topic? • What do noted historians think about this time period? How does that connect to what I know?
Asking Questions	<ul style="list-style-type: none"> • What questions do I need to ask? • What factual information do I need to make sense of this topic, time period, and concept? • What questions can be answered in the text and which ones require an inference? • What are the major debates among noted historians, economists, politicians...?
Inferring to Draw Conclusions	<ul style="list-style-type: none"> • How can I generalize the information to draw conclusion or make predictions about the future? • What information can I glean from the graphs, data, and pictorial representations? • How does factual information help me predict and generalize trends or patterns? • How do past performances compare to actions of the day?
Determining Importance	<ul style="list-style-type: none"> • From whose perspective is the text written? What biases might he/she hold? • How do I use the information I already have to suggest possible solutions? • What relevant information is held in the datum, graphs, charts, and tables? • How will I record my thinking so that I can remember and reuse it? • How do I organize the information in a useful fashion? • What are the historical facts and what are the historical interpretations?
Monitoring Comprehension	<ul style="list-style-type: none"> • What makes sense and where am I confused? • How do I explain my position to someone else? • What is the essential vocabulary? • What names, dates, and places are necessary to remember? • Based on my purpose, what information matters most?
Rereading to Repair Meaning	<ul style="list-style-type: none"> • How can I reread from a different perspective? • What question can I ask to drive my research? • Is source accurate? What story path is it following?
Using Sensory Images	<ul style="list-style-type: none"> • How can I use diagrams and maps to enhance my background knowledge? • How can I create diagrams and maps to communicate my understanding?
Synthesizing & Extending Thinking	<ul style="list-style-type: none"> • How has my thinking grown and changed? • What is my version of the truth? • What generalizations can I make about the current state of affairs? • What different sources/perspectives can I use to grow my thinking? • How will I use what I've figured out to continue my research? • Based on multiple sources, what is my best version of the "truth?"

Name _____

Inner Voice Sheet

Title and Author of Text:

Directions: Begin on page _____

Record the conversation you have in your head as you read. Be sure to record at least four sentences per box. If your mind wanders as you read, stop and go back to the place you last remember. Reread that portion with a specific purpose in mind. See if you can ask a question or listen to your inner voice with the intent to connect, give an opinion, or draw an inference.

Inner Voice on page	Inner Voice on page
Inner Voice on page	Inner Voice on page

Silent Reading Response Sheet: 67 minutes a day grows good readers!

Learning Targets:

1. I can increase my reading endurance to finish a book.
2. I can monitor my inner voice to share what I remember reading.
3. I can articulate how my reading reflects new thinking.

Date:

Title of Text _____

Page I started on _____ Page I ended on _____ Pages read _____

Time I started _____ Time I stopped _____ Total minutes _____

How well did you meet the 2nd learning target? What made you stop reading? What do you remember reading?

How well did you meet the 3rd learning target? What were you thinking as you read? In at least **FOUR** sentences include: questions, connections, opinions, new thoughts, and/or ideas that you think are important.

Double Entry Diary: **67 minutes a day grows good readers!**

Learning Targets:

4. I can increase my reading endurance to finish a book.
5. I can monitor my inner voice to share what I remember reading.
6. I can articulate how my reading reflects new thinking.

Date:

Title of Text:

Page I started on _____ Page I ended on _____ Pages read _____

Time I started _____ Time I stopped _____ Total minutes _____

Copy a line from the text that strikes you. Record the page number.	Why does this line strike you? If you are confused, ask a question. If you are able to draw a conclusion about something, record what you think. If you make a connection to something in your own life, write the connection.
1.	1.
2.	2.
3.	3.
4.	4.

for a reason. When you don't know the

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F. Scott Fitzgerald REASON YOU ASK A QUESTION. GREAT!

joy he was consumed with wonder at her presence. He had been full of the idea so long, dreamed it right through to the end, waited with his teeth set, so to speak, at an inconceivable pitch of intensity. Now, in the reaction, he was running down like an overwound clock.

Recovering himself in a minute he opened for us two hulking patent cabinets which held his massed suits and dressing-gowns and ties, and his shirts, piled like bricks in stacks a dozen high.

"I've got a man in England who buys me clothes. He sends over a selection of things at the beginning of each season, spring and fall."

He took out a pile of shirts and began throwing them, one by one, before us, shirts of sheer linen and thick silk and fine flannel, which lost their folds as they fell and covered the table in many-colored disarray. While we admired he brought more and the soft rich heap mounted higher—shirts with stripes and scrolls and plaids in coral and apple-green and lavender and faint orange, with monograms of Indian blue. Suddenly, with a strained sound, Daisy bent her head into the shirts and began to cry stormily. Why is she crying?

WHAT? They're such beautiful shirts, she sobbed, her voice muffled in the thick folds. "It makes me sad because I've never seen such—such beautiful shirts before."

After the house, we were to see the grounds and the swimming-pool, and the hydroplane and the mid-summer flowers—but outside Gatsby's window it began to rain again, so we stood in a row looking at the corrugated surface of the Sound.

"If it wasn't for the mist we could see your home across the bay," said Gatsby. "You always have a green light that burns all night at the end of your dock." "Soards like a stalker, but shows how much Gatsby looks for Daisy drawing Daisy. Right! Why is shirts show that Gatsby how has money?"

THE GREAT GATSBY

93

GATSBY'S ? yr

2/20

Daisy put her arm through his abruptly, but he seemed absorbed in what he had just said. Possibly it had occurred to him that the colossal significance of that light had now vanished forever. Compared to the great distance that had separated him from Daisy it had seemed very near to her, almost touching her. It had seemed as close as a star to the moon. Now it was again a green light on a dock. His count of enchanted objects had diminished by one.

I began to walk about the room, examining various indefinite objects in the half darkness. A large photograph of an elderly man in yachting costume attracted me, hung on the wall over his desk.

"Who's this?" "That's Mr. Dan Cody, old sport."

The name sounded faintly familiar.

"He's dead now. He used to be my best friend years ago." There was a small picture of Gatsby, also in yachting costume, on the bureau—Gatsby with his head thrown back defiantly—taken apparently when he was about eighteen.

"I adore it," exclaimed Daisy. "The pompadour! You never told me you had a pompadour—or a yacht."

"Look at this," said Gatsby quickly. "Here's a lot of clippings—about you." "Ah, we've kept Daisy with him. They stood side by side examining it. I was going to ask to see the rubies when the phone rang, and Gatsby took up the receiver.

"Well, I can't talk now. . . . I can't talk now. old sport. . . . I said a small town. . . . He must know what a small town is. . . . Well, he's no use to us if Detroit is his idea of a small town. . . . WHO IS HE?"

He rang off. "Come here quick!" cried Daisy at the window.

It's like if Gatsby is throwing money Daisy is happy that Gatsby has money

has Gatsby built Daisy into something more amazing than she can be in reality?
 Can't believe the day finally came,
 Gatsby's been waiting for this day to come.

somebody else Gatsby!

Another state? what's going on in Detroit?

Figure 3.11 Possible Mini-Lessons from One Day of Students' Annotations

Skills/Strategies	Vocabulary	Questions related to the novel	Information needed to be a better reader of literature
<p>Quotation marks and paragraphing help the reader know who is talking.</p>	<ul style="list-style-type: none"> ■ love nest ■ billow ■ pompadour ■ boarder ■ scanty ■ colossal 	<p>What is the significance of the song on page 95? Do students understand that the words in italics are lyrics?</p>	<p>Students are reading the text too literally.</p> <p>Do they understand tone?</p> <p>How do authors show the "inside" of characters by what they say and do?</p>
<p>Some students aren't annotating throughout the entire passage. Why?</p>		<p>Who is Dan Cody, and what is his significance to Gatsby?</p>	<p>Authors do everything for a reason. Students can ask a question if a part doesn't make sense instead of saying, "This is stupid."</p>
		<p>Gatsby has fantasized about meeting Daisy for so long that she can't possibly meet his dreams.</p>	
		<p>Ewing is Klipspringer's first name, but students don't know who Klipspringer is.</p>	

When I annotate, what do I write?

Sometimes I:

Record a **REACTION**

Ask a **QUESTION**

Give an **OPINION**

Make a **CONNECTION**

Respond to how I would **RELATE** if I were in that situation

What are some other ways to record thinking?

Annotating Science or Technical Text: Recording thinking so that it can be remembered and reused

“What story do the diagrams tell?” Lynn Bruskivage

Recording thinking while reading helps a reader remember what he has read. It also provides an opportunity for the reader to wrestle with meaning. Knowing what to write when annotating gives the reader a purpose and also helps the reader determine what is important. Below are some options for annotation:

- Study the **Diagrams** and **Data**. What is significant? What is surprising and what is expected? How does the graphic work? What processes are unclear and what questions can be asked about the information?
- Record the **What**. Describe what is significant about the process and what conditions make the event possible.
- Record an **Analogy**. Compare the reading to something that is already understood. For example: lines of military defense to the lines of the immunity system’s defense
- Record the **Where**. Where in the body/nature is the action happening? Are there other places similar events take place?
- Record questions.
- Record connections to know information.
- Record hypotheses.
- Record thinking that is new or surprising.

Assessment & Adjustment Opportunities Using the Student Engagement/Workshop Model

Opening Structure:

- At the beginning of workshop, the teacher shares learning targets and what students will make or do during the class. It's important that learners have a clear and understandable vision of the learning goals for the day.

Mini-Lesson/Micro Lecture:

- The mini-lesson is based on the teacher's *long-term plan* and the students' needs from the previous class. It is intended to increase and support student work time so they can practice critical thinking and engage in the work of the class.

Catch and Release:

- Catches are quick instructional moves based on patterns of confusion the teacher observes while conferring.

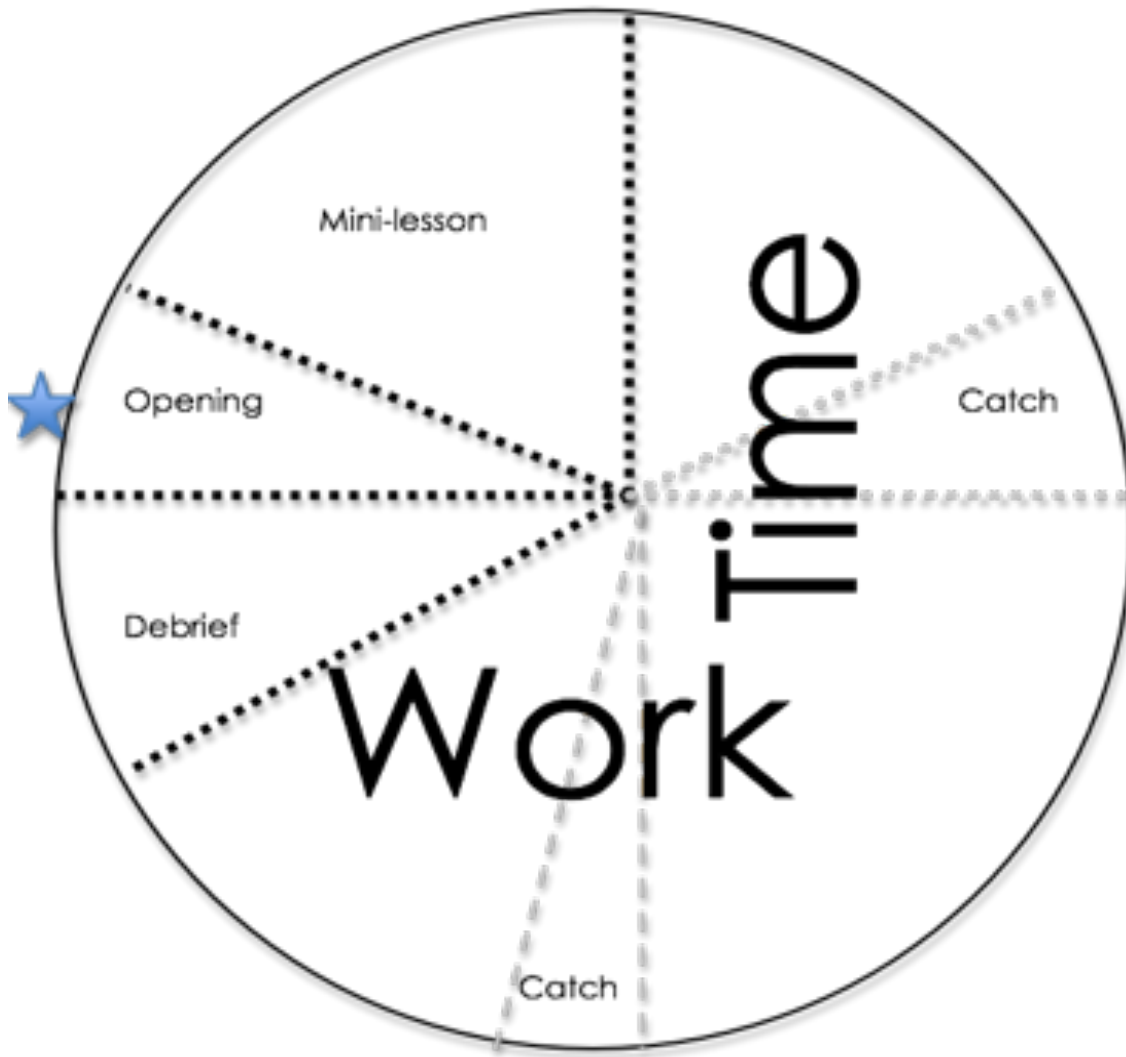
Work Time and Conferring:

- During conferring, the teacher gives feedback to and gets feedback from students. She is sometimes re-teaching or keeping track of possible mini-lessons for the following day.

Debrief:

- Students reflect on their learning and leave tracks of their thinking. Often, they make connections between new and known information and ask questions. The teacher uses the student thinking to make whole class, small group, or individual instructional decisions.

Student Engagement or Workshop Model: A structure to plan for students to do the work



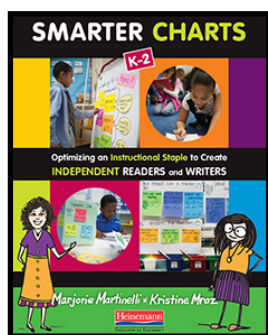
SCIRA 2018-2019 Conference Line-up

Fall 2018

Marjorie Martinelli



Smarter Charts



DATE: TBD (week night)
4pm to 8pm
Location: TBD

Marjorie Martinelli is coauthor—with Kristine Mraz—of Smarter Charts and the new Smarter Charts for Math, Science, and Social Studies.

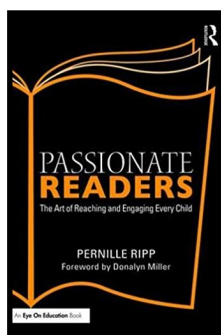
While in schools as consultants with the Reading and Writing Project, the teachers they've worked with have begged them to write a how-to book about the amazing charts they introduce to consulting classrooms. Smarter Charts was that guide, and Smarter Charts for Math, Science, and Social Studies extends that work across the teaching day.

Winter 2019

Pernille Ripp



Passionate Readers



DATE: TBD (Saturday)
8am to 12pm
Chippewa Middle School

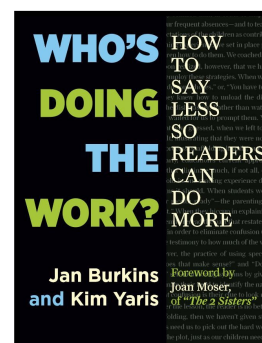
Pernille Ripp is an expert in literacy and technology integration and dedicates her research and practice to developing engaged and empowered students and communities. She is a teacher, speaker, author, and passionate advocate for education. She is the recipient of the 2015 ISTE *Award for Innovation in Global Collaboration*. In 2010, Pernille founded The Global Read Aloud, a global literacy initiative that began with a simple goal in mind: one book to connect the world.

Summer 2019

Jan Burkins & Kim Yaris



Who's Doing the Work



Friday, June 21st
8 am to 3 pm
Location: Holiday Inn

Jan Burkins and Kim Yaris are the writers and thinkers behind Burkins & Yaris—Think Tank for 21st Century Literacy, where their blog and their instructional resources have drawn a national audience and made them thought leaders in the field of literacy instruction.

In their role as literacy consultants, Jan Burkins and Kim Yaris work closely with schools and districts, facilitating staff development, conducting in-class demonstrations, and developing curriculum.