



EDVIEW 360 WEBINAR SERIES

Learning Is Not a Spectator Sport: Increasing Student Engagement

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Your Presenter

Dr. Anita Archer

- Author or REWARDS short-term intervention curriculum
- Educational Expert and Consultant to State Departments and School Districts on Explicit Instruction and Literacy
- Faculty Member at Three Universities
- Published Author
- Recipient of 10 Awards Honoring Her Excellence in Teaching and Contributions to Education



Mottos for Webinar

- Learning is not a Spectator Sport. Anita Archer
- Every day, in every class, every student is participating by **speaking, writing, or doing**. Anita Archer
- Everyone does Everything. Kevin Feldman

Active Participation During Webinar

Active Participation during Webinar

- Best Practices
- Short Choral Responses—muted
- Choral Reading—muted
- Hold-up—Fingers
- Written Responses—Paper or Chat Box
- Questions—Chat Box
- Take-Aways—Chat Box

Big Ideas

Frequent Responses—WHY?

What are the major benefits of increasing the frequency of responses in lessons?

Clear and Consistent Research Results:

Increases time on task

Increases academic achievement (Learning**)**

Decreases disruptive behaviors

Increases intensity of interventions

Research Review of 15 studies

Mac Suga-Gage & Simonsen, 2015

What would be an acceptable ratio of ALL responses and Individuals?

Guidelines for Opportunities to Respond

- 70% of responses unison (all say, write, do)
- 30 % individual responses (non-volunteers)

(Haydon, et al., 2010; Stevens & Rosenshine, 1981)

Opportunities to Respond—How Many

How many simple responses do effective teachers elicit in a a minute?

Guidelines for Response Rates—Current Research

(Mac Suga-Gage and Simonsen, 2015; Simonsen and Myers, 2015)

Effective teachers elicit:

Simple Responses

- Such as: unison choral responses, gesture, response cards
- 3 to 5 opportunities to respond per minute

More Complex Responses

- Such as: partner sharing, written answer, math problem
- At least 1 opportunity to respond per minute

VERY Complex or Involved Responses

- Such as: writing to prompt, completing experiment
- May provide only 1 opportunity to respond every 10 to 30 min.

Active Participation Strategies

Active Participation

Opportunities to Respond

Verbal Responses **Saying**

Written Responses **Writing**

Action Responses **Doing**

All Students Respond. When possible, use response procedures that engage all students.

Active Participation Procedures

Verbal Response Procedures

Choral
Partners
Teams
Individual
Discussion

Written Response Procedures

White Boards
Short Written Responses
Longer Written Responses

Action Response Procedures

Gestures
Facial Expressions

Hold-ups

- Whiteboards
- Hand Signals
- Response Cards
- Response Sheets

Inclusive Passage Reading

Silent Reading
Whisper Reading
Partner Reading
Team Reading
Choral Reading
Cloze Reading

Use of Technology

Computers --Tablets

Active Participation Essentials

What are the four Active Participation Essentials?

Essential #1: Request **frequent responses** from students.

Essential #2: Require **overt** responses.
Saying, Writing, Doing

Essential #3: Involve all students.
Everyone does Everything

Essential #4: **Structure** the active participation procedure.

Middle School—7th grade

English Language Arts—Vocabulary

REWARDS Secondary

Record Active Participation Procedures

Video Clip



Verbal Responses—*Saying* Structured Choral Responses

Verbal Responses—*Saying Structured Choral Responses*

- **When to use:**
- Use when answers are **short and the same**.
- Use when **rehearsal** of information is desired.

- **What is critical:**
- Provide a **signal or cue**
- Provide **thinking/preparation** time as needed

Verbal Responses—*Saying* Structured Partner Responses

Verbal Responses—*Saying Structured Partner Response*

When to use:

- Use when answers are **long or different**.
- Use when **cognitive processing** is necessary (paraphrasing, explaining elaborating, summarizing, comparing, evaluating).

What is critical:

- **Assign** the partners.
- Give students partner a designation (**1 or 2**, A or B)
- Have students **prepare** their answers.
- Teach ***Look, Lean, Whisper***
- Give **jobs** to both partners
- Change partners

Verbal Responses—*Saying* Individual Responses

Verbal Responses—*Saying Individual Responses*

When to use:

- To check individual's understanding.
- To have students report their written or partner responses.

What is critical:

- Establish a **no hands raised** environment.
 - Raise hands if you have a public question.
 - Raise hands if the teacher directs you to raise your hands
- **Partners First:** Have students share answers with their partners and then call on them. OR
- **Question First:** Ask the question and then call on an individual.
- **Call on non-volunteers.**
- If the group size is more than 4, utilize a **randomization tool**.

Verbal Responses—*Saying* Discussions

Verbal Responses—*Saying Discussions*

When to use:

- For class or small group discussion of content.

What is critical:

- Have a **well-prepared question** or prompt.
- Have students plan by writing down their **talking points**.
- Have students share their talking points with their **partners**.
- Provide **sentence starters (sentence stems)**.
- If class size is large, break into smaller discussion groups.

Hold-Ups

1. Hold-up Fingers
2. Hold-up Response Cards
3. Hold-up Response Sheet
4. Hold-up Specific Response Cards
5. Hold-up Response Sheets
6. Hold-up Pinch Cards
7. Hold-up Whiteboards

Retrieval Practice of Vocabulary

1. suffrage
2. majority
3. tariff
4. nullify
5. secede
6. bureaucracy

- when states left the United States
- more than 1/2 of the votes for a law
- extra tax paid on a import or export
- a government agency where non-elected people carry out government business
- to cancel an agreement
- right to vote

Another Procedure: Pinch Cards

Video Clip



Hold-Up—Response Cards

General Response Cards

Agree

Disagree

True

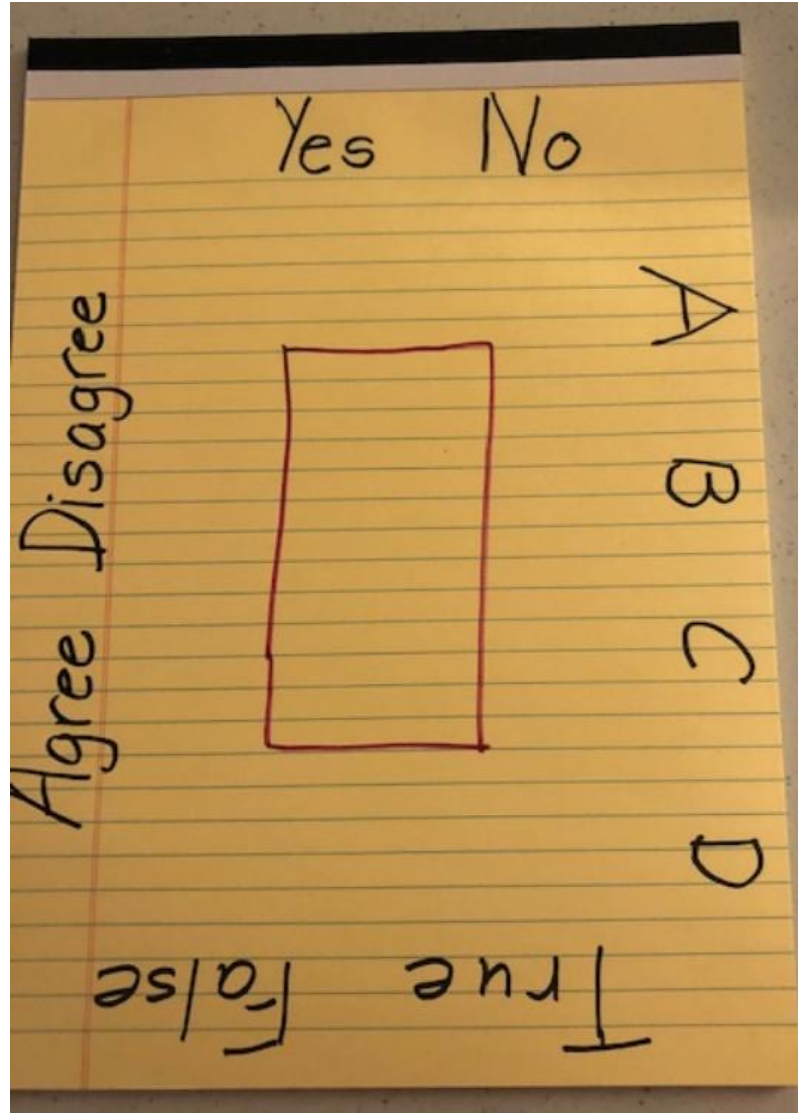
False

Yes

No

Add your own.

Hold-Up—Response Sheet



Hold-Up—Specific Academic Response Cards

Executive Branch

Legislative Branch

Judicial Branch

**Get ready to touch the Branch of the Federal Government.
Hold your card up when I say “SHOW ME.”**

When to use:

- Anytime the answers are short and the same.
- Quick review
- **Benefits:** You can hold all students accountable and monitor all students.

What is critical:

- Ask a clear question.
- Have students indicate the correct answer on their desks ... Not in the air.
- Monitor student responses.
- When adequate preparation time is given, say “Show me.”
- Provide feedback.

Written Responses— *Writing* White-Boards

- **Response Slates** (whiteboards)
 - Give directive
 - Have students write answers on individual whiteboards
 - When adequate response time has been given, have students display slates
 - Give feedback to students

Note: “Virtual white boards” can be created using heavy sheet protectors or plastic plates

Examples

- Math:** Write this number on your whiteboard.
Write fractions equal to one on your white board.
Solve this problem.
Draw this model.
- Spelling:** Write this spelling word on your whiteboard.
- Conventions:** Write the end punctuation for this sentence.
- Reading:** On the screen are the vocabulary terms for this week.
I will tell you about a term.
Write it on your whiteboard.
- Science:** List natural resources.
- Social Studies:** List continents. List European countries.

Activating Background Knowledge Retrieval Review—Using Whiteboards

This lesson was taught in a ninth-grade language arts class in preparation for reading *An Occurrence at Owl Creek Bridge*, a short story written about an event during the civil war.

Background knowledge was built by asking questions and providing feedback on information that was previously covered in American History.

An Occurrence at Owl Creek Bridge

- Ambrose Bierce
- 1890

When did the American Civil War occur?

1. 1840's
2. 1850's
3. 1860's
4. 1870's

When did the American Civil War occur?

1. 1840's
2. 1850's
3. **1860's**
4. 1870's

What were the Northern States called?

Union

What were the Southern States called?

Confederacy

These buildings would be associated with what organization?

fort

outpost

stockade

Army

Setting—Alabama

Is this a Southern or Northern state?

Southern State

Is this state part of the Union or Confederacy?

Confederacy

Grey uniforms were associated with which group?

Confederacy

Blue uniforms were associated with which group?

Union

Materials

- Whiteboards
- Paper
- Graph paper
- Graphic organizers
- Academic Journals
- Vocabulary logs
- Posters
- Computers
- Electronic tablets

Response Type

- Answers
- Preparation for sharing with a partner or team
- Sentence stems
- Notes on teacher’s explanations
- Notes on written text

Response Type

- Annotations (Circling, Underlining, Notes in Margin)
- Brainstorming
- Brain Drain
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

Short Answer Strategy

Strategy—Short Answer

Step 1: Read the item.

Step 2: Turn the Question into part of the answer and write it down.

Step 3: Think of the answer or locate the answer in the article.

Step 4: Complete your answer.

REWARDS PLUS

What is the major difference between *producers* and *consumers*?

(Written Answer) *The major difference between producers and consumers is that producers make their own food and consumers must eat plants and other animals for food.*

Sentence Stems

Procedure

1. T. Asks an oral question. OR
2. T/Ss. Read a question.
3. T. Provides a written sentence stem.
4. Ss. Copy the sentence stem and complete the sentence.
5. Ss. Read reread and check their sentences.
 - Does the sentence make sense?
 - Are the words spelled correctly?
 - Does the sentence begin with a capital letter?
 - Does the sentence end with a period?
 - Is the handwriting legible?
6. Ss. Read sentences to their partners and provide feedback.
7. T. Provides feedback.
 - Show an example sentence.
 - Shows one or two student examples using a document camera.

Sentence Stems

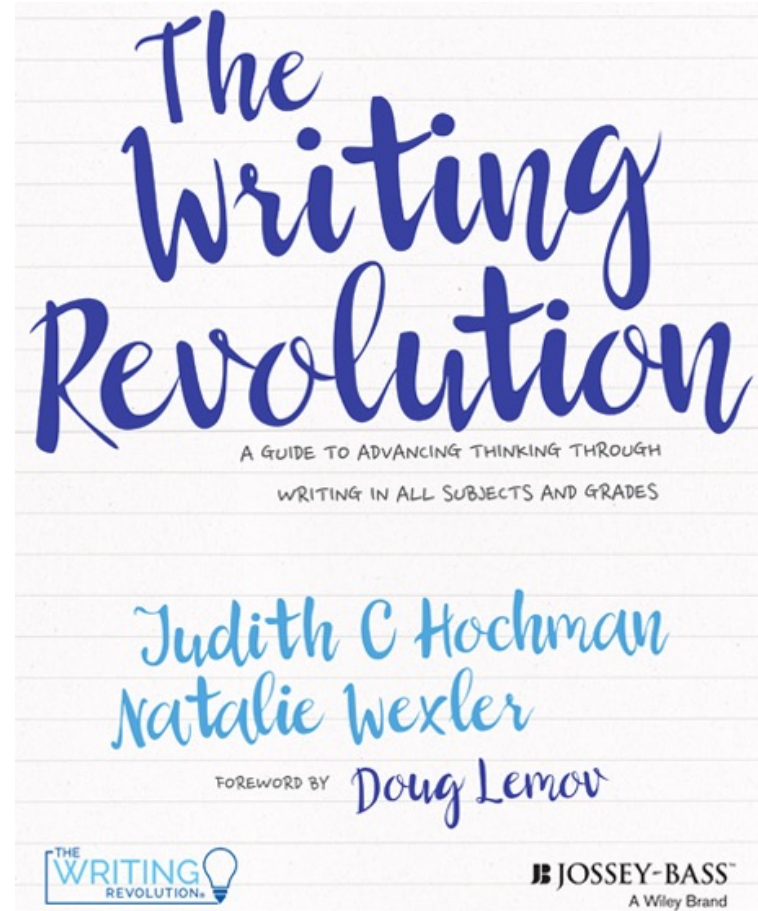
Did you ever wonder why Americans celebrate Labor Day? Labor Day is a day for Americans to **honor** working men and women. Long ago, workers didn't have it easy. They had to work very long hours. They never got a day off. They weren't paid fairly for their work. Even very young children worked in dangerous jobs!

Why do we celebrate Labor Day?

We celebrate Labor Day because ...

Recommended Book

Hochman, J. C. & Wexler, N. (2017)
*The Writing Revolution: A Guide to
Advancing Thinking Through Writing in
All Subjects and Grades.* Jossey-Bass.



Because, But, So Sentences with Conjunctions

- The Writing Revolution
- Page 40

Sentences with Conjunctions: *because, but, so*

The teacher was happy **because** the children listened carefully.

(Because explains WHY something is true.)

The teacher was happy, **but** the children wanted class to end.

(But indicates a change in direction.)

The teacher was happy, **so** the teacher praised the children.

(So tells us what happens as a result of something else.)

Because But So: *Wonders of the Night Sky* (page 281)

The Aurora Borealis is an amazing light show **because** ...

(Because explains WHY something is true.)

The Aurora Borealis is an amazing light show, **but** ...

(But indicates a change in direction.)

The Aurora Borealis is an amazing light show, **so** ...

(So tells us what happens as a result of something else.)

Because But So: *Wonders of the Night Sky* (page 281)

The Aurora Borealis is an amazing light show **because** electrical charges cause colorful bands of light.

*(Because explains **WHY** something is true.)*

The Aurora Borealis is an amazing light show, **but** it only occurs every few years.

*(But indicates a **change in direction**.)*

The Aurora Borealis is an amazing light show, **so** we should travel to the North Pole to observe “the northern lights.”

*(So tells us what happens as a **result of** something else.)*

Because But So

Kenya is an independent nation today **because** Kenya gained independence from Great Britain in 1963.

(Because explains WHY something is true.)

Kenya is an independent nation today, **but** there are still major conflicts in the nation due to different languages, histories, cultures, and traditions.

(But indicates a change in direction.)

Kenya is an independent nation today, **so** the court system can make important decisions. For example, the Supreme Court found that the August election was not held according to the law, **so** a new election will be held in October, 2017.

(So tells us what happens as a result of something else.)

Sentence Expansion

- REWARDS Writing: Sentence Refinement
- The Writing Revolution

Sentence Expansion

Expand each sentence using three of the following question words: ***who, what, when, where, why,*** and/or ***how.***

Start Sentence: *The children raced.*

When: *one spring day*

Where: *down the road*

Why: *celebrate the last day of the school year*

Create Sentence: *One spring day, the children ran down the road to celebrate the last day of the school year.*

Sentence Expansion

Example from *The Writing Revolution*

Expand the following sentence using the question words.

Start Sentence: Pyramids were built.

When: *ancient times*

Where: *Egypt*

Why: *protect body of deceased pharaoh*

Expanded Sentence: *In ancient times, pyramids were built in Egypt to protect the body of the deceased pharaoh.*

Sentence Expansion

Name _____ Date _____

Expand each sentence using three of the following question words: **who, what, when, where, why,** and/or **how.**

Start Sentence: Andrew Jackson and his American forces won.

What *The Battle of New Orleans*

When *January 8, 1815*

Why *wanted to keep British from seizing New Orleans and Louisiana Purchase*

Expanded Sentence:

On January 8, 1815, Andrew Jackson and his American forces won the Battle of New Orleans, stopping the British from invading and seizing New Orleans and the vast Louisiana Purchase.

Sentence Expansion

*Example created by Science Teacher, Anya Covarrubias
Based on Teaching Basic Writing Skills by Judith Hochman*

Expand each sentence using 3 of the following question words: **when**, **where**, and **how**.

Start Sentence: Carbon dioxide is produced during Cellular Respiration.

Where: *during the Krebs's Cycle*

When: *carbon chains are broken down*

How: *by bonding with oxygen molecules*

Expanded Sentence: *Carbon dioxide is produced during the Krebs's Cycle when carbon chains are broken down and bond with oxygen molecules.*

Sentence Combining

Sentence Combining

(Examples taken from ***REWARDS Writing—Sentence Refinement*** published by Voyager Sopris Learning)

Start: Linda grabbed a seat.

Add: Bobby grabbed a seat.

Add: The seats were adjoining.

Add: The seats were on the bus.

Add: The bus was crowded.

Create: _____

Sentence Combining

(Examples taken from ***REWARDS Writing—Sentence Refinement*** published by Voyager Sopris Learning)

Start: As the cubs grow fur, they spend periods of time outside the den.

Add: The fur is thicker.

Add: The periods of time are short.

Add: The den is warm.

Add: The den is protective.

Create: _____

Sentence Combining

(Examples taken from ***REWARDS Writing—Sentence Refinement*** published by Voyager Sopris Learning)

Start: Jared will finish shopping for school supplies.

Add: He will shop this afternoon.

Add: He will shop at the mall.

Create: _____

Sentence Combining

(Examples taken from ***REWARDS Writing—Sentence Refinement*** published by Voyager Sopris Learning)

Start: Everyone ate birthday cake.

Add: The birthday cake was chocolate.

Add: Everyone ate vanilla ice cream.

Add: Everyone ate candy.

Create: _____

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Grades 4–12

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Q & A

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Dr. Julie Klingerman

Reading Intervention in Middle School: Critical Steps for Success

Tuesday, May 17, 2022 | 4:00 p.m. (CT)

The evidence is compelling – early identification and intervention is key to providing the greatest opportunity to “close the gap” among struggling and successful readers. However, the stark reality is that many older students are reading below levels which enable them to comprehend grade level, and content-area texts.

Although an approach to intervention for older students may require some modifications, the components of explicit instruction, structured literacy, and ample opportunities to practice to fluency remain the cornerstone of good instruction. Join Dr. Julie Klingerman as she explores these facets of intervention unique to older students:

- How do the components of a structured literacy approach apply to older, struggling students?
- How can intervention be accelerated in both word recognition and language comprehension to prepare students for the rigors of content-area reading?

A photograph of a teacher with long dark hair, wearing a light blue button-down shirt, leaning over a desk to assist a young boy with dark hair wearing a blue t-shirt. They are both looking at a computer screen. In the background, other students are seated at desks with computers in a classroom setting.

Thank you!

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