Index

Accountability, 9–12
Actions, 39, 40f
Advanced Placement Course and Exam Descriptions (CED), 77, 184–185
Allensworth, E., 27
Anchor charts, 105f, 108, 151
Animosity, 32–33
Annotation, 153, 154–156
Anxiety, 203–206, 218–221, 227
AoW (article of the week), 80–81, 82–83f, 84–85, 143, 144–145
Apathy, 32–33
Argument
  overview, 12–13, 13f
  addressing problems with, 224
  benefits of, 104
  as earnest and amiable, 105–106, 105f, 108–112, 109f
  improving Pop-Up Debates, 118–122, 121f
  knowledge building, connection with, 67, 72–73, 80
  misconceptions about, 103–104
  need for, 104–108
  objectives and reading, 152
  Paraphrase Plus method for, 117, 125–127, 126f, 128
  parts of, 109–110
  pragma-dialectical model for, 129–130
  professional development about, 132
  quantity of, 113–117, 113f, 115f
  Refutation Two-Chance for, 127–128
  resources for, 115
  rules for, 130–131
  They Say, I Say method for, 124–125, 125f
  topics for, 112
  tracking of, 122–124, 123f
Argumentative icebreakers, 108–109, 109f
Argument-Centered Education, 116
Arthur, J., 125
Article of the week (AoW), 80–81, 82–83f, 84–85, 143, 144–145
Assumicide, 205
Attributional retraining interventions, 40–41
"Authentic Literacy Template," 147
Awkwardness, 215, 225

"Back to order" routines, 212
Beaton, Erica, 95–97, 139, 180
Beechum, N. O., 27
Behavior change, 39, 40f
Belonging Belief, 39–44, 40f
Benny the Irish Polyglot, 141
Big Picture Guide (BPG), 95, 96f
Birkenstein, Cathy, 125
Breakstone, J., 87
Buffett, Warren, 48, 139–140
Build Connections exercise, 51–52, 53f
Burning Questions of the Year (BQYs), 84–85, 100, 143, 156–157, 192

Cain, S., 207
Calling on students, 130, 219, 220, 222
Care, 29–33
Carnegie Corporation of New York report, 165–166
Case-Halferty, A., 125
Castano, Emanuele, 139
CED (Advanced Placement Course and Exam Descriptions), 77, 184–185

Note: Figures are indicated by *f* after the page number.

Cepeda, Esther, 166
"The Challenge That's Bigger Than Fake News" (McGrew et al.), 87
Checking for understanding, 156–157
Choice, 58
Choose-Your-Own-Adventure, 110–111
Choy, S., 138
The Citizenship Test, 97–98
Civics (History and Government) Questions for the Naturalization Test, 76
Claims, 109
Classroom cultures
  earnest and amiable argument and, 105f, 108–112, 109f
  Effort Belief and, 45–46
  feedback and, 226
  Pop-Up Debates and, 220
  reading and, 159
  speaking and, 206
Classroom management, 43
Clear, James, 39
Clipboards, 222
Clueless in Academe (Graff), 106
Coaching, 118–119, 218
Coding, 183–184
Cold call questioning, 88
College Board, 184–185
College completion and reading, 138
Comments on writing, 188
Commitment, 234
Communication
  of academic foundation for careers, 55–56, 56f
  of care, 30
  with parents/guardians, 41
  speaking/listening and, 206
  of utility of education, 54–55, 55f
  of value, 54, 56–57
Competence, 33–35
Complication, 16
Conferring, 186–187
Confidence building, 205–206
Confusion, embracing, 155
Conjuguemos, 87
Conley, David, 55, 168
Conley Challenge, 168
Connections, 30–32
Context, 79–80
Conversation Challenge, 209f, 212–216
Core Knowledge Sequence (Hirsch), 77
The Core Six (Perini, Dewing & Silver), 172
Council of Chief State School Officers (CSSO), 107
Counterclaims, 110
Coyle, Daniel, 50–51
Creation, identification compared, 92, 94f
Credibility of teachers
  overview, 28–29, 29f
  care and, 29–33
  competence and, 33–35
  passion and, 35–36
  takeaways about, 36–37
  undermining of, 37–38
Critical thinking, 73, 107
Cross talk, 118, 130
Culture of improvementism, 45–46
Cultures of error, 46
Curiosity, 78–79, 155–156

Daily warm-ups, 34–35, 88
Daniels, H., 43
Daniels, Smokey, 210
Debatable prompts, 113–114, 113f, 116
The Debatifier, 116
Debriefing, 226
Decoding, 71
Deeper Reading (Gallagher), 151
Delivery, addressing problems with, 224–225
Dewing, R., 172
Differences between individuals, 79

Digital conferring, 187
Distracting speaking tics, 216
Document-based questions, 193f, 194
Do Hard Things, 57–58, 58f
Do Hard Things (Harris and Harris), 57
Duckworth, Angela, 57
Duffy, Mike, 78
Duplicity, 32

Efficacy Belief, 47–51
Efficiency in grading, 191–194
Effort Belief, 44–47, 45f
Effortful engagement, 24
Ellis, Lindsay, 105, 129
Emotional issues, 112
Empathy, 139
Employment, 165, 166f, 174f
Empowerment, 90
Encouragement, 232
Encouraging a Sense of Belonging (Walton), 40–41
Engagement, 24
Enthusiasm for learning, 78–79
Errors as normal, 46
Everest climb, 1, 2f, 54, 231
Everest Island approaches, 4–5, 185
Everest sentences, 2–3, 3f, 18
Evidence, 109, 180
Exemplars, use of, 176
Expectancy-value theory, 51–52
Expectations, stress and, 10
Expertise, 36
Externalism, 48
Extroversion, 44
Extrovert ideal, 207
Eye contact, 30

Failure, feelings of, 8
Fake reading, 158
Faking, 35–36
Familiarity, 89, 165
Farrington, C. A., 27, 62
Feedback
  defined, 189
  grading and, 164, 188–197, 193f, 195f
  responsive instruction and, 225–226
  timing of, 198
  writing and, 173, 181–188
Filibusters, 38
Filming of self, 34, 36, 227–228
Fisher, Douglas, 72
Fletcher, Jennifer, 129
Flexible knowledge, 74f, 75
Flourish: A Visionary New Understanding of Happiness and Well-Being (Seligman), 6–7
Flourishing. *See* Long-term flourishing (LTF)
Focus, 16
"Four Questions to Ask While Planning" (Gallagher), 146
Framework for K–12 Science Education (NAS), 107
Fraud, feelings of, 8
Frey, Nancy, 72
Fulkerson, Richard, 105, 106, 111
Future selves, 43

Gallagher, Kelly, 72, 80, 144–145, 146, 151, 155
Games, 97–99
Genuine connections, 30–32
Gift, 235
Glossaries, 153
Goals for students, 24
Goldilocks teaching, 146
Grading
  article of the week, 144–145
  consistency in, 199–200
  defined, 189
  feedback and, 164, 188–197, 193f, 195f
  speaking/listening, 213
  writing and, 175, 182

Graff, Gerald, 16, 106, 125
Graph of the Week, 143
Gray, Peter, 48

Hard Thing Rule, 57
Harris, A., 57
Harris, B., 57
Hattie, John, 27, 72
Hendrick, C., 70, 73
Hillary, Edmund, 1, 2f
Hirsch, E. D., 72, 77
Hitler Test, 7
Hooks, 149–150
Hot button issues, 112
Housel, M., 140
Hulleman, Chris, 51–52

Icebreakers, 108–109, 109f
Identification, creation compared, 92, 94f
Identity, 39, 40f
Immediacy, practicality and, 6
Implementation intentions, 49
Improvementism, 45–46
Incidental learning, 80–81
Index cards, 41–43, 222
Individual differences, 79
Inflexible knowledge, 74f, 75, 76, 80
Inner scorecards, 48
Innovation, 16
In-person conferring, 186–187
Integrated lives, 32
Interleaved practice, 88–93, 91–95f
Internalism, 48
Introversion, 44, 207

Jaywalking, 97–98
Jobs, 165, 166f, 174f
Johnson, D. W., 27

Key Beliefs
  overview, 11f, 12, 21, 27–28
  Belonging, 39–44, 40f
  as contextual, 61–62
  Credibility Belief, 28–38, 29f
  Efficacy Belief, 47–51
  Effort Belief, 44–47, 45f
  navigating with, 61
  operationalizing, 60–61
  professional development about, 64
  reading and, 145–146, 159
  reason for, 25–27, 25f
  resources for, 27
  scheduling issues with working on, 58–59
  self-reflection about, 62
  Value Belief, 51–58, 53f, 55–56f
  writing and, 171
Keyes, T. S., 27
Kidd, David Comer, 139
Knowledge
  need for, 69–71
  objectives and reading, 152
  Pop-Up Debates requiring, 72–73
  reading comprehension and, 71–72
  sources to decide what to teach, 76–77
  types of, 73–75, 74f
Knowledge building
  overview, 12–13, 13f
  argument, connection with, 67, 72–73, 80
  games for, 97–99
  incidental learning and, 80–81
  interleaved practice and, 88–93, 91–95f
  meaningful context for, 79–80
  professional development about, 100–101
  reading for, 139–140
  resources for, 88
  retrieval practice and, 85–88
  spaced practice and, 93–97, 96f
  speaking/listening and, 216
  topic immersion and, 81, 84–85, 86f

Lateral reading, 87
Lavalier mics, 227

Learning, 89, 138–139
Learning techniques, 46–47
Lemov, Doug, 34, 46
Lesson planning, 33–34, 146, 177–178
Levers, Key Beliefs as, 12
Levitin, Daniel, 167, 190–191
Life of the mind, 167
Listening. *See* Speaking/listening
Literary fiction, 139
Lone Ranger approaches, 4–5
Long-term flourishing (LTF)
  overview, 5–7, 11–12, 11f
  argument and, 106
  Everest Island approaches and, 4–5
  improvementism and, 45–46
  Key Beliefs and, 25–26
  knowledge building and, 71, 72
  personal flourishing, 6–7
  reading and, 138, 141
  societal flourishing, 7
  speaking/listening and, 207
  teacher role in, 232
  writing and, 167–168
Lynn, Les, 116, 127

Mallory, George, 54
Marzano, Robert, 97
McCullough, David, 165
McEnerney, L., 104–105
McGrew, S., 87
Mechanics Instruction That Sticks (Stark), 88
Memory, 85–88, 167
Mental contrasting, 49
Modeling, 119, 154–158, 224
Mount Everest climb, 1, 2f, 54, 231

Nagaoka, J., 27
Names, use of, 32
National Academy of Sciences, 107
National Assessment of Educational Progress (NAEP) Report Card, 164–165
National Commission on Writing for America's Families, Schools, and Colleges, 165
National Governors Association Center for Best Practices (NGA), 107
Nation's Report Card, 164–165
Navy SEALS, 56–57, 188–189
Nervousness, 203–206, 218–221, 227
Newsela.com, 144
Noncognitive factors, 26–27
Norgay, Tenzing, 1, 2f

Oatley, Keith, 139
Olig, Norah, 199
The Organized Mind (Levitin), 167, 190–191
Ortega, T., 87
Outer scorecards, 48
Over-annotation, 156
Oyserman, Daphna, 18

Palmer, Erik, 34, 120, 205
Paraphrase Plus method, 117, 125–128, 126f
Partner quizzing, 87
Passion, 35–36
Patterns, 155
Peña, Matt de la, 232
Performance, stress and, 9–10, 9f
Perini, M., 172
PERMA framework, 6–7
Personal flourishing, 6–7
Personal stories, 35, 38
Point/no-point-style rubrics, 184–185
Poise, 34
Polished writing, 172f, 174
Pop-Up Debates
  overview, 114–116
  assigning sides for, 111–112
  background knowledge needed for, 72–73
  defined, 73
  grading, 213

groundwork for, 219–221
improvement techniques for, 118–122, 121f
participation, 119–120, 221–223
reading and, 157–158
rules for, 115f
skills to teach, 128
speaking/listening and, 209f, 216–221
Value Belief and, 52–54
See also Argument
Pop-up toasts, 217–218
Position-taking, 149–150
Positive identity index cards, 41–43
Practicality, immediacy and, 6
Pragma-dialectical model, 129–130
Praise, 45, 45f, 46, 119
Productive curiosity, 155–156
Professional development
argument and, 132
Key Beliefs and, 64
knowledge building and, 100–101
project-based approach to, 233–234
reading and, 161
speaking/listening and, 229
writing and, 199–200
Project-based approach, 233–234
Provasnik, S., 138
Provisional writing, 172–173, 172f, 175
Provocative questions, 149
Public speaking. *See* Speaking/listening
Purpose, clarity in, 3, 150–152, 151f
Purposeful annotation, 153, 154–156
Purpose-setting, 2–3
PVLEGS, 34, 120, 224–225
Pyramid of Writing Priorities, 172–175, 172f

Quickwrites, 122
Quiet, Susan (Cain), 207
Quizlet, 87, 98
Quizzes, 87, 89, 90f, 91, 98
Quote bombs, 180

Readable writing, 172f, 173–174
Readicide (Gallagher), 72
Readiness spectrum, 55–56, 56f
Reading
overview, 14–15, 14f
after reading techniques, 147f, 148, 157–158
before reading techniques, 147, 147f, 149–153, 151f
complexity increases and, 158–160
content mastery and, 140–141
during reading techniques, 147f, 148, 154–158
increasing amount of, 138–140, 143–145
Key Beliefs and, 145–146, 159
for learning, 138–139
need for, 138–140
professional development about, 161
quantification of amount of, 142–143, 142f, 161
resources for, 159
Reading comprehension, knowledge and, 71–72
Reasoning for argument, 109
Reduction, 16
Reflection, 33, 121, 226–228
Refutation Two-Chance, 127–128
Rehearsal loops, 167
"Relaxing while grading," 196–197
Remedial reading, 138
Responsive instruction, 177–178, 223–226, 223f
Results, 39, 40f
Retrieval practice, 85–88
Rhetoric, 129
Risk taking, 46
Roderick, M., 27
Role models, 50
Rooney, P., 138
Roots and shoots lists, 181–183
Rote knowledge, 74–75, 74f
Rubrics, 184–185, 193f, 214

Sacrifice, 8
Sankey, Patty, 100
Satisfice, 164, 190–191, 192
Scaffolding, 50–51
Schmoker, Mike, 10, 147, 166–167, 206
Schroeder, Alice, 48
SEALS, 56–57, 188–189
Seating charts, 43, 211–212
Self-efficacy. *See* Efficacy Belief
Self-reflection, 62 Stress, 9–10, 9f, 167
Seligman, Marty, 6–7
Seminal works, 16
Sen, A., 138
Sentence templates, 176–177
Short answer quizzes, 89, 90f
Shortest paths, 34
Signposting, 120–121, 121f
Silo speaking, 117
Silver, H., 172
Simon, Herbert, 164
Situational awareness, 70
Skull and crossbones lists, 178–180, 179f
Social anxiety, 203–206, 218–221, 227
Social skills, 139, 225
Societal flourishing, 7
Spaced practice, 93–97, 96f
Speaking/listening
  overview, 14–15, 14f
  Conversation Challenge for, 209f, 212–216
  documentation prohibiting speaking, 204
  increasing amount of, 208–218, 209f, 211f
  knowledge building and, 216
  need for, 205–207
  Pop-Up Debates for, 209f, 216–221
  professional development about, 229
  reflection and, 226–228
  resources for, 222
  responsive instruction and, 223–226, 223f
  Think-Pair-Share for, 208–212, 209f, 211f, 218–219
Speaking tics, 216
Spiraling of content, 95
Standards, 107
Stark, Doug, 88
Steineke, N., 43, 210
Stereotype threats, 41
Stopwatch use, 194–196, 195f
Storytelling, 35, 38
Stress, 9–10, 9f, 167
  See also Social anxiety
Stuart, Dean Lewis, 21, 77–78, 78f
Survival Mode, 9f, 10
Sweet spots, 50–51

"Take a stand," 149–150
Teaching Adolescents to Become Learners (Farrington et al.), 27
Teaching Arguments (Fletcher), 129
Teach Like a Champion (Lemov), 34, 46
"Template for authentic literacy," 147
Templates, 147, 176–177
Testing effect, 85
Texting, 206
They Say, I Say method, 124–125, 125f
Think-Pair-Share, 208–212, 209f, 211f, 218–219
"Three Key Questions," 151
Toasts, 217–218
Tobin, R., 138
Tone of voice, 46
Topic immersion, 81, 84–85, 86f
Tracking of arguments, 122–124, 123f
  See also Argument
Transition years, 40–41
Truth, 30

Turner, Kelly, 143
Two-paragraph templates, 124–125, 125f

Understanding, reading and writing and, 151, 151f, 156–157, 165
"Unemployment Rates and Earnings by Educational Attainment" (U.S. Bureau of Labor Statistics), 54–55, 55f
Unkillable questions, 152
U.S. Bureau of Labor Statistics, 54–55, 55f

Value Belief, 51–58, 53f, 55–56f
Vander Ark, Chris, 146
Videos, 34, 36, 149, 227–228, 235
Visible Learning for Teachers (Hattie), 27
Visible Learning study, 29
Vocabulary, 139–140, 153
Vocaroo, 187

Walton, Greg, 40–41
Warm-ups, 34–35, 88
"We are all about becoming" statement, 3, 3f
Williams, J. M., 104–105
Willingham, Daniel, 71, 72, 75–77, 80, 84, 107, 151, 197
Wineburg, S., 87
Wirt, J., 138
Wondering, 155–156
Wooden, John, 50
WOOP, 49
Worry, 167
  See also Social anxiety
"Write More, Grade Less" (Schmoker), 166–167
Writing
  overview, 14–15, 14f
  content mastery and, 169–171
  feedback and, 173, 181–188
  Key Beliefs and, 171
  need for, 163–168, 166f
  professional development about, 199–200
  Pyramid of Writing Priorities and, 172–175, 172f
  quality improvement techniques, 175–180, 179f
  quote bombs, 180
  reading and, 157
  resources for, 168
  speaking and, 206
Writing prompts, 171, 199
Yerkes-Dodson curve, 9–10, 9f

Zone of proximal development, 50–51