

References and Recommended Readings

- Achebe, C. (1958). *Things fall apart*. New York, NY: Random House.
- Adler, M., & Van Doren, C. (1940). *How to read a book: The classic guide to intelligent reading*. New York, NY: Simon & Schuster.
- Adriaanse, M. A., Oettingen, G., Gollwitzer, P. M., Hennes, E. P., de Ridder, D. T. D., & de Wit, J. B. F. (2010). When planning is not enough: Fighting unhealthy snacking habits by mental contrasting with implementation intentions. *European Journal of Psychology*, 40, 1277–1293. doi:10.1002/ejssp.703
- Agrawal, S., & Hastings, M. (2015). Lack of teacher engagement linked to 2.3 million missed work days. *Gallup*. Retrieved from <http://www.gallup.com/poll/180455/lack-teacher-engagement-linked-million-missed-workdays.aspx>
- Amicable. (2018). *Oxford Dictionaries*. Retrieved from <https://en.oxforddictionaries.com/definition/amicable>
- Arthur, J. & Case-Halferty, A. (2008). Review of Graff and Birkenstein, *They Say/I Say*. *Composition Forum*. Retrieved from <http://compositionforum.com/issue/18/they-say-i-say-review.php>
- Barker, E. (2015). A Navy SEAL explains 8 secrets to grit and resilience. *Barking Up the Wrong Tree*. Retrieved from <http://www.bakadesuyo.com/2015/01/grit/>
- Beaton, E. L. (2015). Five steps to memorizing the “big picture” of US history. *EricaLeeBeaton.com*. Retrieved from <http://www.ericaleebeaton.com/five-steps-to-memorizing-the-big-picture-of-us-history/>
- Beaton, E. L. (2016). I’ve been thinking a lot lately about Savannah. *EricaLeeBeaton.com*. Retrieved from <http://www.ericaleebeaton.com/ive-been-thinking-a-lot-lately-about-savannah/>
- Beers, K., & Probst, R. (2013). *Notice and note: Strategies for close reading*. Portsmouth, NH: Heinemann.
- Bjork, R. A., & Koriat, A. (2005). Illusions of competence in monitoring one’s knowledge during study. *National Center for Biotechnology Information*, 31, 187–194. doi:10.1037/0278-7393.31.2.187
- Blad, E. (2016). Mindset a key factor in student success. *Education Week*, 35(37). Retrieved from <https://www.edweek.org/ew/articles/2016/08/03/mindset-a-key-factor-in-student-success.html>
- Blad, E. (2017). The unexpected reason some students procrastinate. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/rulesforengagement/2017/08/why_students_procrastinate-self-handicapping.html
- Brennan, E. (2017, March 20). *No imposters among this Sweet 16*. Retrieved from http://www.espn.com/mens-college-basketball/story/_/id/18956871/no-mistakes-sweet-16-2017-ncaa-tournament
- Briceno, E. (2012). *The power of belief: Mindset and success* [Video]. Retrieved from <https://www.youtube.com/watch?v=pN34FNbOKXc>

- Britton, J. (1983). Writing and the story of the world. In B. M. Kroll & C. G. Wells (Eds.), *Explorations in the development of writing: Theory, research, and practice* (pp. 3–30). New York, NY: Wiley.
- Brown, P., Roediger III, H., & McDaniel, M. (2014). *Make it stick: The science of successful learning*. Boston, MA: Bellknap Press.
- Brunner, J. (1960). *The process of education*. Cambridge, MA: The President and Fellows of Harvard College.
- Bryson, B. (2003). *A short history of nearly everything*. New York, NY: Broadway Books.
- Burke, J. (2003). *Writing reminders: Tools, tips, and techniques*. Portsmouth, NH: Heinemann.
- Burke, J. (2018). *The 6 academic writing assignments: Designing the user's journey*. Portsmouth, NH: Heinemann.
- Burke, J., & Gilmore, B. (2015). *Academic moves for college and career readiness, grades 6–12: 15 must-have skills every student needs to achieve*. Thousand Oaks, CA: Corwin.
- Cain, S. (2013). *Quiet: The power of introverts in a world that can't stop talking*. New York, NY: Broadway Paperbacks.
- Cain, S., Mone, G., & Moroz, E. (2017). *Quiet power: The secret strengths of introverted kids*. New York, NY: Puffin Books.
- Calkins, L., Ehrenworth, M., & Taranto, A. (2013). *The research-based argument essay: Argument, grade 4, unit 4*. Portsmouth, NH: Heinemann.
- Carey, B. (2015). *How we learn: The surprising truth about when, where, and why it happens*. New York, NY: Random House.
- Carty, J., & Wooden, J. (2005). *Coach Wooden's pyramid of success*. Grand Rapids, MI: Revell.
- Cepeda, E. (2012). The writing's on the wall in lack of writing proficiency. *Bakersfield.com*. Retrieved from http://www.bakersfield.com/opinion/esther-cepeda-the-writing-s-on-the-wall-in-lack/article_86397b49-0fac-56a3-beeb-c3c38a836414.html
- Character Lab. (n.d.). Social/emotional intelligence. *Character Lab*. Retrieved from <https://characterlab.org/tools/social-emotional-intelligence>
- Clear, J. (2015). *Surprising power of small habits* [Video]. Retrieved from <http://jamesclear.com/keynote-speaker>
- Cole, B. (2003). David McCullough interview: The title always comes last. *National Endowment for the Humanities*. Retrieved from <https://www.neh.gov/about/awards/jefferson-lecture/david-mccullough-interview>
- The College Board. (2004). *Writing: A ticket to work . . . or a ticket out*. New York, NY: Author.
- The College Board. (2017a). *AP world history course and exam description*. New York, NY: Author. Retrieved from <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>
- The College Board. (2017b). *Rubrics for AP histories*. New York, NY: Author. Retrieved from <https://apcentral.collegeboard.org/pdf/rubrics-ap-histories.pdf>

- Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York, NY: HarperCollins.
- Conley, D. T. (2007). The challenge of college readiness. *Educational Leadership*, 64, 23–29. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200704_conley.pdf
- Conley, D. T. (2012). A complete definition of college and career readiness. *Educational Policy Improvement Center*. Retrieved from http://www.avid.org/dl/eve_natcon/nc12_four_keys_handout2.pdf
- Conley, D. T. (2014). *Getting ready for college, careers, and the Common Core: What every educator needs to know*. San Francisco, CA: Jossey-Bass.
- Conley, D. T. (2015). *Renaming noncognitive skills to emphasize success*. Retrieved October 04, 2016, from http://blogs.edweek.org/edweek/learning_deeply/2015/08/whats_in_a_name_redux_how_about_success_skills.html
- Core Knowledge Foundation. (2013). *Core knowledge sequence: Content and skill guidelines for grades K–8*. Charlottesville, VA: Author. Retrieved from https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2016/09/CKF_Sequence_Rev.pdf
- Coyle, D. (2012). *The little book of talent: 52 tips for improving your skills*. New York, NY: Bantam Books.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Federation of Teachers*. Retrieved from <https://www.aft.org/sites/default/files/periodicals/cunningham.pdf>
- Daniels, H., & Steineke, N. (2014). *Teaching the social skills of academic interaction: Step-by-step lessons for respect, responsibility, and results*. Thousand Oaks, CA: Corwin.
- Dominguez, C., McMillan, G., Vidulich, M., & Vogel, E. (1994). Situation awareness: Papers and annotated bibliography [Abstract]. *Defense Technical Information Center*. (Accession No. ADA248752).
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, NY: Scribner.
- Duckworth, A. L., Grant, H., Loew, B., Oettingen, C., & Gollwitzer, P. M. (2011). Self-regulation strategies improve self-discipline in adolescents: Benefits of mental contrasting and implementation intentions. *Education Psychology*, 31, 17–26. <https://dx.doi.org/10.1080/01443410.2010.506003>
- Dweck, C. S. (2007). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- Earnest. (2018). *Oxford Dictionaries*. Retrieved from <https://en.oxforddictionaries.com/definition/earnest>
- Easton, J. Q., Johnson, E., & Sartain, L. (2017). *The predictive power of ninth-grade GPA*. Chicago, IL: University of Chicago Consortium on School Research.
- Ehrlich, S. B., Farrington, C. A., Heath, R. D., & Nagaoka, J. (2015). *Foundations for young adult success: A developmental framework*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/Documents/Foundations-for-Young-Adult-Success.pdf>

- EL Education. (2015). *Dr. Camille Farrington keynote EL Education National Conference 2015* [Video]. Retrieved from <https://vimeo.com/144690888>
- Ellis, L. M. (2015). A critique of the ubiquity of the Toulmin model in argumentative writing instruction in the U.S.A. In F. van Eemeren & B. Garssen (Eds.), *Scrutinizing argumentation in practice* (pp. 201–213). doi:10.1075/aic.9.11ell
- Ericsson, A., & Pool, R. (2016). *Peak: Secrets from the new science of expertise*. New York, NY: Houghton Mifflin Harcourt.
- Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago, IL: University of Chicago Consortium on Chicago School Research.
- Fisher, D., & Frey, N. (2013) *Rigorous reading: Five access points for comprehending complex texts*. Thousand Oaks, CA: Corwin.
- Fisher, D., & Frey, N. (2015). *Text-dependent questions: Pathways to close and critical reading, grades 6–12*. Thousand Oaks, CA: Corwin.
- Fisher, D., Frey, N., & Hattie, J. (2016a). Surface, deep, and transfer? Considering the role of content literacy instructional strategies. *Wiley Online Library*, 60(5), 567–575. doi:10.1002/jaal.576
- Fisher, D., Frey, N., & Hattie, J. (2016b). *Visible learning for literacy, grades K–12: Implementing the practices that work best to accelerate student learning*. Thousand Oaks, CA: Corwin.
- Fletcher, J. (2015). *Teaching arguments: Rhetorical comprehension, critique, and response*. Portland, ME: Stenhouse.
- Fredricksen, J., Smith, M., & Wilhelm, J. (2012). *Oh, yeah?!: Putting argument to work both in school and out*. Portsmouth, NH: Heinemann.
- Fulkerson, R. (1996). *Teaching the argument in writing*. Urbana, IL: National Council of Teachers.
- Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4–12*. Portland, ME: Stenhouse.
- Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts*. Portland, ME: Stenhouse.
- Gallagher, K. (2015). *In the best interest of students: Staying true to what works in the ELA classroom*. Portland, ME: Stenhouse.
- Gallo, C. (2015). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. New York, NY: St. Martin's Griffin.
- Gewertz, C. (2017). Who gets hurt when high school diplomas are not created equal? *Education Week*. Retrieved from http://blogs.edweek.org/edweek/high_school_and_beyond/2017/08/who_gets_hurt_when_high_school_diplomas_are_not_created_equal.html
- Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Little, Brown and Company.
- Glover, M., & Keene, E. O. (2015). *The teacher you want to be: Essays about children, learning, and teaching*. Portsmouth, NH: Heinemann.

- Godin, S. (2013). People like us do things like this. *Seth's Blog*. Retrieved from http://sethgodin.typepad.com/seths_blog/2013/07/people-like-us-do-stuff-like-this.html
- Gordon, B. (2017). *No more fake reading: Merging the classics with independent reading to create joyful, lifelong readers*. Thousand Oaks, CA: Corwin.
- Graff, G. (2001). Hidden intellectualism. *Pedagogy*, 1(1), 21–36. Retrieved from <https://muse.jhu.edu/article/26320>
- Graff, G. (2003). *Clueless in academe: How schooling obscures the life of the mind*. New Haven, CT: Yale University Press.
- Graff, G. (2009, January 13). "It's time to end 'courseocentrism.'" Retrieved from <https://www.insidehighered.com/views/2009/01/13/its-time-end-courseocentrism>
- Graff, G., & Birkenstein, C. (2014). *They say, I say: The moves that matter in academic writing*. New York, NY: W. W. Norton & Company.
- Graff, G., & Birkenstein, C. (2017). *They say, I say: The moves that matter in academic writing*. Paper presented at the invitation of the Chippewa River Writing Project, Mount Pleasant, MI.
- Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education. Retrieved from https://www.carnegie.org/media/filer_public/3c/f5/3cf58727-34f4-4140-a014-723a00ac56f7/ccny_report_2007_writing.pdf
- Gray, P. (2010). The decline of play and rise in children's mental disorders: There's a reason kids are more anxious and depressed than ever. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/freedom-learn/201001/the-decline-play-and-rise-in-childrens-mental-disorders>
- Gross-Loh, C. (2016). How praise became a consolation prize. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2016/12/how-praise-became-a-consolation-prize/510845/>
- Halvorson, H. G. (2012). *Nine things successful people do differently*. Boston, MA: Harvard Business Review Press.
- Hamm, T. (2008). The difference between a job and a career. *The Simple Dollar*. Retrieved from <http://www.thesimpledollar.com/the-difference-between-a-job-and-a-career/>
- Harris, A., & Harris, B. (2008). *Do hard things: A Teenage rebellion against low expectations*. Colorado Springs, CO: Multnomah Books.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
- Heckman, J. J., Humphries, J. E., & Kautz, T. (2014). *The myth of achievement tests: The GED and the role of character in American life*. Chicago, IL: University of Chicago Press.
- Hendrick, C. (2016). Why schools shouldn't teach critical thinking. *The Week*. Retrieved from <http://theweek.com/articles/665551/why-schools-shouldnt-teach-critical-thinking>

- Hirsch, E. D., Kett, J. F., & Trefil, J. (2002). *The new dictionary of cultural literacy: What every American needs to know*. New York, NY: Houghton Mifflin.
- Hirsch Jr., E. D. (2006a). Building knowledge: The case for bringing content into the language arts block and for a knowledge-rich curriculum core for all children. *American Federation of Teachers*. Retrieved from <https://www.aft.org/periodical/american-educator/spring-2006/building-knowledge>
- Hirsch Jr., E. D. (2006b). *The knowledge deficit: Closing the shocking education gap for American children*. New York, NY: Houghton Mifflin.
- Hirsch Jr., E. D. (2016). *Why knowledge matters: Rescuing our children from failed educational theories*. Cambridge, MA: Harvard Education Press.
- Housel, M. (2014). The peculiar habits of successful people. *USA Today*. Retrieved from <https://www.usatoday.com/story/money/personalfinance/2014/08/24/peculiar-habits-of-successful-people/14447531/>
- Hulleman, C. (2015). I could be changing the world right now, but instead I'm solving for X: Finding value in classwork and why it matters. *Medium*. Retrieved from <https://medium.com/@chris.hulleman/i-could-be-changing-the-world-right-now-but-instead-i-m-solving-for-x-599b7ce7e4a3>
- Hulleman, C. S., & Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. *Science*, 326, 1410. doi:10.1126/science.1177067
- Irvin, J. L. (2017). The role of content knowledge in reading comprehension. *The Exchange*, 29(2), 2–4. Retrieved from http://www.secondaryreadinginterestgroup.com/uploads/5/9/5/5/59552319/the_exchange_spr2017.pdf
- Johnston, H. (2012). *The spiral curriculum*. Tampa, FL: Education Partnerships.
- Kidd, D. C., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science*, 342(6156), 377–380. doi:10.1126/science.1239918
- Killian, S. (2017). Teacher credibility: Why it matters and how to build it. *The Australian Society for Evidence-Based Teaching*. Retrieved from <http://www.evidencebasedteaching.org.au/teacher-credibility/>
- Kittle, P. (2008). *Write beside them: Risk, voice, and clarity in high school writing*. Portsmouth, NH: Heinemann.
- Kittle, P. (2010, March 15). *Why students don't read what is assigned in class* [Video]. Retrieved from <https://www.youtube.com/watch?v=gokm9RUr4ME>
- Kittle, P. (2013). *Book love: Developing depth, stamina, and passion in adolescent readers*. Portsmouth, NH: Heinemann.
- Kraft, M. A., & Rogers, T. (2014). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Harvard Kennedy School*. Retrieved from https://scholar.harvard.edu/files/mkraft/files/kraft_rogers_teacher-parent_communication_hks_working_paper.pdf
- Lemov, D. (2014). *Teach like a champion 2.0: 62 Techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
- Lent, R. C. (2015). *This is disciplinary literacy: Reading, writing, thinking, and doing, content area by content area*. Thousand Oaks, CA: Corwin.

- Lesesne, T. (2010). *Reading ladders: Leading students from where they are to where we'd like them to be*. Portsmouth, NH: Heinemann.
- Levitin, D. J. (2015). *The organized mind: Thinking straight in the age of information overload*. New York, NY: Plume.
- Lyman, F. (1981). *The responsive classroom discussion: The inclusion of ALL students*. College Park: University of Maryland.
- Lynn, L. (2017a) Claims and counter-claims for use with the refutation two-chance activity. *Argument-Centered Education*. Retrieved from <http://argumentcenterededucation.com/2017/02/15/claims-and-counter-claims-for-use-with-the-refutation-two-chance-activity/>
- Lynn, L. (2017b). Shaping arguments and the superhero square-off: Batman vs. Superman. *Argument-Centered Education*. Retrieved from <http://argumentcenterededucation.com/shaping-arguments-and-the-superhero-square-off-batman-vs-spiderman/>
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.
- Marzano, R. J. (2009). The art and science of teaching: Six steps to better vocabulary instruction. *Educational Leadership*, 67, 83–84. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx>
- McGrew, S., Ortega, T., Breakstone, J., & Wineburg, S. (2017). The challenge that's bigger than fake news: Civic reasoning in a social media environment. *American Federation of Teachers*. Retrieved from https://www.aft.org/ae/fall2017/mcgrew_ortega_breakstone_wineburg
- McKeown, G. (2014). *Essentialism: The disciplined pursuit of less*. New York, NY: Crown Business.
- Merton, R. K. (1968). The Matthew effect in science: The reward and communication systems of science are considered. *Science*, 159(3810), 56–63. Retrieved from <http://www.garfield.library.upenn.edu/merton/matthew1.pdf>
- Miller, J. (2006). *Cross-x: The amazing true story of how the most unlikely team from the most unlikely of places overcame staggering obstacles at home and at school to challenge the debate community on race, power, and education*. New York, NY: Farrar, Straus and Giroux.
- Mindset Kit. (2015). Praise the process, not the person. *The Project for Education Research that Scales*. Retrieved from <https://www.mindsetkit.org/topics/praise-process-not-person>
- NACE Staff. (2016). The attributes employers seek on a candidate's resume. *National Association of Colleges and Employers*. Retrieved from <http://www.nacweb.org/talent-acquisition/candidate-selection/the-attributes-employers-seek-on-a-candidates-resume/>
- National Academy of Sciences. (2012). *A framework for K–12 science education*. Retrieved from <http://www.nextgenscience.org/next-generation-science-standards>
- National Center for Education Statistics. (2008). *Fast facts: Graduation rates*. Retrieved October 8, 2016, from <https://nces.ed.gov/fastfacts/display.asp?id=40>

- National Center for Education Statistics (2012). *The nation's report card: Writing 2011* (NCES 2012–470). Washington, DC: Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://nces.ed.gov/nationsreportcard/pdf/main2011/2012470.pdf>
- National Commission on Writing for America's Families, Schools, and Colleges. (2004). *Writing: A ticket to work . . . or a ticket out*. New York, NY: College Entrance Examination Board.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010a). *Common core state standards for mathematics*. Washington, DC: Author.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010b). *Common core state standards in English language arts and literacy*. Washington, DC: Author.
- Oakley, B. (2014). *A mind for numbers: How to excel at math and science (even if you flunked algebra)*. New York, NY: Penguin Group.
- Oatley, K. (2011). *Such stuff as dreams: The psychology of fiction*. Hoboken, NJ: Wiley.
- Oettingen, G. (2014). *Rethinking positive thinking: Inside the new science of motivation*. New York, NY: Penguin Random House.
- Oettingen, G., Mayer, D., Sevincer, A. T., Stephens, E. J., Pak, H., & Hagenah, M. (2009). Mental contrasting and goal commitment: The mediating role of energization. *Personality and Social Psychology Bulletin*, 35, 608–622. doi:10.1177/0146167208330856
- Oyserman, D. (2015). *Pathways to success through identity-based motivation*. New York, NY: Oxford University Press.
- Palmer, E. (2011). *Well spoken: Teaching speaking to all students*. Portland, ME: Stenhouse.
- Palmer, E. (2014). The forgotten language arts: Addressing listening & speaking. *Voices From the Middle*, 22(1), 70–73.
- Palmer, E. (2016). *Good thinking: Teaching argument, persuasion, and reasoning*. Portland, ME: Stenhouse.
- Palmer, E. (2017). *Own any occasion: Mastering the art of speaking and presenting*. Alexandria, VA: Association for Talent Development.
- Palmer, E. (n.d.). *Effective communication with Erik Palmer* [Video]. Retrieved from https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/common/videoPlayer/index.html
- Perini, M., Dewing, R., & Silver, H. (2012). *The core six: Essential strategies for achieving excellence with the Common Core*. Alexandria, VA: ASCD.
- Pfeffer, J., & Sutton, R. (2000). *The knowing-doing gap: How smart companies turn knowledge into action*. Boston, MA: Harvard Business School Press.
- Pink, D. H. (2009). *Drive: The surprising truth about what motivates us*. New York, NY: Riverhead Books.
- Robb, L. (2014). *Vocabulary is comprehension: Getting to the root of text complexity*. Thousand Oaks, CA: Corwin.
- Rotherham, A. J., & Willingham, D. (2009). 21st century skills: The challenges ahead. *ASCD*, 67, 16–21. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/21st-Century-Skills@-The-Challenges-Ahead.aspx>

- Sacks, A. (2014). *Whole novels for the whole class: A student-centered approach*. San Francisco, CA: Jossey-Bass.
- Schmoker, M. (1999). *Results: The key to continuous school improvement* (2nd ed.). Alexandria, VA: ASCD.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.
- Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: ASCD.
- Schmoker, M. (n.d.). Write more, grade less. *Mike Schmoker*. Retrieved from <http://mikeschmoker.com/write-more.html>
- Schroeder, A. (2009). *The snowball: Warren Buffett and the business of life*. New York, NY: Bantam Books.
- Scutti, S. (2017). Yes, sitting too long can kill you, even if you exercise. *CNN.com*. Retrieved from <https://www.cnn.com/2017/09/11/health/sitting-increases-risk-of-death-study/index.html>
- Seligman, M. (2012). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.
- Sparks, S. (2018). For teenagers, praising “effort” may not promote a growth mindset. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/inside-school-research/2018/03/praising_effort_teenagers_growth_mindset.html
- Stanford Graduate School of Business. (2012, May 10). *Encouraging a sense of belonging* [Video]. Retrieved from <https://www.youtube.com/watch?v=—9xzUxOxpU>
- Stark, D. (2017). *Mechanics instruction that sticks: Using simple warm-ups to improve student writing*. Cedar Springs, MI: Dave Stuart Consulting.
- Stuart Jr., D. (2014). *A non-freaked-out guide to teaching the common core: Using the 32 literacy anchor standards to develop college- and career-ready students*. San Francisco, CA: Jossey-Bass.
- Stuart Jr., D. (2016). How long do you spend grading articles of the week? *DaveStuartJr.com*. Retrieved from <http://www.davestuartjr.com/grading-articles-of-the-week/>
- Tough, P. (2013). *How children succeed: Grit, curiosity, and the hidden power of character*. New York, NY: Houghton Mifflin Harcourt.
- Tough, P. (2016). *Helping children succeed: What works and why*. New York, NY: Houghton Mifflin Harcourt.
- Toulmin, S. E. (1958). *The uses of argument*. New York, NY: Cambridge University Press.
- Tucker, M. (2017). Getting social and emotional learning right. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/top_performers/2017/07/getting_social_and_emotional_learning_right.html
- Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. New York, NY: Penguin Random House.
- U.S. Citizenship and Immigration Services. (Jan 2017). *Civics (history and government) questions for the naturalization test*. Retrieved from <https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf>

- U.S. Department of Education, National Center for Education Statistics. (2014). *Teacher attrition and mobility: Results from the 2012–13 Teacher Follow-Up Survey* (NCES 2014-077). Retrieved from <http://nces.ed.gov/pubs2014/2014077.pdf>
- Visible Learning Partnership. (2017). 250+ Influences on student achievement. *Visible Learning Plus*. Retrieved from <http://visiblelearningplus.com/sites/default/files/250%20Influences%20Final.pdf>
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Walker, T. D. (2016). The ticking clock of teacher burnout. *The Atlantic*. Retrieved from <https://www.theatlantic.com/education/archive/2016/09/the-ticking-clock-of-us-teacher-burnout/502253/>
- Walton, G. (2012). *Encouraging a sense of belonging* [Video]. Retrieved from <https://www.youtube.com/watch?v=-9xzUxOxpU>
- Wilcox, L. (2017). Top 5 strategies for motivating students. *LukeWilcox.org*. Retrieved from www.lukewilcox.org/blog/2017/6/6/top-5-strategies-for-motivating-students
- Will, M. (2017). Educators are more stressed at work than average people, survey finds. *Education Week Teacher*. Retrieved from http://blogs.edweek.org/teachers/teaching_now/2017/10/educator_stress_aft_bat.html
- Williams, J. M., & McEnerney, L. (n.d.). *Writing in college: A short guide to college writing*. Retrieved from <https://writing-program.uchicago.edu/undergrads/wic1highschool>
- Willingham, D. T. (2002). Inflexible knowledge: The first step to expertise. *American Educator*. Retrieved from <http://www.math.uri.edu/~eaton/HowDoWeLearn.pdf>
- Willingham, D. T. (2006a). Knowledge in the classroom. *American Federation of Teachers*. Retrieved from <https://www.aft.org/periodical/american-educator/spring-2006/knowledge-classroom>
- Willingham, D. T. (2006b). The usefulness of brief instruction in reading comprehension strategies. *American Federation of Teachers*. Retrieved from <https://www.aft.org/sites/default/files/periodicals/CogSci.pdf>
- Willingham, D. T. (2007). Critical thinking: Why is it so hard to teach? *American Educator*, 8–19. Retrieved from http://www.aft.org/sites/default/files/periodicals/Crit_Thinking.pdf
- Willingham, D. T. (2009). Reading is not a skill—and why this is a problem for the Draft National Standards. *The Washington Post*. Retrieved from <http://voices.washingtonpost.com/answer-sheet/daniel-willingham/willingham-reading-is-not-a-sk.html>
- Willingham, D. T. (2010). Have technology and multitasking rewired how students learn? *American Educator*, 34, 23–28. Retrieved from <http://files.eric.ed.gov/fulltext/EJ889151.pdf>
- Willingham, D. T. (2017). You still need your brain. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/05/19/opinion/sunday/you-still-need-your-brain.html?mcubz=2>

- Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016). Evaluating information: The cornerstone of civic online reasoning. *Stanford Digital Repository*. Retrieved from <https://purl.stanford.edu/fv751yt5934>
- Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., & Tobin, R. (2004). *The condition of education 2004* (NCES 2004-077). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs2004/2004077.pdf>