

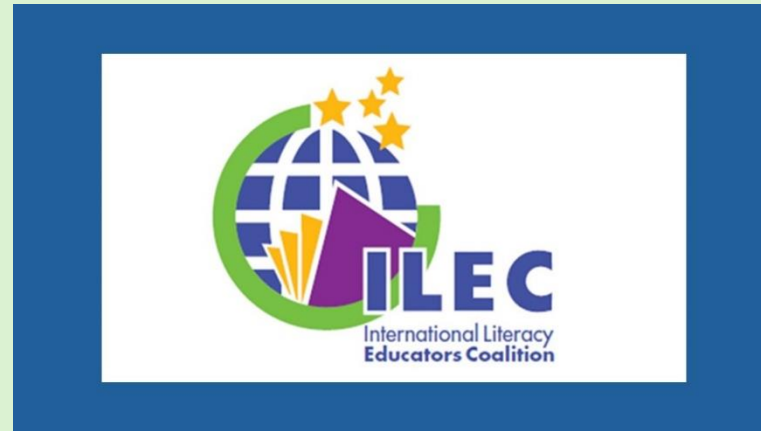


Emotions, Stress, and Learning to Read



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www.ILEC-Reading.com



The Reading Instruction Show

podcasts and YouTube videos

Dr. Andy Johnson



www.teaching-reading.com

Expert teachers have four kinds of knowledge

1. content knowledge – (know about reading)

2. pedagogical knowledge – (general teaching strategies – discovery learning, question-discussions)

3. pedagogical content knowledge – (specific content strategies, strategies for teaching reading)

4. knowledge of learners and learning – (human development, how humans learn, emotions)

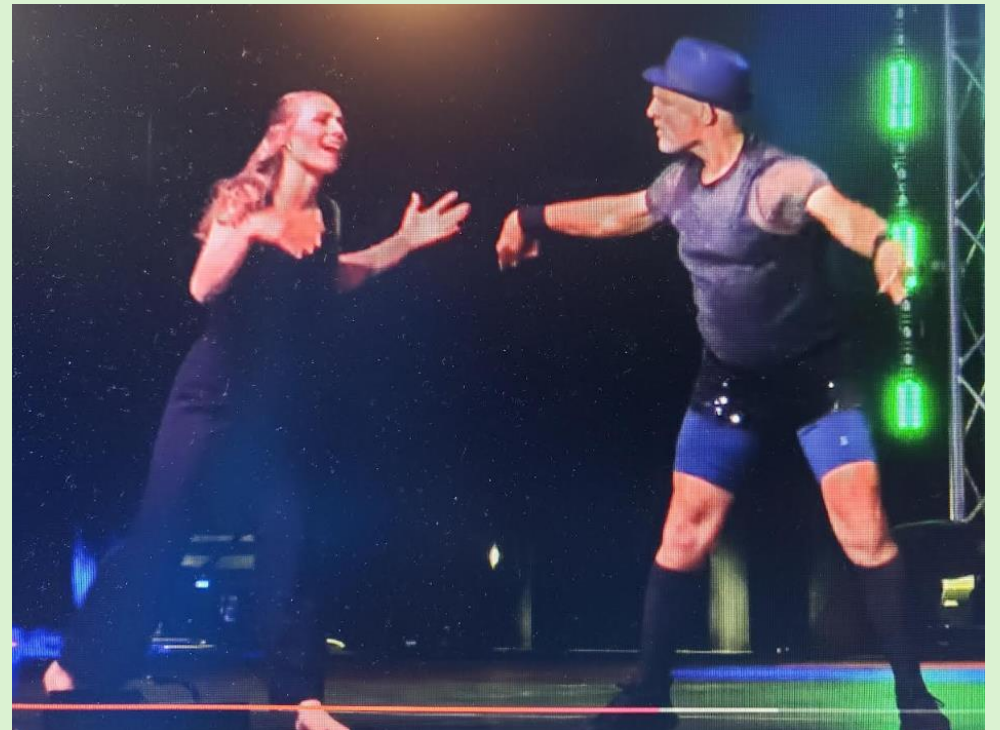


! Literacy and the Joy of the Dance!



Where's the joy?

1. Joy is an emotion
2. Local dance studio (Dance Express) put on Dancing with the Mankato Stars to raise money for red cross.
3. The dance of reading
 - a. practice 6 weeks to learn a 2-minute routine*



Mankato Dancing with the Stars



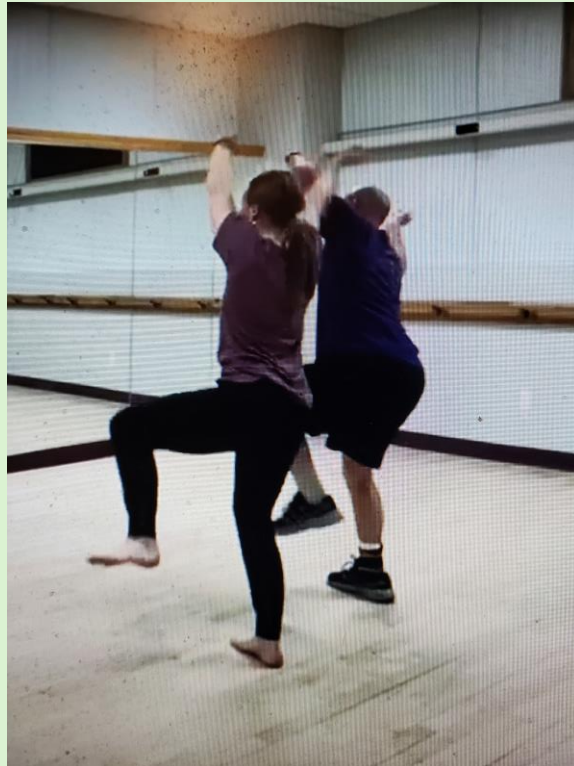
February 10, 2024

Tickets go on sale – January 10th. I will be posting information so you can buy them directly from me

4. I didn't have to be manipulated to practice.

5. I didn't need to be assessed

6. Joy



Structured literacy – Where’s the joy?

Science of Reading – Where’s the joy?

Decodable books – Where’s the joy?



Joy!

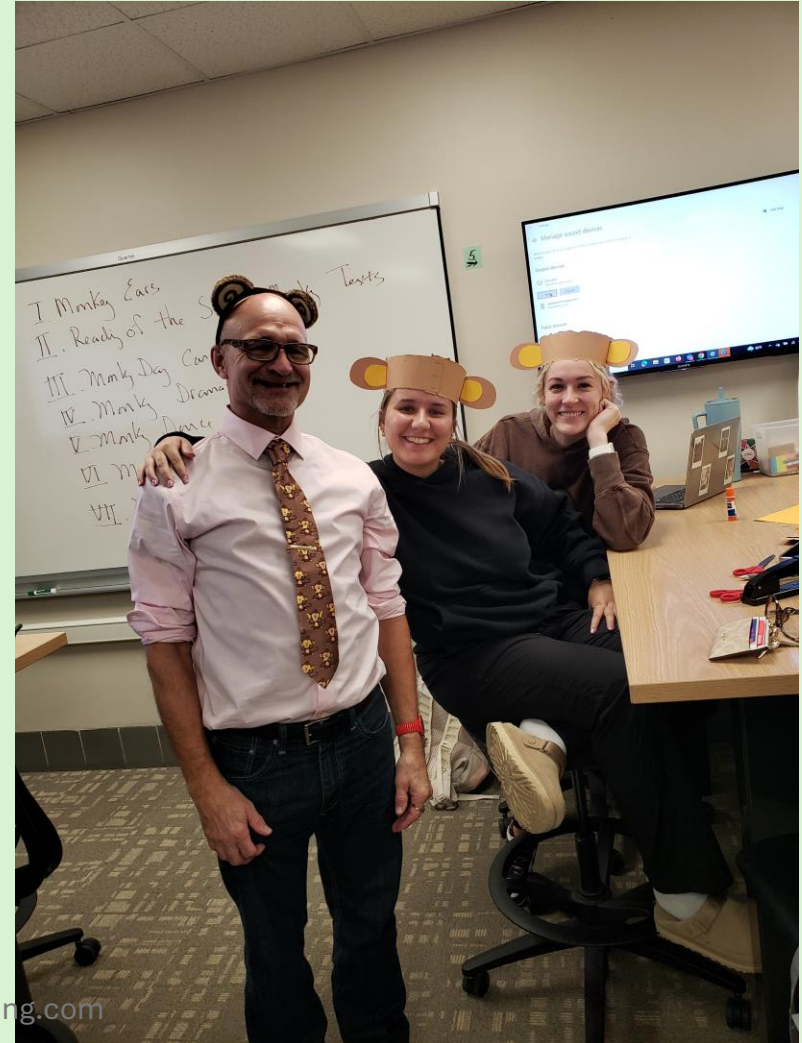
<https://www.youtube.com/watch?v=vax1JiX7wZw>



II. Beyond the Numbers

Fairy Tale Day in my Literacy Methods class.

What will they remember in 20 years?



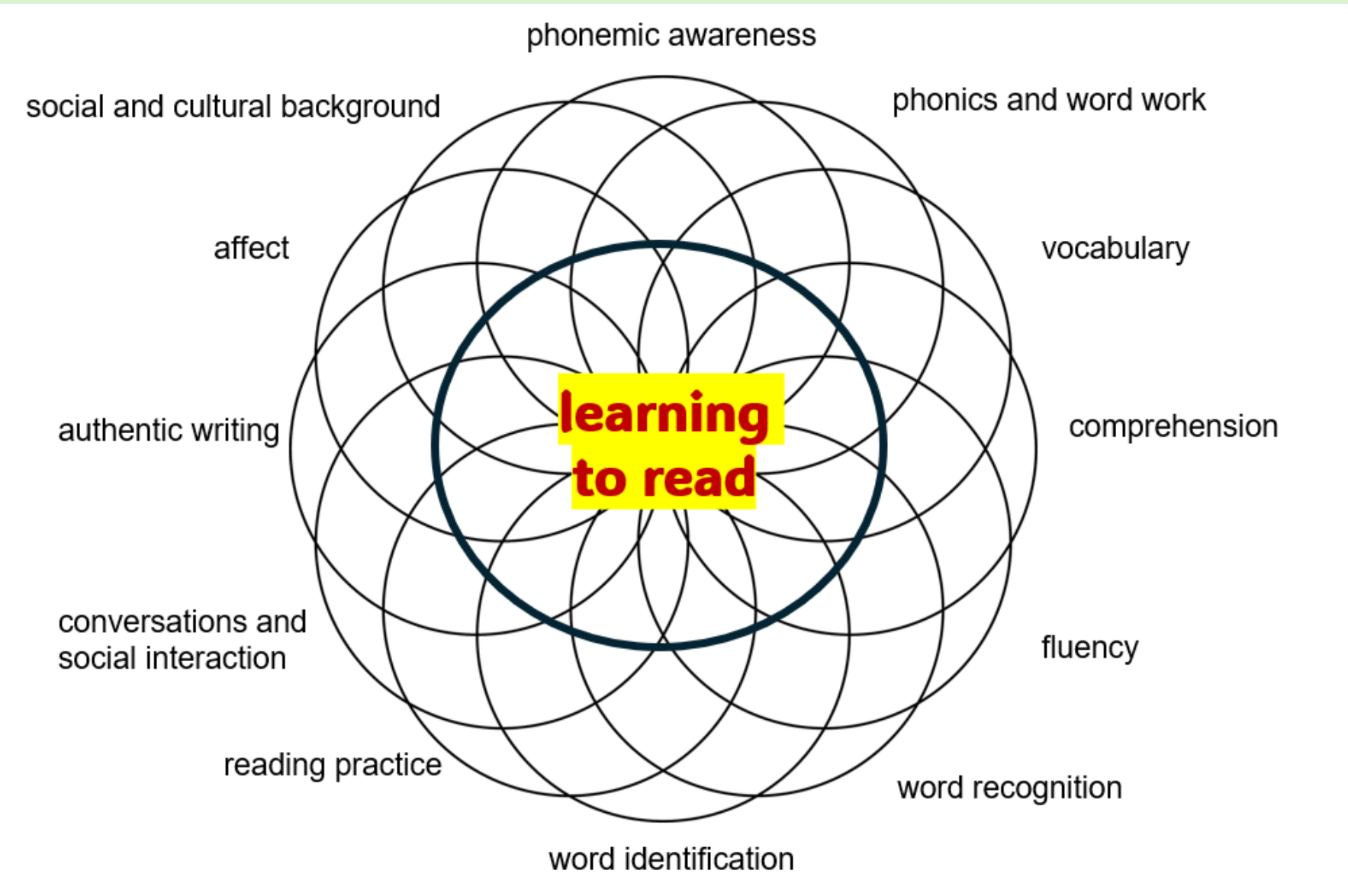
A. 12 Interacting and Interconnected Elements

No algorithms or formulas.

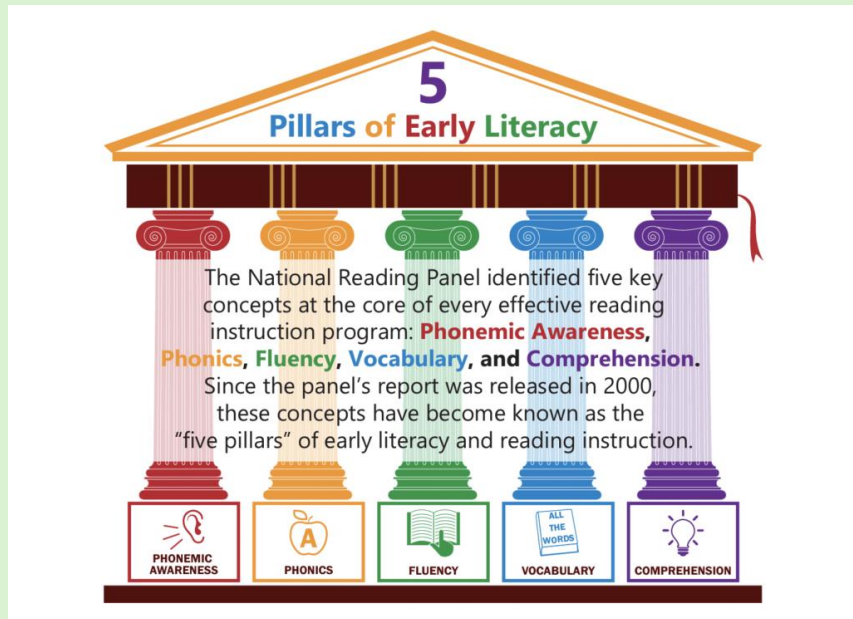
12 Essential Elements

1. Phonemic awareness
2. Phonics and word work
3. Vocabulary
4. Comprehension
5. Fluency (if needed)
6. Word recognition: semantics, syntax, and phonics
7. Word identification: phonics, morphemic analysis, context, and analogy
8. Reading practice
9. Conversations and social interaction around books.
10. Authentic writing experience
11. Affect: motivation and emotion
12. Social and cultural background.



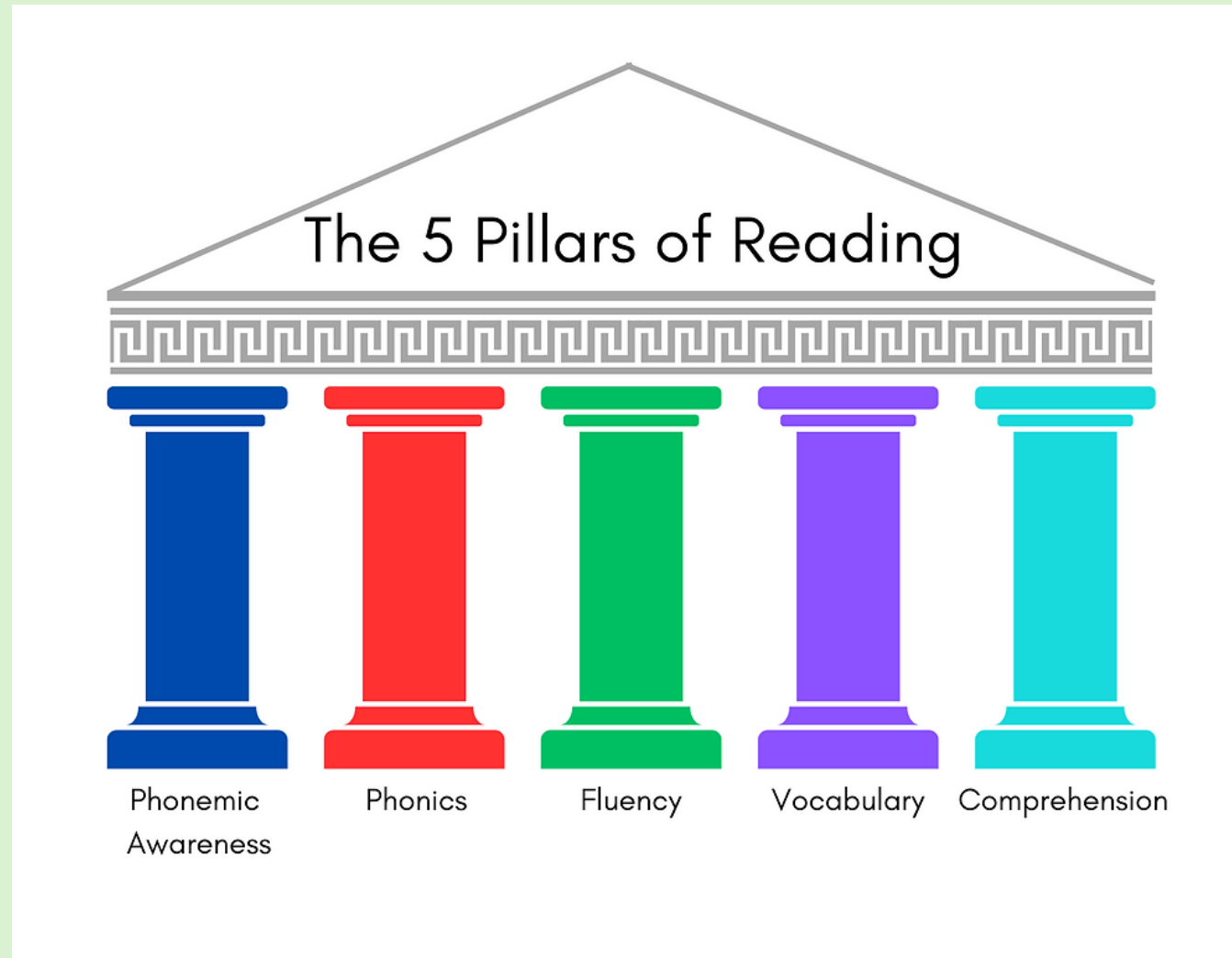


An aside – The National Reading Panel found the big 5 pillars of reading instruction because that’s what they were looking for. The five pillars didn’t arise from their review of the literature. They decided to look for research in each of these five areas.

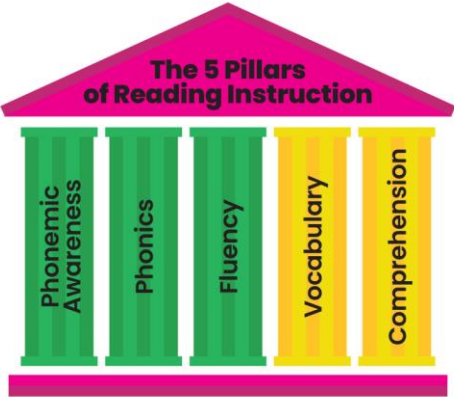



There was nothing new here. We were doing the 5 pillars long before the NRP came along. Kind of like Columbus “discovering” America.

But ... the 5 pillars are 7 pillars short of a full load.



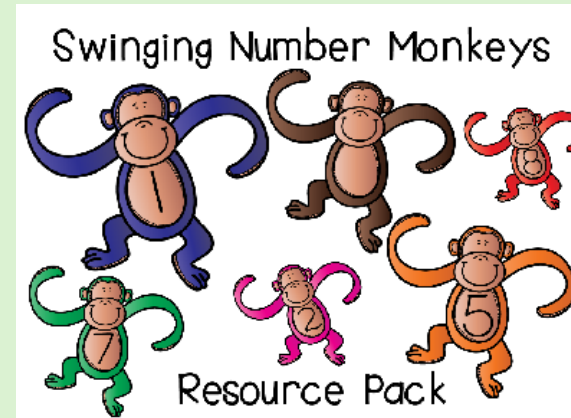
Which column will enable all students to achieve their full literacy potential?

Comprehensive Literacy	The 5 Pillars	Science of Reading
<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work 3. Vocabulary 4. Comprehension 5. Fluency (if needed) 6. Word recognition 7. Word identification: phonics, morphemic analysis, context, and analogy 8. Reading practice 9. Conversations and social interactions around books 10. Authentic writing experiences 11. Affect: motivation and emotion 12. Social cultural background +1. bi/multilingual learners need metalinguistic awareness 	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work 3. Vocabulary 4. Comprehension 5. Fluency <div style="text-align: center; margin-top: 20px;">  <p>The 5 Pillars of Reading Instruction</p> </div>	<ol style="list-style-type: none"> 1. Phonemic awareness 2. Phonics and word work <div style="text-align: center; margin-top: 20px;">  </div>

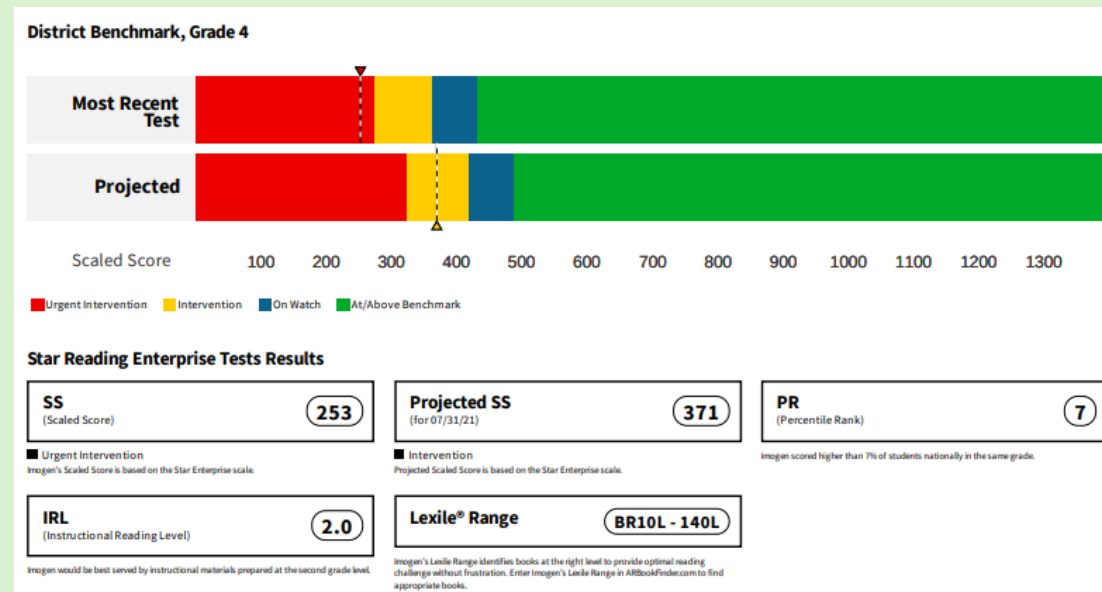
B. Beyond The Numbers



1. Beware of the number monkeys



2. Fancy graphs, technical terms, percentile rankings, complicate stuff do not make a thing more real or more true



3. Numbers never get to true understanding a. no context

4. Numbers should never describe or define a student's potential



Individual Student Report

How did my student perform on the ELA/Literacy test?

Test: ISAT Summative ELA/Literacy Grade 7

Year: 2018-2019

Name: Demo, Student A.

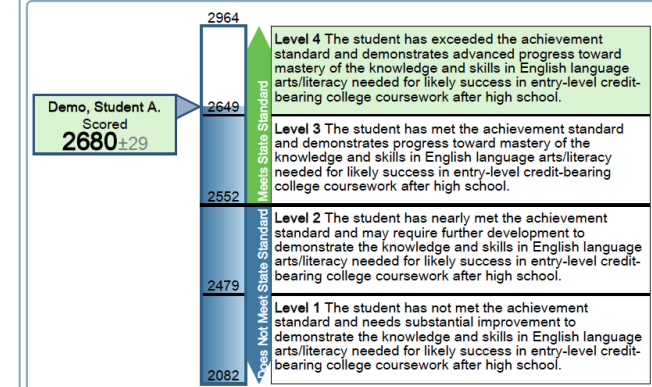
Legend: Achievement Levels

1 Level 1 2 Level 2 3 Level 3 4 Level 4

Overall Performance on the ISAT Summative ELA/Literacy Grade 7 Test: Demo, Student A., 2018-2019

Name	EDUID	Scale Score	Achievement Level	Reported Lexile® Measure
Demo, Student A.	123456789	2680 ^{±29}	Level 4	1350L

Scale Score and Performance on the ISAT Summative ELA/Literacy Grade 7 Test: Demo, Student A., 2018-2019



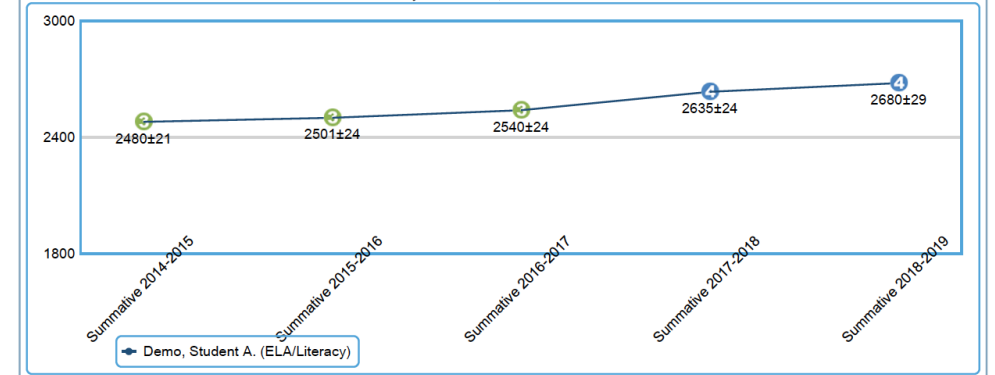
Average Scale Scores on the ISAT Summative ELA/Literacy Grade 7 Test: DEMO SCHOOL and Comparison Groups, 2018-2019

Name	Average Scale Score
Idaho	2561 ^{±1}
Demo District (9999)	2599 ^{±2}
DEMO SCHOOL (9999_9999)	2539 ^{±9}

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-30) indicates a score range between 2270 and 2330.

Performance Over Time on the ISAT Summative ELA/Literacy Test: Demo, Student A.



5. So what? What do you actual do with them?

Based on those numbers, what exactly will you do on Monday?

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percentage of mastery of skills in each set.

Alphabetic Principle	Skill Set Score
→ Alphabetic Knowledge	69
Alphabetic Sequence	36
→ Letter Sounds	63

Concept of Word	Skill Set Score
→ Print Concepts: Word length	73
Print Concepts: Word borders	39
→ Print Concepts: Letters and Words	75

Visual Discrimination	Skill Set Score
Letters	78
→ Identification and Word Matching	56

Phonemic Awareness	Skill Set Score
→ Rhyming and Word Families	45
→ Blending Word Parts	61
→ Blending Phonemes	51
Initial and Final Phonemes	25
→ Consonant Blends (PA)	42
Medial Phoneme Discrimination	15
Phoneme Segmentation	-
Phoneme Isolation/Manipulation	30

Phonics	Skill Set Score
Short Vowel Sounds	38
→ Initial Consonant Sounds	49
Final Consonant Sounds	37
Long Vowel Sounds	27
→ Variant Vowel Sounds	62
→ Consonant Blends (PH)	41

Phonics	Skill Set Score
Consonant Digraphs	35
Other Vowel Sounds	-
→ Sound-Symbol Correspondence: Consonants	55
Word Building	29
Sound-Symbol Correspondence: Vowels	31
Word Families/Rhyming	30

Structural Analysis	Skill Set Score
Words with Affixes	39
→ Syllabification	52
Compound Words	22

Vocabulary	Skill Set Score
→ Word Facility	54
Synonyms	27
Antonyms	32

Sentence-Level Comprehension	Skill Set Score
Comprehension at the Sentence Level	31

Paragraph-Level Comprehension	Skill Set Score
Comprehension of Paragraphs	23

Early Numeracy	Skill Set Score
→ Number Naming and Number Identification	62
→ Number Object Correspondence	42
Sequence Completion	38
Composing and Decomposing	-
→ Measurement	65



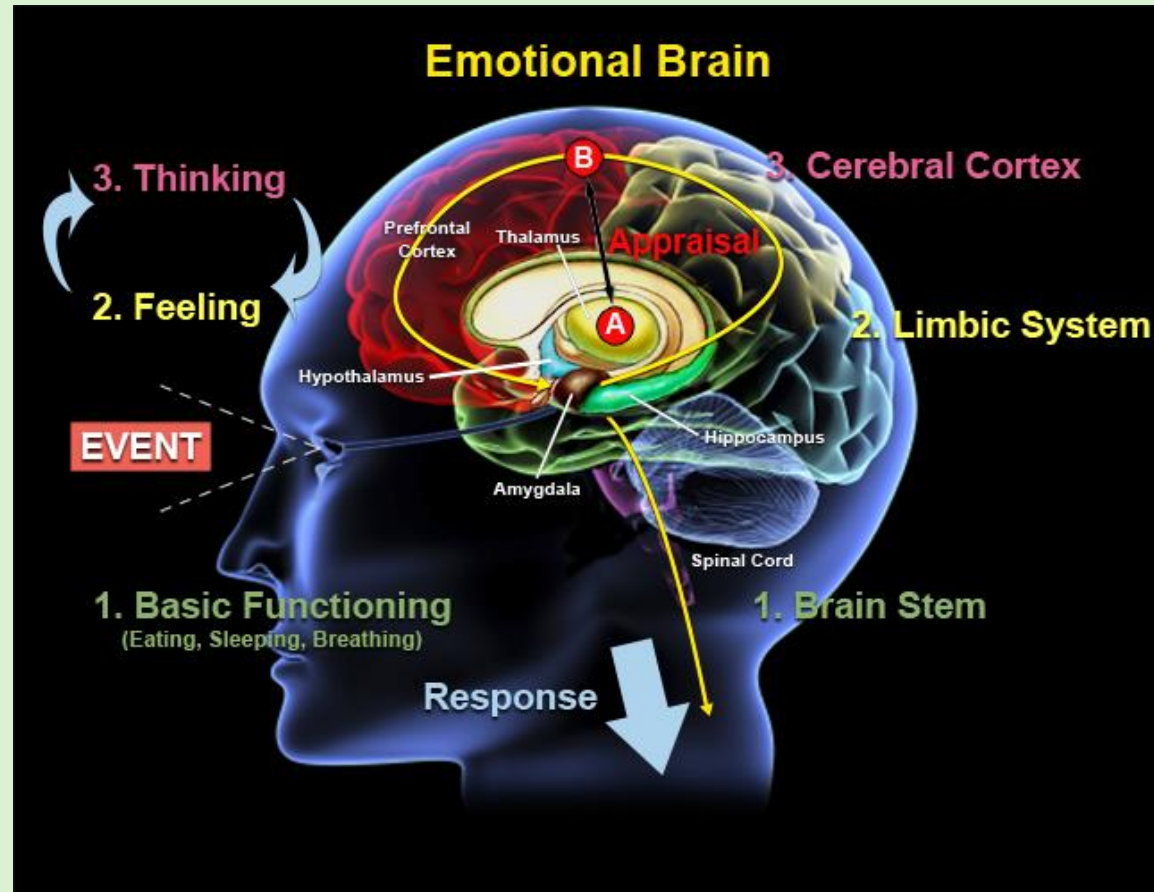
6. Standardized tests are a small snapshot in time
- a. not always accurate or valid
 - b. students' negative emotional reaction to being tested



7. Publishing companies
- a. for-profit
 - b. for people
 - c. research vs. data
 - d. research selectively picked



8. Think, learn, emote with the same brain



9. Emotions impact learning

a. positive emotional experiences enhance learning

b. negative emotions disrupt learning



10. Attending to emotions is a “**research-based**” strategy.



Hinton, C., Miyamota, K., & Dell-Chiese, B. (2008). Brain research, learning and emotions: Implications for education research, policy and practice. *European Journal of Education*, 43, 87-102.

Johannessen, L.R. & McCann, T.M. (2009). Adolescents who struggle with literacy (pp 65-79). In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook of Adolescent Literacy Research*, New York: Guildford Press.

Machazo, G.M. & Motz, L.L (2005). Brain research: Implications to diverse learners. *Science Educator*, 14, 56-60.

Sousa, D. A. (2011). *How the brain learns*, (4th ed): Corwin Press

11. Developing relationships is an evidence-based strategy



Johannessen, L.R. & McCann, T.M. (2009). Adolescents who struggle with literacy (pp 65-79). In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook of Adolescent Literacy Research*, Guilford Press

Rogers, R.W., Peck, S.C., & Nasar, N.S. (2006). Self and identity process in school motivation and learning, and achievement. In P. Alexander & P. Winne (Eds.), *Handbook of Educational Psychology* (pp. 391-424). Lawrence Erlbaum Associates

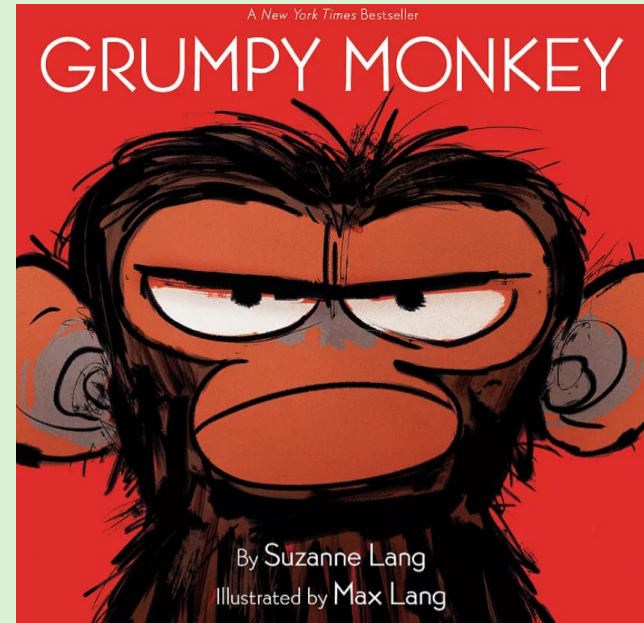
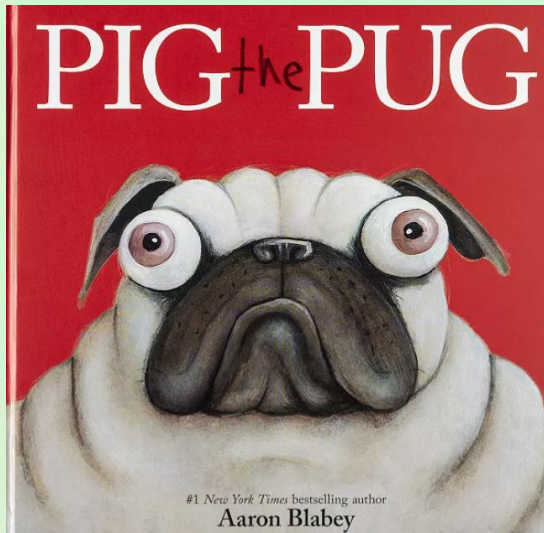
Van Ryzin, M.J. (2011). Motivation and reading disabilities. In A. McGill-Franzen and R.L. Allington (Eds.), *Handbook of Reading Disability Research*, (pp. 242-253). Routledge

To build relationship, four tips:

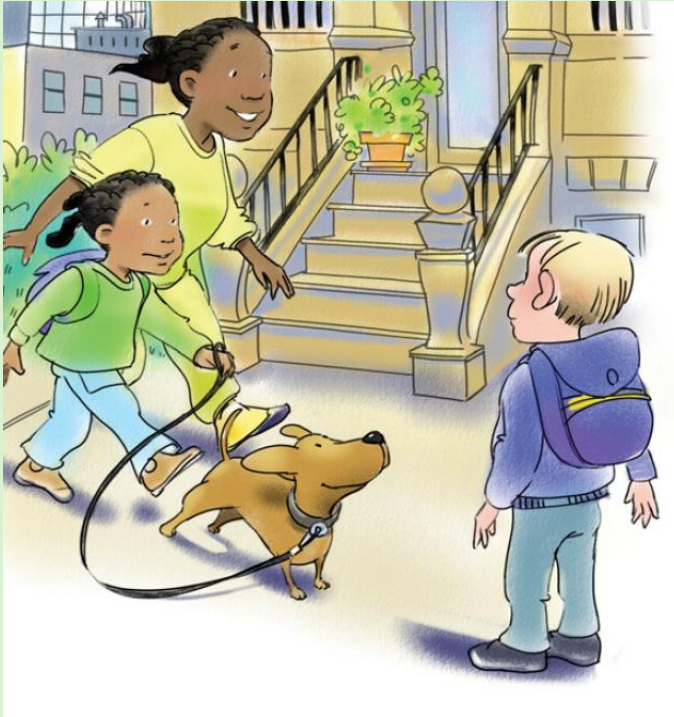
- 1. Don't frustrate students.** Don't put them in positions where they'll fail. Create activities and assignments that they can accomplish with teacher assistance (scaffolding).
- 2. Use age-appropriate instruction and reading materials.** Do not teach down to them. For older students, don't make them read 'ducky books'. This is the term that I use for low-level books written for younger children.
- 3. Listen.** Take an interest in their interests so that you can create literacy activities around their interests.
- 4. Share yourself.** Real teaching starts with a relationship. Write and share some of your own stories with your students in order to establish a relationship.

C. A Teacher's #1 Job

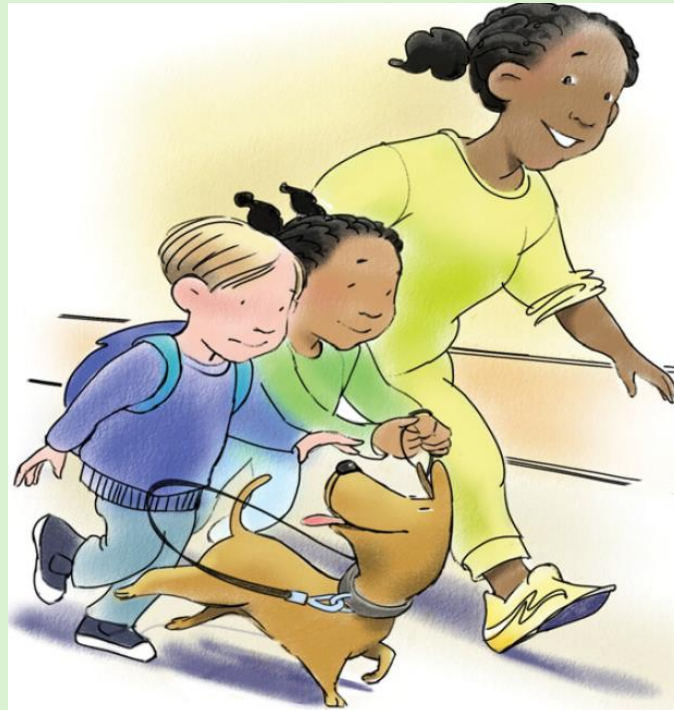
A teacher's #1 job is to help children fall in love with books.



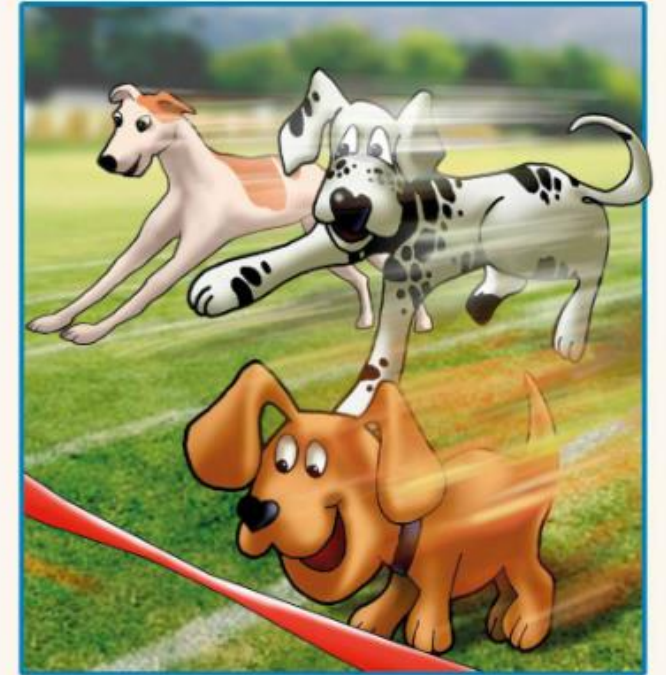
1. Decodable texts are a tool. There's nothing wrong with a "decodable" text if it's seen as one tool in the context of real literacy.



I walk to school.



Nat does too.
It is fun.



Meg, the dog, ran.

Like drilling in wrestling

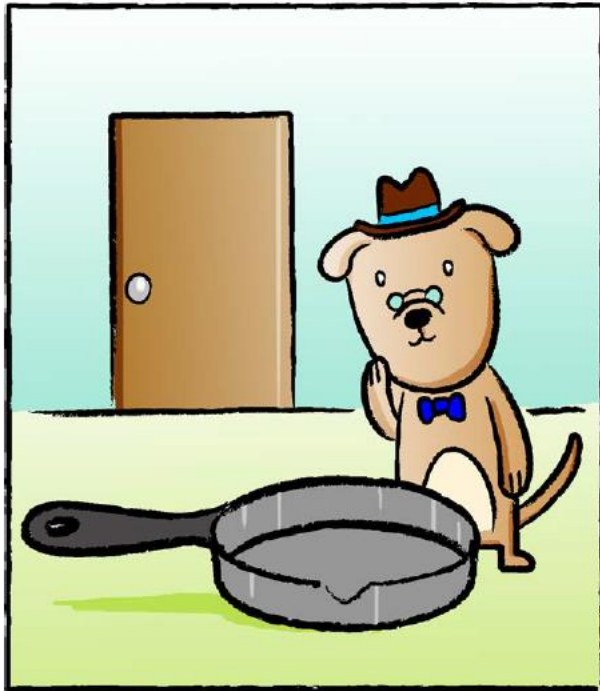
Or practicing scales



Trombone/Euphonium The 12 Major Scales Hayden Woods



It becomes problematic when that's all students are allowed to read or mostly what students read.



Pap and a pan.



Nan and Pap
can nap.



Bob is a big cat.

1

How do you fall in love with books when you're forced to read mush?

Go



Red Ted was sad.

4



Red Ted met a fat hen.



Red Ted met a pig in a pen.

5

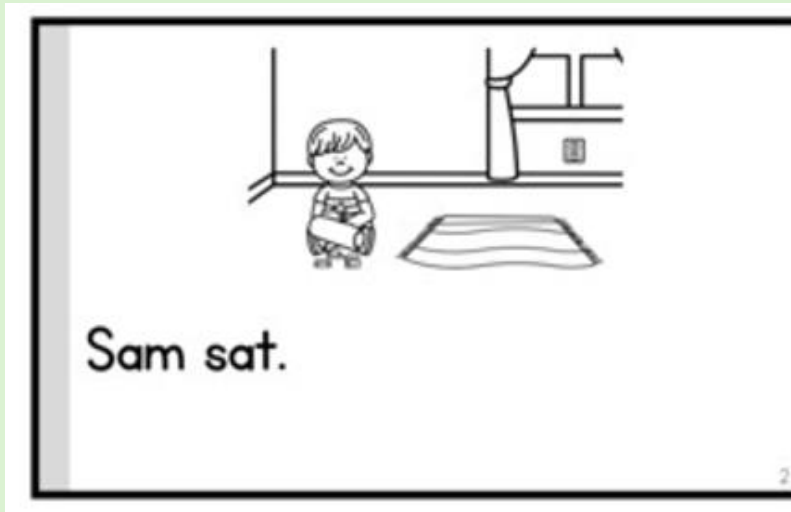


Who can do the longest **spin**?



"I win!" said **Fin**.

How do you fall in love with books when you never get to select what to read?



How do you get better at reading when you never practice reading real books?



I can nap
on a map.



Pap and Pam
can nap.

2. Lots of high-quality books and other reading materials in every classroom

a. different levels

b. expository and narrative text

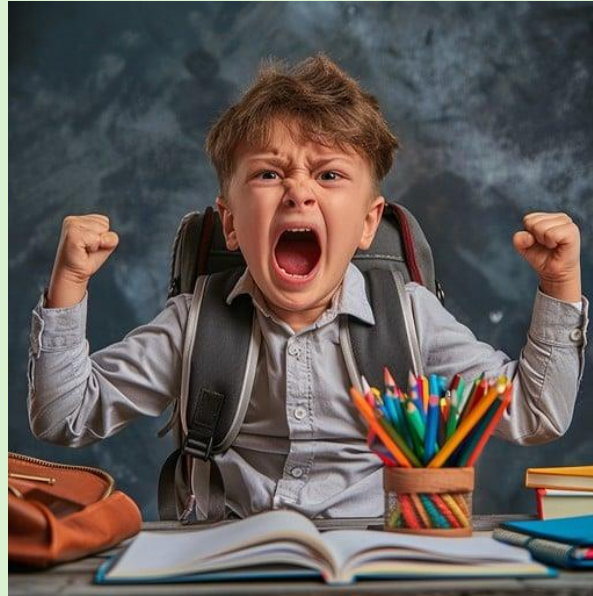
c. characters that represent the population

d. manuals, brochures, comics, magazines (popular mechanics)



D. A Teacher's #2 Job.

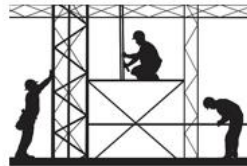
A teacher's #2 job is not to frustrate, humiliate, bore, or overwhelm students.



1. Teach within the Zone of Proximal Development



Frustration Level
(anxiety)



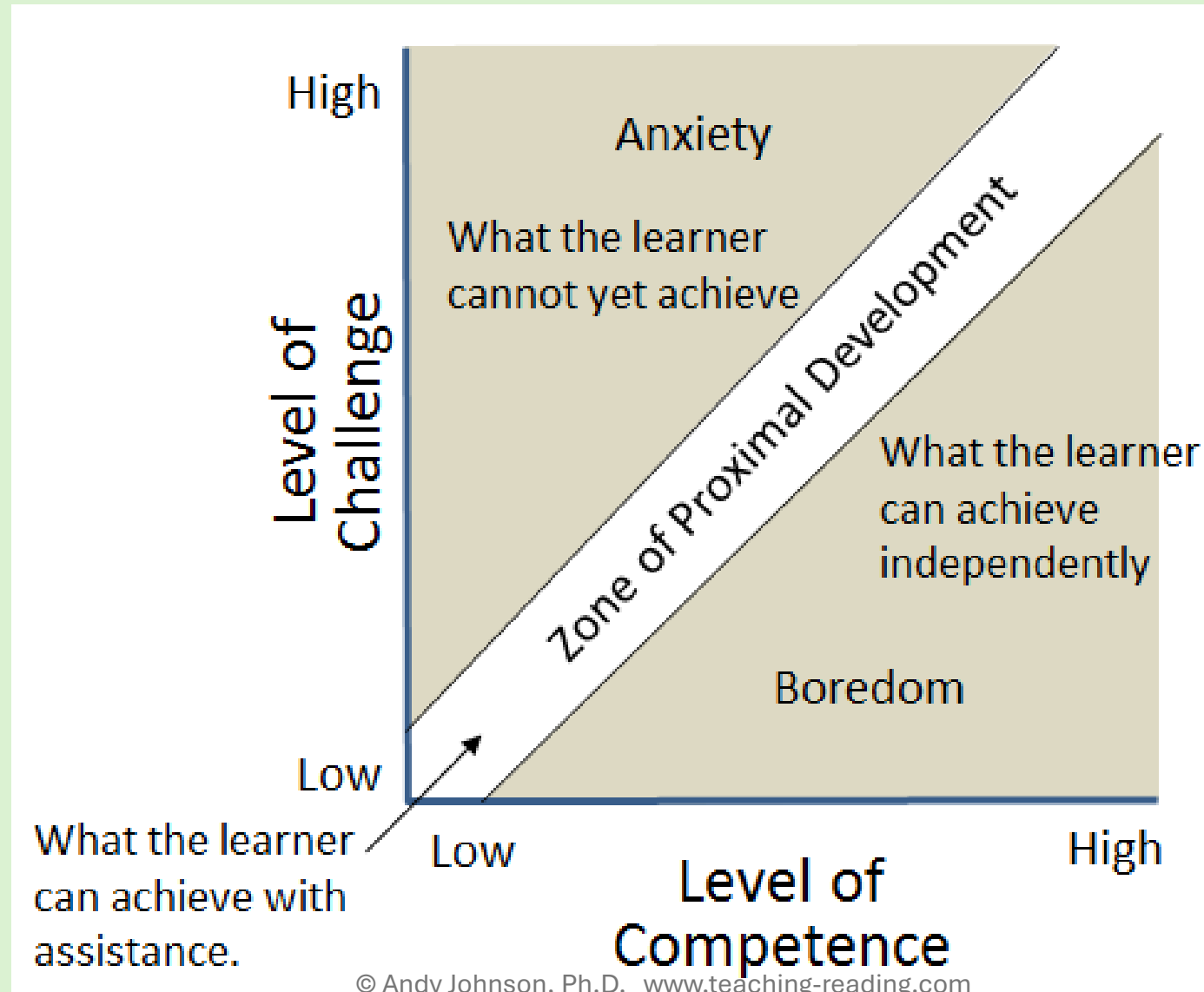
Zone of Proximal Development
(scaffolding)



Independent level



2. How do you teach within the ZPD with one-size-fits-all reading programs?



3. All readers and/or struggling readers are not the same

4. One-size-fits-all programs fit few



5. Provide scaffolds – supports that enable a student to accomplish a task within the ZPD

a. pre-reading activities

b. scaffolded reading experience

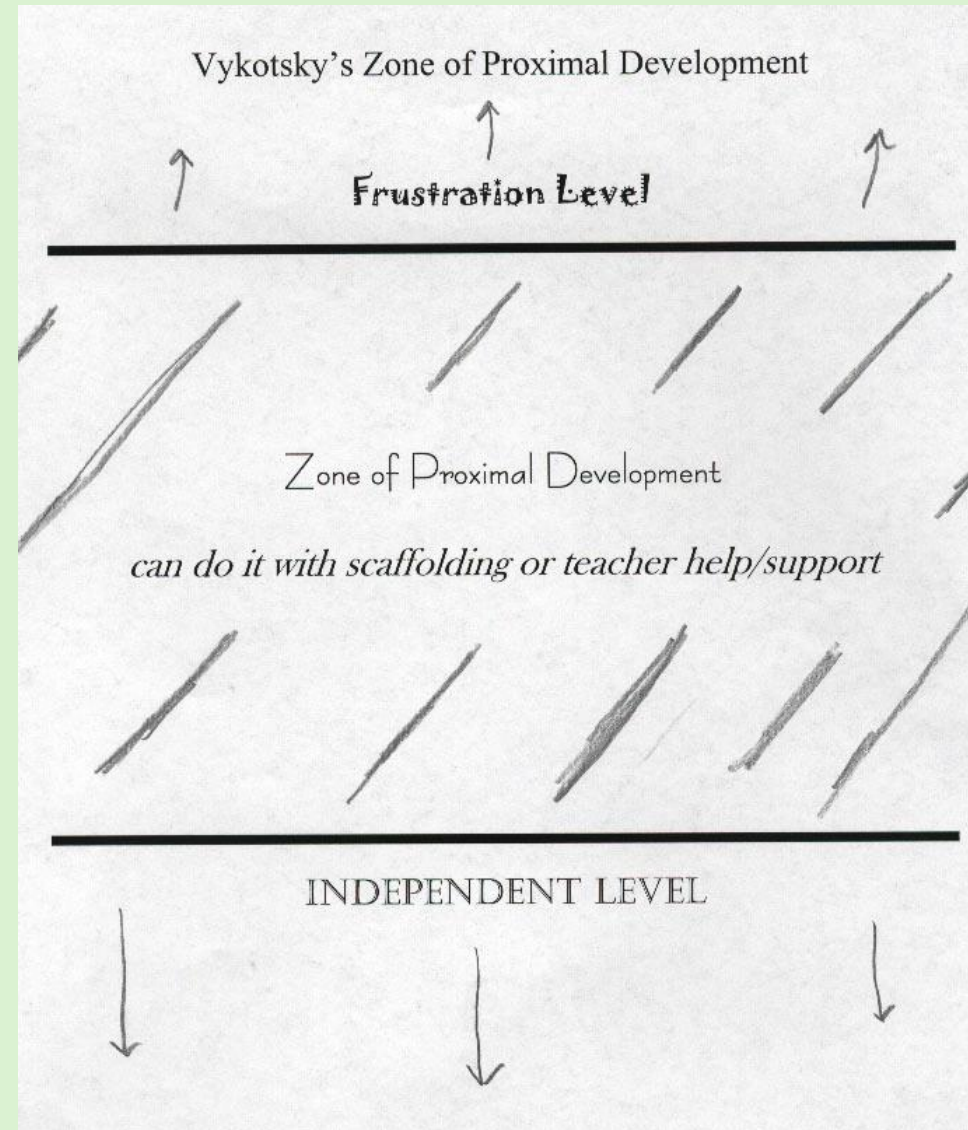
c. scaffolded oral reading

d. graphic organizers

e. guided notes

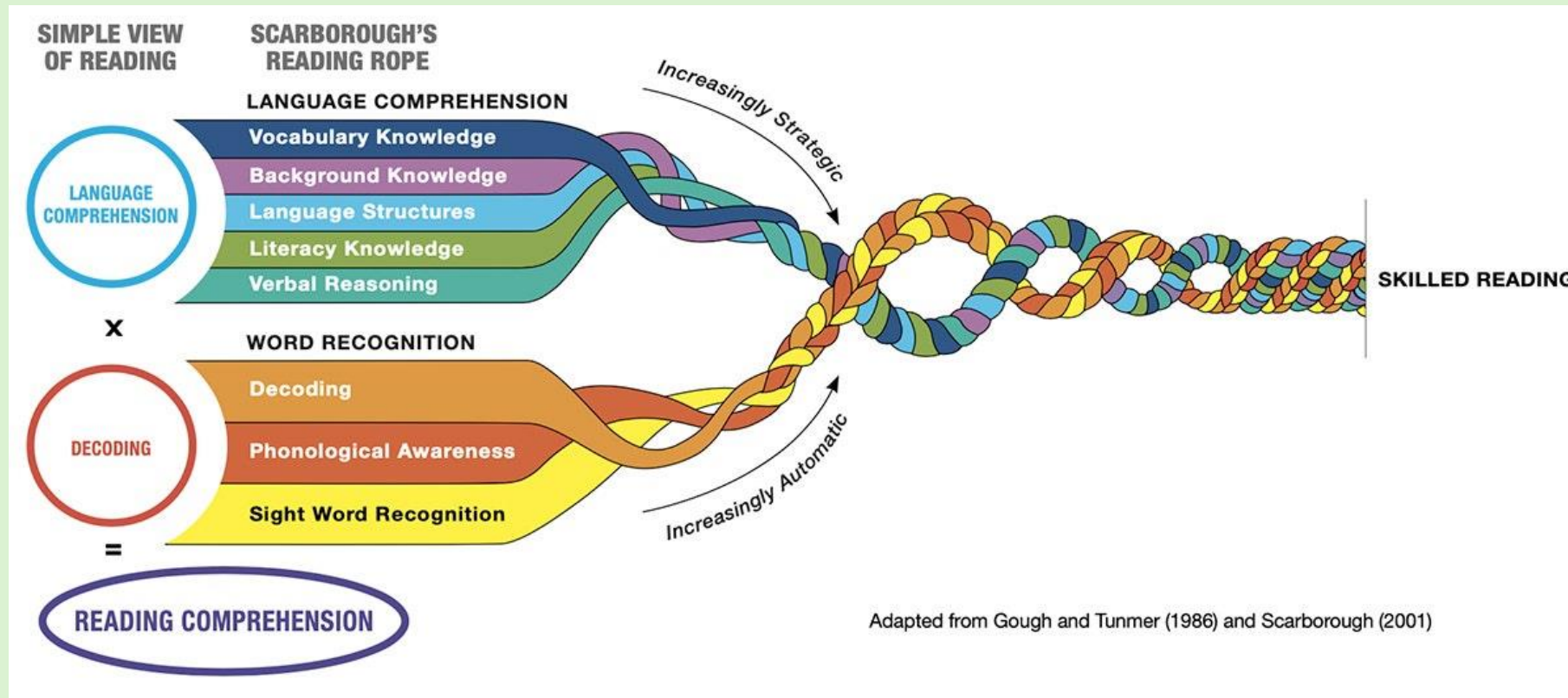
f. shared reading

g. guided practice for skills instruction



10 Tips for Helping Students Falling in Love with Books

How many of these would you see in a structured literacy class?



Tips for Helping Students Falling in Love with Books

1. Book talks



2. Book critique, ratings

Name of Book:
Rating: 1 2 3 4 5 <i>stinker</i> <i>the best</i>
What do you tell people about this story?
Reviewer:

Name of Book:
Rating: 1 2 3 4 5 <i>stinker</i> <i>the best</i>
Reviewer:

TITLE OF BOOK: _____
GENRE: _____
RATING: 
I GAVE THIS BOOK _____ STARS BECAUSE _____

Reviewed by: _____

- a. identify criteria of a good story
- b. provide short overview of story
- c. put criteria up using graphic organizer
- d. students review and rate

A good story has:

1. Exciting action.
2. A happy ending.
3. A hero or heroine.
4. Characters that you like

	1. exciting action	2. happy ending	3. strong hero or heroine	4. characters we like	total
<i>The Adventures of Billy Marble</i>	4	4	5	4	18

Key: 5 = very high; 4 = high; 3 = neutral; 2 = low; 1 = very low

Conclusion: This is a pretty good story. We recommend it.

To compare books

- a. extend the book critique
- b. use graphic organizer to compare books
- c. small groups – great conversations

A good story has:

1. Exciting action.
2. A happy ending.
3. A hero or heroine.
4. Characters that you like

	1. exciting action	2. happy ending	3. strong hero or heroine	4. characters we like	total
<i>The Adventures of Billy Marble</i>	4	4	5	4	18
<i>Harry Potter</i>	5	2	4	4	15
<i>Beezus and Ramona</i>	3	5	3	5	16

Key: 5 = very high; 4 = high; 3 = neutral; 2 = low; 1 = very low

Conclusion: We like *The Adventures of Billy Marble* the best.

3. Students develop a top 10 list (or 25 list)

a. every month? Week? Two weeks?

b. classroom, grade level, school?

1. *Harry Potter* (series) by J. K. Rowling
2. *Goosebumps* (series) by R. L. Stine
3. *Green Eggs and Ham* by Dr. Seuss
4. *The Cat in the Hat* by Dr. Seuss
5. *Arthur* (series) by Marc Brown
6. *Charlotte's Web* by E. B. White
7. *Shiloh* (trilogy) by Phyllis Reynolds Naylor
8. *Hatchet* by Gary Paulsen
9. *Holes* by Louis Sachar
10. *The Giver* by Lois Lowry
11. *The Chronicles of Narnia* by C. S. Lewis
12. *Tales of a Fourth Grade Nothing* (series) by Judy Blume
13. *Sideways Stories from Wayside School* (series) by Louis Sachar
14. *The BFG* by Roald Dahl
15. *The Boxcar Children* (series) by Gertrude Chandler Warner
16. *One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss
17. *Ramona Quimby, Age 8* (series) by Beverly Cleary
18. *Pokemon* (series) by Tracey West, Maria S. Barbo
19. *The Babysitters Club* (series) by Ann M. Martin
20. *Ralph S. Mouse* (series) by Beverly Cleary

This list was tabulated from an online survey that the National Education Association ran from November 1, 1999 through February 1, 2000.



4. Open-ended tasks for post reading - aesthetic response vs. story details

- Record a passage or part of the story that you find interesting. Tell why you recorded it.
- Describe a time when you had a similar situation or feeling as one described in the story.
- Describe an interesting character.
- Which character is your least favorite? Why?
- How are you like one of the characters?
- What's going on?
- Is there a problem in this story?

Feelings Chart

Characters

Story Event

1.

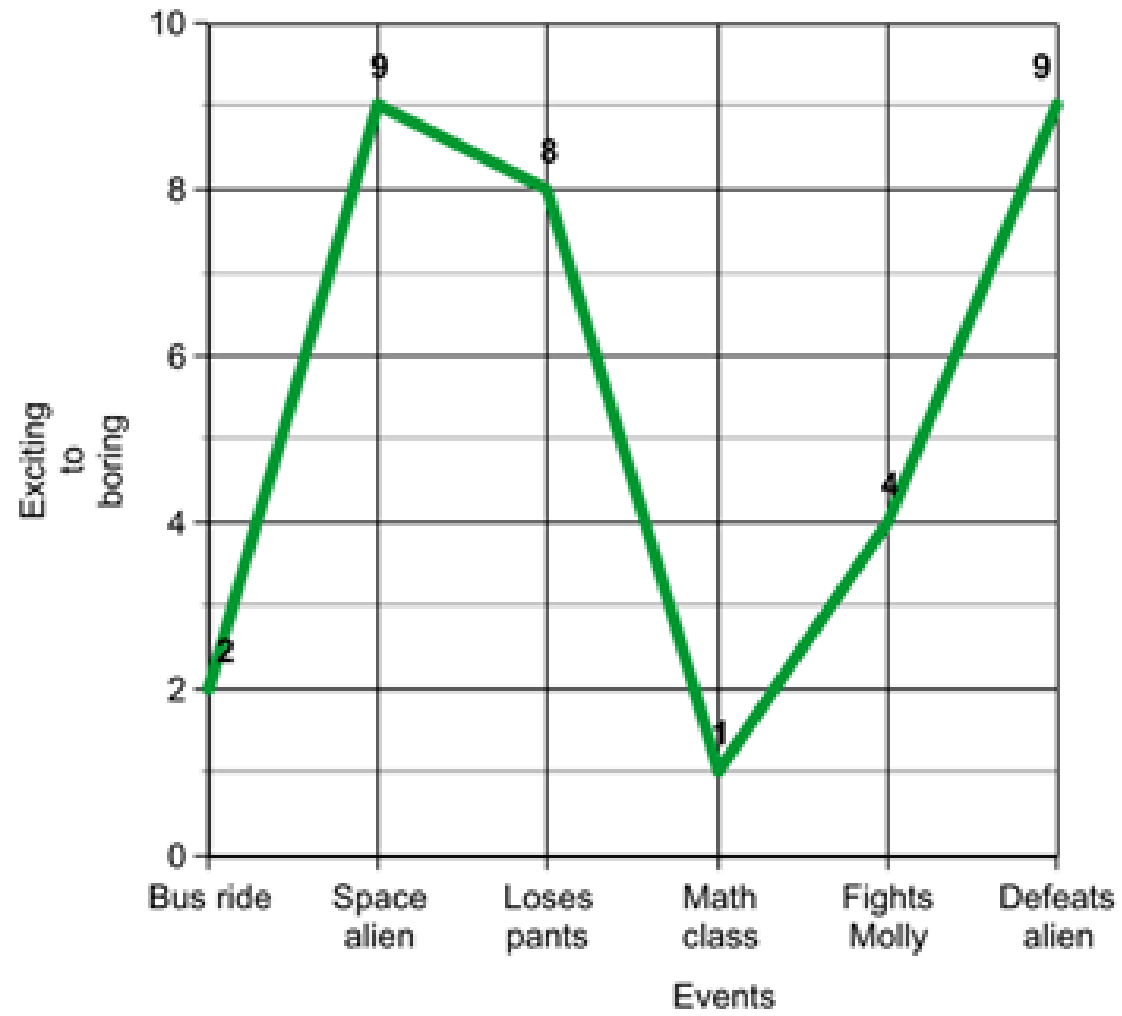
Billy:

Molly:

Space Alien:

Describe the event through different character's perspective. Tell us what you thinking they were thinking and feeling.

The Adventures of Billy Marbel



5. Include students in “assessment”

Could you imagine a doctor diagnosing a patient and not asking that patient to describe the symptoms or related conditions?



Figure 17.1. Understanding your reader

1. Tell me about your reading.
2. What do you do when you get to a word you don't recognize?
3. What do you do if you don't understand what you are reading?
4. What makes reading hard for you?
5. What would you like your reading teacher to know or do?
6. What kind of things do you like to read?
7. What topics would you like to learn or read about?
8. What kinds of things do you like to read?
9. What would like to read about?

Monthly Reading Description Chart

Student:

School:

Grade:

Date:

Books Read	Date Completed
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Interesting topics, subjects, or ideas read about:

1.

2.

3.

4.

5.

Skills I use to help me comprehend information books:

Pre-Reading Comprehension Skills	During-Reading Comprehension Skills	Post-Reading Comprehension Skills
____ Preview and Overview. ____ Web and Brainstorm. ____ Other (describe below)	____ Paragraph Re-Read. ____ Read and <u>Pause</u> . ____ Other (describe below)	____ Article Re-Read. ____ Sequencing. ____ Other (describe below)

Other skills or strategies used to understand information books:

Skills I use to help me recognize words:

- 1.
- 2.
- 3.
- 4.

Reading Attitude Survey

- ___ I enjoy reading.
- ___ I am able to read.
- ___ I understand what I read.
- ___ Books can be interesting.
- ___ I know most of the words on the page.

Key: 5 = strongly agree, 4 = agree, 3 = don't know, 2 = disagree, 1 = strongly disagree.

Key: 5 = almost always, 4 = most of the time, 3 = often, 2 = some of the time, 1 = not very often

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



Reading Attitude Survey

Answer each statement by circling a number between 1-10. 1 means you strongly disagree. 10 means you strongly agree.

I enjoy reading in school. 1 2 3 4 5 6 7 8 9 10

I enjoy reading at home. 1 2 3 4 5 6 7 8 9 10

I think I'm a good reader. 1 2 3 4 5 6 7 8 9 10

My friends think I'm a good reader. 1 2 3 4 5 6 7 8 9 10

I learn about new things when I read. 1 2 3 4 5 6 7 8 9 10

I like to read with friends. 1 2 3 4 5 6 7 8 9 10

I like to read alone. 1 2 3 4 5 6 7 8 9 10

I'm comfortable reading aloud in class. 1 2 3 4 5 6 7 8 9 10

I don't have a problem finding books to read. 1 2 3 4 5 6 7 8 9 10

I like fiction books more than nonfiction. 1 2 3 4 5 6 7 8 9 10

I like it when my teacher reads to the class. 1 2 3 4 5 6 7 8 9 10

I think reading is very important. 1 2 3 4 5 6 7 8 9 10

I read every day at home. 1 2 3 4 5 6 7 8 9 10

6. Allow for choice

- a. total choice of books to read*
- b. choice from a selection of books*
- c. choice of genre or category*
- d. choice of how to read (partner, small group, recorded books)*
- e. choice of where to read*
- g. choice of when to read*
- g. choice of response*
- h. choice of how to demonstrate their learning*
- i. choice of reading goals*



7. Less grading, measuring, assessing, more setting and celebrating goals

a. number of books read

b. number of pages read

c. number of book talks

d. number of book reviews

e. different genres

Genre or Types of Books Read		
<input type="checkbox"/> fantasy	<input type="checkbox"/> science fiction	<input type="checkbox"/> fantasy
<input type="checkbox"/> picture book	<input type="checkbox"/> historical fiction	<input type="checkbox"/> historical
<input type="checkbox"/> realistic fiction	<input type="checkbox"/> fairy tales	<input type="checkbox"/> information book
<input type="checkbox"/> detective/mystery	<input type="checkbox"/> adventure	<input type="checkbox"/> biography
		<input type="checkbox"/> horror/scary book

Describe an interesting character from a book you've read:

Number of book talks _____

Number of book reviews _____

What books or kinds of book of books would you like to read next month?

What are your reading goals for next month?

8. Opportunities for social interaction and working together, collaboration



9. Reading minutes/pages as homework

+ Reading homework assignment log

Book	Date	Time	Pages	Enjoyment Level
The Lightning Thief	March. 12, 2015	7:00-7:20 p.m.	338-345	8
The Lightning Thief	March. 12, 2015	7:05-7:25 p.m.	345-360	10
Number the Stars	March 14, 2015	7:00-7:30 p.m.	1-20	8

Enjoyment Level Key
10 = very high enjoyment; 5 = average enjoyment; 1 = very low enjoyment

10. Lots of good reading material at all levels.



How many of these do you see in a structured literacy classroom?



III. Motivation



“Alright team, let’s go out there and fail! Let’s fail like we’ve never failed before.
One-two-three ... Fail!”



“Fail team fail!”



Nobody wants to fail.



A. Value Expectancy Theory

1. Value Expectancy Theory

2. Value x expectancy = motivation

3. Value = you value the activity

4. Expectancy = you expect to be successful

5. You are motivated



B. Maslow's Hierarchy of Motivation

Maslow – not a hierarchy of needs

A hierarchy of motivation

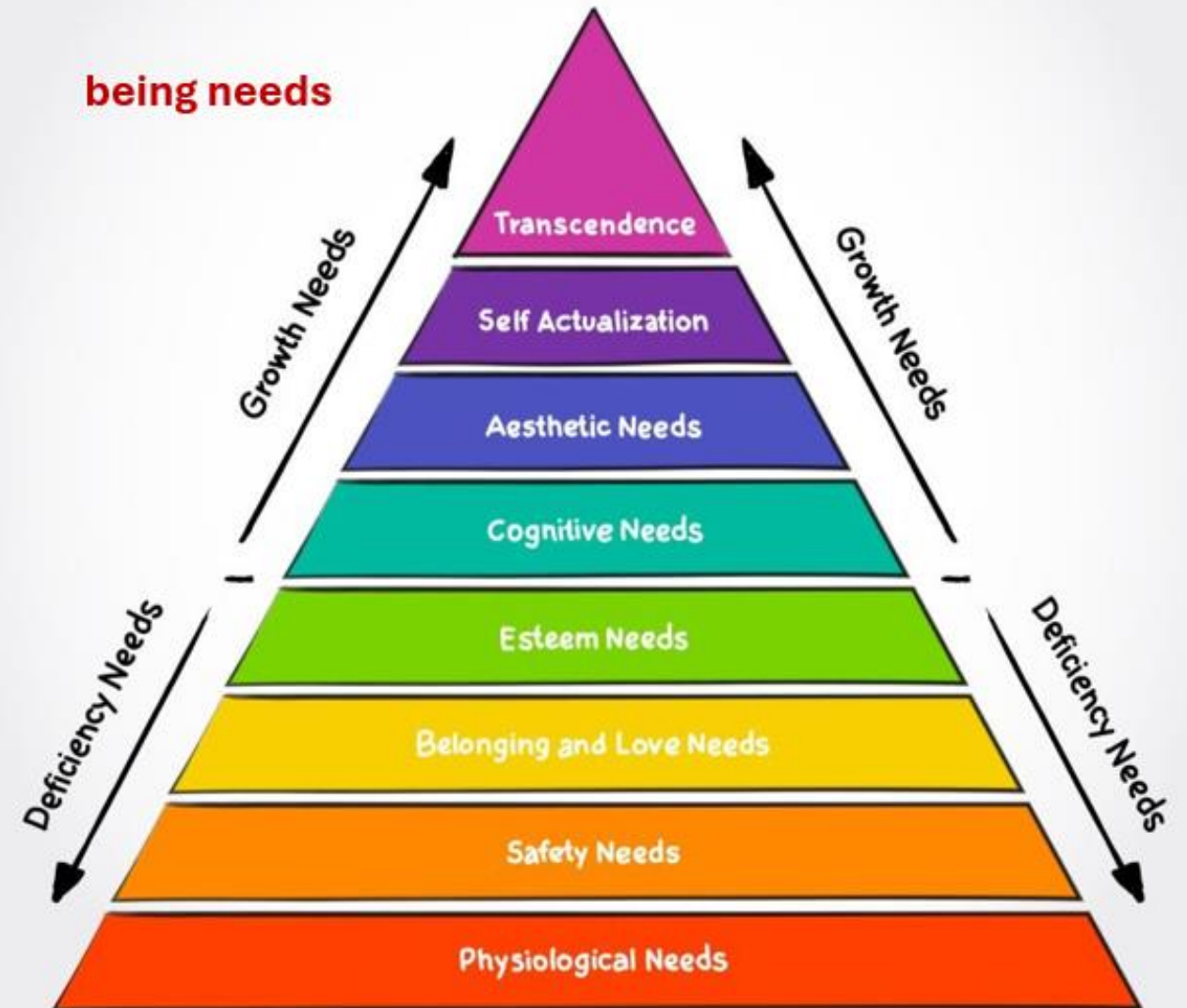
As the motivation to address deficits decreases, the motivation to address growth increases.

What is motivating the behaviors we see?

- *B-motivation – the desire to be*
- *D-motivation – the desire to address a deficiency.*

What's my motivation?

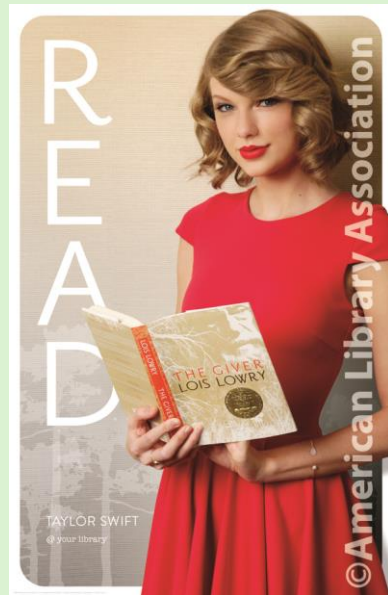
MASLOW'S MOTIVATION MODEL



C. Motivating Students to Read

1. External rewards have little persistence
 - a. **link reward to a literacy related thing**

2. Internal reinforcers have greater persistence
 - a. **reading good books is rewarding in and of itself**



IV. Time



* Time is a bit different in the educational world.

Average --

days a year = 180

hours a day = 7

hours a year = 1,260

90 minutes a day for literacy = 270 hours

60 minutes a day for reading class = 180 hours



* Think of the kinds of things that are done in the 180 hours?

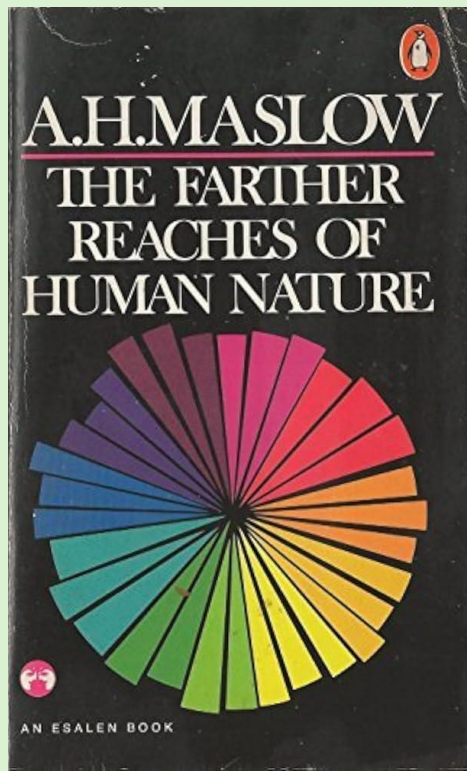
* How many of these things promotes self-efficacy or a love of reading?

value expectancy theory

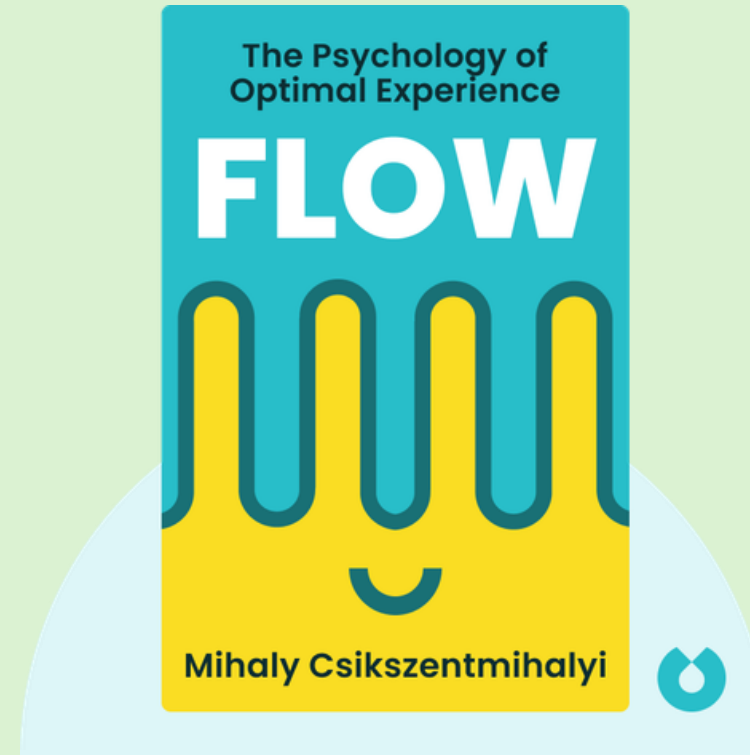
Time Operates Differently

1. Allocated time - time allotted for instruction
2. Off-task time (OTT) - students doing things unrelated to lesson or learning objective
3. Time-on-Task (TOT) - time students are actively engaged in learning activities
4. Academic engagement time (AET) - time when students are cognitively engaged, behaviorally on-task, and engaged in activities with their ZPD
5. Flow state time (FST) - Students completely absorbed and focused.





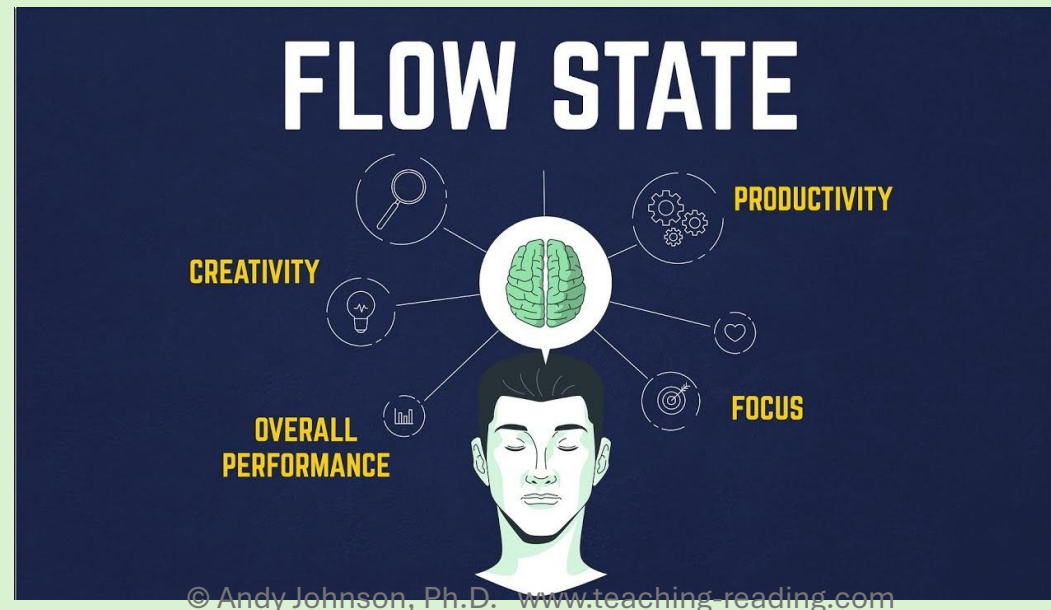
Maslow, A. H. (1971). *The farther reaches of human nature*. Arkana/Penguin Books.



Csikszentmihalyi, Mihaly (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper and Row

Flow State Time

1. The teacher disappears
2. SoR, structured literacy – Flow State Time NEVER happens
3. Following the program with “fidelity” kills flow state
4. Magic teachers follow their students with fidelity



What do you see?

1. Structured Literacy = Direct instruction is used to teach specific skills in a specific order.

2. Where's the joy?

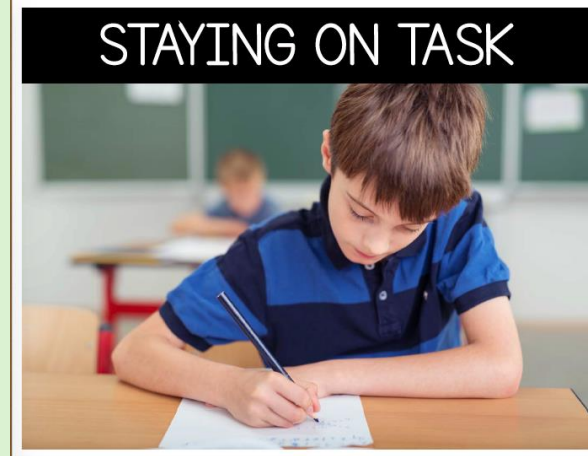
3. What kinds of time?

a. OTT

B TOT

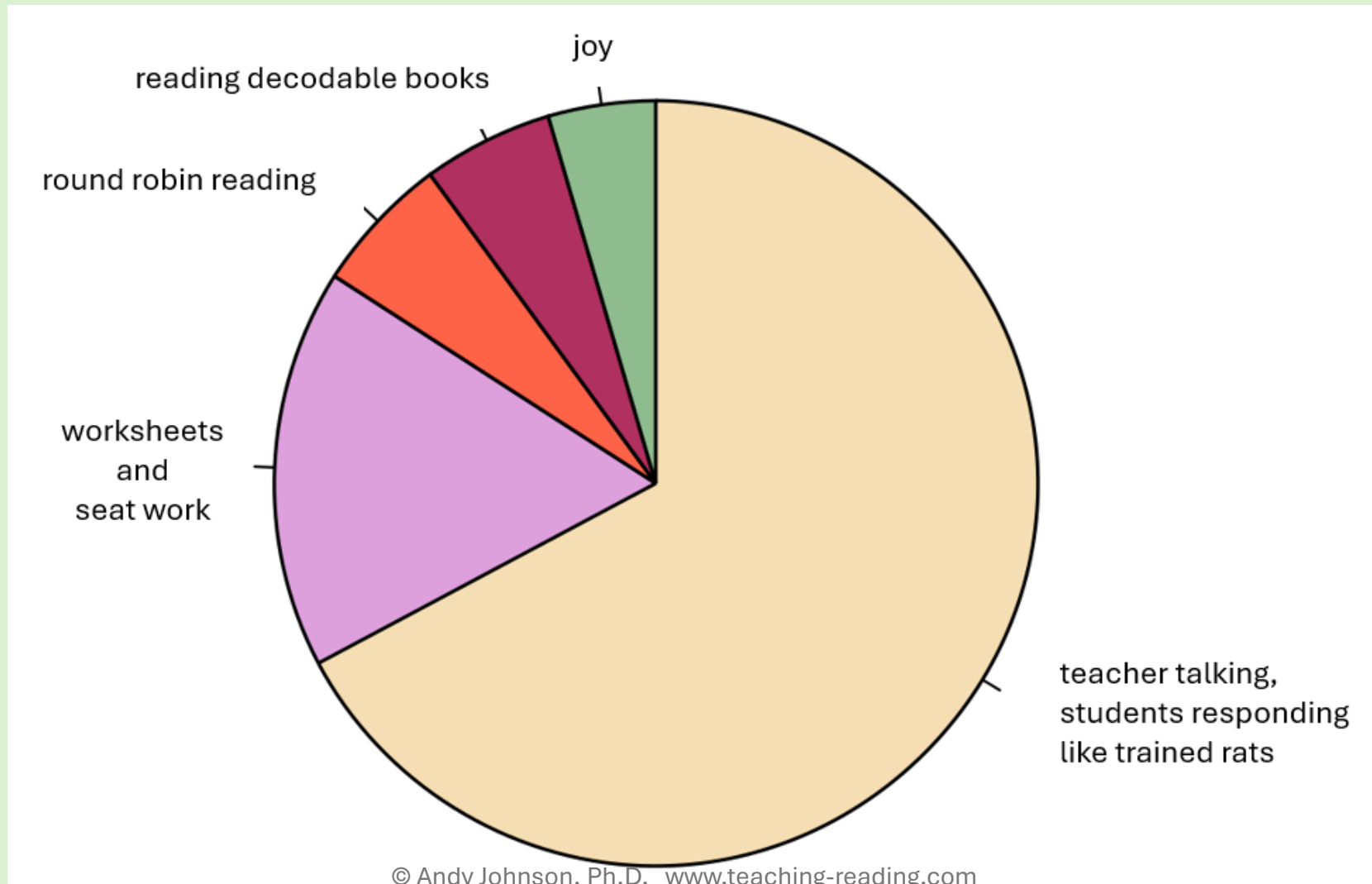
c. AET

d. FST

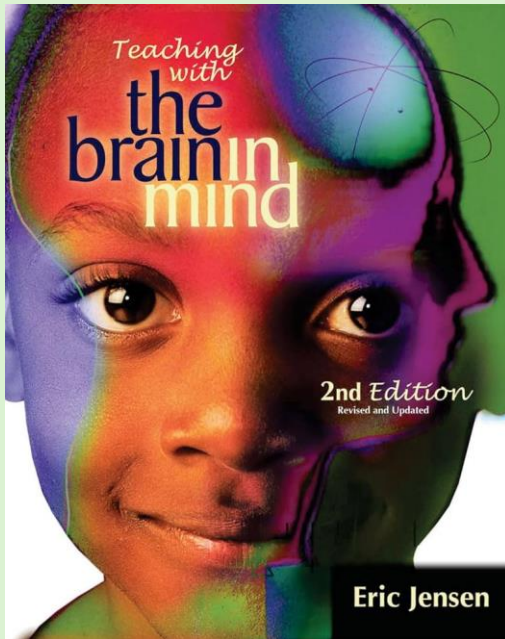


4. Teacher talk -- Pie-chart in your head

5. Do you see authentic literacy behaviors?



Eric Jensen – brain-based reading instruction



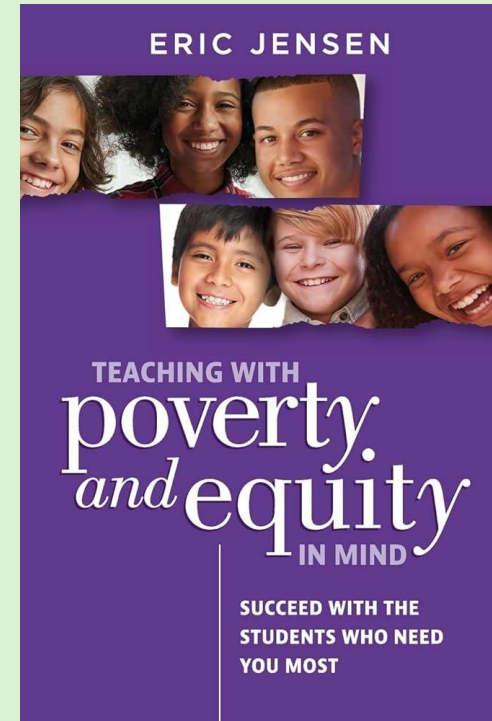
Jensen, E. (2005). *Teaching with the brain in mind* (2nd ed.). Alexandria, VA: ASCD

An understanding, not a method or approach.

Gets many things right.

There are no educational messiahs.

There are no reading messiahs.



Jensen, E. (2022). *Teaching with poverty and equity in mind: Succeed with the students who need you most*. Alexandria, VA: ASCD

1. Reduce the time required for focused attention.

Grade level	Appropriate amount of direct instruction
K-2	5-8 minutes
3-5	8-12 minutes
6-8	12-15 minutes
9-12	12-15 minutes
adults	15-18 minutes

2. Direct instruction, short and briskly paced.

3. Provide time and opportunity for students to become engrossed in authentic reading and writing activities.



4. Insert pause and process (P&P) time into instruction.

5. Use distributed practice vs. massed or concentrated practice.



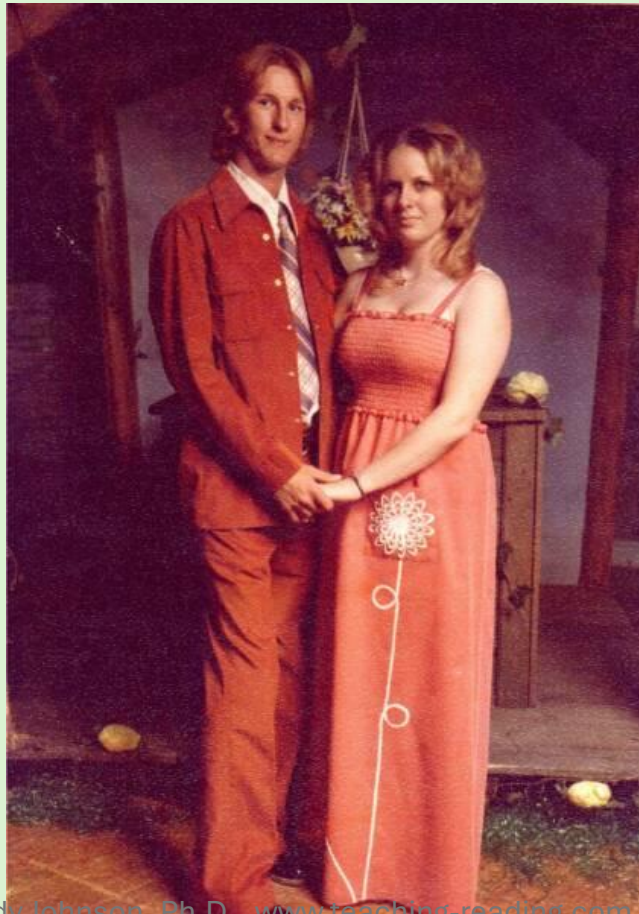
**Concentrated
Practice**

VS.

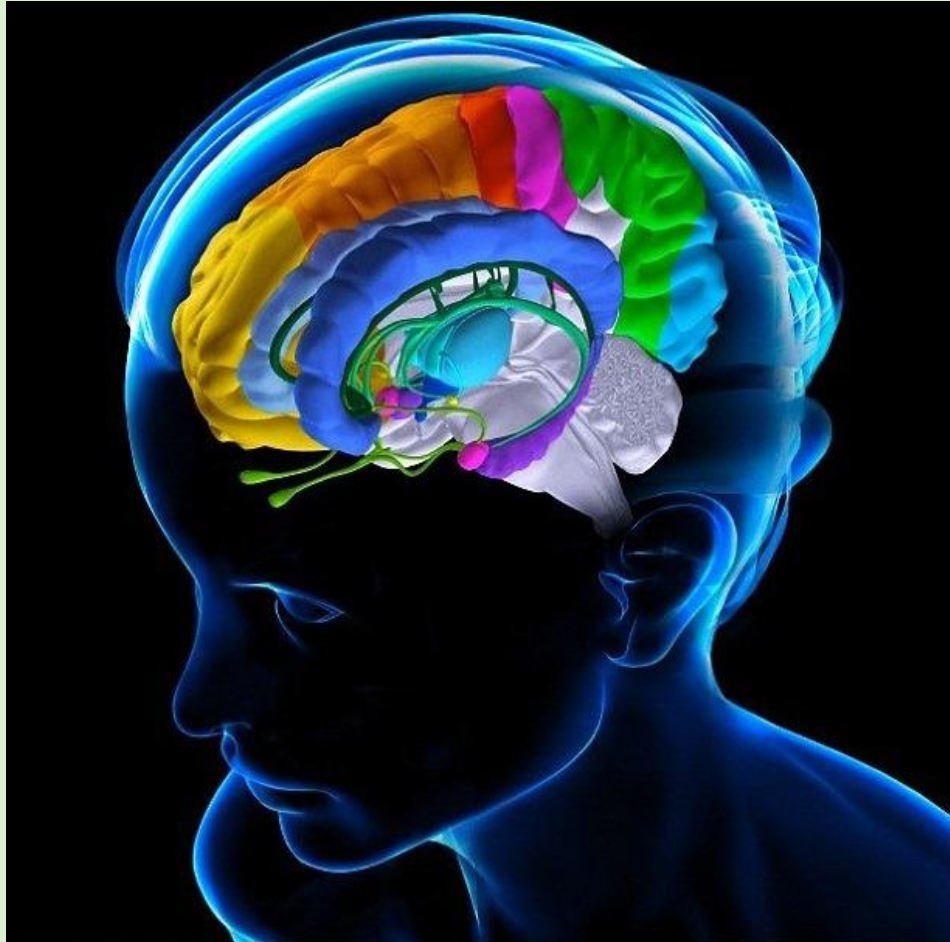
Distributed Practice



II. Emotions



We think and emote from the same brain. It's silly to think that one would not impact the other.



A. Physiological Response

1. Emotions = physiological responses, enabled humans to react to events of biological significance

a. physiological changes that promotes survival behavior

2. Six basic emotions: anger, fear (stress), surprise, sadness (distress), happiness (joy), and disgust.



3. More complex emotions – variations on basic emotions

a. socially learned and culturally shaped.

4. Emotions – not always accessible to conscious awareness

a. especially MS and HS

b. frontal lobes not fully developed



B. Mood and Temperament

1. Emotions are short lived - 15 seconds
2. Moods are emotional states that endure longer
 - a. must engage other cognitive operations to sustain
3. Beware of the 2nd arrow.



4. We control the movie in our head

a. we get to control the thoughts and memories we watch

b. we get to control how events are perceived

c. happy people see a happy world

d. dark people see a very dark world



5. We control how we perceive people (students are people)

a. deficit oriented

b. basically good - grow oriented- a natural tendency toward health and self-actualization

c. see the oak tree within every acorn (oak tree oriented)

d. deficit motivation or being motivation (Maslow)



Maslow's Hierarchy is a theory of motivation, not a theory of needs.

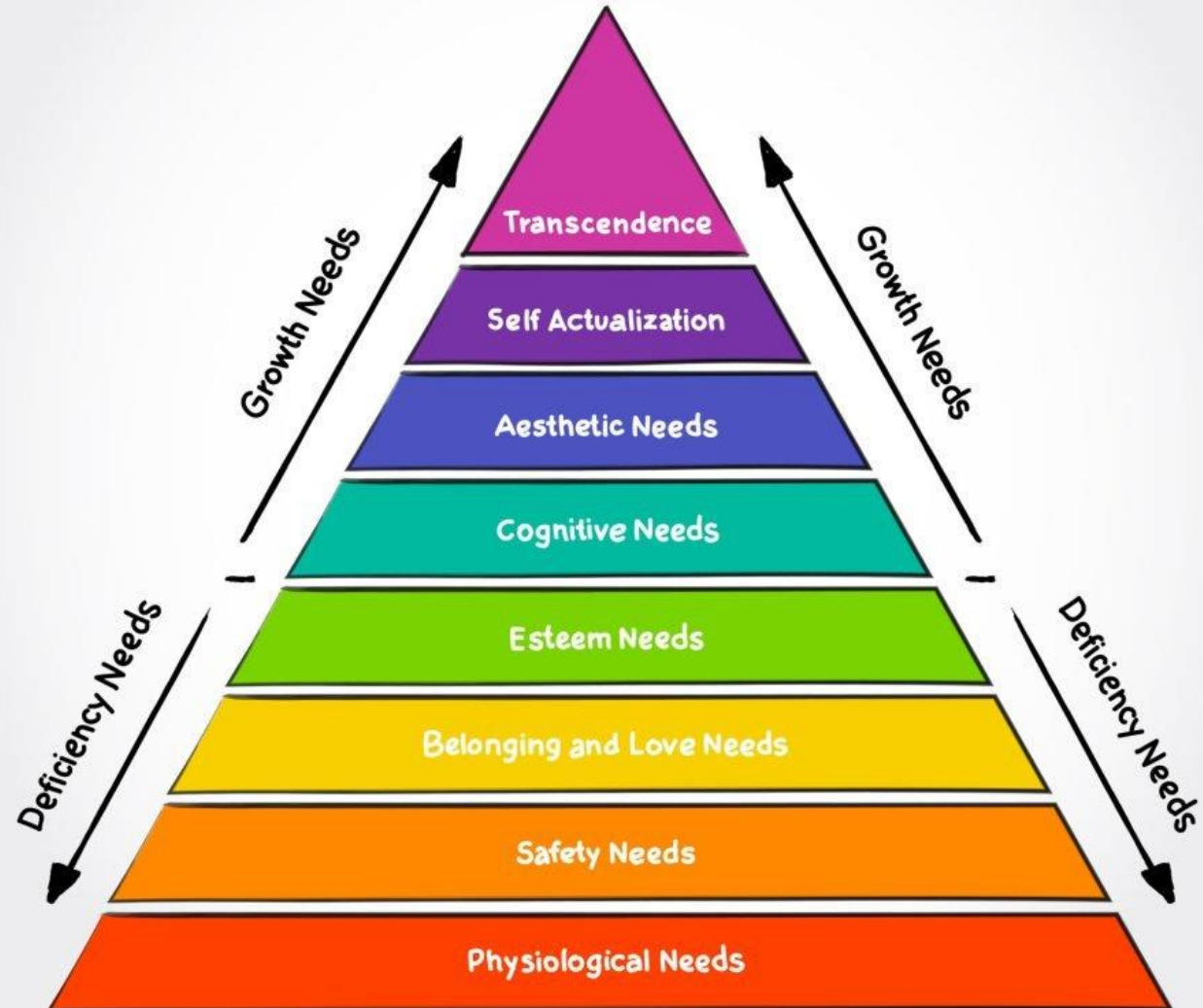
When you see a behavior, ask yourself, "What's the motivation here?"

Do we allow any opportunities in our schools for students to address growth needs?

Do they love learning?

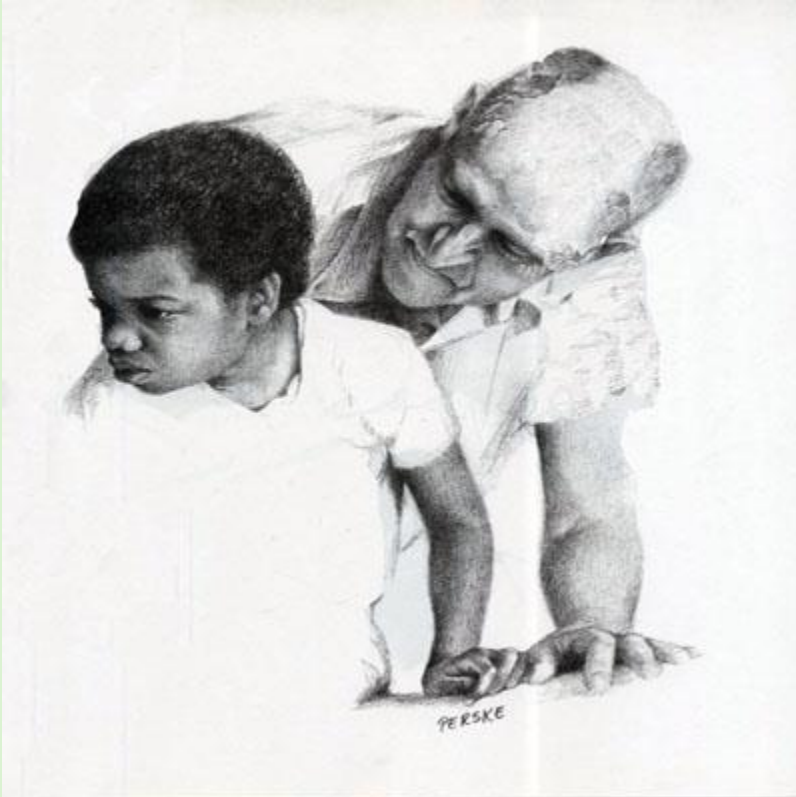
Do they love reading?

MASLOW'S MOTIVATION MODEL



C. Insight: Educational Disorder

1. Learning disability - emotional/behavioral disorder
2. Emotional/Behavioral Disorder – consider the emotions as well as behaviors



Thought Experiment – Think about a time when you failed or were frustrated, a time when you just couldn't learn something.

What was the situation?

What was your emotional state?

What behaviors or actions manifested?

Struggling readers fail in a very public way for six hours every day.

thought  experiment

3. Attend to emotional - motivational dimensions of instruction
a. if you do not attend to the E you will be dealing with the B

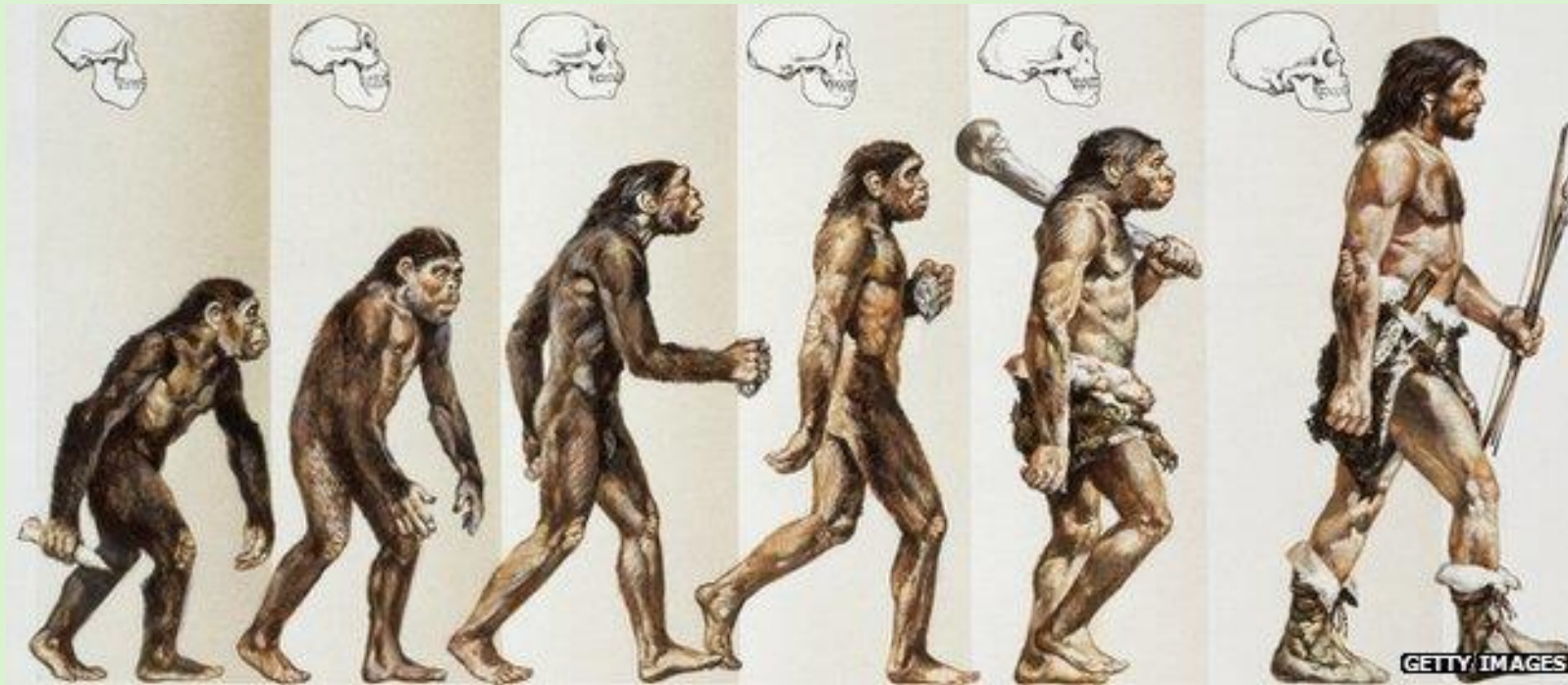
4. Teach within ZPD –

a. enable students to experience success

b. sometimes the only thing children learn is how to fail



D. Evolutionary Purpose of Emotions



1. Human emotions the result of thousands of years of human evolution.

Basic: anger, fear, surprise, sadness (distress), happiness (joy), disgust.

2. Emotions - physiological responses facilitate **actions** that are/were beneficial for survival the group or the individual (*propagation of the species*)



3. Think about actions that benefitted early human groups:

a. anxiety - pushes you to act

b. worry – plan ahead

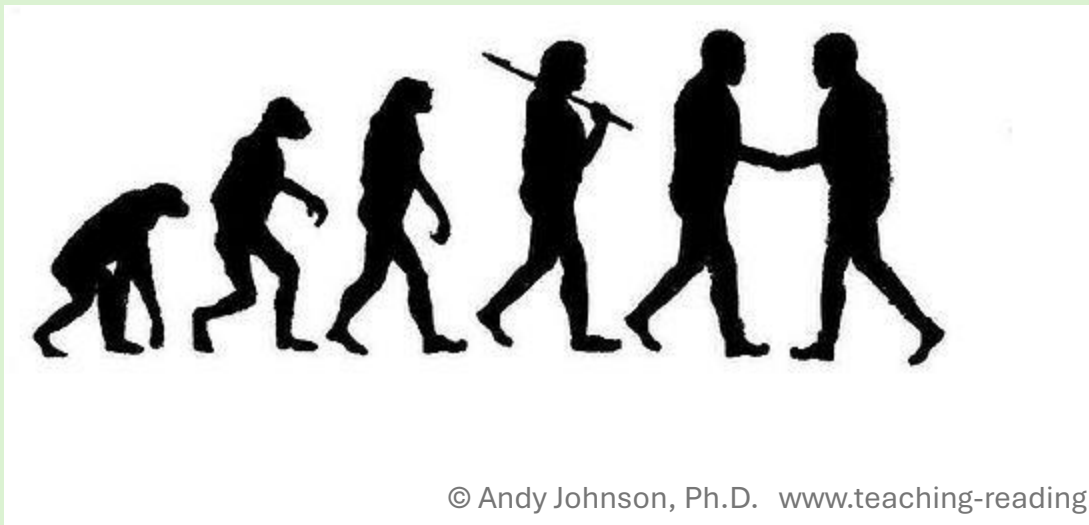
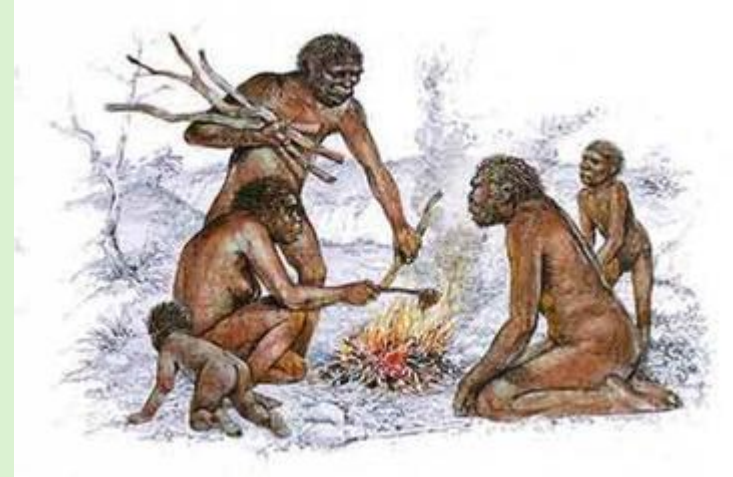
c. fear – fight or flight

d. anger – to take action, act, or protect

e. disgust – did not eat it or do it

f. joy – did more of it

g. sadness – did less of it



4. Emotions facilitated **social/interpersonal interactions** that were beneficial to:

a. individual survival

b. survival of the group, tribe, community

c. propagation of species

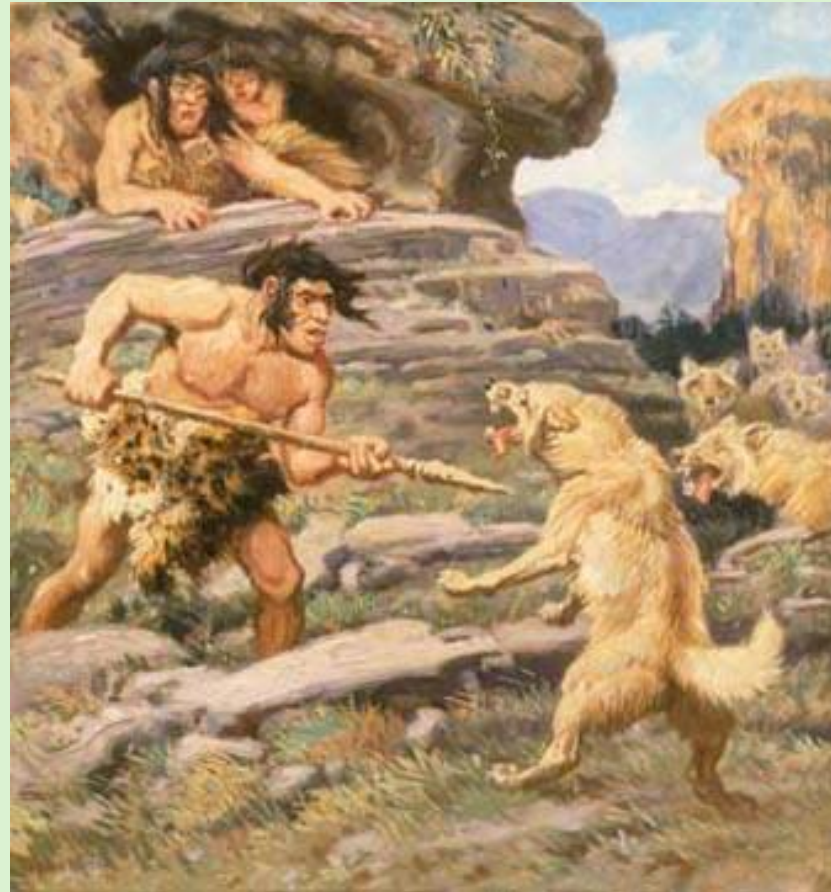
d. cooperation not competition enabled us to evolve and thrive



5. Fear (stress) response – fear (stress) served an evolutionary purpose

a. fight or flight

b. caused you to act

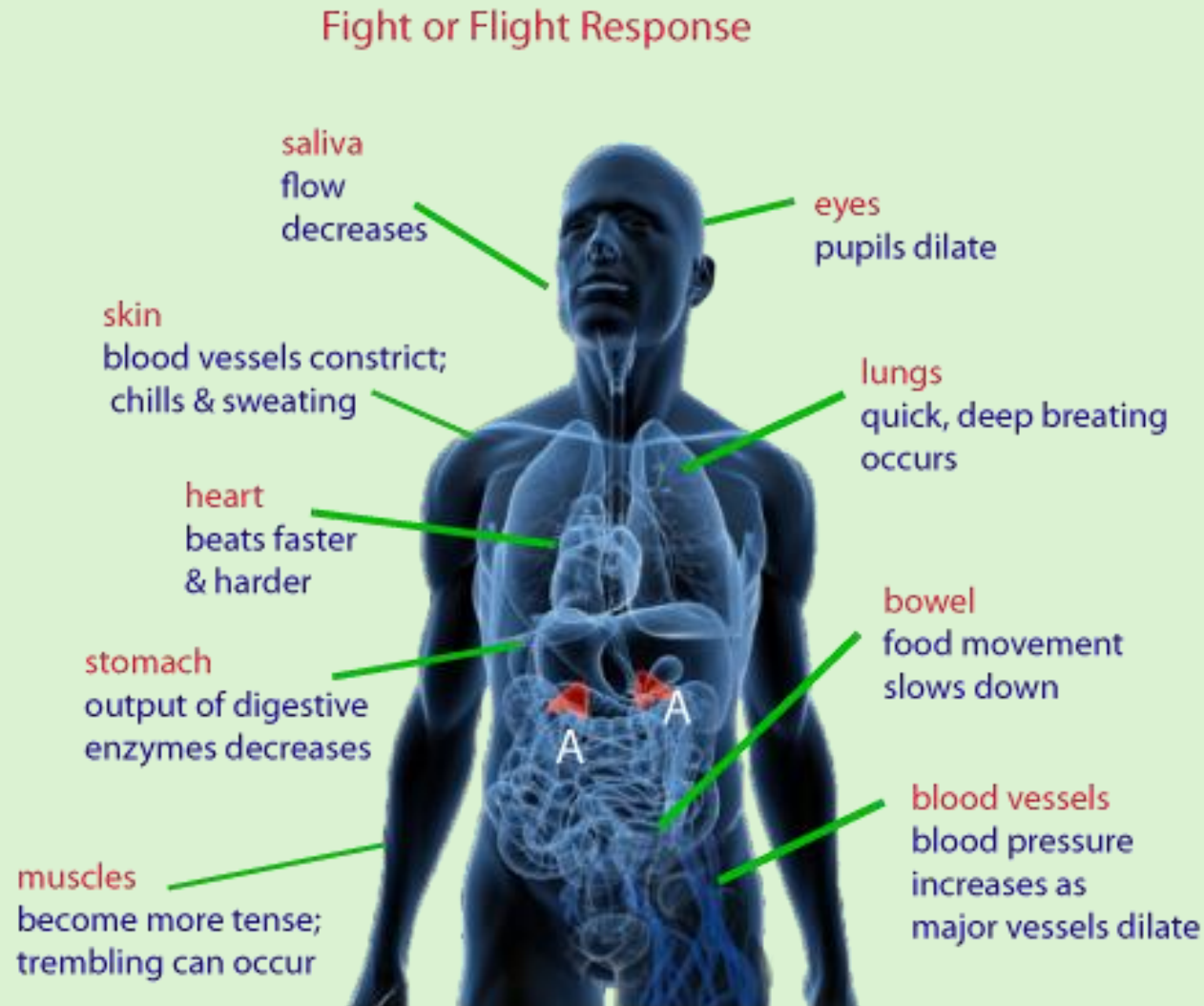


E. Fight or Flight

1. Response to Fear - We are hard-wired not to get eaten.



2. Fear: fight or flight – (anxiety) - prepares organism for fight/flight response



Example: Cave person sees saber tooth tiger.

- Blood shunted to organized critical for survival (heart, lungs, muscles, brainstem or lizard brain)
- Blood shunted away from organs NOT critical for survival (gastrointestinal tract, reproductive track, immune system, prefrontal cortex)
- Muscles tense
- Eyes wide
- Allows for fight or flight response



What happens when the fight or flight mechanism kicks in



Andy suddenly remembering he has a fear of heights. 5 stories looks a lot different when you're on top of the building looking down.



She's telling me stuff. All I hear is the sound of my own inner voice screaming!



The face of fear. I remember nothing of what they told me. I have no idea how to work the pullies to go down.

What happens when the fight or flight mechanism kicks in?



I am 5 stories about the ground, screaming and swearing. I forgot how to make the thing go down.

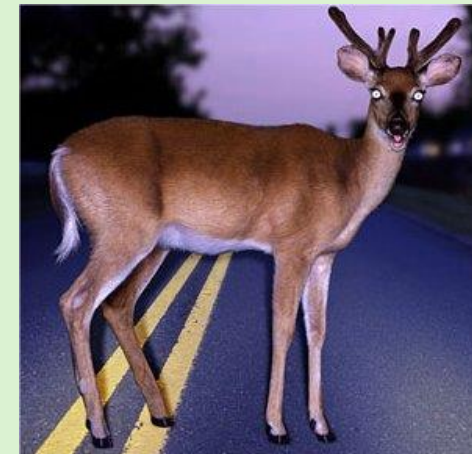
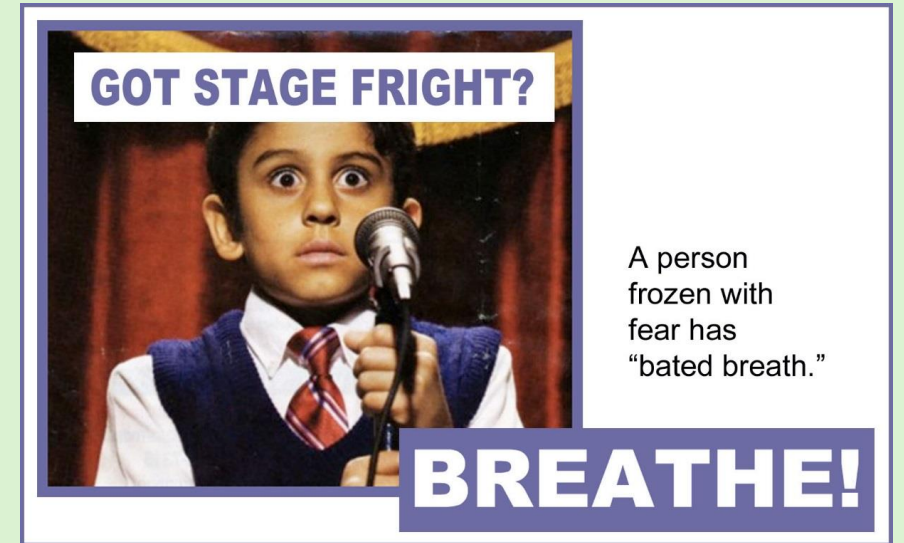
3. Freeze and withdraw response to fear

a. shallow breathing, pale or clammy skin, decreased responsiveness

b. child may appear stunned, shuts down



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F. Personal Response to Evolutionary Effects

1. Not all modern events are threats to survival - our body doesn't know this

a. social situations

b. anxiety producing events

c. school

d. reading aloud

e. the playground



2. Attempt to quiet the mind, to regulate -

a. drinking, drugs

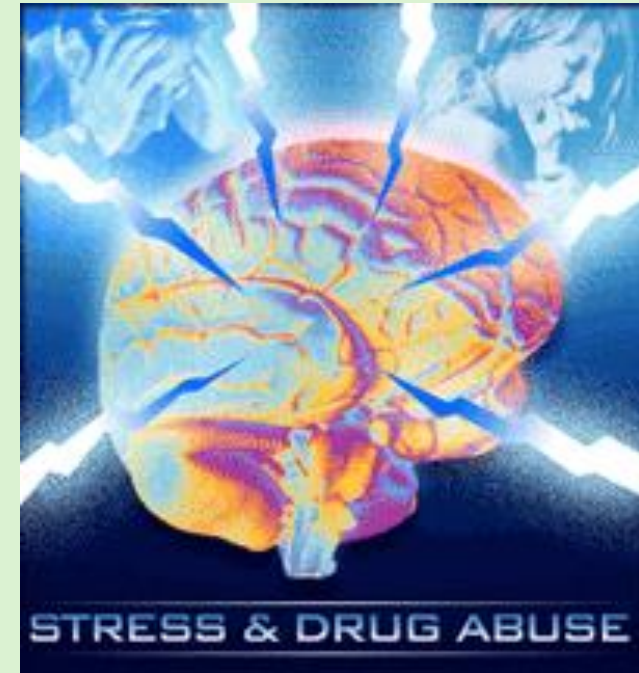
b. cutting

c. other

d. telling jokes, being funny

e. eating

f. exercise



3. Physiological response to fear/anxiety - not good for learning

a. takes blood away from the brain

b. less access to higher level functioning



4. Mental health: The ability of the mind to self-right (innate)

a. turn off the fear switch when the threat is gone

b. prolonged exposure to stress makes homeostasis more difficult



5. Anxiety and hyper-arousal, dysregulation often labeled something else.

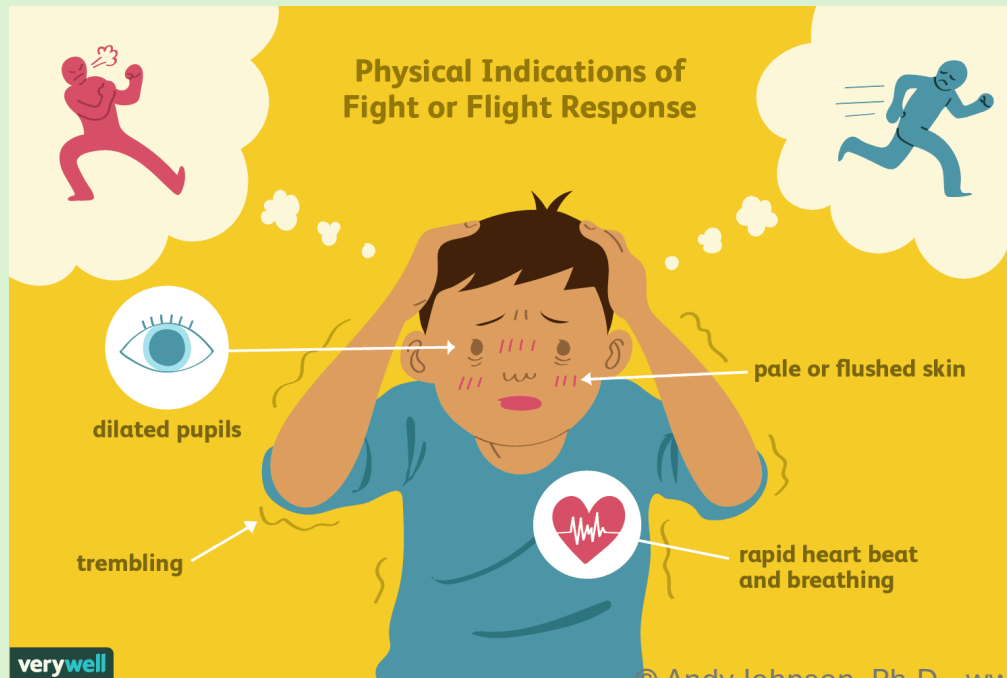
a. ADHD, ADD,

b. bi-polar disorder

c. EBD

d. learning disability

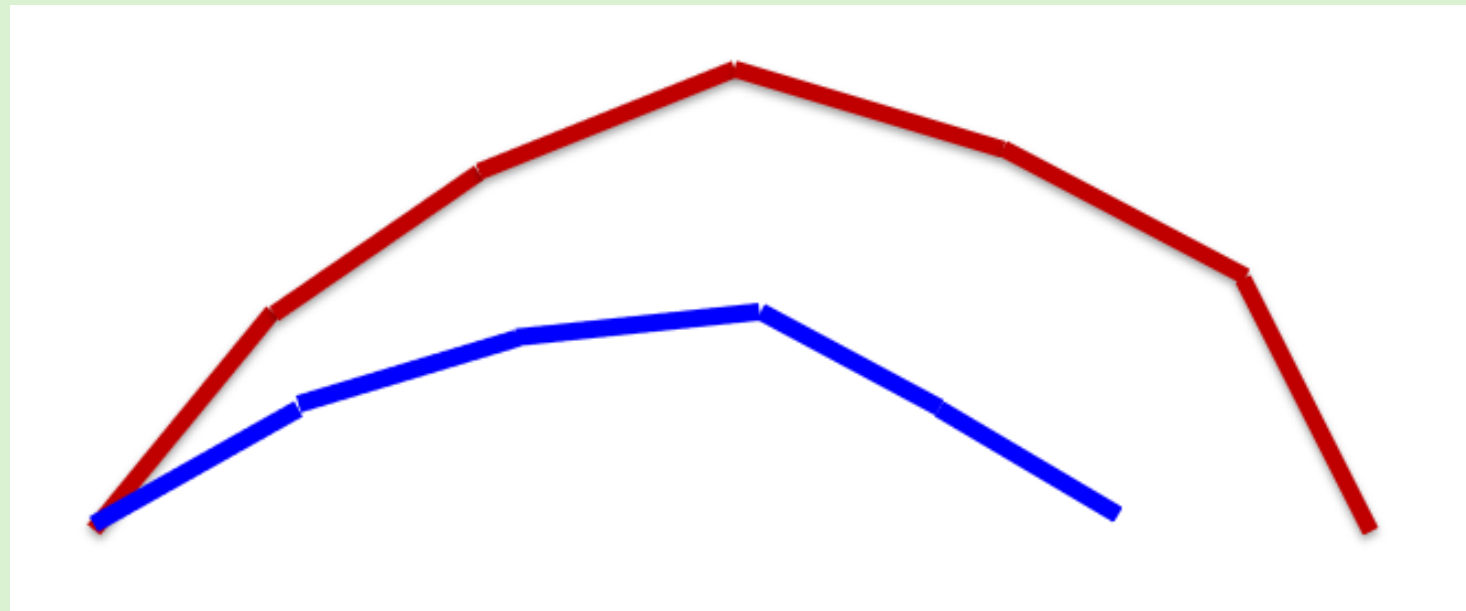
e. bad kid, lazy kid, immature kid



G. Anxiety Disorder

Generalized anxiety disorder includes persistent and excessive anxiety and worry about activities or events — even ordinary, routine issues. The worry is out of proportion to the actual circumstance, is difficult to control and affects how you feel physically. It often occurs along with other anxiety disorders or depression.

- Go up quicker
- Go up higher
- Stay up longer



Common anxiety signs and symptoms include:

- Feeling nervous, restless or tense
- Having a sense of impending danger, panic or doom
- Having an increased heart rate
- Breathing rapidly (hyperventilation)
- Sweating
- Trembling
- Feeling weak or tired
- Trouble concentrating or thinking about anything other than the present worry
- Having trouble sleeping
- Experiencing gastrointestinal (GI) problems
- Having difficulty controlling worry
- Having the urge to avoid things that trigger anxiety
- Anger, irritability



1. Homeostasis is ability of the body/mind to heal or regulate itself

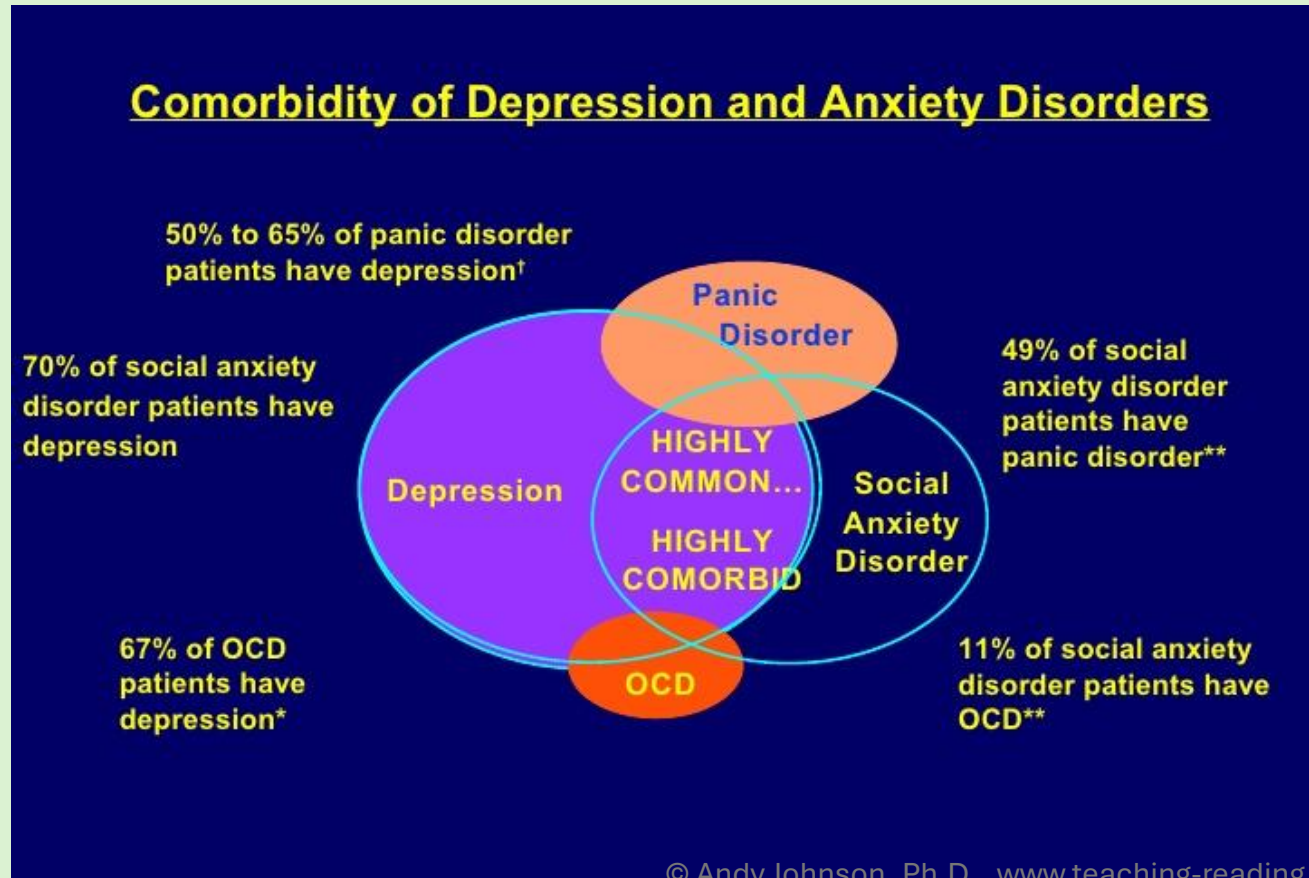
2. Mood dysregulation - unable to regulate emotions



3. Mental/psychological distress: temporary lose the ability to self-right psychologically

4. Anxiety disorder has high rates of comorbidity

a. **comorbidity** – two or more conditions existing simultaneously

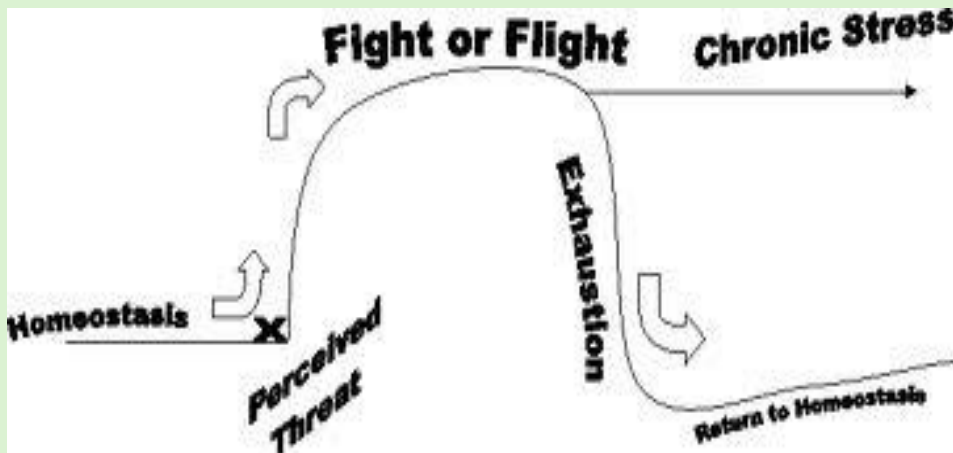


H. Stress

1. STRESS - physic or psychological changes - response to a threat (real or perceived)

We are good at handling stress for a short time

Long term stress causes mental and psychical



Stress



Teaching can be very stressful.

School can be stressful for some children.

The Effects of Stress on Your Body

insomnia

headaches

depression

increased risk of stroke

fatigue

autoimmune disease

alzheimers

obesity

premature aging

increased risk of cancer

breathing problems

asthma

circulation problems

increased risk of heart attack

hormone imbalances

acid reflux

high blood sugar

high blood pressure

stomachache

unhappiness

weakened immune system

erectile dysfunction

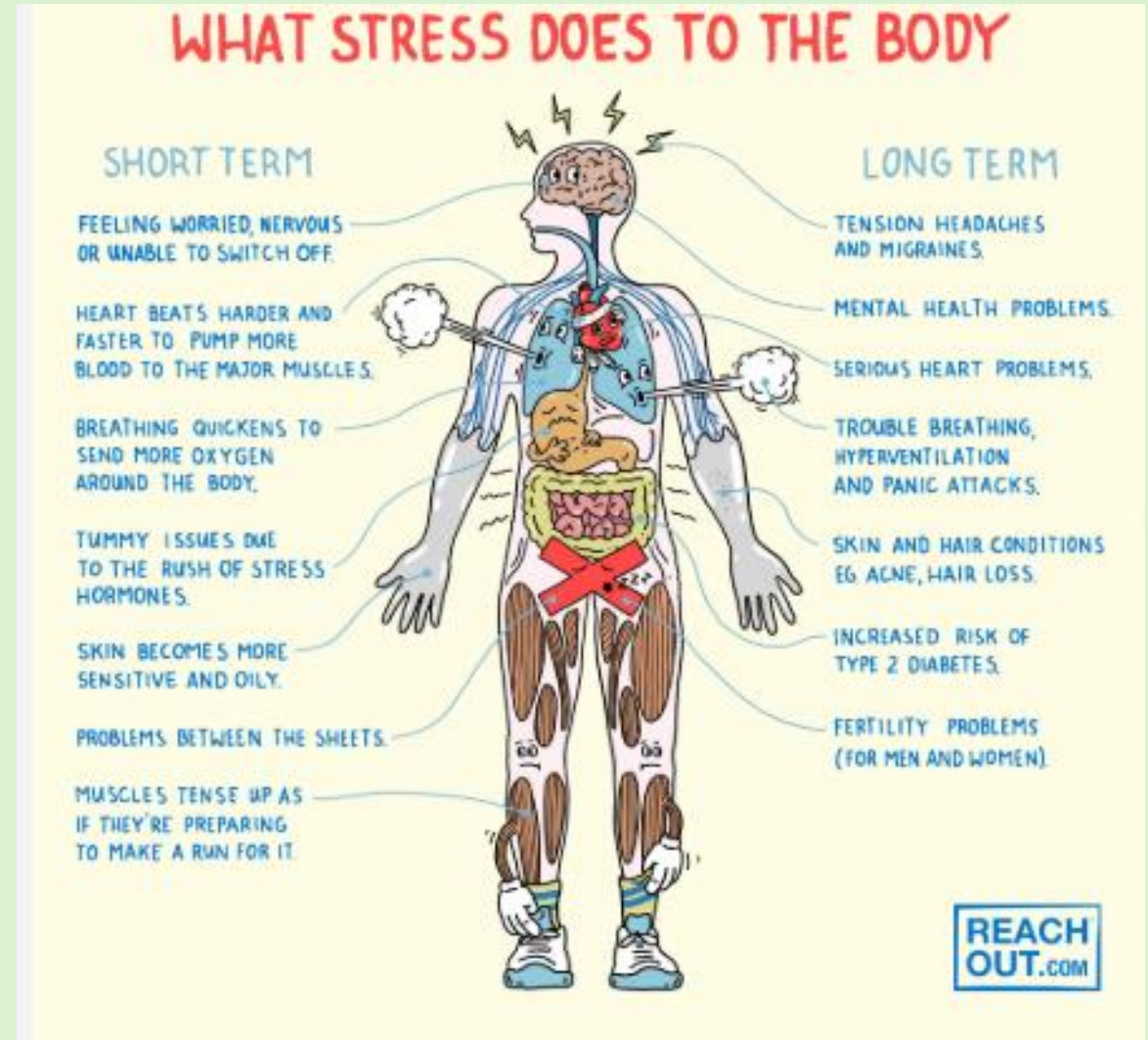
menstrual irregularities

fertility problems

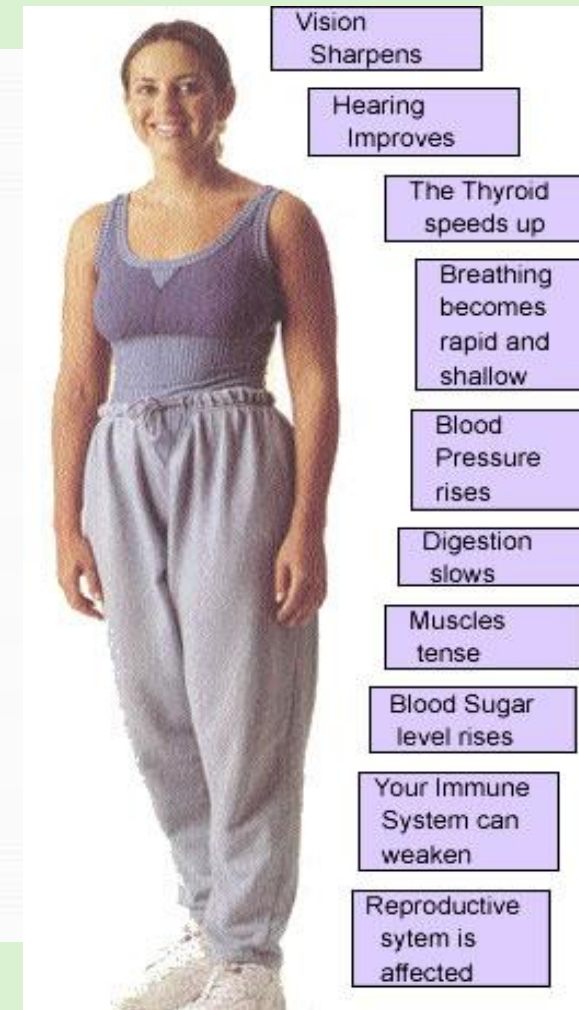
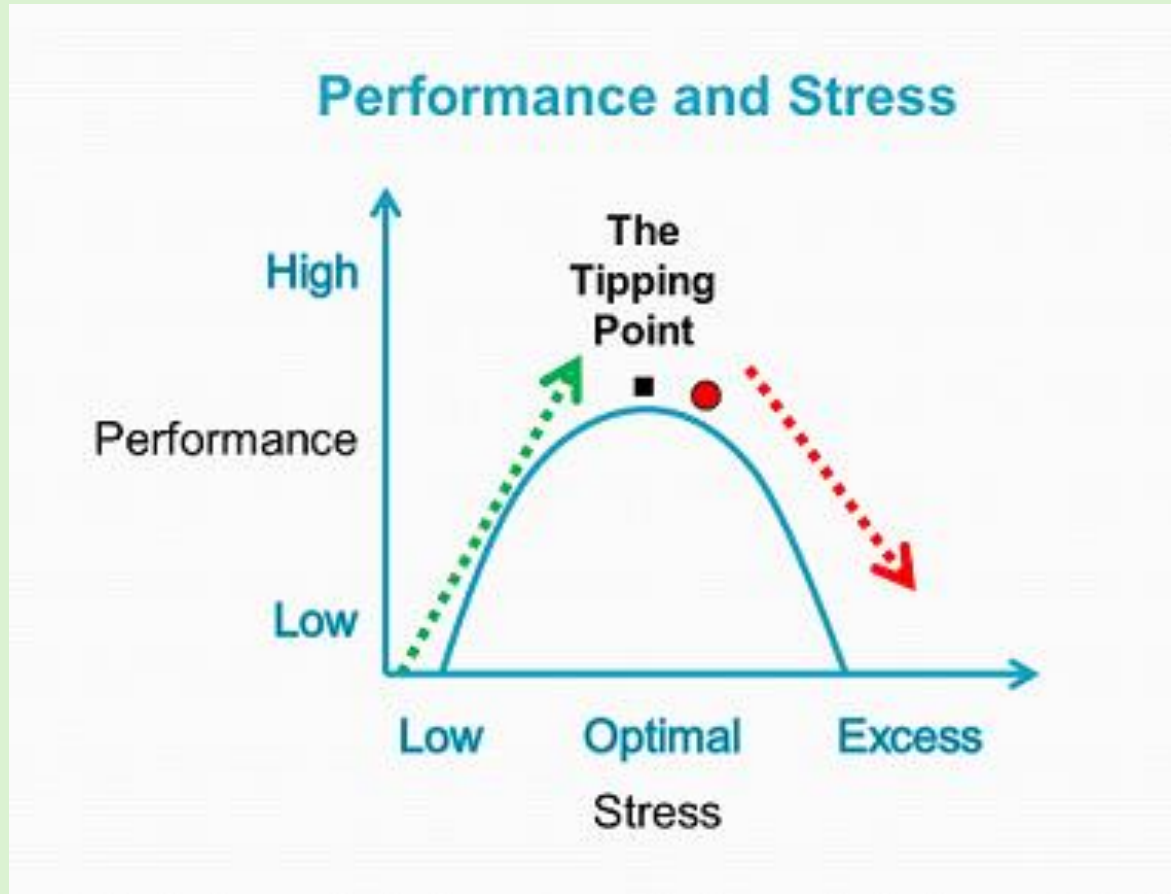
decreased libido

2. Repeated or long-term stress - increases risk of physical and mental health problems:

- a. *peptic ulcers*
- b. *hypertensions*
- c. *suppressed immune functions*
- d. *neuronal degeneration*
- e. *reduced synoptic plasticity*
- f. *cognitive impairment*
- g. *obesity*
- h. *mood and anxiety disorders.*



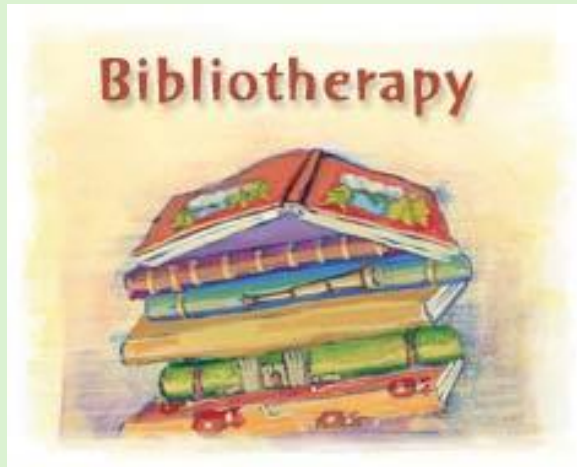
A little stress can enhance performance. Too much stress impeded performance.





If time ...

Intrapersonal Reading



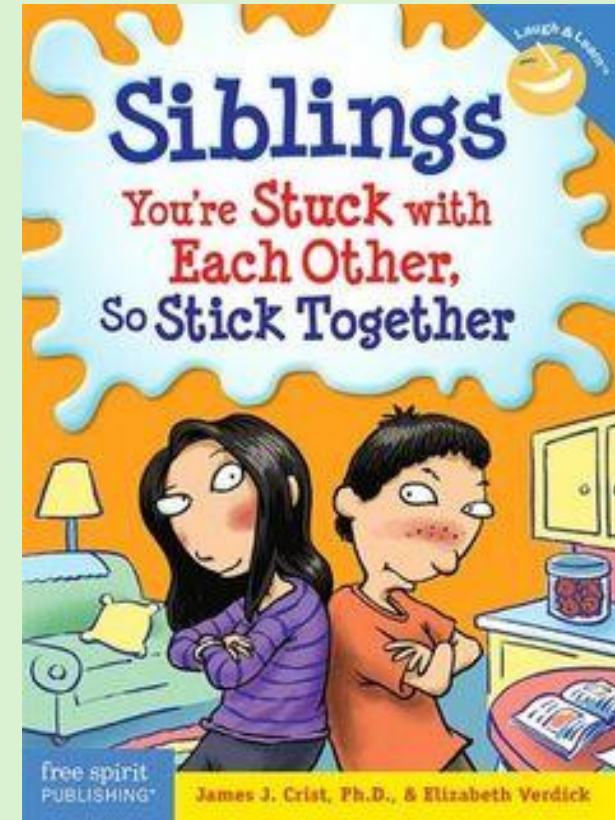
Bibliotherapy

1. Intrapersonal reading (bibliotherapy) - Using literature to create interpersonal and intrapersonal connections

a. understand self

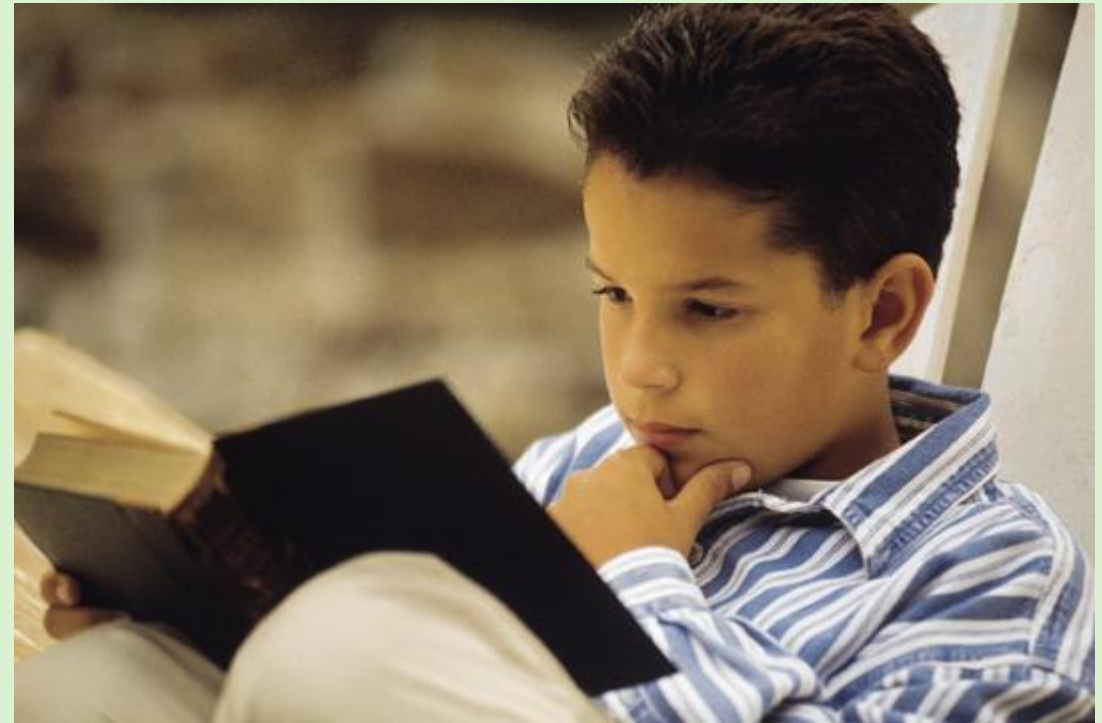
b. understand others

c. understand life situations

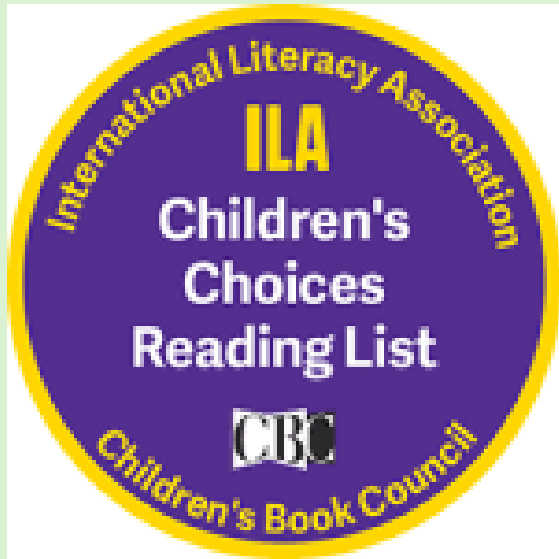


2. Voluntary reading declines in middle school – when it could be most useful

a. the “classics”



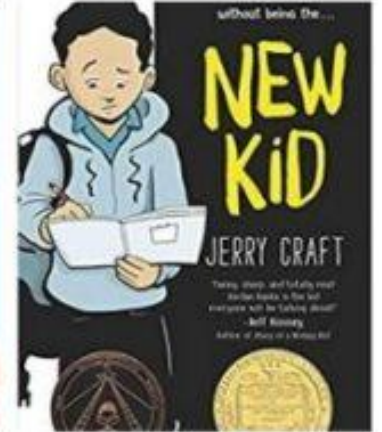
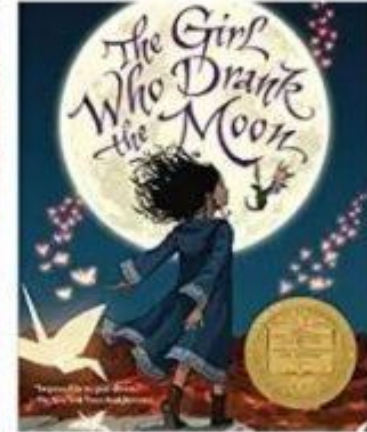
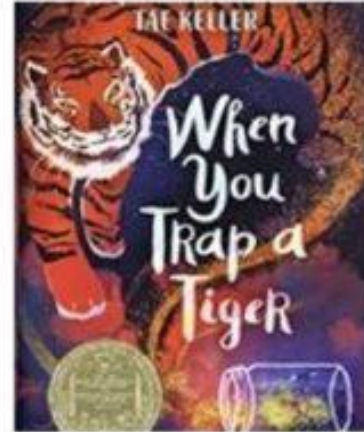
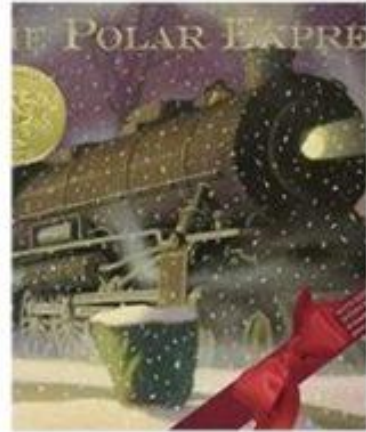
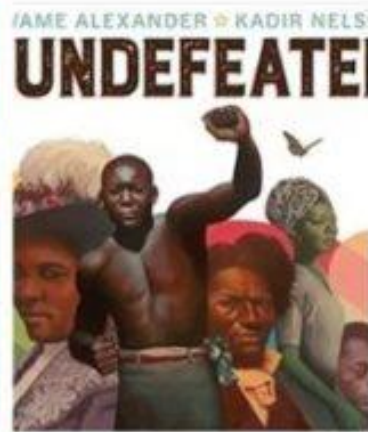
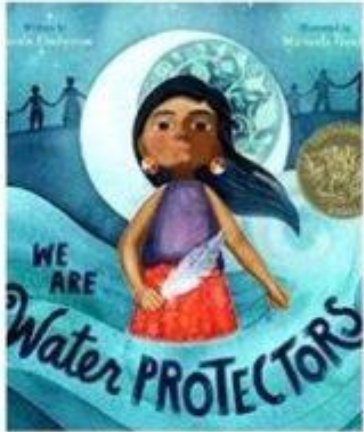
3. Read and familiarize yourself with young adult books and children's books



International Literacy Association
Children's Choice Reading List

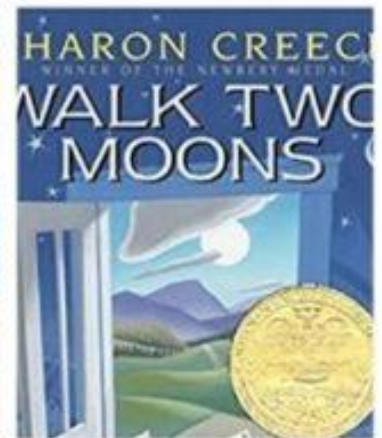
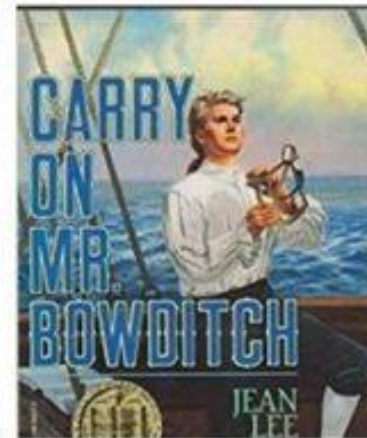
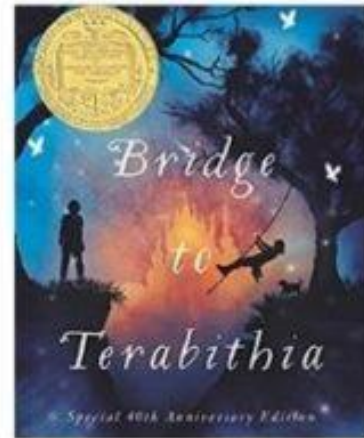
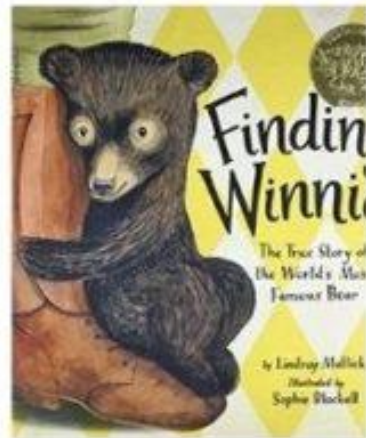
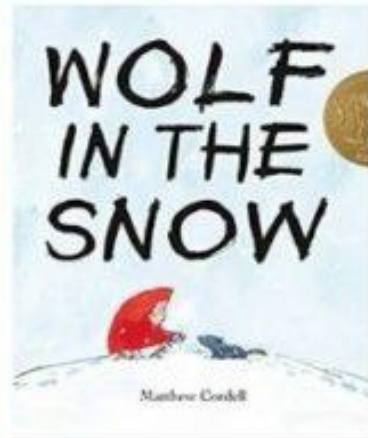
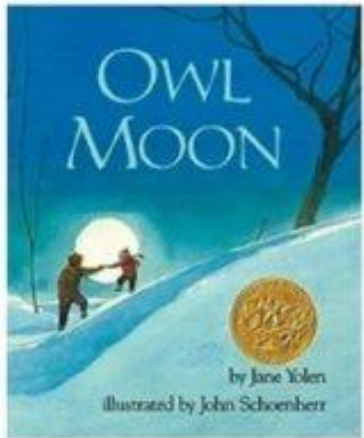


National Council of Teachers of English
book lists

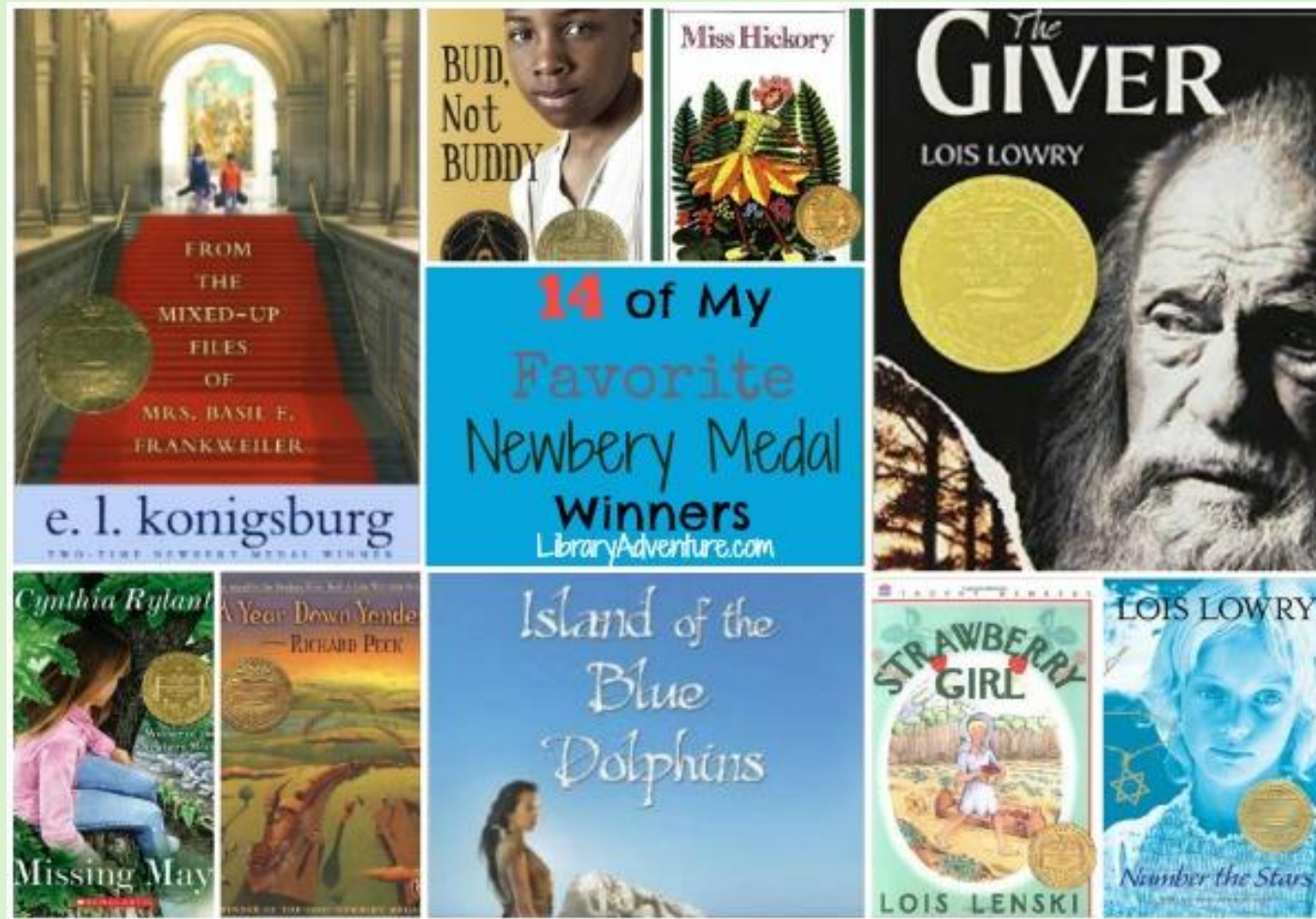


CALDECOTT

NEWBERRY



Used as a basis for discussions related to real life issues.



Look for the gold or silver medal

4. Books can change insight and understanding

a. not values or behaviors



banned books

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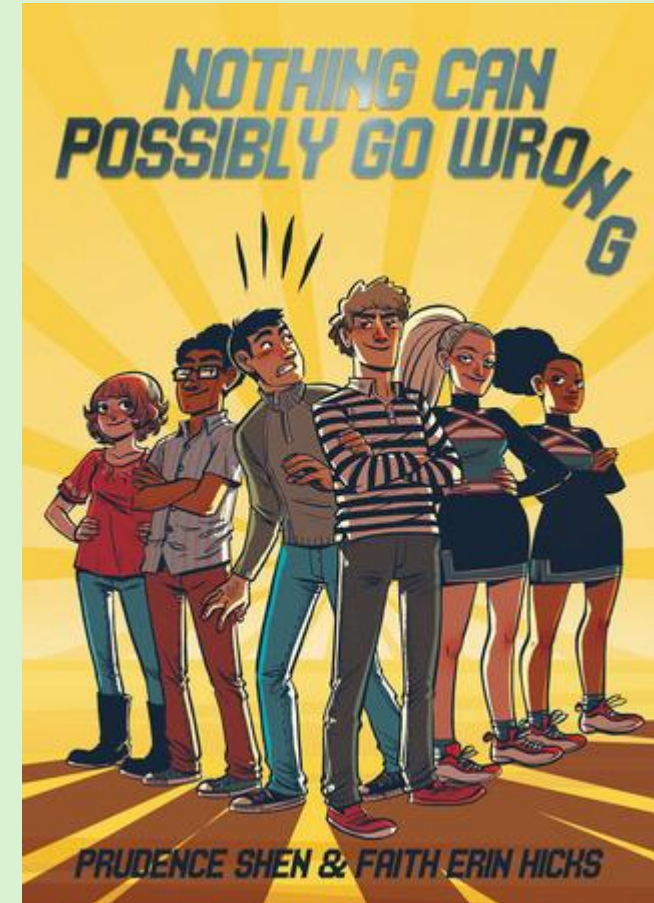
Three Phases of Intrapersonal Reading

1. Identification –

a. readers identify with a character

b. see's similarities

c. self-character, self-situation, self-environment

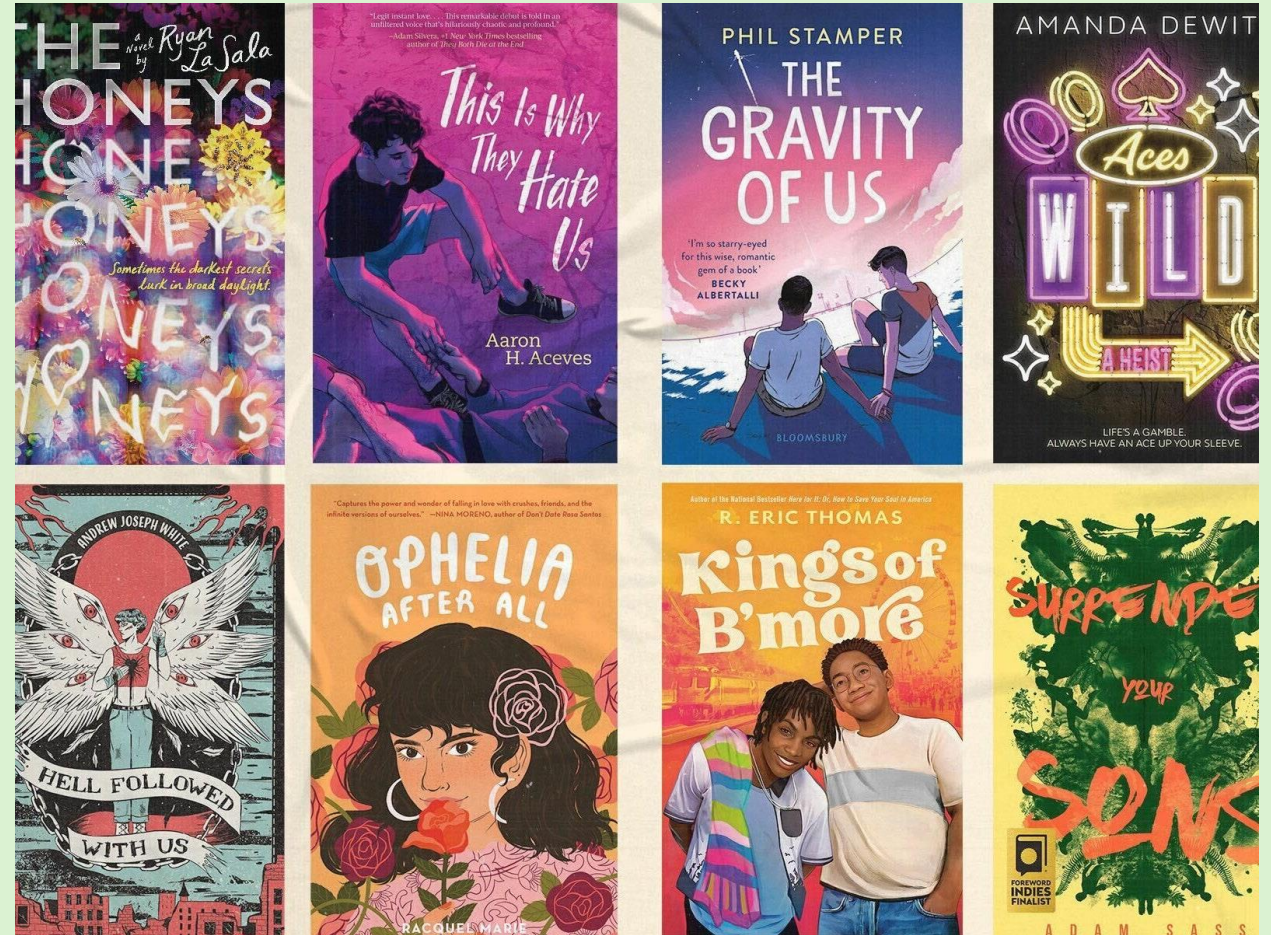


2. Catharsis

a. active release of emotions

b. follow character through difficult situation

c. see the resolution of a problem



banned books

3. Identification

a. make personal connections

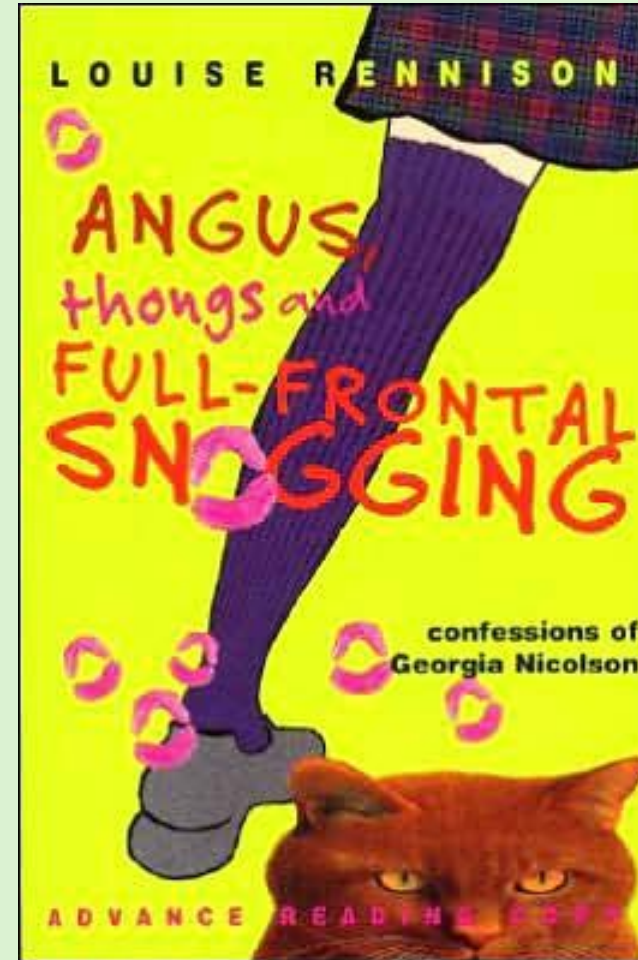
b. apply insights to one's own life/situation



banned books

Applying Connections

1. Writing
2. Small group discussion
3. Problem solving
4. Safe/objective third person



1. Problem Solving

***Use in pairs or small groups**



banned books

Creative Problem Solving

CPS – Thinking Frame

1. Identify or define the problem.
2. Generate as many solutions as possible (at least 5).
3. Choose a solution that seems the best.
4. Elaborate and refine.

Identify a problem in the story



CPS graphic organizer.

<i>Problem:</i>	
<i>Generate ideas:</i>	<i>Best idea:</i> <hr/> <i>Elaborate and refine:</i>

Means End Analysis

MEA - Thinking Frame

1. Describe the current state.
2. Describe the desired state.
3. Generate a list of necessary steps or things to do.

MEA graphic organizer

Current State:
Desired State:
Necessary Steps/Things to Do:

MEA graphic organizer •

Current State:

Desired State:

Necessary Steps/Things to Do:

Current State: Miss Gulch is mean, nasty, and selfish

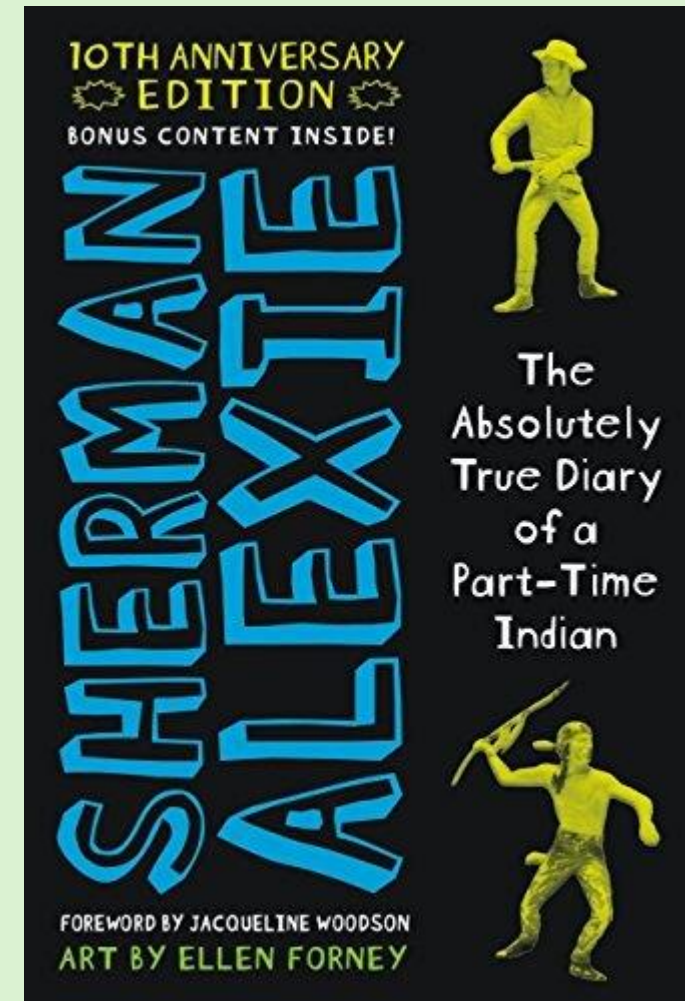
Desired State: Miss Gulch is less mean, nasty, and selfish – even nice

Necessary Steps/Things to Do:

- smile at her
- send her cards on May Day, etc
- stay out of her yard
- keep Toto on a leash as law requires
- offer to help Miss Gulch plant flowers

MEA Activity

1. In your life – incongruity between present state and desired state?
2. Describe the current state.
3. What is the desired end state?
4. What things need to occur to move from current to end state?



2. Feelings Connectors

Feelings Connector - *The Wizard of Oz*.

event/action in the story	feelings of character/s	similar event/action in my life	my feelings
- Dorothy lands in Oz and finds herself in a strange, new place.	- Dorothy doesn't really know what to do or expect. There's new people and situations.	- Reminds me of when I went to jazz camp when I was in 9 th <u>grade</u> ..	- Like Dorothy, I felt out of place at first. I had never been to a music camp. There were many new people. I was by myself. Like Dorothy, I made friends once I got to know people.

Feelings comparison chart

Story Event	Character's Feelings	Your Life Event/Feelings

3. Problem Connector

Problem Connector - *The Wizard of Oz*.

problem in the story	possible solutions	similar problem in my life	possible solutions
- The Wicked Witch is trying to hurt Dorothy and take her shoes.	<ul style="list-style-type: none">- Give her the shoes.- Reason with her.- Ignore her.- Explain the situation <u>with</u> her and try to get her to understand.- Try to find <u>compromise</u>.- Share the shoes with her.	- A colleague is saying incorrect and negative things about me.	<ul style="list-style-type: none">- Explain the concept of synergy.- Invite the colleague to be part of our program.- Look for a <u>common</u> ground.- Ignore the colleague and maintain my standards.

4. Double Journal Entry

text	my ideas
<ul style="list-style-type: none">- quotes- lines- words- objective reality	<ul style="list-style-type: none">- thoughts- associations- Ideas- Subjective reality

From the movie script, *The Wizard of Oz* (MGM, 1939).

text	my ideas
<p>Dorothy: No - it was an accident. I didn't mean to kill anybody; <u>really</u> I didn't.</p> <p>Witch: You <u>didn't</u> eh? <u>Accident</u> eh? Well, I can cause accidents too, my little pretty, and this is how I do it...</p> <p>The Lion jumps from the woods and starts terrorizing Scarecrow and Tinman. They are frightened. Toto, not afraid, barks. He chases Toto behind the tree. Dorothy slaps him and tells Lion he should be ashamed. Lion starts crying.</p> <p>Uncle Henry tells Dorothy that he won't let Miss Gulch take Toto. Miss Gulch tells him that he could lose the farm as a result. Uncle Henry takes Toto from a sobbing Dorothy and puts him in Miss Gulch's basket.</p>	<p>- The Witch, green face, <u>scrunched up</u>. Everyone is scared. The Witch represents the shadow side, that part of us that we all have inside us.</p> <p>- Dorothy is showing courage and acting on moral principles. It is not right for bigger things to pick on smaller things. Not knowing Lion is just a big coward, she risks her life to stand up for this principle. Isn't it funny that the one character who does all the killing in this movie also acts upon the highest moral principles?</p> <p>- Apparently Uncle Henry doesn't have the moral fiber that Dorothy has. He takes a moral <u>stand</u>, <u>but</u> then changes his mind. He is willing to have Toto destroyed. Uncle Henry seems kind of spineless.</p>

5. Comparison Chart

Similarities



Character		Me



Differences



Differences

6. T-Chart for Comparing

my bad	Dorothy's bad day
<ul style="list-style-type: none">-got up late-no breakfast-got yelled at-didn't finish homework-got teased-dropped the ball in gym	<ul style="list-style-type: none">-fell in the pig pen-got yelled at by Aunt Em-crabby lady tries to take her dog-family locks her out of tornado shelter-gets hit on the head by a window-has a witch who wants to kill her

Ideas/Conclusions: Both Dorothy and I got yelled at, however, she had a much worse day than I.

7. Compar-O-Graph

Compare-O-Graph

	me	Dorothy	Meg	Billy
bad days				

Ideas/Conclusions:

8. Adjectives

Find adjectives to describe

a. yourself

b. your life

c. your situation

Given an adjective or situation

a. how does that manifest in your current life or situation

If time ...

Impact of In-Class Sharing

1. Quick pre-write, write, and share
 - a. **stop when the energy leaves**



2. Share – over time develops community and understanding

a. sharing real thoughts

b. enables understanding, interpersonal and intrapersonal

c. real human beings sharing real ideas



Silly Personal Writing?

- This silly personal stuff is fluff.
- Does it get in the way of the writing students will need in the real world?

*** Nope**



1. Learning how to convey thoughts and idea effectively



2. The skills and processes learning in creative and personal writing transfer to more formal writing

Transfer



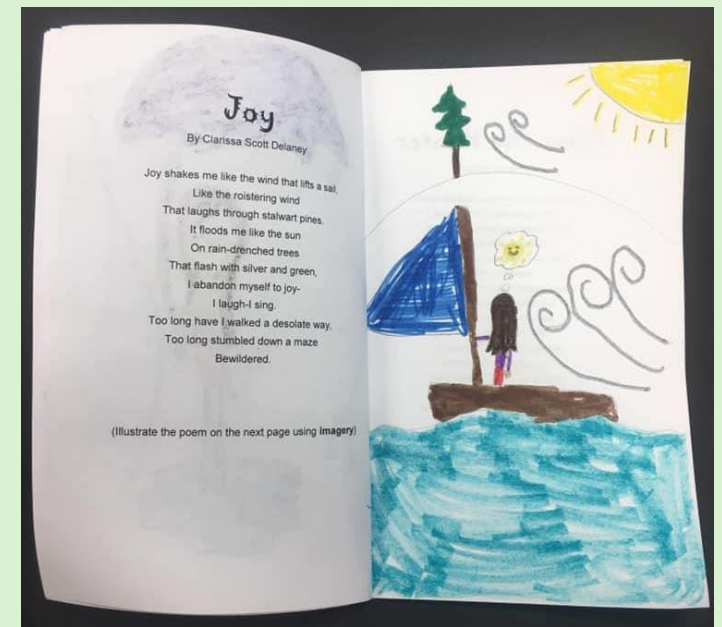
3. Silly or creative writing should be encouraged

4. Enhanced motivation








5. Put the art back in language arts

- poetry
- drama or scripts
- song lyrics
- comedy monologs
- podcasts
- YouTube videos
- other



12 Interacting and Interconnected Elements

No algorithms or formulas.

12 Essential Elements	
1. Phonemic awareness	
2. Phonics and word work	
3. Vocabulary	
4. Comprehension	
5. Fluency (if needed)	
6. Word recognition: semantics, syntax, and phonics	
7. Word identification: phonics, morphemic analysis, context, and analogy	
8. Reading practice	
9. Conversations and social interaction around books.	
10. Authentic writing experience	
11. Affect: motivation and emotion	
12. Social and cultural background.	

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VIII. Reading Practice

1. Like choir practice or volleyball practice or wrestling practice.
2. All students at all levels need practice reading books that they have selected.

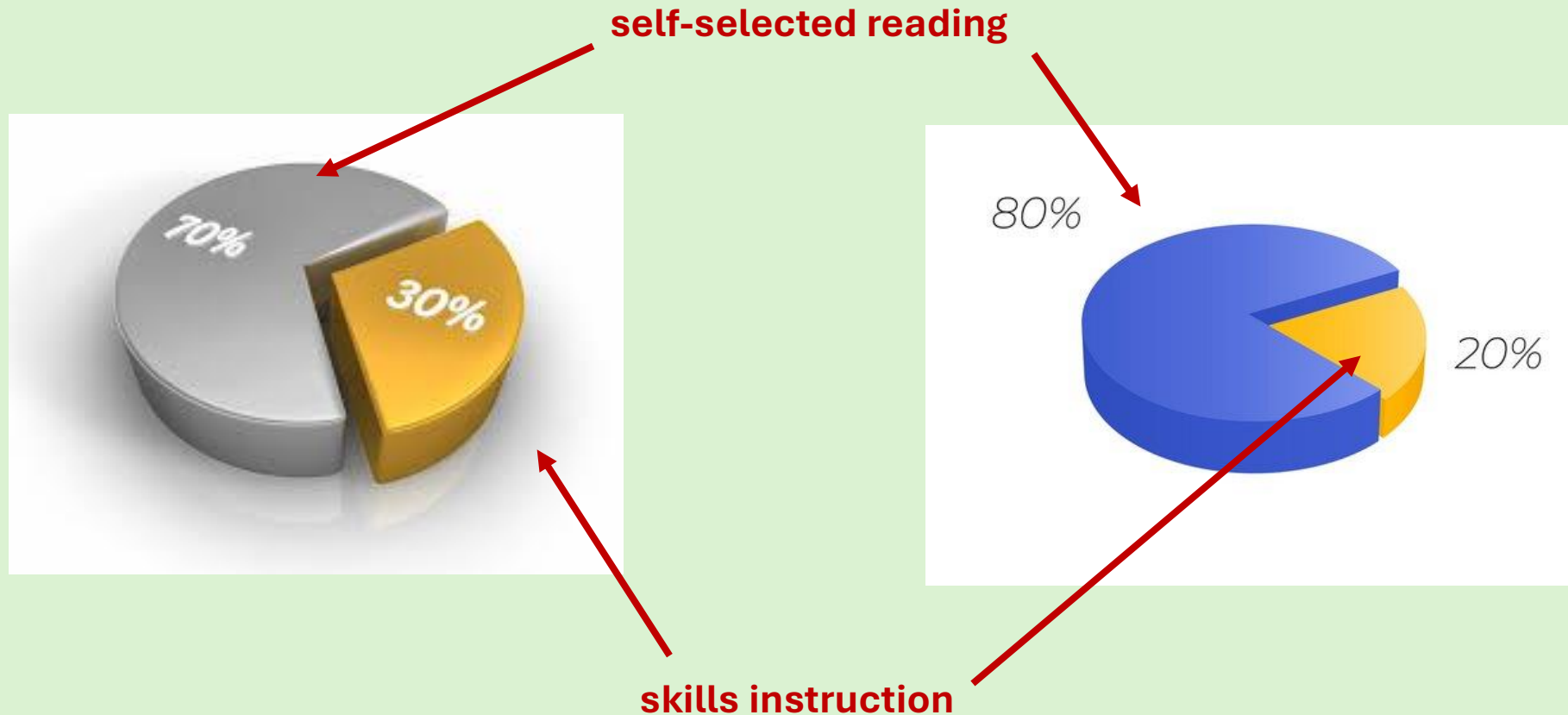


3. Reading widely is one of the best methods to use to enhance students' comprehension, word identification, and fluency skills as well as vocabulary and conceptual knowledge (Allington, 2012; Krashen, 2004).
4. Also, reading practice enables students to practice newly learned skills in authentic reading contexts.



5. Nancy Atwell (1998) recommends that 70% to 80% of reading class be used for self-selected reading practice and 20% to 30% be used for skills work.

6. It's okay to read easy books.



IX. Conversations and Social Interactions Around Books

1. Literacy is a social process.



2. Social interaction around books and writing enhances high-level thinking, literacy learning, and enables students to learn content knowledge more deeply.



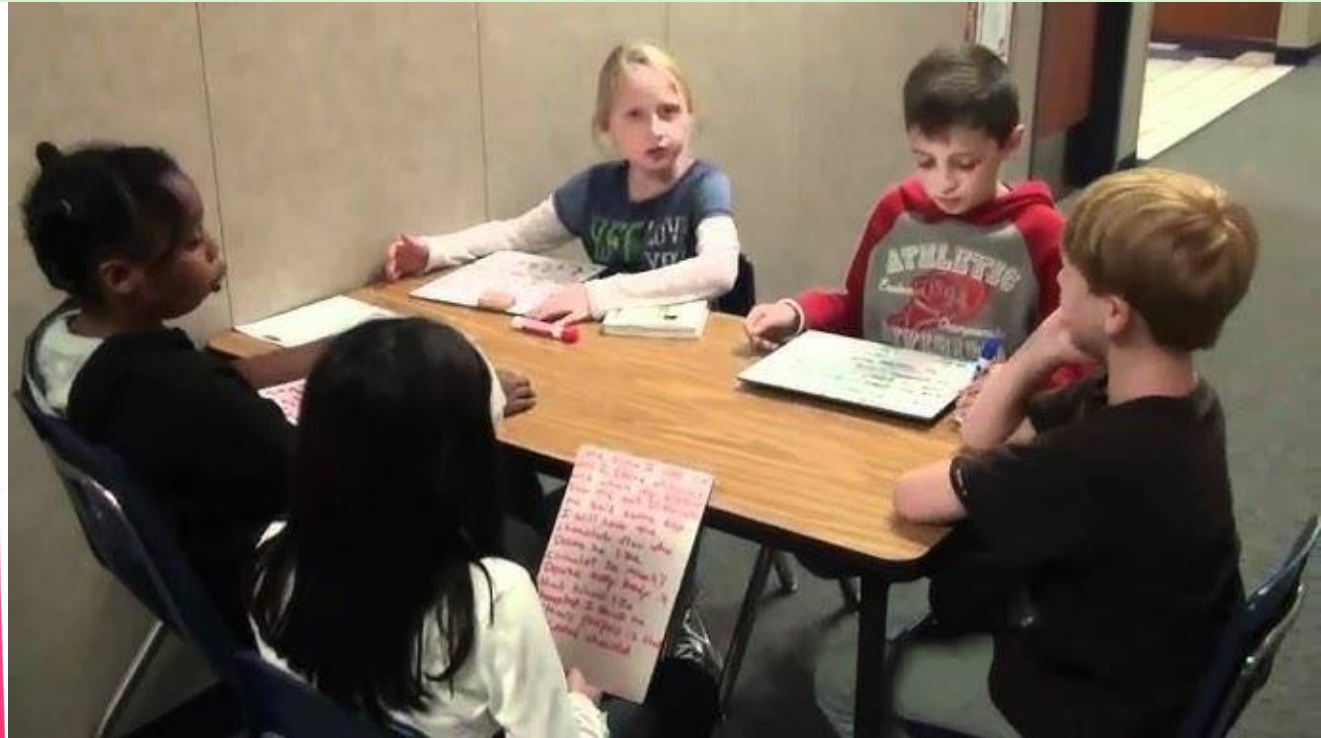
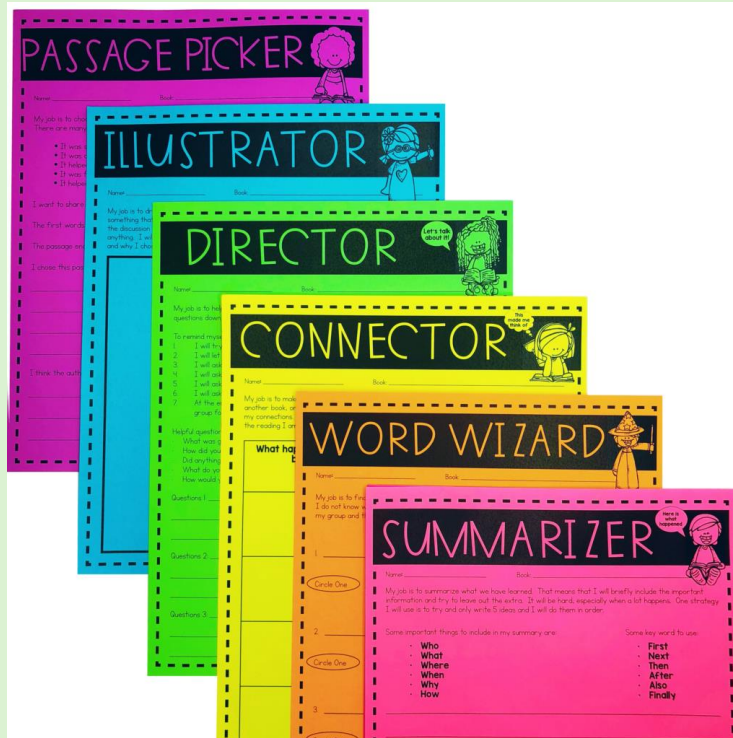
3. Social interaction could involve a variety of activities including:

- book talks
- literature circles
- book clubs
- book evaluations and critiques
- top-ten lists
- journal entries and responses
- planned discussions



4. These experiences need not be long, but they should be planned and purposeful.

5. Literature circles



X. Authentic Writing Experiences

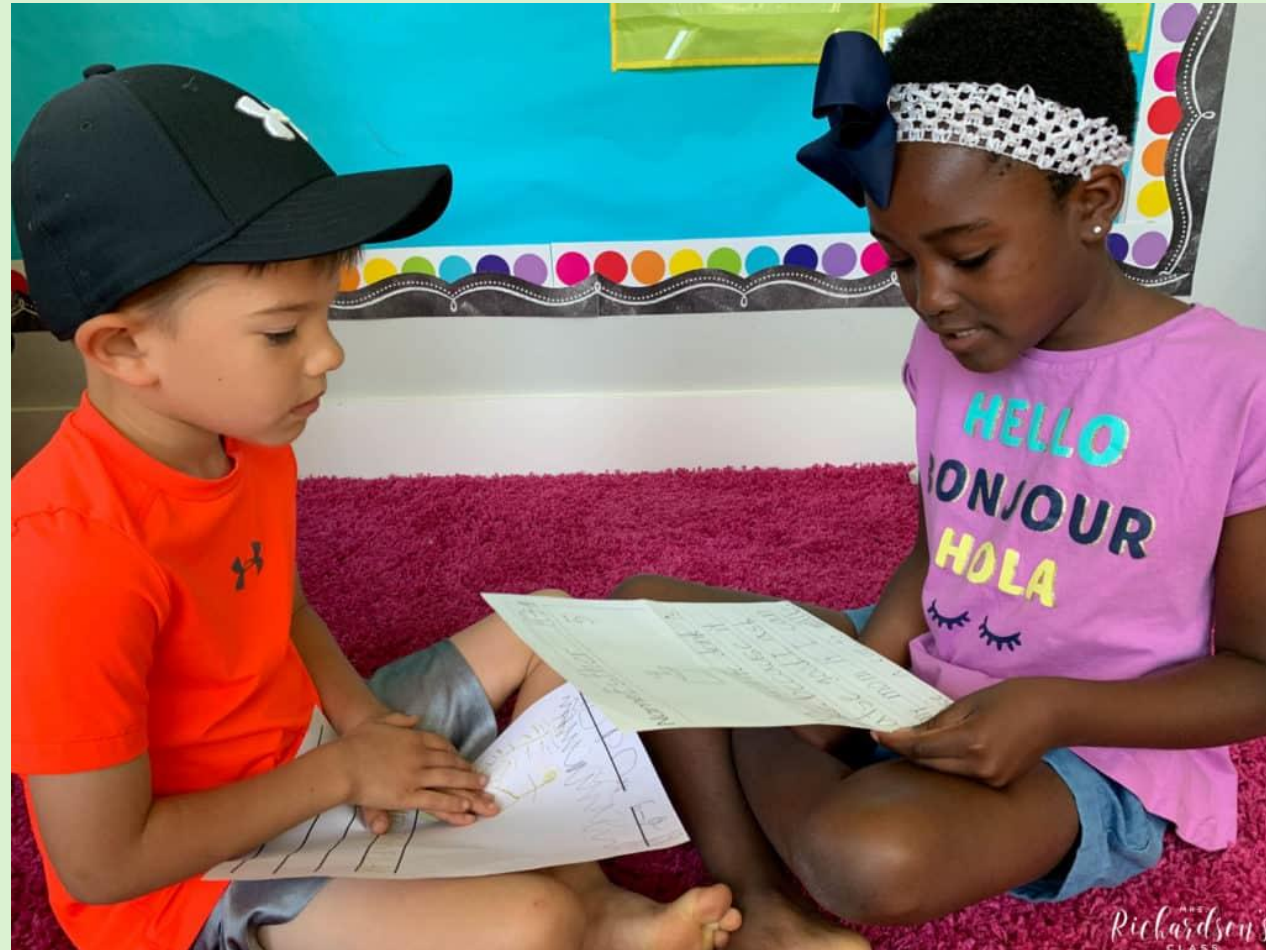
1. The reading-writing connection has been established.
2. Authentic writing = students are asked to use writing to describe, express, and share their ideas and experiences.



3. Need not be long

a. 3-10 minutes, draft and share.

4. Needs to be daily.



5. Post-reading activities

6. Prompts designed to reinforce letter sounds or patterns

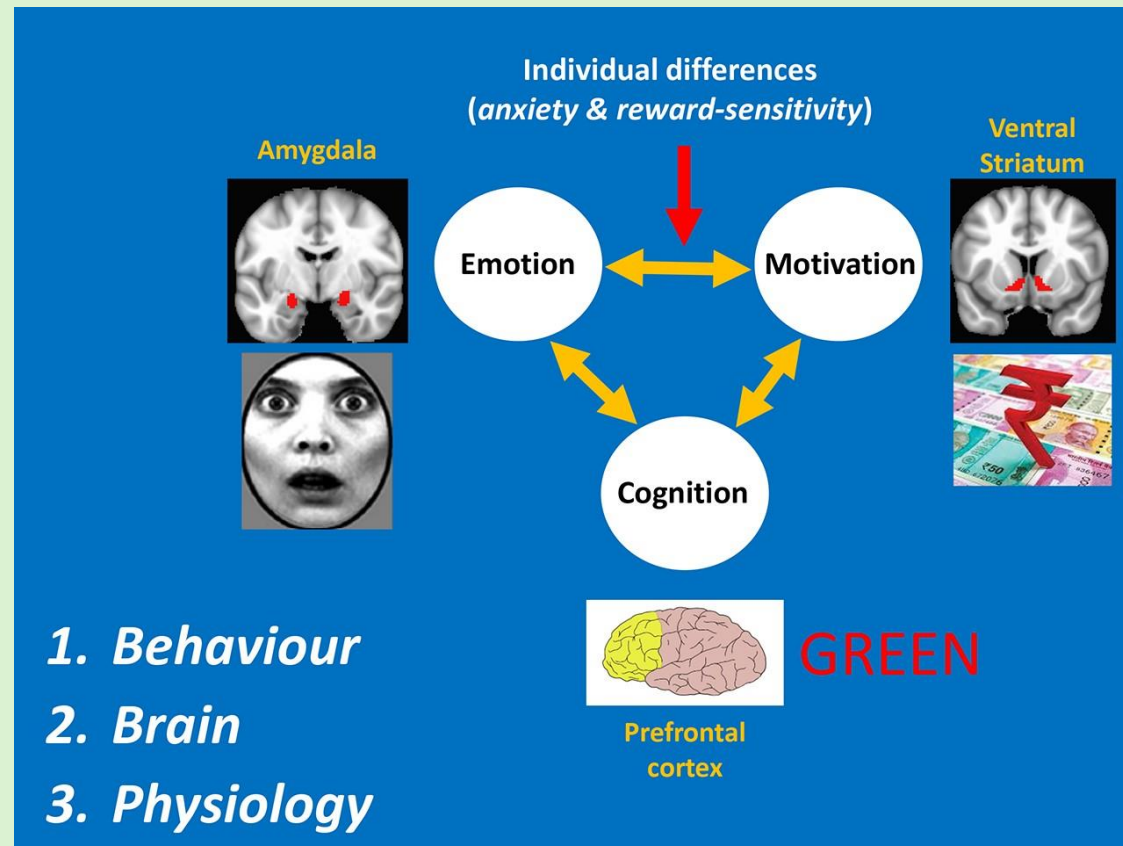


7. Writing to express an idea, record an experience, be silly, be creative ... it doesn't matter, just write



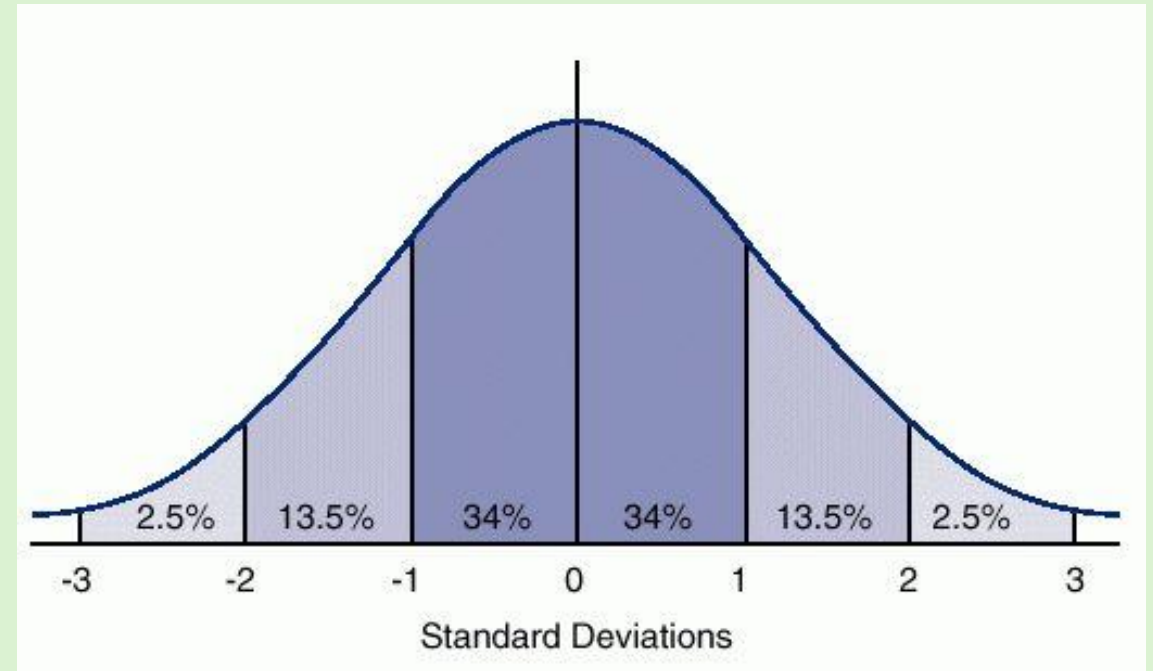
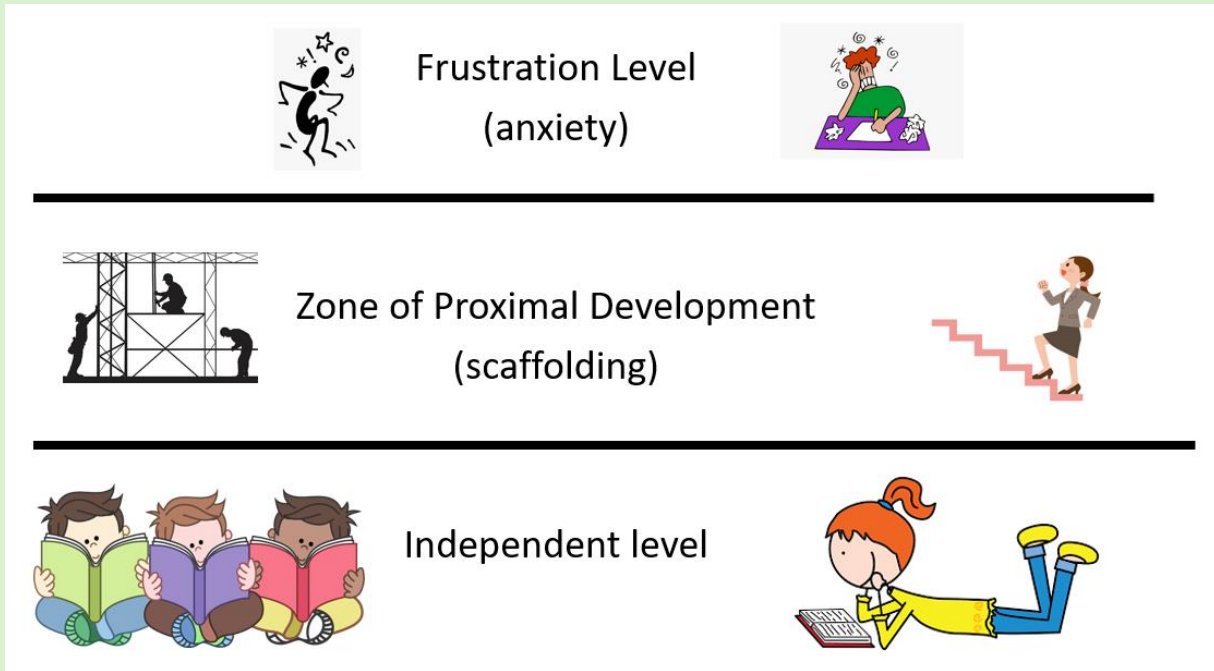
XI. Affect: Motivation and Emotion

1. A teacher's #1 job is to help students fall in love with books.



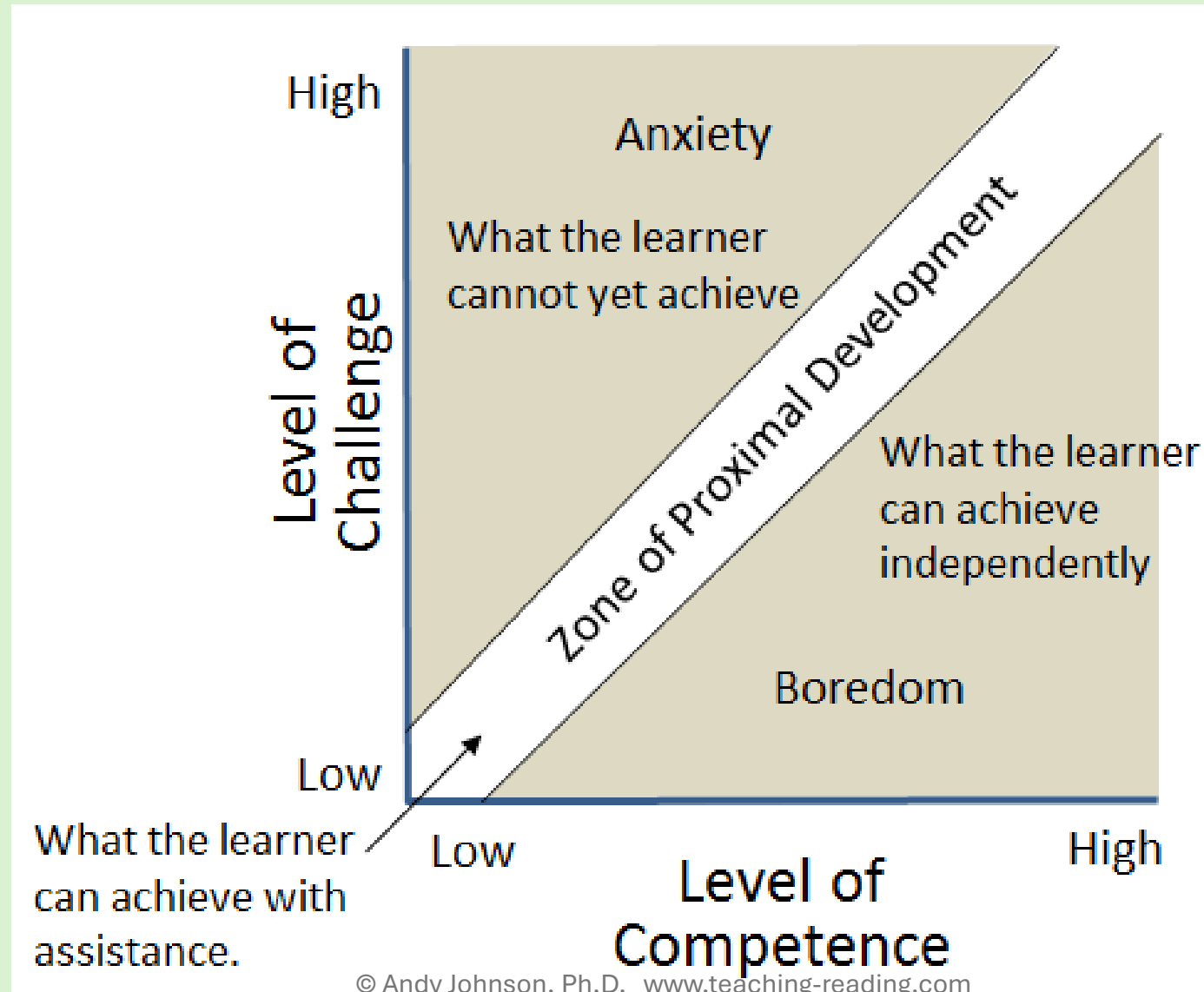
2. A teacher's #2 job is to not frustrate, humiliate, bore, or overwhelm students.

a. one-size-fits-all instruction by definition frustrates or bores 40 to 60 percent of your students.



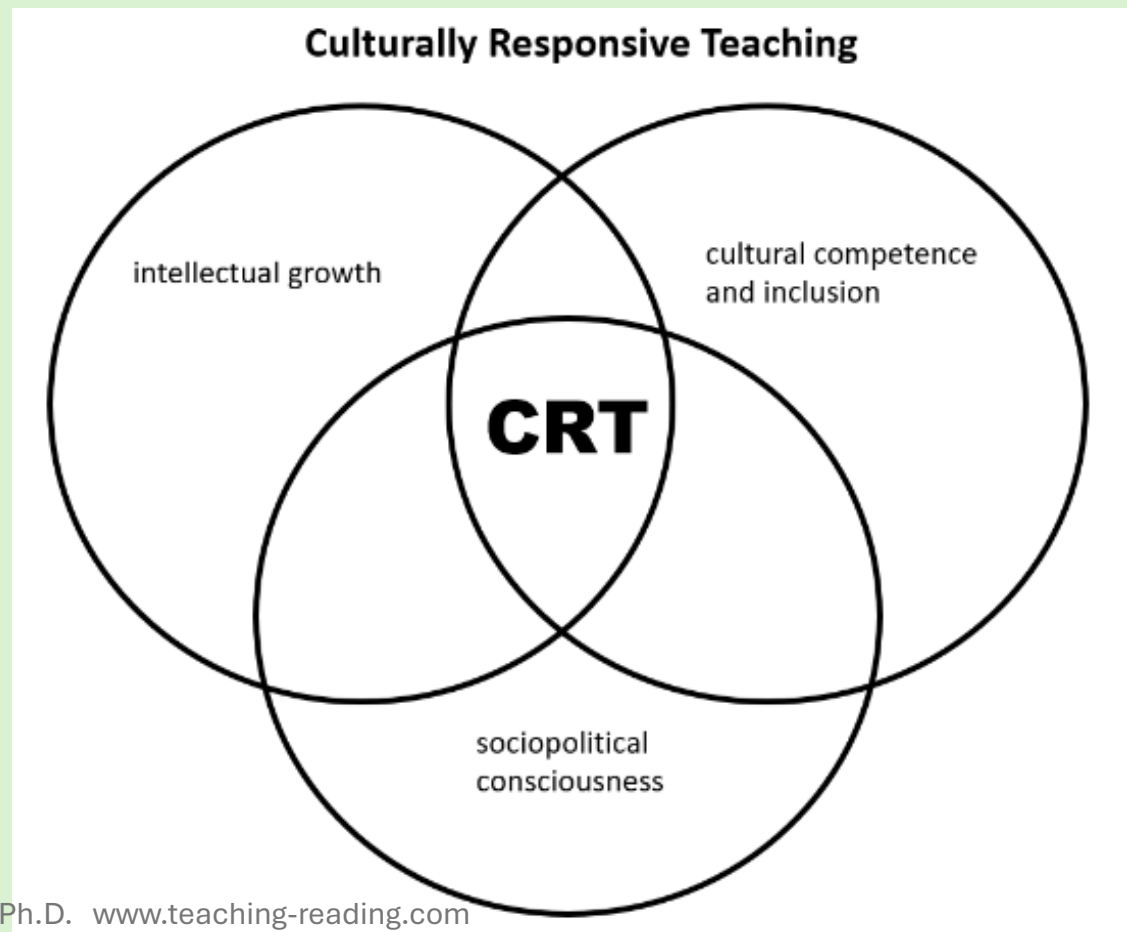
teach within the Zone of Proximal Development

How do you teach within the ZPD with one-size-fits-all reading programs?

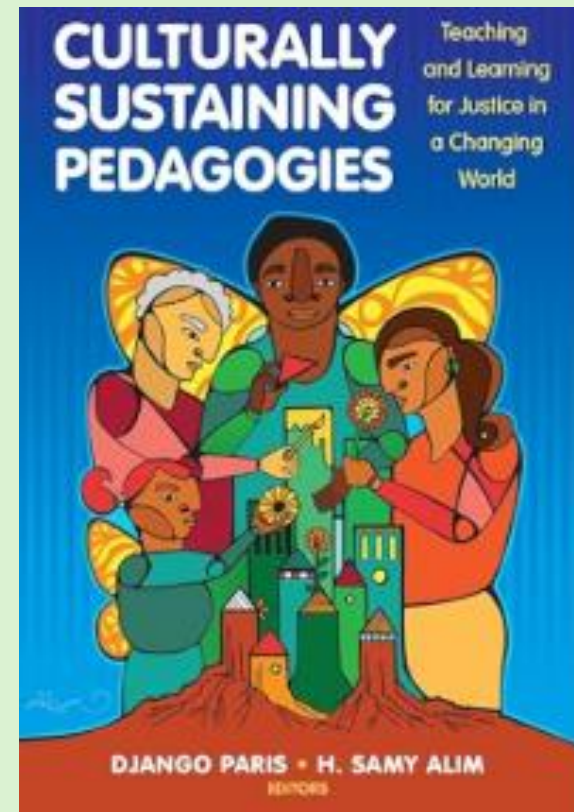
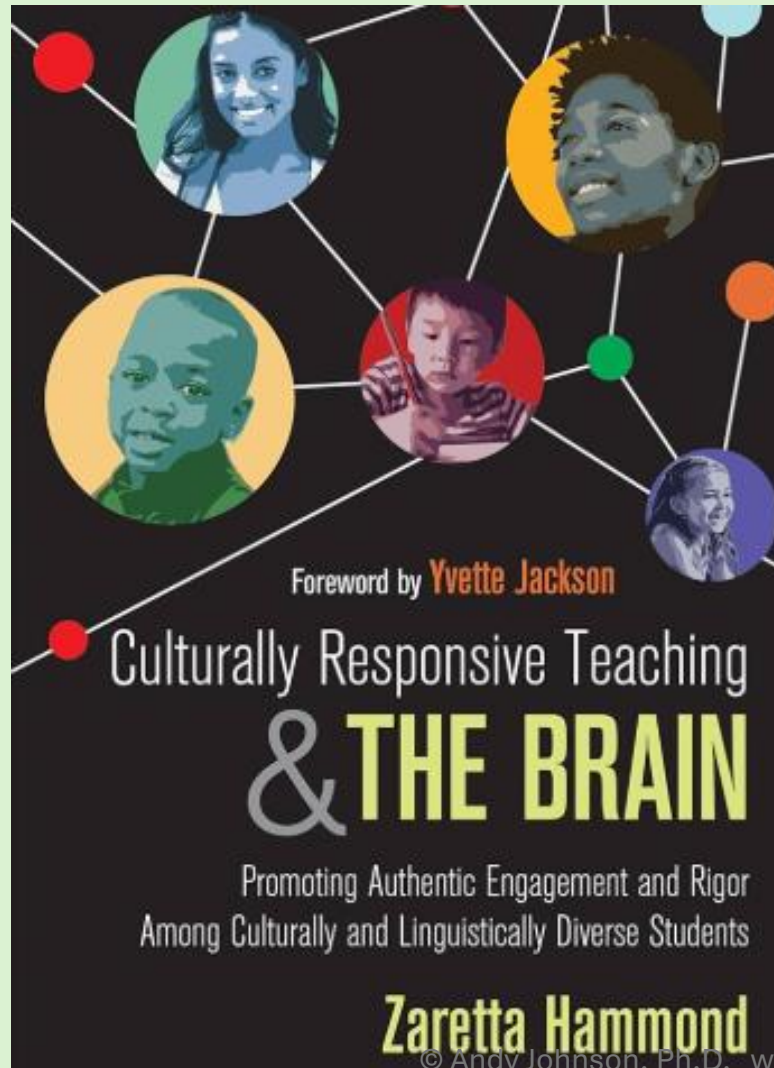


XII. Social Cultural Background

1. Culturally sustaining pedagogy



2. Include students' culture, experiences, and strengths and as the basis for literacy instruction



3. We reject culturally superiority



4. We view through an acorn lens not a deficit lens





A block of time set aside for literacy.

Each block gets an equal amount of time.

1. Guided or shared reading – large group
2. Self-selected reading – reading workshop
3. Writing – writing workshop
4. Word work – large group, flexible groups, individually

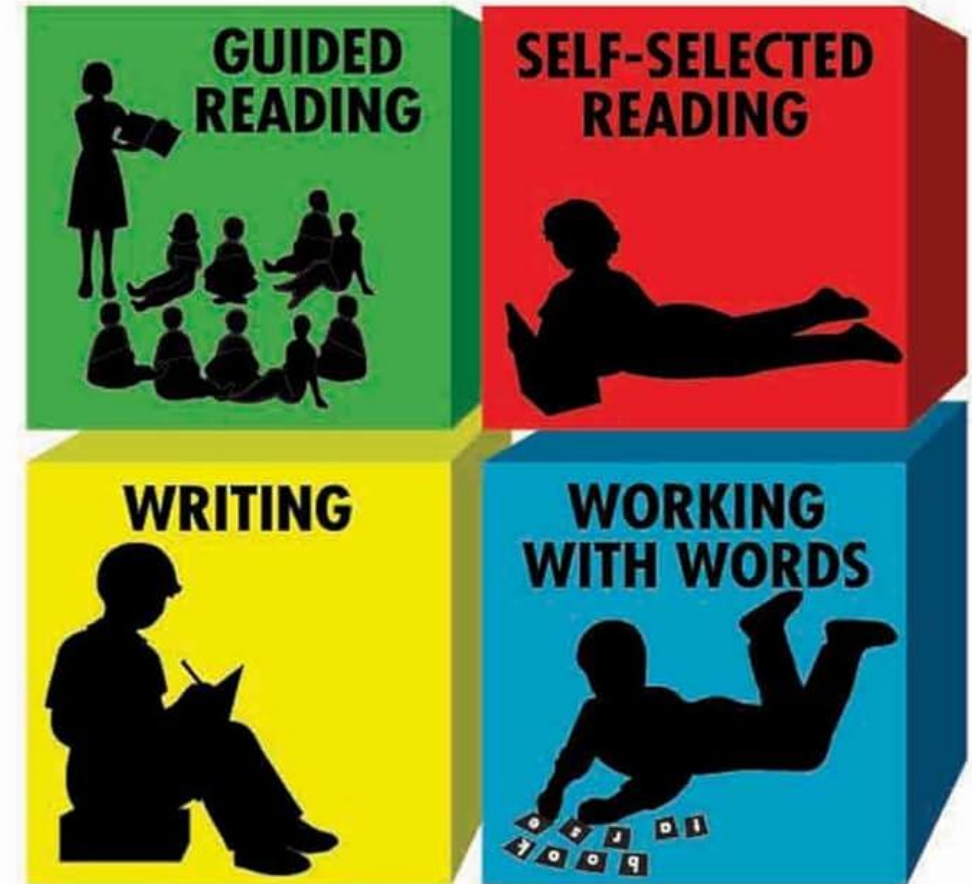


The Teacher's Guide to the Four Blocks[®]



A Multimethod, Multilevel Framework for Grades 1–3

by Patricia M. Cunningham, Dorothy P. Hall, and Cheryl M. Sigmon



If time ...

Do you really want children to learn to read?

Do you really want children to develop their full literacy potential?

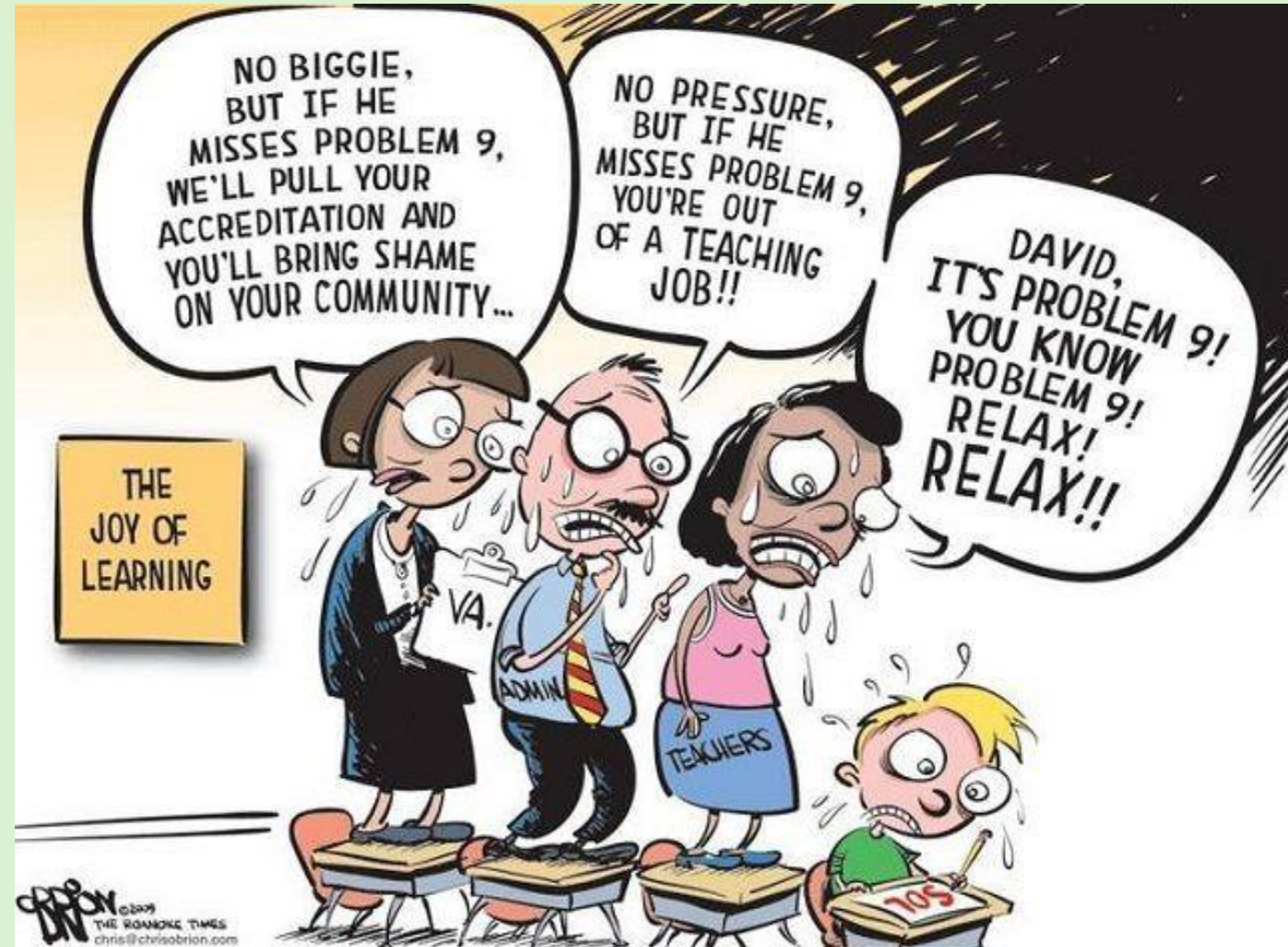
There's talking and there's doing.

The answers are simple

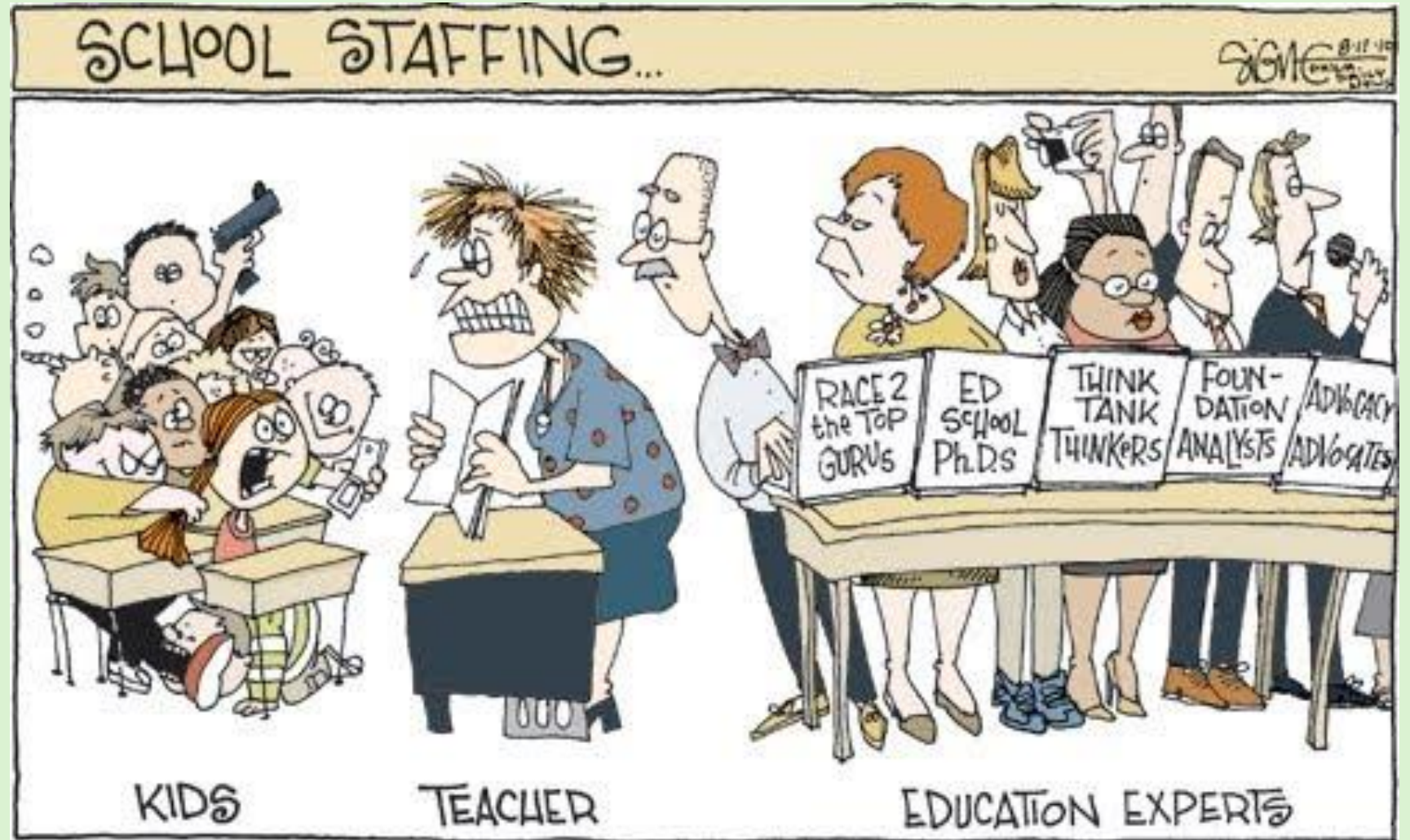


Ban all standardized testing.

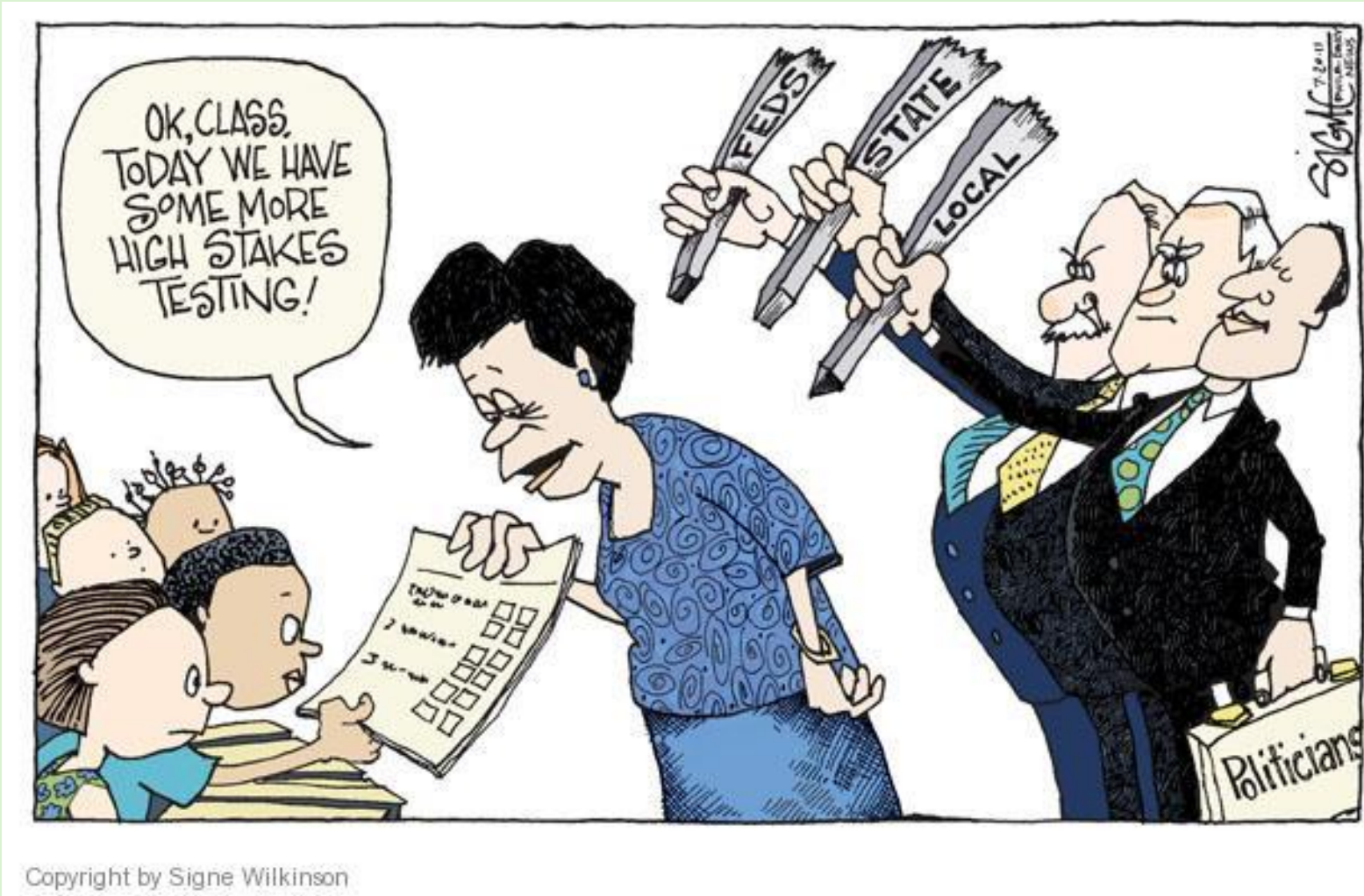
- Other ways to assess learning
- Lots of learning took place before standardized test



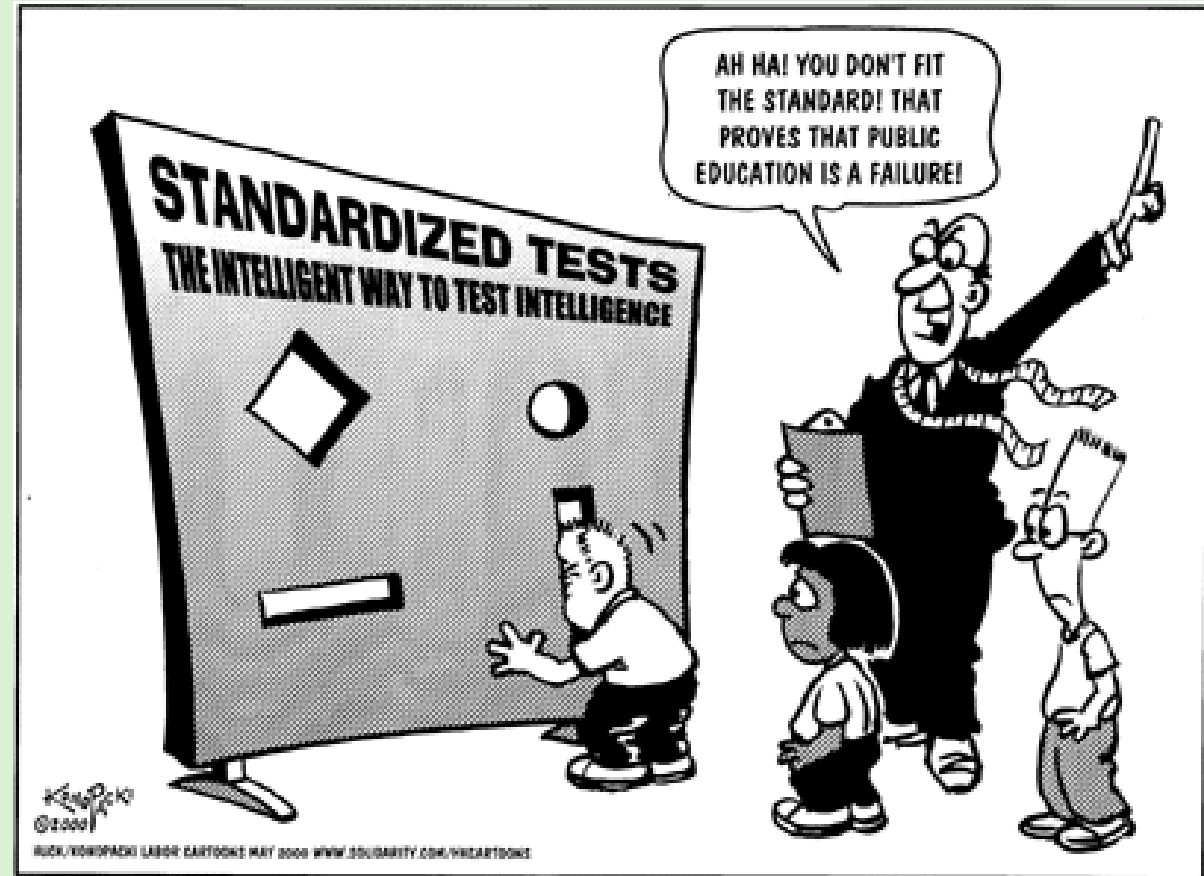
Use the money to buy lots of good books.



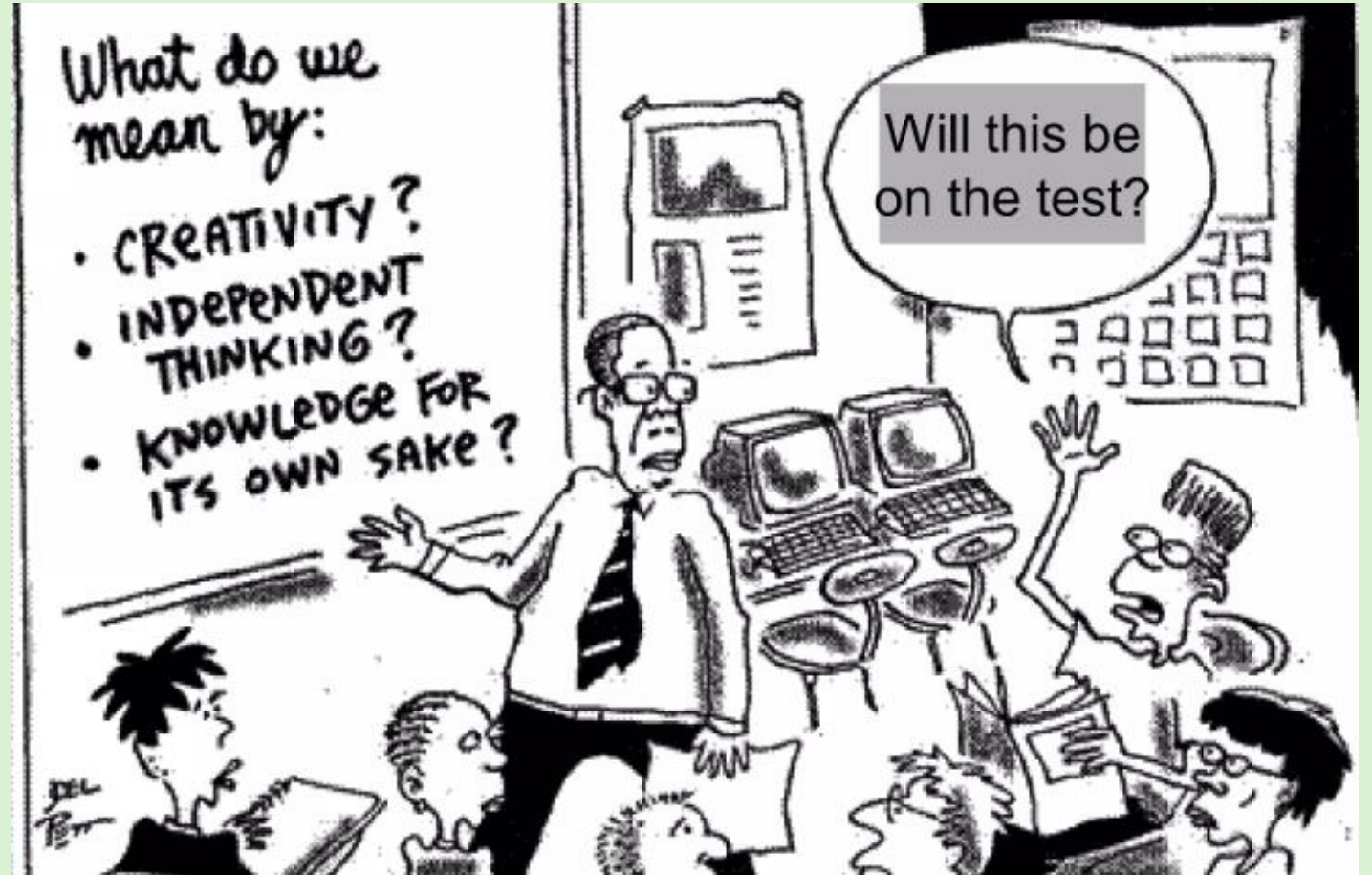
Spend a minimum of 15 minutes a day engaged in self-selected, silent reading.



Engaged in authentic writing and sharing every day.



Stop listening to radio journalists for information about reading instruction



Do you really want expert reading teachers?

Or are you looking for test preparation coaches?

There's talking and there's doing.

The answers are simple



1. Legitimate and continued professional development



Expert teachers have four kinds of knowledge

- a. content knowledge – (know about reading)
- b. pedagogical knowledge – (general teaching strategies – discovery learning, question-discussions)
- c. pedagogical content knowledge – (specific content strategies, strategies for teaching reading)
- d. knowledge of learners and learning – (human development, how humans learn, emotions)

three semesters?

two literacy courses?

20 years old?

learners permit for teaching

I thought I could fix our garage door

I used it every day

I watched YouTube videos

I had a manual



knowledge and expertise matters

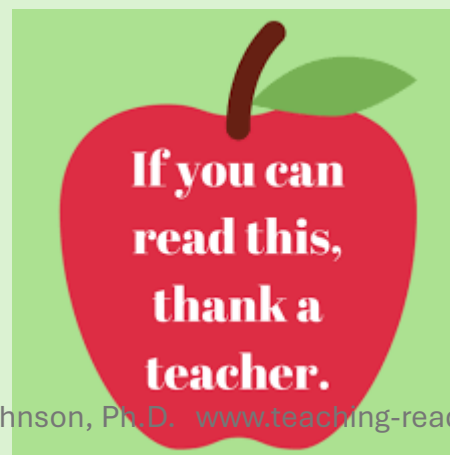
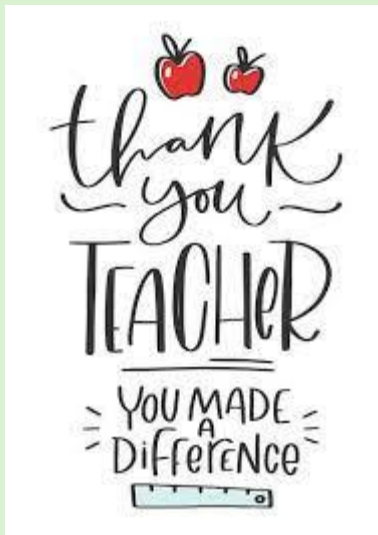
For some things, knowledge and expertise are important.

- Fixing garage doors
- Putting a new garbage disposal
- Fixing the leak on the bottom of the toilet
- Teaching human beings
- Teaching humans to be and become literate



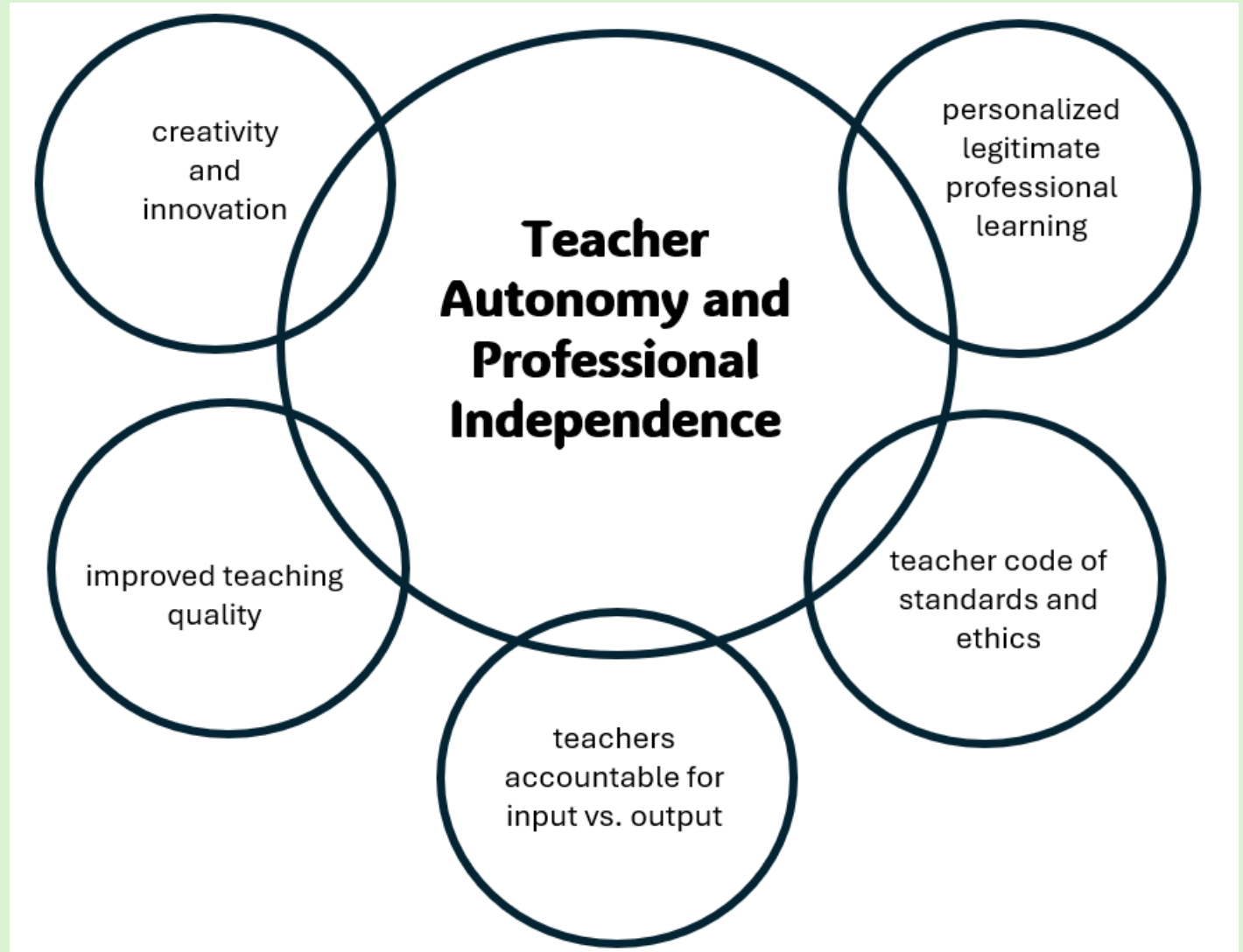
2. Stop thanking teachers.

Pay them!



3. Teacher professional autonomy with (legitimate) professional recertification responsibility.

- content knowledge
- pedagogical knowledge
- pedagogical content knowledge
- knowledge of learners and learning



4. National standards related to teaching conditions

a. class size

b. school and classroom conditions

c. teach quality, certification

d. books in library

e. school size

f. funding

g. breakfast and lunch



Fast track teacher preparation program?

Fast-track dentist program?

Dentists for America?



Emotions, Stress, and Learning to Read

Dr. Andy Johnson
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Minnesota State University

