

## Ch. 3 Reading

Date: \_\_\_\_\_

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

Materials needed:

Meeting 3		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	Contrast biliterate and monoliterate reading acquisition					
2	Evaluate authors' position on whole group instruction					
3	Explore approaches for developing biliterate reading					
4	(Re) Design literacy blocks to integrate Literacy Squared					

### START HERE

**Facilitator:** Welcome members to the meeting.

**Time Keeper:** Note start time and ask for agreement on when to stop the meeting. Establish a mechanism (e.g., wave hand, play Oscar music, hold up sign) to signal 5–10 minutes remaining.

**Recorder:** Write the names of the attendees, noting if individuals have specific roles, such as Facilitator, Time Keeper, and so forth.

**Facilitator:** Ask all members to share their assessment plans from Meeting 2 and any feedback they have for the checklist.

Review the Meeting 3 activities. Ask participants to identify any activities that specifically and directly contribute to the Learning Community (LC) goals established in Meeting 1. Add the LC goal number next to the activity(s).

## Attendance

Facilitator(s)

\_\_\_\_\_  
\_\_\_\_\_

Time Keeper

\_\_\_\_\_

Recorder

\_\_\_\_\_

Other Participants

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Activity 1: Contrast Biliterate and Monoliterate Reading Acquisition**

**Facilitator:** Ask participants to read the following quote from the middle of page 40:

*Recent research . . . [h]as established that biliterate reading acquisition differs from monoliterate reading acquisition in important ways.*

Divide participants into 5 groups and assign each group one of the 5 distinctions between monoliterate and biliterate reading acquisition presented on page 40.

Ask each group to draw on its own experiences or observations to prepare an example of its distinction for the whole group.

**Time Keeper:** Set a time limit for this task and a signal for when the group should reconvene.

**Facilitator:** Have each group share its example. Encourage other participants to ask clarifying questions to ensure a full understanding of how the experience or observation exemplifies the group's assigned distinction.

**Activity 2: Evaluate Authors' Position on Whole Group Instruction**

**Facilitator:** Invite participants to consider the following statement from page 42 (top):

*Whole group instruction increases a teacher's ability to scaffold grade appropriate learning and to teach to students' potential rather than limiting them by continual grouping and regrouping around a perceived language or literacy level.*

Ask participants the following questions:

- What evidence do(es) the authors offer to support this statement?
- Does this statement (and evidence) align with your views on classroom instruction and/or training?
- Do you see this statement (and evidence) affecting your future practice? If yes, how? If no, why not?

**Activity 3: Explore Approaches for Developing Biliterate Reading**

**Facilitator:** Divide participants into four groups and assign each one of the following sections:

- Interactive Read Aloud (pp. 44–46)
- Shared Reading (pp. 46–48)
- Collaborative Reading (p. 48)
- Teacher-led Small Groups and Independent Reading (p. 49)

Ask each group to prepare to summarize the approach and provide an example. Encourage participants to highlight what is new and/or different from how they might have used the approach in the past.

**Time Keeper:** Set a time limit for this task and a signal for when the group should reconvene.

**Facilitator:** Have each group share their approach and example. Ask for volunteers to try each approach before the next meeting.

**Recorder:** Take notes as each approach is shared and write the names of the participants who volunteer to try the approach before the next meeting. Prepare to share the document after the meeting.

**Activity 4: (Re) Design Literacy Blocks to Integrate Literacy Squared**

**Facilitator:** Ask participants to work with their colleagues (from same school, grade level, etc.) to map out their existing literacy block.

Then ask them to revise the block in some way to include recommendations from Chapter 3 (see bullet question 2 on p. 50). Remind participants they do not need to incorporate all strategies and approaches from the chapter. However, ask participants to select at least one of the approaches from Activity 3 to try in their literacy blocks before the next meeting.

**WRAP UP**

**Facilitator:** Ask members how much of each activity was achieved and note the results on the chart.

Remind members of the next meeting day/time.

Ensure that the roles of Facilitator, Recorder, and Time Keeper have been established.

Discuss which chapter(s) need to be read before the next meeting.

Remind participants who volunteered to try an approach to take notes on how it was implemented and how students responded to share at the next meeting.

**Time Keeper:** Note end time.

**Facilitator:** Thank members for attending the meeting.