

## Ch. 4 Writing

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

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

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

Materials needed: Paper and writing utensils.

Meeting 4		LC Goal #	At the end of your meeting, document your progress:			
			Did not start	Did some	Did most	Met goal
1	Evaluate attitudes that shape writing instruction					
2	Compare and contrast monolingual and biliterate writing					
3	Evaluate approaches for developing biliterate writers					
4	Experience Dictado					

### 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 participants who volunteered to try a new strategy after Meeting 3 to share their experiences.

Review the Meeting 4 activities and the Learning Community (LC) goals that the group selected during Meeting 1. Ask participants to identify any activities that specifically and directly contribute to the 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: Evaluate Attitudes That Shape Writing Instruction**

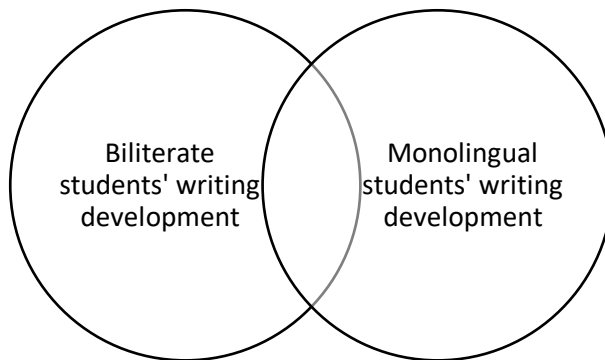
**Facilitator:** Read aloud the quote by Emilia Ferreiro on the top of page 51. Then ask participants to discuss with a partner what this quote means to them.

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

**Facilitator:** Ask the whole group why it believes the authors included this quote in a book for (bilingual) teachers. In other words, what does this quote suggest about the practices of some teachers?

**Activity 2: Compare and Contrast Monolingual and Biliterate Writing**

**Facilitator:** Ask participants to work with their partners from Activity 1 to create and complete a Venn diagram as follows:



Explain that to complete the diagram participants should write the commonalities between biliterate and monolingual writers in the middle space and what distinguishes them in the labeled spaces. Have pairs refer to pages 51–52 to inform their work.

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

**Facilitator:** Ask volunteers to share something unexpected or noteworthy that emerged during this activity.

**Recorder:** If members wish, copy the notes and the completed diagrams and prepare to share them after the meeting.

**Activity 3: Evaluate Approaches for Developing Biliterate Writers**

**Facilitator:** Remind participants that Chapter 4 offers several approaches for developing biliterate writers. Ask participants to consider the first two, modeled writing and shared writing (pp. 54–56). Explain that the authors provide steps for implementing each of these.

Ask participants to work with their partners from Activities 1 and 2 and review the steps for each approach. Have them consider whether or not each approach is appropriate for the students they teach and/or if they could see themselves implementing the approach in their classroom (if they do not already).

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

**Facilitator:** Encourage participants to share examples of past uses of each approach or ways they could use them in the future.

**Activity 4: Experience Dictado**

**Facilitator:** Divide participants into groups of 4. Ask each group to create its own Dictado using a passage it selects from the book by following the guidelines for planning and implementing one (pp. 57–66). Specify that the individual groups are to fully prepare to lead the whole group in a Dictado, including teaching points, a marking code, and explicit cross-language connections (see Box 4.3 [p. 61] and the bulleted list [p. 65]).

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

**Facilitator:** Invite two groups to demonstrate their Dictado, leading the rest of the participants through the exercise.

After each demonstration, ask participants to reflect on the experience. Was the demonstration aligned with the guidelines provided in Chapter 4? If yes, how? If not, what was different? How did these differences affect the experience?

**Recorder:** If members wish, copy/record each group's Dictado (even if they were not presented to the whole group) and prepare to share after the meeting.

**Facilitator:** To conclude this activity, ask participants how they see themselves using Dictados, if at all, in their own teaching.

**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

**Time Keeper:** Note end time.

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