

Module 3.1

How Do We Engage *All* Students in Reading and Writing?

Pages 65–86

Estimated Time: 1 Hour, 25 Minutes



Prior to Meeting

- Have participants read pages 65 to 86.
- Ask participants to focus on a student similar to Lorenzo. This student might exhibit one or more of these characteristics:
 - Chronic inattention and a need to move around
 - Behavioral issues
 - A lack of academic support at home
 - Possible learning disabilities, especially in areas involving reading

Materials You Need for This Module

- PowerPoint slides for Chapter 3, Module 1
- Chart paper
- A copy of the ten Common Core Standards for Reading Informational Text for a certain grade level (if participants represent multiple grade levels, consider using the Grade 8 or Grade 9–10 standards).
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 3.1**

Segment One: Introduction (Approximately 10 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and explain that this module focuses on these characteristics of a college- and career-ready student.

3. Have participants turn and talk to a partner.
 - Working in pairs, come up with a brief example of what the terms “audience,” “task,” “purpose,” and “discipline” might mean to a student writer or what they might require of a student writer. How is each of these terms reflected in the writing assignments our students complete?
 - For this chapter, which of these four areas might present the greatest challenge to the student selected for your case study? Why?

Segment Two: Considering Informational Text (Approximately 25 Minutes)

1. Project **PowerPoint Slide 4**. Have participants work in groups (ideally, a number of groups divisible by 5 or 10). Using their copies of *Common Core CPR*, have participants list organizational and structural elements of informational text that a reader needs to understand in order to make sense of Chapter 3. If participants need guidance in this process, point out the elements on the first page of the chapter (page 65), including the chapter title and the quotation from the CCSS introduction. Participants may also include other features of the book, such as the table of contents and the index.

Note: The list of elements of informational text offered on page 74 of this chapter provides participants with some of these elements. However, this chapter also contains elements not included in that list.

2. Distribute the Common Core Standards for Reading Informational Text for one grade level to participants. Assign each group one or two of these standards. Then ask the group to discuss how their students would perform on that standard if they were assigned to read or analyze Chapter 3 of *Common Core CPR*. What particular obstacles might struggling or disengaged readers face in performing the tasks required to meet that standard.
3. Using chart paper, have each group make a list of the kinds of informational text students encounter each day in their schools. After brainstorming, have the group discuss which of these texts might present the most challenge to students. Again, have the groups apply their assigned standard to the texts students encounter daily. What particular obstacles might students face in meeting that standard?
4. Ask for one volunteer from each group to share that group’s standard and report on one observation the group made about helping students to meet the standard.

Segment Three: Creating the No-Escape Classroom, Part I (Approximately 20 Minutes)

1. Pages 78 and 79 contain the book list for this chapter, Books for Teaching Informational Text. Using this list, a list from another chapter, or a list of your own creation, conduct a virtual book flood. Project slides of the covers of the books and describe each in thirty seconds or less (use **PowerPoint Slides 5–12** for this book flood if you wish). During the flood, have participants note the titles of any two books that interest them.
2. In groups of 3 to 5, have participants share the two titles they wrote down and discuss why those books interest them. Then have each participant in each group share another book—one not on the list—in the category of Informational Text (or whatever category you are using).
3. Take comments from the group as a whole in response to these questions:
 - What difference does it make when students are exposed to a wide variety of texts in this manner, even if they will never read them all?

- Is there a difference between your reaction to hearing about books in the book flood and hearing recommendations from your peers? If so, what is the difference? How does it affect your desire to read a selection?
- How often do students in your class or school experience this sort of focused discussion of a variety of high-interest texts? Should they experience it more? How might it change their reading practices and the culture of reading in your class or school?

Segment Three: Creating the No-Escape Classroom, Part II (Approximately 20 Minutes)

1. Have participants complete the self-evaluation survey (**Handout 3.1**).
2. In groups of 3 to 5, have each participant pick one item on the list to discuss. Why is this item important to encouraging student reading? What obstacles do teachers face in this area and how can they overcome those obstacles?
3. Have participants look over the list of key elements of a reading culture that begins at the bottom of page 76 and ends on page 83. Take comments from the whole group in response to these questions:
 - Is there one element from this list or the self-evaluation survey that you could put into practice immediately? Which one? What resources will you need?
 - Are there any other aspects of a culture of reading that are not covered here that you can practice in your classroom or can imagine practicing?
4. Project **PowerPoint Slide 13**, which includes Anchor Standard 10 for Reading Literature.
5. Ask for volunteers to share observations about the relationship between this standard and a “no-escape” culture of reading in a school.

Segment Four: Engaging Students in Reading in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 14**.
2. Tell participants that their assignment before the next session is to focus on one area of the ten items on the self-evaluation. Ask participants to bring notes to the next meeting about the implementation or use in their own classrooms of the element of a “no-escape” culture selected.

Segment Five: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 15** and read aloud.
2. Ask participants to respond to the slide in their learning logs.

Handout 3.1 **Self-Evaluation Survey**

Mark one box beside each of the ten comments below.

| How often do I . . . ? | Rarely or Never | Sometimes | Frequently |
|--|------------------------|------------------|-------------------|
| 1. Use mentor texts to illustrate points about grammar, writing, or style. | | | |
| 2. Add books to my classroom library that are of interest to the students I teach. | | | |
| 3. Model reading for students by talking about and posting titles of the books I read. | | | |
| 4. Read the texts my students like to read. | | | |
| 5. Give book talks to my classes. | | | |
| 6. Ask a student in my class to give a book talk for others when he or she has finished a book. | | | |
| 7. Have students in my classes communicate with others about their reading through literature circles, discussions, or online resources. | | | |
| 8. Encourage students to read in a variety of genres. | | | |
| 9. Expose students to authors' voices in person or online. | | | |
| 10. Allow the students I teach to choose their own reading. | | | |

Retrieved from the companion website for *Common Core CPR: What About the Adolescents Who Struggle . . . or Just Don't Care?* by ReLeah Cossett Lent and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.