

# Module 7.1

## Why a Culture of Reading Is Critical—and How to Create One

*Pages 211–242*

*Estimated Time: 1 Hour, 40 Minutes*

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### **Prior to Meeting**

- Have participants read pages 211 to 242. Tell participants that there are two modules for this chapter, as is the case for all chapters, but that they are asked to read the entire chapter in preparation for Module 1.
- Remind participants to bring with them notes regarding their assignment from Chapter 6, Module 2.
- Ask participants to focus on a case-study student similar to Maria and Sara. This student might exhibit one or more of the following characteristics:
  - Low self-efficacy regarding literacy tasks
  - English as a second language
  - Compliant, possibly even enthusiastic, manner, but with below grade-level skills in reading and writing
  - A history of being placed in remedial classes
  - Lack of initiative without considerable teacher or peer support
- See the note in Segment Three. If possible, arrange to have this workshop in a library or ask a librarian to loan you books that represent various periods, cultures, and worldviews.

### **Materials You Need for This Module**

- PowerPoint slides for Chapter 7, Module 1
- Copies of Standards for Motivation and Engagement
- Chart paper and markers
- Access to library, if available
- Internet access, if available

## Segment One: Introduction (20 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and remind participants that this module focuses on these characteristics of a college- and career-ready student.
3. Tell participants that there are four learning outcomes for students in this description. Ask participants to pair with a partner and identify each learning outcome.
4. Have them share with the entire group and, as they do, write the following on chart paper:

### *College- and Career-Ready Students*

Appreciate

Seek

Communicate

Evaluate

Inhabit

5. Ask participants these questions:
  - How do these actions differ from traditional skills that we require of students?
  - To what extent is your case-study student willing to engage in these behaviors?
6. Turn and talk with a partner about your students' responses to the assignment from Chapter 6, Module 2.

## Segment Two: Exploring the Workshop Approach (Approximately 10 Minutes)

1. Have participants review the reading/writing workshop schedules on pages 218 and 219 in *Common Core CPR*.
2. Ask participants to discuss their experiences with the workshop approach.
3. Project **PowerPoint Slide 4**.
4. In small groups, have participants brainstorm advantages of using such an approach and then facilitate a whole group discussion.

## Segment Three: Using Young Adult (YA) Literature to Meet the Standards (60 Minutes)

1. In groups of 4, have participants choose one of the books listed on pages 224 and 225, or suggest another book that is representative of various periods, cultures, and worldviews.
2. Ask participants to create a lesson using their designated book that would help students “appreciate, seek, or evaluate a different perspective, worldview or culture.” Tell them they will share their lesson with the entire group using directions outlined in **PowerPoint Slide 5**.

**Note:** Encourage participants to read reviews or summaries of the books online to help with this task. If a library is available, participants may find some of the recommended books and peruse them before choosing one for this activity. If possible, ask a librarian to pull books that represent various periods, cultures, and worldviews for participants' use.

3. Allow 30 minutes for preparing the lesson and 30 minutes for sharing with the entire group.

**Segment Four: Seminars in the Classroom (Approximately 5 Minutes)**

1. Project **PowerPoint Slide 6**.
2. Ask participants to try out their lessons with at least one class using a short text, such as a story, poem, or article keeping notes on the participation of their case-study student.

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

1. Project **PowerPoint Slide 7** and read it aloud.
2. Ask participants to respond to the slide in their writing logs.