

Module 7.2

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

Pages 211–242

Estimated Time: 1 Hour, 25 Minutes



Prior to Meeting

- Have participants review Chapter 7 prior to the session.
- Remind participants to bring with them their assignment from Chapter 7, Module 1.

Materials You Need for This Module

- PowerPoint slides for Chapter 7, Module 2
- Copies of Standards for Motivation and Engagement
- Chart paper and markers
- Sticky notes

Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and then **PowerPoint Slide 4** and remind participants that this module focuses on these characteristics of a college- and career-ready student.
3. In small groups, have participants evaluate their assignment from Chapter 7, Module 1, keeping in mind the four statements in this description.
4. Allow each group to share talking points with the entire group.

Segment Two: Exploring Literature Circles (Approximately 40 Minutes)

1. In small groups, have participants talk about their experiences with literature circles.

Note: If you have content-area participants, ask them to discuss their experiences with inquiry circles, a collaborative activity similar to literature circles that uses nonfiction rather than fiction and is based on having students select a topic or question to explore.

2. Direct participants to the shaded box titled “What if Students in Literature Circles Don’t Complete the Reading or Are Habitually Absent?” (located on page 230) and ask them to turn and talk about how well they think the suggestions might work.
3. Provide **Handout 7.1**. Give individuals a few minutes to jot down challenges with literature circles under the “What If?” column.
4. Have volunteers share items from their “What If?” column with the entire group and ask participants to offer possible solutions.

Note: Some of the “What ifs” listed by participants may not have a definite solution. Tell participants that the best way to solve problems is to facilitate literature circles many times with different classes. Working with another teacher or literacy coach is also helpful.

5. Direct participants to page 236, “How to Replicate Ms. Hernandez’s Lesson.” Ask them to read through the lesson and jot down on sticky notes any comments or questions they have about the lesson. Project **PowerPoint Slide 4** to encourage thinking.
6. Have participants share their notes in small groups.
7. Ask for a volunteer from each small group to share with the whole group.

Segment Three: Exploring a Culture of Literacy (Approximately 20 Minutes)

1. In small groups have participants brainstorm the elements of a school or classroom that contribute to a culture of literacy.
2. List their contributions on chart paper.

Note: Participants may itemize some or all of the following:

- Independent reading
- Classroom libraries
- Reading/writing workshops
- Writing in all disciplines (or specific tools like writing logs)
- Reading in all disciplines
- Evidence of student writing in school
- Performance-based assessments with a focus on speaking or listening
- Projects related to real-world issues
- Library that is up-to-date, accessible, and inviting

- Use of technology to enhance literacy
 - Interdisciplinary learning
 - Professional development (and or professional learning communities) based on literacy
3. Place participants in small groups and assign one element from the list to each group. Project **PowerPoint Slide 5** and ask them to discuss the following:
 - What does this component of a culture of literacy “look like” in a school or classroom? How do you know if it exists and/or is effective?
 4. Have a volunteer from each group share briefly with the whole group.
 5. Ask participants to write briefly in their writing logs what they could do in their own school or classroom to build a culture of literacy.

Segment Four: Literature Circles in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 6**.
2. Ask participants to create a plan for using literature or inquiry circles with a particular unit. You may wish to provide the following questions as a springboard for planning.
 - Which unit or topic that you currently teach would lend itself to such a practice?
 - Which texts would be appropriate for the activity?
 - How will you organize the circles?
 - Who will you work with from this group (or in your school) to provide support with this practice?

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.

Handout 7.1 **Literature Circle Challenges**

What if?	Possible Solution

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