

# Building Communities of Practice

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# The Line of Research

- fl Teacher development through Book Club Workshop
- fl Impact of participation + teacher inquiry on curriculum development and implementation
- fl Impact of curriculum on third graders struggling in literacy

# TLC: A Professional Development Community

- fl** Focus on autobiography
- fl** Focus on conversation - based learning
- fl** Focus on application of teachers' learning to curriculum development, assessment, and student learning

# TLC Participant Groups

## Literary Circle 1996-1998

fl [from masters course: MSU]

fl Reading and discussing autobiography

## Book Club Plus 1998 - present

fl [from masters course @ OU, with members from Literary Circle and Literacy Circle Study Group]

fl Reading, creating autobiography; creating curriculum

## Literacy Circle 1998-present

fl [School Reform Effort: CIERA/MSU/Annenberg]

fl Reading professional literature, creating curriculum

# Teacher Development through Situated Inquiry and Dialogue

an "activity cycle"

- fl Frame a "Problem of Practice"
- fl Experience authentic learning activities in addressing it
- fl Take from the experiences insights for teaching
- fl Design, teach, and assess curriculum reflecting insights and needs of struggling readers
- fl Share what was learned
- fl Transform understandings of literacy education

# Shared Reading

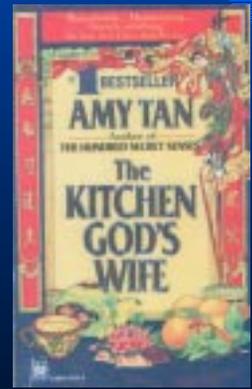
## Ethnic autobiography



## Autobiographical Essay



## Autobiographical Fiction



## Professional Readings

- fl ...on culture
- fl ...on literature-based instruction & Book Club

# Why Autobiography Book Clubs?

1. Cultural lens afforded by autobiography
2. Complexity of genre for teacher study
3. Rich potential for use with struggling young readers.

# Why Autobiography Book Clubs?

Ÿ Teachers are asked to teach in ways they themselves have never experienced due to changes in:

Ÿ Textual Materials

Ÿ Curriculum Organization

Ÿ Teachers' Roles

Ÿ Students' Roles

# Result of Problem-of-Practice Approach

- Create curriculum that is
  - Coherent yet adaptable to local circumstances
  - Responsive to learners' diverse and changing needs
  - Integrative of multiple opportunities across the curriculum
  - Accountable to many linked (& sometimes competing goals

# Conceptual Foundations of Book Club *Plus*

- fl** Language use is fundamental to thinking
- fl** Need to increase the use of literature in reading instruction
- fl** Need for school-based literacy to prepare students to live and work in a diverse society
- fl** Narrative as a way of knowing and representing what we know to ourselves and others

# A Look at Book Club *Plus*

- fl Organizing for the Year
- fl Organizing for the Week and the Day
- fl A Look in One 3rd Grade Classroom

# Organizing for the Year: Our Storied Lives

**fl** Unit 1: Stories of Self

**fl** Unit 2: Family Stories

**fl** Unit 3: Stories of  
Culture

**fl** Units last 3 - 8 weeks

**fl** Linked to social  
studies curriculum

**fl** Linked to standards in  
language arts and  
social studies

**fl** Laid out as framework  
that can be locally  
adapted

# Organizing for the Week and the Day

Monday	Tuesday	Wed.	Thursday	Friday
Teacher Daily Readaloud				
<b>Book Club</b> <ul style="list-style-type: none"><li>•Opening community share</li><li>•Reading</li><li>•Writing</li><li>•Book clubs</li><li>•Closing community share</li></ul>	<b>Book Club</b>	<b>Book Club</b>	<b>Literacy Block</b> <ul style="list-style-type: none"><li>Guided Reading Groups</li><li>Skills Centers</li><li>WWW searches</li><li>Journaling</li><li>Unit Work/</li><li>Writers Workshop</li></ul>	<b>Literacy Block</b>
Social Studies connection				

# Family Stories Unit

Context	Books used in Grade 3
Book Club Book	<i>Chicken Sunday</i>
Guided Reading	Above: <i>Meteor</i> At: <i>Some Birthday</i> Below: <i>My Rotten Red-Headed Older Brother</i>
Read-Alouds (also used as models for process writing activities) Viewing	<i>Babushka's Doll</i> <i>The Keeping Quilt</i> <i>Thank You Mr. Faulker</i> <i>The Bee Tree</i> <i>Boat Ride with Lillian</i> <i>Two Blossom</i> <i>Picnic at Mudsock Meadow</i> <i>Aoolemando's Dreams</i> <i>Pink and Say</i> <i>Thundercake</i> <i>Tikvah Means Hope</i> <i>Firetalking</i> [Palacco autobiography] <i>Dreamkeepers</i>

# Flow of the “Book Club” Days

- fl** Opening community share [5-15 minutes]
- fl** Reading [10 - 20 minutes]
- fl** Writing in response logs [10 - 15 minutes]
- fl** Student book clubs [3 - 20 minutes]
- fl** Closing community share [5 - 20 minutes]

# Flow of Literacy Block

- fl** Planning for the day: for the class and as individuals [5 minutes]
- fl** Guided reading group 1 and independent work for others [20 minutes]
- fl** “Status report” [2 minutes]
- fl** Guided reading group 2 and independent work [20 minutes]
- fl** “Status report” [2 minutes]
- fl** Guided reading group 3 and independent work (if time permits) [20 minutes]

# Standard Assessments:

## Do Book Club *Plus* students face any disadvantages?

From 1998-1999 Pilot Study:

**fl** On Standardized Test: IOWA Total Reading: *No disadvantage*

**fl** On Basal Reading Program #1 Formal Test: *No disadvantage*

**fl** On Basal Reading Program #2 Informal Assessment Test: *No disadvantage*

From 1999-2000 Study: Data analysis in progress on writing sample, MAT, QRI, and book club discussions.

# Impact on Student Literacy Learning

fl Rikki: a struggling reader

fl Patrick: a disengaged reader

fl Nami: an avid successful reader

# Pre- Posttest Writing Samples

8/27/98

I come HoMe FROM Scholl  
I eat a snak I woch  
TV. I rid my bike to  
Badins or Laras. My eeyes  
Are Boune My hair is dndy-  
Boand. I was Born on Agest 1

6/6/99

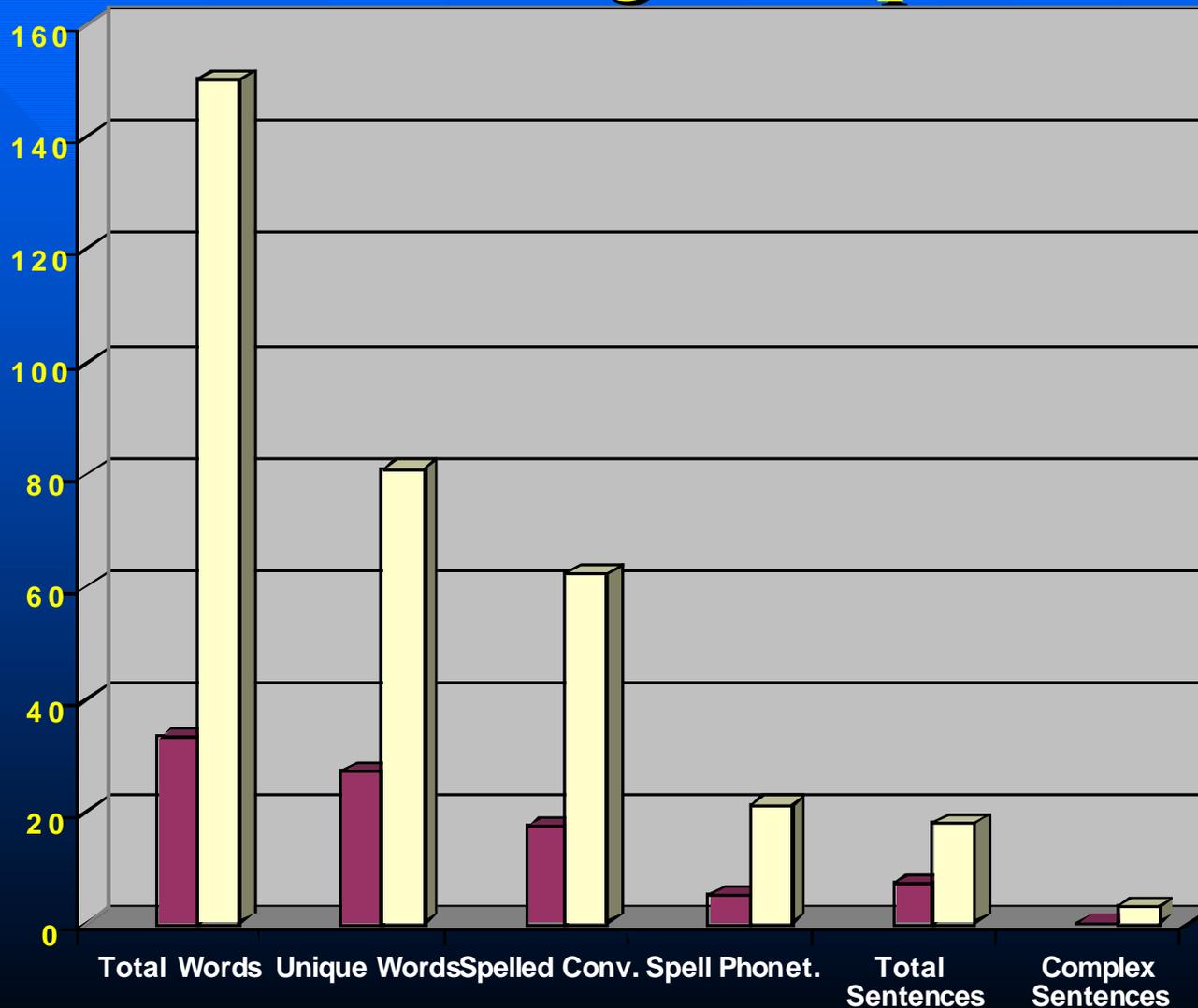
About Me

When I was born, I had now  
hare. But my mom said I was  
cute. My sister said that  
I should be named Sinderella.  
I was born Augest 1, 1990 3:35  
am. I was boin mary hospetel.  
When I went to the chich to get  
Blessed, on ant Viky was holding  
me and I was chuwing on  
ant Viky's themb. Then I went  
to Dokters. they gave me a  
book. they made it for me.  
My hole family was in it.  
And I had it ever sinc I  
was boin. Then I [?+ | ened]  
8. Know im almost 9.

Well thats all you kn-  
ow about me so bye  
Good bye! Why ain't you  
living? Oh, so you want  
to here more! Well you  
tauke avery thing from  
me. Oh ya I forgot  
my sister, Jessie, she  
dropt the cake on the  
floor for Alexe's birth-  
day.

The end.

# Rikki's Pre- Posttest Writing Sample



# Rikki Sustained Writing Samples

My Bird  
Final Version: Fall, 1998

My bird is friendly. He does not have a crown. His name is Alber. He likes to play with the next door neighbor's bird. He is vary neat. he is good at work, and he is a roben. He is king of all the robens in the city. But he is not the king of all the robens in the world. But he inangs it. & I love him.

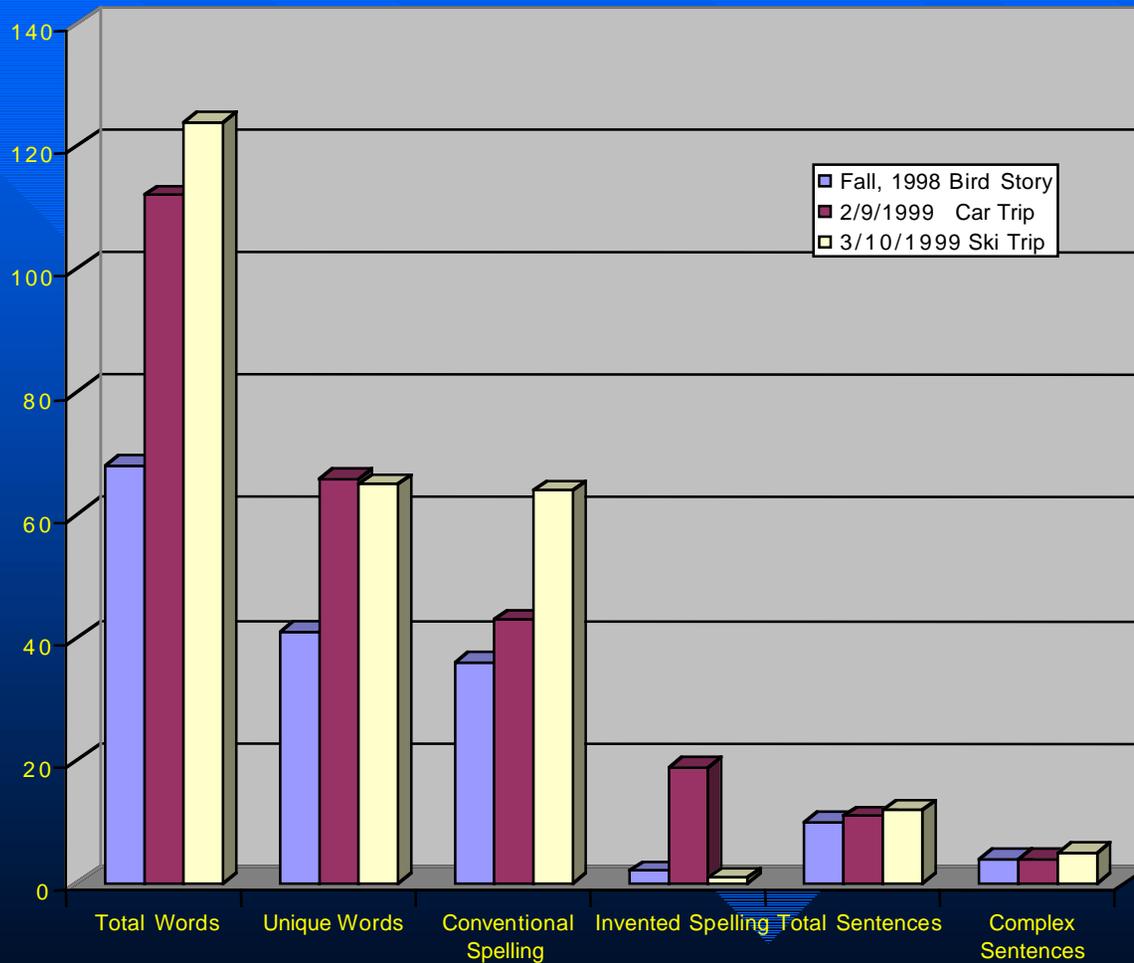
Untitled  
Rough Draft: 2/9/99

When I was going to go to Walt Disney World My sister and brother cept on tesing and poleing my hair out. I cept saying stop it but they gust said oh you're a litel BaBy crying. Well my Brother cept on saying That. My sister cept poleing my hair. For an Hour and a 15 min. Soon my sister Stoped poleing my hair. But My Brother cept onying me. He said I bet you cant count to 100! My parints whar to striket about all the nows. The wher getting oniyd to! Finily my sister said ly of Ricki. By the time we got Thar allmost all my hair was gon. The End

My Ski Trip  
Rough Draft: March 10th

I was so excited to go there. When I got thar, I ran to get ready. My mom said I have to go with her. My sister whent on the big hill a couple of times. the man who was controlling the machine cept on stiking his tongue at my sister. When I whent on there with my sister, she asked me if I could stick my tongue at him. Yes. I said. The man was stiking his tongue at me again, so I stuk min. While I was busy stiking my tongue at him I missit the stop to go of. The man stoped the machine I was five feet in the air, so I jumped down. I kept sking. The end.

# Sustained Writing



# Rikki's Response Log Entries

When I was litle I  
Owes was afraid of  
Sperts. But Im still afraid  
Of sperts. I covered My  
Self at night.

I have a queshten on the end of  
chapter 3.

Was litle Willy in the race or was  
he pracising? Thats the reason I  
was getting comefused. I like the  
book alot so far. I wonder what's  
going to happen next. This book is  
so exicting so far. it's like you  
are in the book. I'm getting  
comfused thogh. Was litle Willy's  
granfather alive or dead?  
Because litle Willy is talking to his  
granfather. Dous he have any  
parints arond? dous litle Willy  
have any frenids? Well I don't  
know!"



# Nami's Experience

- fl Short Pencil's Life Story
- fl Interest in becoming a published writer
- fl Translates to Japanese during Saturday school
- fl Submits and is published in Japanese newspaper

# Concluding Comments

**fl** “How can we teach all children to read?”

- Commitment #1: promoting teachers', teacher educators', and students' engagement and ownership of literacy processes
- Commitment #2: develop students' "voice" and "identity" as shown through their family stories
- Commitment #3: ensure students' literacy progress