How can we re-engage our low-achieving readers?
Rich get richer, while poor get poorer

Need to engage ALL our readers

Need a strong curriculum

Need one another
Forces Influencing Classroom Literacy Instruction

- Stakeholders' Voices
- Teaching's Central Role
- Teachers' Voice in the Process
- Curriculum as a Conversation
- Teaching/Teacher Learning
- Standardized, High-Stakes Assessments
- Textbooks
- District Policies
- State, National & Professional Standards
- Community Partnerships
- Building Policies & Practices
Life History of TLC Network Study Group 86-90 92-93 93-94 95-96 96-97 97-98 98-99 00-01

Written Literacy Forum (E.L.)
Book Club T-R Group (MSU)
Fut Tchr Autobio. Clb. (MSU Cult, Lit, Auto Course (MSU)
Book Club Course (OU)
Literary Circle (Lansing)
Book Club Plus (Oakland Cty)
Literary Circle (Detroit)

Teacher Study Groups  “U” Courses TLC/Teachers in Residence Projected TLC
Shared Reading
Lessons from "Culture, Literacy, and Autobiography" course
from Goals 2000…

Goal 3: Student Achievement and Citizenship

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, art, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
age-appropriate text access
student-led discussion
within instructional context created by teacher
students apply taught strategies within student-led book clubs
reading level
appropriate text access
teacher-led discussion around specific skills/strategies/words to be taught
students learn new strategies within guided reading group
Primary Contexts for Book Club Plus

And...

Babushka's Doll

The Keeping Quilt

Thank You Mr. Faulker

The Bee Tree
Part 1. Stories of Self

Part 2. Family Stories
[Patricia Palacco author study]

Part 3. Stories of Culture(s)
[Multicultural trade books and the WWW as Resources]
Accomplishing Our Goals

Working collaboratively
Accomplishing our Goals

Putting our voices in the center of the conversation about curriculum, teaching, and assessment.
Garland "I can" Statements

Content based on national, state, and district standards/benchmarks

Format drawn from Au & Valencia's work
Using the I Can's for Evaluation

- Creating benchmarks/rubrics
- Students assemble evidence of learning in portfolios
- Students lead parent conference using portfolio
- Share with colleagues in our schools
- Used as part of ongoing research on student learning in Book Club Plus
Students can engage in extended conversations with teachers and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

I can contribute to a good book club discussion.

(a) I can stay on topic when I talk.
(b) I can share my feelings and ideas.
(c) I can respect others' ideas and opinions.
(d) I can build on others' ideas.
(e) I can bring others into the discussion.
8th Grade Rubrics: 1st Hour

- Good eye contact
- Make connections
- Don’t overuse “like”
- Ask good questions
- Voice own opinion
- Back up opinion w/ facts
- Don’t jump around topics
- Some disagreement
- Speak clearly
- Be Polite
- Open - everyone talking
What We’ve Learned

Using a Problems-of-Practice approach as a Model of Teacher Inquiry

Valuing the experiential bases of the above
Exploring Problems of Practice
Through Teacher Inquiry
Concern for struggling readers
Concern for creating meaningful and rich literacy experiences
Need for new or, at least, modified literacy curriculum
Experience authentic learning activities in addressing a problem of practice:

- Through adult book clubs about challenging topics
- Through study groups around professional texts and issues
- Through presenting ideas informally to peers for feedback, reinforcement, revision
Take from the experience of those activities insights for teaching. Design, teach, and assess curriculum reflecting insights and focusing on the needs of struggling readers.
Through informal and formal presentations of the work
Through writing for public audiences
Transform understandings: Our own and those of our colleagues