Team Reflection Meetings for Making Meaning®: Facilitator Notes

At the end of each Making Meaning unit, gather your team to reflect on student progress and plan for next steps. Use the agendas for each team meeting to guide your conversation. Use the facilitation techniques to support your role as you lead this work.

Overview

This section provides an overview of the unit you’ve just completed. Use this information as a framework for your conversations.

Self-reflection Questions

Consider which of these self-reflection questions will be supportive for your teachers and when you might share them. You might send teachers these questions during the unit to support teachers’ professional development within instruction. Perhaps you might pose a few questions just prior to the meeting for teachers to reflect on as they prepare for the team meeting. Another option is to start the meeting with a “Think, Pair, Share” as teachers quietly consider them during the meeting.

Team Meeting Discussion Questions

Use these questions and follow-up questions to support your team in reflecting on previous instruction, student needs, and to make intentional instructional decisions moving forward.

UNIT PACING CONSIDERATIONS

Use the information provided and team activity to plan for next steps.
Overview

During this unit, the students made text-to-self connections and answered questions to understand stories. Socially, they learned the procedures for read-alouds and “Turn to Your Partner” (TTYP). As they built a reading community and took responsibility for their learning and behavior, they developed the group skill of listening to one another.

Self-reflection Questions

Q Have I established a comfortable and convenient meeting place for our read-alouds? What are our procedures and expectations for students during the Making Meaning program? (Teacher Note, pp. 4 and 6)

Q Am I using the procedure outlined on p. 6 to address vocabulary smoothly without interrupting the reading?

Q Am I using the suggestions in “Students might say” to help anticipate student responses? (Teacher Note p. 14)

Q Am I providing prompts for students to support dialogue? (ELL Note p. 16)

Q Have I established clear procedures and expectations for IDR time?

Q Am I providing access to appropriately leveled books for students to explore and time to read independently? (Teacher Note p. 26)

Q Am I prepping my read-aloud text with sticky notes identifying stops for questions and identifying vocabulary? (Teacher Note pp. 4 and 9)

Team Meeting Discussion Questions

Q In what ways are students participating in the “Reading Community”?

Q How did you set up your classroom library and IDR time?
Q How are students engaging in reading during IDR? How are students engaging with text throughout the day?

Q Review the Assessment Resource Book pages 2–3, as well as any conference notes you have. Are the students making connections to the stories? What problems are we having? Do the students understand the surface level of stories? Are they able to connect their thinking to the text? How are students interacting and listening during read-alouds and “Turn to Your Partner?”

Q Are the students listening to one another? Are they able to share their partner’s thinking? (Teacher Note p. 18; See p. xviii for more info on pairing)

Q During whole-group conversations, are students turning to look at those who are speaking? (Facilitation Tip, p. 9)

Q In what other ways are students taking responsibility for themselves?
Preparing for the Next Unit

UNIT 2 • PACING CONSIDERATIONS
Making Connections: Fiction

Overview

During this three-week unit, the students informally identify important ideas in stories. They also make text-to-self connections and answer questions to understand the stories. Socially, they continue to take responsibility for their learning and behavior as they develop the group skill of talking and listening to one another.

For the Facilitator: The Making Meaning program is designed with a deep, intentional build. It will be important to keep the “end in mind” as you plan for each subsequent unit, week, and day. Considering where your students are at the end of Unit 1 and where they need to be at the end of Unit 2 will support planning, pacing, and instructional decisions. Pay careful attention to the design of the unit to prevent pre-teaching or deleting information.

Team Activity: Skim and scan pages xxii–xxv. Briefly discuss the following: What did you find out about the design of the unit and week?

Read “About Making Connections” on page 50. Skim and scan Unit 2 taking note of the Comprehension Focus and Social Focus listed on each Week Overview as well as any assessment questions to inform your instruction and conferences. As a team, discuss the following questions: Are students ready for this work? Where might they excel? Where might they struggle? How is the unit designed to support students? How can we plan to meet the purpose for each day and week? How will we plan for purposeful IDR conferences?

If students need more time to work on text-to-self connections, informally identifying important ideas, taking responsibility for their learning behavior, or listening and talking to one another, consider using the alternate text to reteach applicable weeks of instruction. See the Teacher Note on page 62 for reteaching at point of need. If students are quickly progressing towards the social and academic goals, consider using the extension activities to deepen student thinking around reading. Also consider combining the weeks of instruction.
Overview

During this three-week unit, the students informally identified important ideas in stories. They also made text-to-self connections and answered questions to understand the stories. Socially, they continued to take responsibility for their learning and behavior as they developed the group skill of talking and listening to one another.

Self-reflection Questions

Q Am I using the Day 1 read-aloud and discussion to ensure students have a surface-level understanding of the story and rereading to clarify as necessary? (Teacher Note, p. 48)

Q Am I asking open-ended questions and using wait-time to deepen student thinking and broaden participation? (Teacher Note, p. 52)

Q Am I stimulating student thinking by asking additional probing questions? (Teacher Note, p. 51)

Q Am I providing prompts for students to support dialogue? (ELL Note, pp. 50 and 59)

Q Am I prepping my read-aloud text with sticky notes identifying stops for questions and identifying vocabulary? Am I addressing vocabulary concisely and smoothly without interrupting the reading?

Q Am I rereading all or parts of the story when students have difficulty recalling the story? (Teacher Note, pp. 50 and 67) Am I validating student responses by referring back to the text and rereading?

Team Meeting Discussion Questions

Q What went well this unit? Where are students finding success? What was challenging? Where do they need support?
Q  Review Assessment Resource Book pages 4–6, as well as your IDR conference notes. Are students connecting to important ideas in the story or to details? Are they connecting to the big ideas and feelings? Are they referring to the text to support their thinking?

Q  How are we planning intentionally to meet the purpose of Day 1? (Teacher Note, p. 48) Day 2?

Q  How are students responding to open-ended questions and 5–10 seconds of wait-time?

Q  What effect has repeated use of these techniques had on your students’ thinking and participation?

Q  What do you notice about partner work? Are both partners sharing their thinking? Are the students listening carefully to one another?

Q  In what other ways are students taking responsibility for themselves?
Preparing for the Next Unit

UNIT 3 • PACING CONSIDERATIONS
Retelling: Fiction

Overview
During this three-week unit, the students use the sequence of events to retell stories with a simple narrative structure. They discuss important characters in the stories and answer questions to understand the stories. Socially, they relate the values of respect and responsibility to their behavior and continue to develop the group skills of speaking clearly and taking turns talking and listening.

Team Activity: Read “About Retelling” on page 78. Skim and scan Unit 3 taking note of the Comprehension Focus and Social Focus listed on each Week Overview as well as any assessment questions to inform your instruction and conferences. As a team, discuss the following questions: Are students ready for this work? Where might they excel? Where might they struggle? How is the unit designed to support students? How can we plan to meet the purpose of Day 1? Day 2? How will we plan for purposeful IDR conferences?

As you consider students’ limited progress toward the end-of-unit goals consider repeating the appropriate week of instruction with the alternate text. If students are quickly progressing towards the social and academic goals, consider using the extension activities to deepen student thinking around reading.

Continue to use the Teacher Notes, Facilitation Tips, and ELL Notes to support your instruction.
Overview

During this three-week unit, the students used the sequence of events to retell stories with a simple narrative structure. They discussed important characters in the stories and answered questions to understand the stories. Socially, they related the values of respect and responsibility to their behavior and continued to develop the group skills of speaking clearly and taking turns talking and listening.

Self-reflection Questions

Q Am I using the “Teacher’s Facilitation Bookmark” to help facilitate discussions in a way that creates opportunities for the students to respond to one another and that increases student accountability? (Teacher Note, p. 76)

Q Am I asking a question once without repeating or rephrasing to allow students to take responsibility for listening carefully? Am I using wait time? (Teacher Tip, p. 80 and 86)

Q Am I attending to the information in the margins (Teacher Tips, Facilitation Tips, ELL Notes) to inform my instruction?

Team Meeting Discussion Questions

Q What went well this unit? Where are students finding success? What was challenging? Where do they need support?

Q Review Assessment Resource Book pages 7–9, as well as your IDR conference notes. Are the students referring to the text to retell the story? Are students able to sequence the events in a story?

Q Does asking a question once, without repeating or rephrasing it feel natural? What effect has repeated use of these techniques had on your students’ attentiveness and responsiveness during discussions?
Q  What do you notice about students’ growth socially? Are they speaking so they can hear one another? Are they taking turns? Speaking clearly? Listening carefully? Helping one another share?
Preparing for the Next Unit

UNIT 4 • PACING CONSIDERATIONS
Visualizing: Poetry and Fiction

Overview
During this four-week unit, the students visualize to make sense of text and make informal use of schema and inference. Socially, they learn the cooperative structure “Think, Pair, Share.” They also relate the values of caring and respect to their behavior and develop the group skills of listening and respecting one another’s time to think.

Team Activity: Read “About Class Meetings” on page 104 and “About Visualizing” on page 108. Skim and scan Unit 4 taking note of the Comprehension Focus and Social Focus listed on each Week Overview as well as any assessment questions to inform your instruction and conferences. As a team, discuss the following questions: Are students ready for this work? Where might they excel? Where might they struggle? How is the unit designed to support students? How can we plan to meet the purpose of Day 1? Day 2? Day 3? How will we plan for purposeful IDR conferences?

As you consider students’ progress toward the end-of-unit goals, consider using the alternate text to extend the work by adding another week of instruction. Alternately, if students are quickly progressing towards the social and academic goals, consider using the extension activities to deepen student thinking around reading.

Continue to use the Teacher Notes, Facilitation Tips, and ELL Notes to support your instruction.
Overview

During this four-week unit, the students visualized to make sense of text and made informal use of schema and inference. Socially, they learned the cooperative structure “Think, Pair, Share.” They also related the values of caring and respect to their behavior and developed the group skills of listening and respecting one another’s time to think.

Self-reflection Questions

Q  Am I teaching the lessons as intended?

Q  Am I using the arc of the week and unit to support students’ transfer of skills and strategies to independence?

Q  Am I asking a question once without repeating or rephrasing to allow students to take responsibility for listening carefully? (Facilitation Tip p. 108)

Q  Am I encouraging the students to listen to one another by asking questions such as those listed in the Teacher Note on page 132.

Q  Am I validating student responses by referring back to the text and rereading?

Q  Am I attending to the information in the margins (Teacher Tips, Facilitation Tips, ELL Notes) to inform my instruction?

Team Meeting Discussion Questions

Q  What went well this unit? Where are students finding success? What was challenging? Where do they need support?

Q  What are your ground rules for class meetings? How did your class meeting go this unit?
Q  Review Assessment Resource Book pages 10–13, as well as your IDR conference notes. Are students able to visualize images that connect to words in the text? Do they refer to the text to describe their mental images? Are students using background knowledge to visualize the story?

Q  Does asking a question once, without repeating or rephrasing it feel natural? What effect has repeated use of these techniques had on your students’ attentiveness and responsiveness during discussions?

Q  What do you notice about students socially? Are they taking turns? Listening carefully? Allowing others time to think?

Q  In what ways are students demonstrating the values of caring and respect? How are they taking responsibility for themselves?
Preparing for the Next Unit

UNIT 5 • PACING CONSIDERATIONS
Wondering: Fiction and Narrative Nonfiction

Overview
During this three-week unit, the students continue to use a sequence of events to retell a story. They also use wondering and visualization to help them understand and enjoy a story. They learn the procedure for Individualized Daily Reading (IDR). Socially, the students relate the value of responsibility to their behavior. They develop the group skill of sharing their ideas with one another and have a check-in class meeting.

Team Activity: Read “About Individualized Daily Reading” on page 158 and “About Wondering” on page 161. Skim and scan Unit 5 taking note of the Comprehension Focus and Social Focus listed on each Week Overview as well as any assessment questions to inform your instruction and conferences. As a team, discuss the following questions: Are students ready for this work? Where might they excel? Where might they struggle? How is the unit designed to support students? How can we plan to meet the purpose of Day 1? Day 2? Day 3? How will we plan for purposeful IDR conferences?

As you consider students’ progress toward the end-of-unit goals, note that repeating a week of instruction with the alternate text will provide extended opportunities to grow. If students are quickly progressing towards the social and academic goals, consider using the extension activities to deepen student thinking around reading.

Continue to use the Teacher Notes, Facilitation Tips, and ELL Notes to support your instruction.
Overview

During this three-week unit, the students continued to use a sequence of events to retell a story. They also used wondering and visualization to help them understand and enjoy a story. They learned the procedure for Individualized Daily Reading (IDR). Socially, the students related the value of responsibility to their behavior. They developed the group skill of sharing their ideas with one another and had a check-in class meeting.

Self-reflection Questions

Q  Am I teaching the lessons as intended?

Q  Am I using the arc of the week and unit to support students’ transfer of skills and strategies to independence?

Q  Am I maintaining the flow of the read-aloud by having only two or three students share at each stop? (Teacher Note, p. 163)

Q  Am I pacing whole-class discussions so that they are lively and focused? (Facilitation Tip, p. 167)

Q  Am I attending to the information in the margins (Teacher Tips, Facilitation Tips, ELL Notes) to inform my instruction?

Team Meeting Discussion Questions

Q  What went well this unit? Where are students finding success? What was challenging? Where do they need support?

Q  How has IDR been going? How did you set this time up in your classroom?

Q  Review your conference notes from this unit as well as pages 14–16 of the Assessment Resource Book. Are the students able to generate “I wonder” statements? Are their statements relevant to the story? Are they using evidence from the text to support their thinking? Did the students generate a variety of “I wonder” statements?
Q How are you pacing lessons and class discussions to keep students engaged and attentive?

Q In what ways are students taking responsibility for their behavior? Are they able to explain their thinking?

Elements of Strong Implementation

Allow each team member time to read the Elements of Strong Implementation and self-reflect on their instruction. Have them reread, marking places where they feel they are doing well, as well as mark (with another symbol) places where they’d like to focus during Unit 6. Discuss goals as a group and think about how you might support one another. Share that you will check in and follow up at the end of Unit 6.
Preparing for the Next Unit

UNIT 6 • PACING CONSIDERATIONS
Making Connections: Expository Nonfiction

Overview
During this three-week unit, the students explore the difference between fiction and nonfiction and identify what they learn from nonfiction. They make text-to-self connections and use schema to make sense of nonfiction. They also informally explore expository text features and visualize to make sense of texts. During IDR, the students share with their partners what they read independently. Socially, they share their ideas with one another, and they participate in a class meeting to discuss their independent reading time.

Team Activity: Read “About Nonfiction: Making Connections” on page 200. Skim and scan Unit 6 taking note of the Comprehension Focus and Social Focus listed on each Week Overview as well as any assessment questions to inform your instruction and conferences. As a team, discuss the following questions: Are students ready for this work? Where might they excel? Where might they struggle? How is the unit designed to support students? How can we plan to meet the purpose of Day 1? Day 2? Day 3? How will we plan for purposeful IDR conferences?

As you consider students’ limited progress toward the end-of-unit goals, note that repeating a week of instruction with the alternate text will provide extended opportunities to grow. If students are quickly progressing towards the social and academic goals, consider using the extension activities to deepen student thinking around reading.

Continue to use the Teacher Notes, Facilitation Tips, and ELL Notes to support your instruction.
Overview

During this three-week unit, the students explored the difference between fiction and nonfiction and identified what they learned from nonfiction. They made text-to-self connections and used schema to make sense of nonfiction. They also informally explored expository text features and visualized to make sense of texts. During IDR, the students shared with their partners what they read independently. Socially, they shared their ideas with one another, and they participated in a class meeting to discuss their independent reading time.

Self-reflection Questions

Q  Do I encourage partners to rely on one another to confirm and support their own thinking? (Teacher Note, p. 202)

Q  Do I support student thinking by asking follow up questions such as those listed on pages 218 and 231?

Q  Do I avoid repeating or paraphrasing student responses to help the students take responsibility for their own learning? (Facilitation Tip, p. 203.)

Q  Am I attending to the information in the margins (Teacher Tips, Facilitation Tips, ELL Notes) to inform my instruction?

Consider your goals from the Elements of Strong Implementation

Q  What went well? How did it support students’ success?

Q  What are you going to keep working on?

Team Meeting Discussion Questions

Q  What went well this unit? Where are students finding success? What was challenging? Where do they need support?
Q  Review your conference notes as well as pages 17–19 of the Assessment Resource Book. Are the students able to make text-to-self connections? Are the students able to remember the facts they hear? Are the students able to use schema to generate ideas that connect to text?

Q  Does avoiding repeating or paraphrasing student responses feel natural? How does it help the students take responsibility for their own learning? Are they participating more responsibly in discussions?

Q  Do the students easily share ideas with their partner? Do the students listen carefully and share ideas with the class?

Check-in: Elements of Strong Implementation

Spend some time reflecting on team and individual goals. Discuss the following questions. What went well? How did it support students? Does it feel natural? Are you integrating it into instruction throughout the day? Have team members reread marking places where they feel they are doing well as well as mark (with another symbol) places where they'd like to focus on. Discuss goals as a group and think about how you might support one another.
Preparing for the Next Unit

UNIT 7 • PACING CONSIDERATIONS

Wondering: Expository Nonfiction

Overview

During this three-week unit, the students continue to identify what they learn from nonfiction. They use the comprehension strategy of wondering to help them to make sense of nonfiction. They also informally explore expository text features and visualize to make sense of texts. During IDR, the students read nonfiction books independently and practice monitoring their own reading. Socially, they share their partners’ thinking during whole-class discussions and reflect on how they are taking responsibility for their behavior.

Team Activity: Skim and scan Unit 7 taking note of the Comprehension Focus and Social Focus listed on each Week Overview as well as any assessment questions to inform your instruction and conferences. As a team, discuss the following questions: Are students ready for this work? Where might they excel? Where might they struggle? How is the unit designed to support students? How can we plan to meet the purpose of Day 1? Day 2? Day 3? How will we plan for purposeful IDR conferences?

As you consider students’ progress toward the end-of-unit goals, note that repeating a week of instruction with the alternate text will provide extended opportunities to grow. (See Teacher Note page 244) If students are quickly progressing towards the social and academic goals, consider using the extension activities to deepen student thinking around reading.

Continue to use the Teacher Notes, Facilitation Tips, and ELL Notes to support your instruction.
Overview
During this three-week unit, the students continued to identify what they learned from nonfiction. They used the comprehension strategy of wondering to help them to make sense of nonfiction. They also informally explored expository text features and visualized to make sense of texts. During IDR, the students read nonfiction books independently and practiced monitoring their own reading. Socially, they shared their partners’ thinking during whole-class discussions and reflected on how they are taking responsibility for their behavior.

Self-reflection Questions

Q Am I using a neutral response to build students intrinsic motivation and elicit deeper student thinking? (Facilitation Tip, p. 242)

Q Am I attending to the information in the margins (Teacher Tips, Facilitation Tips, ELL Notes) to inform my instruction?

Team Meeting Discussion Questions

Q What went well this unit? Where are students finding success? What was challenging? Where do they need support?

Q Review Assessment Resource Book pages 20–22 as well as your IDR conference notes. Are students comprehending what they read? Are they finding factual information? Are the students able to describe what they learn from a text? Are their ideas connected to the text?

Q Does responding neutrally feel natural? (Facilitation Tip, p. 227) How is this technique supporting student engagement and eliciting thinking?

Q Are students able to share their partners’ thinking? In what other ways are students taking responsibility for themselves?
Preparring for the Next Unit

UNIT 8 • PACING CONSIDERATIONS
Exploring Text Features: Expository Nonfiction

Overview
During this three-week unit, the students continue to identify what they learn from nonfiction. They explore expository text features and continue to make connections, visualize, and wonder to make sense of texts. During IDR, the students use comprehension strategies to make sense of nonfiction books. Socially, they relate the values of respect and responsibility to their behavior and they continue to share their partners’ thinking during whole-class discussions.

Team Activity: Skim and scan Unit 8 taking note of the Comprehension Focus and Social Focus listed on each Week Overview as well as any assessment questions to inform your instruction and conferences. As a team, discuss the following questions: Are students ready for this work? Where might they excel? Where might they struggle? How is the unit designed to support students? How can we plan to meet the purpose of Day 1? Day 2? Day 3? How will we plan for purposeful IDR conferences?

As you consider students’ progress toward the end-of-unit goals, note that repeating a week of instruction with the alternate text will provide extended opportunities to grow. If students are quickly progressing towards the social and academic goals, consider using the extension activities to deepen student thinking around reading.

Continue to use the Teacher Notes, Facilitation Tips, and ELL Notes to support your instruction.
**Overview**

During this three-week unit, the students continue to identify what they learn from nonfiction. They explore expository text features and continue to make connections, visualize, and wonder to make sense of texts. During IDR, the students use comprehension strategies to make sense of nonfiction books. Socially, they relate the values of respect and responsibility to their behavior and they continue to share their partners' thinking during whole-class discussions.

**Self-reflection Questions**

Q  *Am I using a neutral response to build students intrinsic motivation and elicit deeper student thinking?* (Facilitation Tip, p. 283)

Q  *Do I remind students to use the discussion prompts to engage in class discussion?* (Teacher Note, p. 273)

**Team Meeting Discussion Questions**

Q  *What went well this unit? Where are students finding success? What was challenging? Where do they need support?*

Q  *Review the Assessment Resource Book pages 23–25, as well as your conference notes. Do students’ writings and discussions show evidence that they understand the text? Do students’ wonderings show evidence that they use the text to stimulate curiosity? Are they beginning to use the features in their books to help them make sense of what they are reading?*

Q  *Are students able to self-monitor using the “Thinking About my Reading” chart?*

Q  *In what ways are students taking responsibility for their behavior and learning? Are partners contributing to the discussions? Are partners being respectful of each other?*

Q  *How is responding neutrally going? How is this technique supporting student engagement and eliciting thinking?*
Preparing for the Next Unit

UNIT 9 • PACING CONSIDERATIONS
Revisiting the Reading Life

Overview
During this final, one-week unit, the students reflect on books they like and want to read. They think about the reading comprehension strategies they use to understand books, and they practice answering questions to understand stories. During IDR, students continue to practice self-monitoring, use the reading strategies, and reflect on how they use the strategies to help them understand their reading. Socially, they continue to develop the group skills of listening to one another and sharing their thinking. They also participate in a class meeting to discuss what they liked about working together in their reading community.

Team Activity: Read “About Reflection” on page 326. Skim and scan Unit 9 taking note that Making Meaning uses this week to wrap up our work in the Reading Community. As a team, decide when you may want to teach this last week on instruction. If there are several weeks left in the school year, discuss these questions: Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students? Based on your discussion, consider which units you want to revisit and reteach using the alternate texts or other books you think might be supportive.
Overview

During this unit, the students reflected on books they like and want to read. They thought about the reading comprehension strategies they use to understand books, and they practiced answering questions to understand stories. During IDR, students continued to practice self-monitoring, used the reading strategies, and reflected on how they use the strategies to help them understand their reading. Socially, they continued to develop the group skills of listening to one another and sharing their thinking. They also participated in a class meeting to discuss what they liked about working together in their reading community.

Self-reflection Questions

Reflect on your experience over the past year using the facilitation tips included in the Making Meaning program.

Q  Did using the facilitation techniques feel natural to you? Have you integrated them into your class discussions throughout the school day?

Q  What effect did using the facilitation techniques have on your students?

Team Meeting Discussion Questions

Use this opportunity to celebrate your Reading Community’s successes and reflect on the year.

Q  Are the students using the comprehension strategies successfully? Which strategies seem to be the most challenging for the students?

Q  Is there evidence that the students have grown in their enjoyment of reading?

Q  What was challenging for my students this year in terms of their social development?

Q  How might I help next year’s students grow socially?

Q  What skills should I emphasize with the students next year to help them build a safe and caring reading community?