

Conquering Dyslexia Book Study Implementation Map

This *Implementation Map* presents a week-by-week time line outlining the entire book study process. You can use it to set up a schedule that will suit the unique needs of the learning community in your district or school.

Implementation Map					
Session	Meeting Details	Question	Learning Outcome	Agenda	Independent Study <i>Complete before next session</i>
Week 1 Putting It in Perspective	Date: Time:	What is dyslexia?	Define dyslexia.	<ul style="list-style-type: none"> Welcome participants and conduct introductions. Review book study norms, structure, and <i>Implementation Map</i>. Discuss book study learning outcomes and set personal goals.  Discuss each statement in the Teacher Self-Assessment Survey, and make connections to the pages 4–9 of the book. Review actions for next section. 	READ: Chapter 1 of the book THINK ABOUT: Complete pages 7–10 in the <i>Study Guide</i> .
Week 2 Chapter 1: What Is Dyslexia ?	Date: Time:	What does research tell us about dyslexia?	Understand what research tells us about dyslexia and become familiar with misconceptions that surround this learning disability.	<ul style="list-style-type: none"> Review takeaways from the previous session.  Using the Top 10 protocol, discuss the previous week’s readings. Participants should reference their responses on pages 7–10 of the <i>Study Guide</i>.  Using The Last Word discussion protocol, identify which of the myths on pages 21–22 of the book was most surprising or significant to you. Review actions for next session. 	APPLY: Engage with parents about dyslexia. Use pages 15 and 36 of the <i>Study Guide</i> to gather information on a possible family history of dyslexia. Use the Family History Survey on page 36. READ: Chapter 2 of the book THINK ABOUT: Complete pages 11–15 in the <i>Study Guide</i> . PREPARE: Highlight one passage in the book that you find significant.