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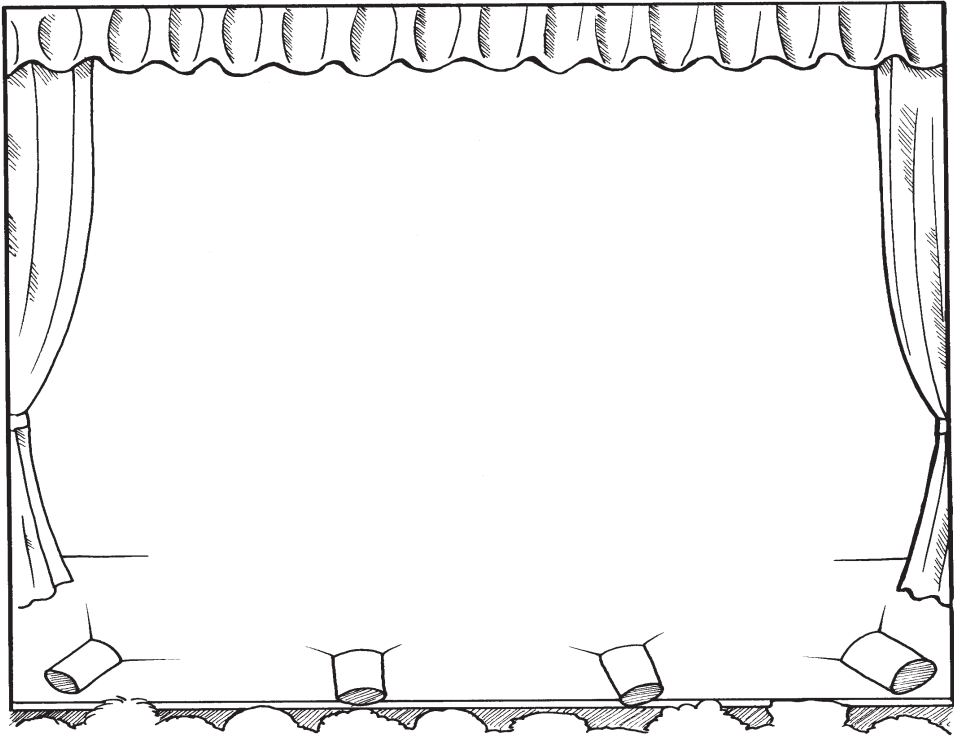
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Name _____ Date _____

Book Title _____

SPOTLIGHT ON YOU

Think of one of your favorite parts of the story. Draw a picture of **yourself** in this part of the story. Tell what **you** would do if **you** were a character in this story.



<u>Discussions Behaviors</u>	<u>Narrative Content</u>	<u>Expository Content</u>
Avoid interruptions	Character analysis	Organization of ideas
Take turns	Plot analysis	Effectiveness of examples
Make eye contact	Conflict and resolution	Stereotype analysis
Stay focused on topic	Texts of similar themes	Author's clarity
Question others	Compares works of given author	Accuracy
Project voice	Dialogue effectiveness	Compare text to media
Extend ideas of others	Character motivations	Title appropriateness
Locate support in text		

The elements described for a literature circle provide a framework as you begin to observe and assess students' interactions and behaviors. Developing a checklist is another strategy for effective assessment. The elements you decide to focus on should be appropriate and relevant for your students and for the text. First graders may not focus on the effectiveness of dialogue, but for third and fourth graders, this may be a significant aspect of a story they are reading. Students can assist in creating the list of expectations and behaviors that are appropriate for a checklist. Encouraging students to participate in creating the list promotes empowerment and ownership of the discussion process. Utilizing a form such as the one provided on page 60 is helpful as you begin to identify those aspects of the discussion you want to observe students engaging in.

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Finding the time to observe and record your observations is difficult at best. You may be thinking about how you can possibly facilitate a literature discussion and take anecdotal notes at the same time. You are right—it is virtually impossible to do both well. Maybe in these cases you will want to step out of the discussion and let students facilitate the conversation. By stepping out and recording your observations, two goals are achieved. One, you no longer control the discussion because you are busy with another task, and two, this other task will provide you with useful and meaningful information to reflect on at a later date. Initially, students may wonder what you are doing and will want to know what you are writing. Sharing some of the positive comments with students may increase their confidence in facilitating and participating in the discussions.