



**DISTRICT 75: MIDDLE SCHOOL UNITS OF STUDY**



**BOOK CLUBS:  
DEVELOPING AUTONOMY  
IN ENGAGING WITH LITERATURE**

## *Acknowledgments*

The *District 75 Units of Study for Grades K-12* were created as a guideline for teachers implementing the Reader's and Writer's Workshop within their classrooms.

The mission of the District 75 Literacy Team is to enhance literacy programs in all District 75 schools so that students may become lifelong readers and writers. The District Literacy Team supports the implementation of the New York City Performance Standards in English Language Arts, the Department of Education's Scope and Sequence K-8, as well as the Balanced Literacy Initiative.

This *District 75 Units of Study for Grades K-12* were produced under the auspices of Superintendent Bonnie Brown, Deputy Superintendent Gary Hecht, and Director of Curriculum and Assessment Lorraine Boyhan. Literacy Instructional Specialists who spearheaded this endeavor were Donna Dimino, Ana Gomez, Raizel Blau and Carmen Amador.

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All District Based Literacy Coaches supported the development of the K-12 Units of Study - Susan Abrahams, Helene Bradley, Noveria Gillison, Kristine Gonzalez, Arlene Harris, Pearl Holford, Amy Kriveloff, Shelley Levy, Catherine Mullaney, Sandra Ramos-Alamo, Aubry Threlkeld, Leah Vasquez and Marta Villaroel.

Special thanks as well to the administration and staff at Public School 372K, The Children's School, who worked to create the original K-5 Literacy Units during the 2004-2005 school year.

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## NEW YORK STATE ENGLISH LANGUAGE ARTS LEARNING STANDARDS

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**Standard 4:** Students will read, write, listen, and speak for **social interaction**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

# INTRODUCTION TO THE UNIT OF STUDY: BOOK CLUBS

## PURPOSE OF THE UNIT

**Book Clubs** introduce reading to students as an interactive, social experience. Also referred to as Literature Circles, Book Clubs are meant to give students an opportunity to use what they've learned about reading and understanding text in a student-directed and social context. This unit of study on Book Clubs will guide teachers to help students develop a sense of community and accomplishment as they participate within their groups. When the specific strategies and skills of active participation in Book Clubs are taught, students learn the habits of lifelong readers who form communities around the books they read. Book Clubs provide a bridge for students to, in time, read more difficult texts and are an excellent way to engage poor readers, at-risk students, reluctant readers and English Language learners (ELL). This unit is approximately 4-6 weeks in duration and includes a range of mini-lessons focusing on important elements of managing and participating in Book Clubs. A list of Literature Circle/Book Club resources, as well as information on a range of popular titles will be found at the end of this unit.

## **What is a Book Club?**

A Book Club is a group of people who are reading the same book and who meet together to discuss what they've read. Book Clubs help students become stronger readers by combining collaborative learning with student-centered inquiry. The whole purpose of Book clubs is for students to read and discuss literature with their peers. Literature circles are small, temporary

discussion groups of students who select a work of literature that they will read and discuss together. Students take on roles during the meetings to facilitate discussion and comprehension. Clubs meet regularly and decide on a way to showcase their experience with the literary work for the rest of the class.

By combining cooperative learning with student centered inquiry students take responsibility for their own learning. Ultimately they may take charge by selecting the book to be read, determining the pace of reading the book, preparing for and running their discussions, assessing their performance as individuals and as a group. The heterogeneous grouping of the Book Club permits students of slightly differing abilities to learn from each other and to work from their areas of strength. The teacher has an opportunity to observe the social and academic performance of the students as they engage with their Book Club activities.

### **Book Clubs are Research-Based**

The growing numbers of studies about Book Clubs appear under many different names (literature studies, book clubs, literature discussion groups, literature circles, cooperative book discussion groups) and often vary in the combination of elements such as teacher control versus student autonomy, and assigned versus student-chosen books. (Daniels, 2002) In this document the terms will be used interchangeably, recognizing that while adaptation and differentiation will occur, Book Clubs will retain the essential elements of reading and social interaction as a group of students read, discuss and write about a text. Research on Book Clubs in special education settings is positive and encouraging with one study concluding that “Student growth

was noted through three areas: nature of the Book Club interactions, change in written response, and types of questions discussed.” (Goatley, 1992)

Book clubs are the result of efforts of a team of researchers and classroom teachers to figure out how to get children so excited about reading that they would want to talk about what they read with their classmates. They developed a curriculum that is structured to support student-led discussions, and that integrates ELA standards for reading, writing, speaking, and listening. The curriculum they developed was centered around small, student-led discussion groups called book clubs. Educators see that this teaching approach is so effective because, literature circles offer students a chance to *be* readers and writers, and an opportunity to apply the literacy skills that they are learning through social interaction. Teaching students how to accomplish meaningful social interaction is a very important key to the success of this unit.

### **What will Students Learn in Book Clubs?**

- Students will learn how to:
- Think and talk about a text in a variety of ways.
- Respond to and build upon each other’s thinking about a text;
- Engage in behaviors that elicit and sustain meaningful conversations with their peers.
- Develop a theory or set of ideas that will drive their reading and discussions;
- Collect evidence to support a theory;
- Interact socially to share information and accomplish tasks
- Discuss, define and explore unfamiliar words.

- Use evidence in text to verify predictions.
- Ask relevant and focused questions to clarify understanding.
- Respond to questions and discussion with relevant and focused comments.
- Identify and analyze literary elements in text

### **Benefits of Book Discussion Groups and Book Clubs**

(Adapted from America's Choice Reading Monograph Series)

- Promote a love for literature and a positive attitude towards reading
- Reflect a student-centered model of literacy (employing the Gradual Release of Responsibility)
- Encourage extensive and intensive reading
- Invite natural discussions that lead to student inquiry and critical thinking
- Support diverse responses to text
- Foster interaction, cooperation and collaboration
- Provide choice and encourages responsibility
- Expose students to literature from multiple perspectives
- Nurture reflection and self-evaluation

## Discussion Scaffolding

In student Book Clubs, students meet to read the same text and share conversations about the book they read. Book Clubs can focus on genres, topics of interest, authors or may begin with a single book for every group. The progression of Book Discussion in the classroom might look like this:

Step 1	Step 2	Step 3	Step 4
<p><b>Teacher-Led WHOLE GROUP Demonstrations/Practice</b></p>	<p><b>Teacher-Led SMALL GROUP Demonstrations/Practice</b></p>	<p><b>Student-Led Small Group Book Discussion Groups</b></p>	<p><b>Student-Led and Directed Book Clubs</b></p>
<p>Teacher demonstrates classroom conversation/talk-aloud (which follows a whole class read-aloud/think aloud.</p> <p>Students practice talking about books in classroom conversation/talk-aloud.</p>	<p>Students with small student groups can model (in fishbowl) productive talking about books.</p> <p>Whole group discussion about fishbowl demonstration students and teacher talk about how small-group process works.</p> <p>Teacher guides student book discussion groups through small-group reading conferences.</p>	<p>Students conduct book discussion groups. Teacher monitors through small-group reading conferences.</p> <p>Student groups occasionally report back to whole group to share information on what is working and what is not, to get advice, to share successes, to share book reviews, to demonstrate book discussion strategies (through fishbowl), etc.</p> <p>Whole group discussion should follow small-group reporting-metacognitive reflection is vital.</p>	<p>Students conduct book discussion in book clubs they establish and maintain.</p> <p>Students may seek teacher input or feedback on this ongoing process.</p>

## ***Eleven Key Ingredients of Literature Circles***

From: Daniels, H., *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, Stenhouse Publishers

1. Students choose their own reading materials (BOOK PASS).
2. Small temporary groups are formed, based on book choice.
3. Different groups read different books.
4. Groups meet on a regular, predictable schedule to discuss their reading.
5. Students use written or drawn notes to guide both their reading and discussion.
6. Discussion topics come from the students.
7. Group meetings aim to be open, natural conversations about books, so personal connections, digressions, and open-ended questions are welcome.
8. The teacher serves as a facilitator, not a group member or instructor.
9. Evaluation is by teacher observation and student self-evaluation.
10. A spirit of enjoyment pervades the room.
11. When books are finished, readers share with their classmates, and then new groups form around new reading choices.

### **Behaviors of Good Book Club Readers**

#### **Members of the Book Club**

- Plan how they will use their time in class and at home to prepare for Book Club conversations
- Work at keeping their voices quiet
- Make sure everyone contributes to the conversation
- Move their conversations along by carefully using phrases and questions such as:
  - What were you thinking about while you were reading?

- I don't understand why....
- Please repeat what you said.
- Please explain further.
- Why did the character...?
- Where is there evidence in the book?
- I agree (disagree) with...
- I noticed...
- I realized...
- How did ...?

### **Good Readers**

- Read the assigned text before joining the conversation
- Use post-it notes to remind themselves of important things about what they've read
- Prepare themselves for good conversations by listening to a partner
- Enrich their conversations by making a statement that they can support with the text
- Make sure their conversations stay on track in order for new ideas to develop
- Share with the Book Club their reaction to the book, was it funny, scary or sad?

### **In Book Clubs, Readers:**

- Learn how to study an issue in a text
- Learn more about characters by studying issues
- Make connections within and across texts
- Work together to solve problems

- Discuss, define and explore unfamiliar words
- Ask relevant and focused questions to clarify understanding
- Respond to questions and discussion with relevant and focused comments
- Paraphrase and summarize information from the text
- Identify and analyze literary elements in the text
- Predict events using previous knowledge and evidence from text
- Use evidence in text to verify predictions

## **The Book Club Management Process**

### **What is Needed**

**Teachers will need** a clear understanding of the structure and process of the Book Club. Reading the educator-created information on the websites listed in the Resources section of this document, as well as the information provided in this unit, will paint a picture of the basic operational format of the Book Club. Teachers will use lesson plans to explain elements of social interaction and roles in Book Club, and to review the various ways we study and comprehend literature, including the skills of reading, listening, writing and speaking about what we read. The article “Literature Circles: Getting Started”, by Lisa Storm Fink provides a step by step scaffolding of lesson plans to model and build student awareness and to practice the skills and activities of Book Clubs.

### **To prepare for book clubs teachers will:**

**Become familiar with** Book Club format and strategy, introduce Book Club roles to the class and answer any questions students have about these roles

**Preview and read books** before placing any titles on lists that students will choose from. Teachers must become familiar with all texts **prior** to making them available to students for Book Clubs by either reading the book, reading reviews from professional literature, or consulting with Librarians and other teachers to identify the most engaging titles from which students will select. Appropriate books can be identified by checking lists and reviews of award winning books, titles for reluctant readers, young adult best sellers, and book reviews in teacher, library or publishers' professional literature.

**Locate teacher guides and lesson plans** (which may be available on the Internet for more popular titles).

Teachers will determine ways to elicit student interests, and determine a basis for forming groups. Book Club meetings will employ a schedule, work plan, mini-lessons, teacher monitoring, observation and conferring, and student self-assessment. Teachers may want to provide students with a rubric for Book Club to inform and remind students of expectations, and help them to evaluate their own participation.

**Students will need** instruction on participating in a Book Club including explanation of roles within the Book Club, and use of worksheets for their meetings. Students will receive instruction on all aspects of their social interaction and reading that are essential to making the Book Club a rewarding learning experience. The teacher will provide a list of titles selected for their proven ability to elicit emotional responses from students,

that are well written and that are within the reading-ability range of the group. A brief synopsis of the story, using book reviews or teacher led book talks can be used to introduce the book to students.

### **Book Selection**

It is best to select books that arouse emotions, are well written and are meaningful. Books should be in the range (a little above, a little below and exactly on) the reading level of students in the group. Large print and audio versions of the books should be made available whenever possible to accommodate students who are not great readers, allowing them another way to follow the story and keep pace with their peers.

Book Club book selection offerings can be based on interdisciplinary themes that cross content areas, such as genres (mystery, biography, memoir, historical fiction), author studies, social issues affecting young people such as war or environmental issues that affect everyone. The more engaged the students are in what they are reading the more lively the discussions when they meet.

### **How Students Can Select Books For Book Club**

- Teacher chooses 10-15 books to introduce to students.
- Teacher uses readability scale (Lexile, DRA, Fountas and Pinell, etc.) to determine reading level.
- Books reflect the range of reading abilities of students.
- Teacher models facets of studying a book, including blurb, titles, pictures, reading a section of the book, etc.

- Students form TWO CIRCLES of 3-4 and teacher gives each child a book to use in a three minute “STUDY”.
- Students make a comment about the book and rate using 1-5 stars, checks etc.
- Teacher collates the amount of stars, checks allocated to each book from the class and the 10-15 books are narrowed to the most popular 6 books.
- Students “secret ballot” their top three choices.
- Teacher allocates groups on choices and reader information (assessments).
- Teacher announces Book Club groups.

**Book Club Roles** – *(note: These roles can rotate periodically, while the students are engaged with a particular title, or when they start a new title. When the students are comfortable with the group discussion format, the formal use of roles can be discontinued).*

Give each student in class chance to be in a role by passing out role sheets for each role on day it is introduced and having them participate in the role as a story is being read.

1. **Discussion Director** – Asks questions to lead discussion and increase comprehension; asks who, what, where, why when, how and what if
2. **Vocabulary Enricher** – using dictionaries and thesauruses clarifies word meanings and pronunciations; discusses words in the text that are unusual, interesting, or difficult to understand.
3. **Literary Luminary**- guides oral reading for a purpose; examines figurative language, parts of speech and vivid descriptions.
4. **Checker** – checks for completion of assignments; evaluates participation and helps to monitor discussion for equal participation.

Additional roles for Book Clubs may include:

**Artful Artist** – uses some form of artwork to represent a significant scene or idea from the reading

**Capable Connector** – finds connections between the reading material and something outside the text, such as a personal experience, a topic studies in another class, or a different work of literature.

Here is a variation on the Book Club theme and roles:

[http://www.readwritethink.org/lessons/lesson\\_view\\_printer\\_friendly.asp?id=877](http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=877)

### **Literature Circle Roles Reframed: Reading as a Film Crew**

([http://www.readwritethink.org/lessons/lesson\\_view.asp?id=877](http://www.readwritethink.org/lessons/lesson_view.asp?id=877))

- 1. Producer:** The producer is the facilitator of the group. S/he keeps the group on task and monitors for appropriate and effective group behavior.
- 2. Cinematographer (Recorder/Illustrator):** The recorder/illustrator notes the main highlights of the discussion, the homework assignments and the progress towards the Book Club's goals and summarizes the reading.
- 3. Actor:** The actor serves as the passage reader to assist struggling readers and assist in the group's visualization process.
- 4. Director:** Reports to the group on their previous and current discussion topics. The director reminds the group of the teacher's directions for the day's activities and reports on the group's activities to the class.

## Thoughts on the Process of Building Groups

Implementing effective and successful book discussion groups/clubs is a process. Students will move gradually from dependence on the teacher-led whole-group structure to independence, self-management and increased responsibility for their reading, writing and discussion. Heterogeneous grouping by reading ability is most desirable. Research, as cited by Daniels (2002), has documented that ability grouping “harms achievement of kids in low and middle groups while providing few, if any, benefit for the kids in top groups”. However, research by Slavin (1982) indicates that students should be grouped by ability when it is particularly important for learning, as is the case with math or reading instruction. When grouping plans reduce student heterogeneity in the specific skills being taught, student achievement benefits. Ultimately the classroom teacher must decide what is most appropriate for their classroom and their students.

- Form groups of four students.
- Look at the strengths and needs of each student as a reader, writer, speaker:

- comprehension level
- interpretation level (able to get and grow ideas)
- ability to engage in conversation (sustains interaction)
- social factors (teacher’s ultimate choice) - teacher may ask students to write a letter naming 5 other students they would like to work with and explain the reasons for that choice.

*Example: I’d like to work with Sharon because she reads lots of books on a regular basis (stamina). Miguel has many good ideas about what he reads. Sade likes the same books that I like.*

The teacher can then make his/her decision as to the make-up of the Book Club group.

## **Conferring in Book Clubs**

### **The Teacher will:**

- **Observe and Facilitate** – listen in on conversations – What does the group or individual need?
- **Compliment and Support**– praise (see what they are doing correctly, teach to the need, lean in and give some prompts.
- **Give a teaching point** to the group – Have the text with you for teaching in to clubs.
- **Record** - jot down (transcribe) what they are saying in the book club talk (share transcript with students) or record an audio tape and share it. Teacher note-taking will be for individual students and for the club itself.

An example of the teacher's conferral form is on the following page.

**Name of Club:**

**Date:**

**Teaching Point:**

**Still Needs:**

**Student A**

**Student B**

**Student C**

**Student D**

## Book Club Logistics

- **Weekly and daily schedule** – (Notify students of any changes in schedule in advance) Sample schedule: Mon. Wed. Fri: Discussion Time; Tues. Thurs.: Independent Reading Time; Weekly: time for reflection; Mini-lessons and Mid-workshop Teaching, Shares/Transitions
- **Room arrangement** – space for groups of 4 students
- **Noise level** – talk with a whisper – practice
- **Homework** – student driven – Book Club group decides
- **Accountability** – time management, record-keeping, reading log, setting and achieving goals
- **Problem solving** – explicit teaching to solve problems, management issues, pacing, what to do if one member finishes first, absence of club member, etc.
- **Behavior** – if a student can't function within a group of four, form a two-member group or assign the student to be a floating member

## Materials

- **Books** – one copy per student
- **Post-its** – to encourage note-taking
- **Reader's Notebook** – writing about reading
- **Book Club work sheets** –using format preferred by teacher
- **Book Club Folder** (one per Book Club team) **Contents:** rules for the club, assignment of roles, attendance sheet, calendar and schedule of meetings, reading assignments, reading log, work sheets.

## Supporting Struggling Readers in Book Clubs

- The teacher may use the read-aloud and/or audiobooks.
- Reread a known text.
- Focus on retelling in the beginning of clubs.
- Motivate students to generate questions.
- Have clubs meet more often, for less time.
- Read less, talk less at the beginning – build stamina – 10 minutes of reading, 5 minutes of talk, 15 minutes of reading, 10 minutes of talk.
- Teacher pops into conversation more often.
- During independent reading teacher can talk one-to-one to ready the reader for book talk.
- For reluctant speakers, offer prompts:
  - *One thing I noticed was* \_\_\_\_\_.
  - *I wonder* \_\_\_\_\_.
  - *That kind of reminds me of* \_\_\_\_\_.
  - *Now I'm thinking that* \_\_\_\_\_.
- Pay close attention during read-aloud to zone in on students with problems
- Buddy up a shy speaker with a kind, stronger speaker. Have the stronger speaker encourage the shy person by saying, “What do you think?”
- Work with them on an idea and the evidence to support it.
- Work with them on an idea which goes across text.
- Keep the needier students close to you so you can coach more easily.

## **ELL Students**

Book Clubs can help improve the reading skills and enjoyment of at-risk students such as ELL students, poor readers and reluctant readers.

Students exercise choice, selecting from books that have characters they can relate to, characters that are faced with situations students find exciting. The opportunity to read and discuss the book opens up the social aspect of reading, motivating students to participate in what becomes an enjoyable activity.

“Even students who have difficulty reading every word of a book can learn a great deal from that book when given an opportunity to share insights in a group...The collaboration of the group can be a powerful part of the comprehension process”. (K.L S. Noe, “Literature Circles Build Excitement for Books!” found at [http://www.education-world.com/a\\_curr/curr259.shtml](http://www.education-world.com/a_curr/curr259.shtml))

**ELL students** will benefit from shared reading and focus on:

- Reading the text in preparation for conversation
- Reading to each other
- Word attack skills
- Work on conversational skills
- Phrasing and fluency
- Idiomatic expressions
- Vocabulary and word study

## ***Supports for Book Clubs***

<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Read aloud to demonstrate strategies for reading and talking about texts</li> <li>• Multiple copies of shared reading texts</li> <li>• Rereading to get multiple perspectives on texts</li> <li>• Inferring and Interpretation</li> <li>• Asking Questions</li> <li>• Rereading to understand</li> <li>• Think Aloud use of strategies</li> <li>• Responses and reactions to text</li> <li>• Summarizing</li> <li>• Synthesizing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Cycle: Brainstorming, Drafting, Revising, Editing, Publishing</li> <li>• Responding to Texts and to other readers</li> <li>• Writing letters to authors</li> <li>• Writing literary letters to the teacher and others</li> <li>• Describe sections of the texts they particularly want to read again and explain why</li> <li>• Draw pictures of the moments of the text that struck them as powerful</li> <li>• Written conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for Developing Good Book Talks and Management</li> <li>• Think-Pair-Share</li> <li>• Accountable Talk</li> <li>• Active Listening</li> <li>• Paraphrasing</li> <li>• Questioning</li> <li>• Verbal Prompting: “I also think...” “Another example is...” “I think about it differently...” “This text makes me think...”</li> <li>• Fishbowl</li> <li>• Say Something (summarize, a detail, ask a question, etc.)</li> <li>• Reciprocal Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists for concepts, writing samples</li> <li>• Teacher conference notes</li> <li>• Oral presentation and reflections</li> <li>• Fishbowl</li> <li>• Sketch to Stretch</li> <li>• Say Something</li> <li>• Written conversation</li> </ul>

## Strategies for Quality, Accountable Talk in Book Club Groups

- **Choose a topic first**
- **Stay with an important topic for a while:**
  - *I want to add to \_\_\_\_\_.*
  - *I want to build on to \_\_\_\_\_.*
  - *I have a connection to \_\_\_\_\_.*
  - *I agree/disagree because \_\_\_\_\_.*
- **Ask for clarification:**
  - *Can you explain that a little further?*
  - *Could you be more specific?*
  - *Could you make a connection?*
  - *Let's see if I understand what you're saying.*
  - *So you are saying \_\_\_\_\_.*
  - *I don't understand \_\_\_\_\_.*
- **Support what you say with evidence:**
  - *Here's an example right from the text: \_\_\_\_\_.*
  - *I'm thinking this way because \_\_\_\_\_.*
  - *Look, here's the proof right here on page \_\_\_\_ where it says \_\_\_\_\_.*
  - *I'm using this strategy \_\_\_\_\_ to help understand.*

### Remind Students to Use *Post-Its* to take Notes:

- While they are reading to help them remember things they want to talk about later.
- If they are confused by something they read, and they want to talk about it with their group.
- When something they read makes them think of their own life or the life of someone they know.
- If they like something about the author's writing style.
- When they think of an issue they would like to bring up in their group meeting.
- If they have a question they would like to discuss
- When they take notes in their *Reader's Notebook* to help remember details they want to share.

### Habits and Behaviors to Observe Over Time

At First...	Later...
Students talk about the texts and read aloud.	Students talk about the texts and read independently.
The teacher builds upon students' talk.	Students lead students' talk.
Students talk about the text they have just heard or read in school.	Students' talk about the text they read at home.
Thinking happens primarily through talk.	Thinking and idea building happens through talk and writing.
Reading is interspersed with talk, often after every few pages	Talk comes after a larger chunk of reading or at the end of the text. This means readers do more SYNTHESIZING and SUMMARIZING
Talk continuously roams among many assorted points.	Talk eventually lingers, probes, and develops an extend idea or two

(Adapted from Calkins, 2001, 227)

Having a structured and guided experience in the beginning of a book discussion experience is important to understanding what can happen in a group. As students gain more experience and confidence, the structured roles may be replaced with more independent, free-flowing,

## **Teacher as Facilitator**

Students should now have a sense of how to behave while listening and speaking with another reader. Students must now be given opportunities to make more decisions about how their talk will go. The teacher's role becomes one of *facilitator* in order to scaffold the student's independent work and decisions. The focus is on *gradual release of responsibility*, allowing partnerships and book clubs, to grow from discussing an idea, or using a strategy on their own, which you (the teacher) have modeled for them.

# Instructional Scaffolding for Thinking and Discussion

From: Langer, J. *Envisioning Literature*, NYC, Teachers College Press

Students need support before, during and after they participate in a literacy discussion.

Teachers can do many things to help students develop their thinking and discussion skills.

## Scaffolding Ways to Discuss

**Tap understanding** by asking questions that invite students to express ideas. Questions that students and teachers prepare for their literacy discussions can play an important role in providing scaffolding to support students as they learn how to apply higher order thinking in their reading and discussions.

### Questions to Help Move Students into Discussion:

- What do you think the story will be about?
- What questions do you have?
- What did you wonder about?
- What would you like to discuss?
- What were you thinking as you were reading?
- What did this remind you of in your own life? How did it differ? Why do you think it did?
- What part of the story was most powerful? Why?
- What do you have to say about the writer's style?
- What would you ask the author if you had the chance?
- What other pieces/books does this remind you of? Why?

**Seek Clarification** by asking for clarification or *restatement*. Questions or Statements that support seeking clarification:

- Can you say more about that idea?
- I'm not sure I understood. Are you saying...?
- Can you say it another way?

**Invite Participation** by showing students how to enter a conversation with questions or statements such as:

What questions do you have?

Does anyone want to respond to \_\_\_\_\_ comment?

What did you wonder about?

What would you like to discuss?

What were you thinking as you were reading?

What did this remind you of in your own life?

How did it differ? Why do you think it did?

**Orchestrate Discussion** by demonstrating and modeling to and with students how to converse, agree, disagree, connect and extend ideas. Questions and statements that support orchestrating conversations are:

### **Full Class discussions**

- \_\_\_\_\_, *you've had your hand up for a long time. What would you like to add?*
- Have students focus on their concerns as well as their understanding about the literary selection.
- Have students bring questions or ideas to discussion groups/meetings.
- Require students to support their responses using the text and experience

### **Small Group Discussions**

- Have students focus on their concerns as well as their understanding about the literary selection.
- Have students bring questions or ideas to discussion groups/meetings.
- Require students to support their responses using the text and experience.
- Have students work together to share questions and ideas in preparation for a whole class discussion.

### ***Scaffolding Ways to Think***

- Asking for clarification
- Adding to someone else's thinking
- Challenging someone else's thinking
- Inviting students to respond to each other's thinking
- Using Post-Its to record our thinking
- Focusing Ideas to help students focus and narrow in on concerns
- Helping students to develop theories based on evidence from the text
- Linking Concerns to help students use other ideas from the discussion, from the text, or other readings to develop their own interpretations

## Writing About Reading

### Purposes

- **Review procedures**
- **Hold on to meaning and collect ideas** (jot in margin, post-its, quick jot in notebook).
- **Prepare for conversation** (bring post-its and lay on table so group can decide what to discuss that day).
- **Deepen thinking after a conversation** (deepen or revise thinking, write about conversation).

### Writing Activities

- Ask students to write *BEFORE* sharing their thinking aloud to develop and focus their thoughts.
- Ask students to write *DURING* the experience to explore, rethink and expand their thinking through journals and written conversations.
- Ask students to write *AFTER* a discussion to reflect on ideas and reconsider possibilities for changed or new understandings in response journals etc.
- Encourage students to use conversation as a way to try out ideas and sharpen thoughts for writing.

### Skills

- Moving from literal retelling, questioning or incomplete thoughts to deeper ideas
- Making connections: Text to text, text to self, text to world
- Gathering evidence (Where's the proof?) to support a specific theory

<b><u>What the text says</u></b> Literal	<b><u>What ideas the text wants me to think about</u></b> Deeper Thinking
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## **Presentation to Classmates**

At the end of a Book Club cycle students should prepare a presentation to classmates about the book they read. It should provide just enough information to make the other students want to read the book, unless of course, the students did not think the book was so great, a sentiment they should also feel free to share with their classmates. If students have all read the same book, students should present a theory about the book with their supporting evidence.

## Curriculum Map

### Week One:

Teacher models through whole-group mini-lessons using Read Aloud/Think Aloud strategies such as:

- **Prompts** – “I thought...,” “I liked...,” “I wonder...”

The easiest way to begin a conversation can simply be to respond to this prompt: "What stood out for you?" The following prompts also work well as students read to prepare for discussion:

I thought...
I liked...
I wonder...
I felt...

- **Questions** – “Why did the author...?”
- **Immersion** – before students can generate effective guidelines for discussion, they need to experience it first. With IMMERSION, students carry on a brief discussion even before you’ve talked about what makes a good discussion. It is after the observation of the discussion that you can generate charts:
  - What makes for a good book talk?
  - T-chart on What went well? /what do we need to work on?

### Week Two:

Teacher models with small groups mini-lessons using strategies such as . . .

- Immersion
- Fishbowl
- Save the last word for me
- Reciprocal teaching

Having a group of students observe is perhaps the most powerful way for them to understand what goes into a discussion and participate in a structured, scaffolded conversation on a topic of a book and the behaviors that need to be in place to conduct an effective book talk. Observation allows students to identify what makes for a good book talk.

Teacher introduces and models with whole then small groups the strategies to record ideas about the books being reading including (see resources):

1. Using post-its to gather information
2. Using bookmarks to collect discussion points
3. Collecting interesting words

### **Week Three**

#### **Teacher Directed Partnerships with Teacher Modeling**

At this point, students should have a sense of how to behave while listening and speaking with another reader. At this time, students should be paired with someone or small group of students they can share and grow ideas ultimately forming Book Clubs by the end of this phase.

The following should be taking place: Talking back to and building upon each other's thinking about a text; Teacher-Led/Small Group Demonstration and Practice and Developing a theory, or a set of ideas that will drive student's reading discussions and Partnerships; Teacher directed Partnerships with Teacher Modeling.

As students become more familiar with the different ways to think and talk about text, students must recognize that meaningful dialogue evolves when people connect and build upon each other's ideas in order to deepen their thinking about something. Students must begin to see that along with being active readers and thinkers, they must also take a stance as listeners.

Modeling continues to be an important tool (teacher modeling and fishbowl) for allowing students to see and observe *EXPLICIT* examples of ways to respond to text (the content of the talk) and also ways to respond to each other (the social context of talk).

### **Weeks Four**

Readers develop ways to track and collect evidence around a theory.

Encouraging students to use talk as a way to try out ideas and sharpen thoughts for Writing, Publication, Presentation and Celebration.

The main focus will be for students to be prepared to take on more and more ownership, not only of their book talk in partnerships or clubs, but of their time as a whole group. The focus now shifts to deepening the content of the discussions by demonstrating and modeling how to keep track and collect evidence about the

“theories” or “hunches” around their book. Partners and book club members will decide and discuss a topic around their text that they have selected and read with the focus of finding and citing the evidence to support their thinking, as well as responding to other partnerships and making connections to their own work.

**During this time, students in partnerships and book clubs should:**

- Observe how thoughts are “jotted down” by citing evidence from the text that either supports or refutes the “Big Idea of the discussion”
- Observe how readers reread old post-its looking for evidence that supports or refutes their thinking
- Encourage readers to jot down their thinking (Golden Lines etc.) and evidence from the text that supports or refutes the “Big Idea” or hunch.
- Invite readers to respond to each other’s thinking.
- Make connections between and among partnerships and book clubs.
- Discuss what went well and what still needs work.

**Partnerships and Book Club members will also be deciding how they will represent their reading and thinking about their chosen text.** They will decide on a project (i.e. book jacket, story quilt, commemorative stamp, literacy letter etc.), plan, develop and present to each other during a day of celebration.

<b>WEEK ONE</b>  HOW DO BOOK CLUBS WORK?	Readers use discussion skills respectfully In order to have deep discussions about books.	Readers observe a partnership discussion to analyze the Behaviors of Effective Book Clubs.  Chart: What is an effective book club? <table border="1"> <tr> <td>Looks Like</td> <td>Sounds Like</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Looks Like	Sounds Like			Readers engage in a whole group discussion with shared text practicing the Behaviors of Effective Book Clubs.	Readers practice the Behaviors of Effective Book Clubs in Partnerships	Readers discuss the roles of Book Club members.
	Looks Like	Sounds Like							
Writers keep response logs for recording Book Club experiences.	Writers reflect on effective group behaviors.	Writers reflect on their discussion.	Writers reflect on partnerships.	Writers reflect on member roles.					

**The goals of the first week of this unit include but are not limited to:**

-  **Identifying and practicing the behaviors of effective Book Clubs**
-  **Discussing Book Club roles**
-  **Writing responses about Book Club experiences**

<b>WEEK TWO</b>  HOW CAN WE GET OUR BOOK CLUB CONVERSATIONS STARTED?	Readers engage in the Fish Bowl strategy to observe Book Club roles in action.	<b>Readers practice the roles of Book Club members using a short, shared text.</b>	<b>Readers can begin Book Club discussions by retelling and summarizing.</b>	Readers add on to what Book Club members say to keep conversations going and continuing in the same direction.	Readers support their statements with evidence from the text.
	Writers reflect on the role-taking observation.	Writers reflect on their role-taking experience.	Writers can respond in their logs in different manners.	<b>Writers take notes on post-its to collect evidence from the text.</b>	Writers write critical responses using the notes and evidence they have taken.

**The goals of the second week of this unit include but are not limited to:**

-  **Practicing the roles of Book Club members**
-  **Beginning Book Club discussions**
-  **Taking notes to collect evidence from the text**
-  **Writing responses using notes**

<b>WEEK THREE</b>  HOW CAN OUR BOOK CLUB HAVE RICH CONVERSATION?	Readers examine and compare their notes for different kinds of ideas to discuss.	Readers record the results of their discussions and follow up on them after more reading.	<b>Readers ask each other open-ended questions.</b>	Readers refer back to specifics in the text.	Readers monitor the progress of their groups and make changes if necessary.
	Writers reflect on Book Club discussions.	Writers write personal responses.	<b>Writers write in response to open-ended questions.</b>	Writers support their open-ended responses with specific references to the text.	Writers reflect on the progress of their book clubs.

The goals of the third week of this unit include but are not limited to:

-  **Using notes deepen discussion**
-  **Reflecting on Book Club discussions**
-  **Generating and Writing responses to open-ended questions**

<b>WEEK FOUR</b>  HOW CAN OUR BOOK CLUBS SHARE WHAT THEY HAVE LEARNED?	Readers develop theories about their books.	Readers back up their theories with evidence that they have collected.	Readers prepare to present their theories to the other readers in the class.	Readers continue to prepare to present their theories to the other readers in the class.	Readers present their theories to the other readers in the class and celebrate their accomplishments.
	Writers draft a response piece on their theory about their Book Club book.	Writers revise their response piece on their theory about their Book Club book.	Writers prepare for their Book Club presentations.	Writers prepare for their Book Club presentations.	Writers present their theories to the other readers in the class and celebrate their accomplishments.

**The goals of the fourth week of this unit include but are not limited to:**

-  **Developing theories and backing them up with evidence**
-  **Preparing for class presentations**
-  **Celebrating!**

**Unit of Study: Book Clubs**

**Date:** \_\_\_\_\_

**Title of Minilesson: Readers Practice Roles Of Book Club Members**

**Intention: To have students practice Roles of Book Club members.**

**Connection:** “Today, we will begin a book club. In the same way we have been listening to books together during Read-Alouds and having conversations about the book, a book club also consists of a group of people reading the same book and meeting together to discuss it. Each club will work together and each person in the club will have different jobs. Each person is in charge of their own part of the discussion and will make decisions for themselves. We will also change roles. For example, it might be your job to decide what questions your group will discuss today and tomorrow you might be in charge of clarifying word meanings tomorrow.”

Introduce the roles to the class and answer any questions they may have (keep list of roles up on chart paper or on an overhead projector for students to see during book club meetings).

**Teaching:** \*\*This lesson can be substituted for a ‘fish bowl’ activity.

Have students preview the way that book clubs function on the overhead projector or chart paper. Explain that the class will practice each role before students try the tasks on their own. Choose a few short stories, chapters from a book, or reading passages to practice with.

“Students, today I am going to show you what the role of ‘Discussion Director’ looks and sounds like.”

During the Read-Aloud, think aloud and develop questions to increase comprehension (example: ‘wh’ questions, what if...) Pass out copies of the role sheet to be completed. Demonstrate how the Discussion Director would use the Role Sheet to lead discussion. Allow time to discuss freely. Model for students that discussion of questions and ideas not found on the sheet is also appropriate. Ask students to make observations about how the Discussion Director role works and answer any questions they may have.

**Active Engagement:** Give students copies of the Discussion Director Role Sheet and a copy of a short text (a chapter, short story, etc). Explain that during this session, everyone will have a chance to practice being the Discussion Director. Ask students to recall how you recorded information on the Role Sheet during the previous session. Read the text together. Have students pause during the reading to add details to their copies of the Discussion Director Role Sheet after the reading is complete. After the text has been read have students reread the questions on the Role Sheet and make revisions. Arrange the class in small groups of 4-6 students each (these groups are only for practice). Explain that each group member will serve as the Discussion Director for about 5 minutes. To make sure the process runs smoothly practice turn-taking and decide who will go first, second, third, so on. Have students to change roles at intervals until everyone in the class has had a chance to practice the Discussion Director Role.

**Link:** \*\*Follow the same pattern with all other roles.

*Vocabulary Enricher – clarifies word meanings and pronunciations.*

*Literary Luminator – guides oral reading for a purpose; examines figurative language, parts of speech, and vivid descriptions.*

*Checker – checks for completion of assignments, evaluates participation, helps monitor discussion for equal participation.*

**Share:** After discussion is complete, ask students to make any additional observations about how the role works. Have them share with their group member, then as a whole class.

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**Unit of Study: Book Clubs**

**Date:** \_\_\_\_\_

**Title of Minilesson: Reading: A Self-Directed Beginning**

**Intention: To have students begin Book Club discussions.**

**Connection:** “Readers, today we will begin our new books. We are going to choose our books and officially start our book clubs.”

Arrange students in their book club groups based on similar interests or abilities. Give each group copies of the Role Sheets, and ask students to choose the roles that they will complete for this session. Answer any questions students may have before they begin reading.

\*\*You may assign roles if necessary.

**Teaching:** As students work, circulate among the groups taking anecdotal data, answering questions and providing feedback about their work.

Be certain to manage time effectively. Give students enough time to complete their Role Sheets and responsibilities but also be sure they stay on task and are moving along.

Sample Schedule:

15 Minutes for Reading (and/or pausing in between for filling out Role Sheets)

5 minutes for gathering thoughts and notes

10 minutes for completion of Role Sheets

5 minutes for rereading and revisions

10 minutes for discussions (questions, comments, theories)

5 minutes for writing summaries

\*\* Take the role of a facilitator rather than a group member or instructor so that the discussion is student-centered.

**Active Engagement:** Have students read the first section/chapter of their books while completing their tasks. Groups may take turns or have a designated reader. As each student completes his/her task he/she fills the Role Sheet. Depending on students’ levels, you may want to pause in between reading, as appropriate, to give students the opportunity to gather their thoughts and jot down information and details.

**Link:** Allow students ample time to reread and make any revisions before beginning discussion.

**Share:** Allow time to discuss the first chapter freely in order to show how discussion of questions and ideas are important. Students should know that questions and ideas that are not on their Role Sheets are also appropriate and important. They should be encouraged to share any questions and ideas that come to mind during discussion time.

**Other Teaching Shares:** (If the following teaching shares are very important in your class, then you can turn one of these into a minilesson for the whole class.)

### **Ways To Record Homework And Talk:**

Readers you have been working hard with your club. I see that you are getting confused at all the things that you have to be responsible for. One thing that you can do is make a checklist for homework. It might be a chart that someone makes in their notebook.

Think about what might help your group.

### **What To Do If Someone Reads On:**

Readers, we stay together in a book club. So if we plan to read 10 pages, we want to make sure that we all stay at that spot. If you find that you want to keep reading you can make sure that we all stay at that spot. If you find that you want to keep reading you can go back and think about how you can jot to have more to say in your conversation. You also have an independent book that you can go to so that you can still do some reading, but you have not gone ahead.

**Unit of Study: Book Clubs**

**Date:** \_\_\_\_\_

**Title of Minilesson: Readers Retell and Summarize in Book Clubs**

**Intention: To have students begin Book Club discussions.**

**Connection:** “Readers, today we are going to learn about retelling. Summarizing and retelling helps us deepen our comprehension of books and is also something readers need to know when engaging in quality conversations in a book club.”

**Teaching:** “Today, we’re going to look at summarizing. Okay, I’m going to read, knowing that I have to retell based on key words and evidence. This will really make me pay attention. I will be writing down key words and details on the margin so that, later on, they will help me remember certain things I have read about. Watch me as I do it, so you can do it too.”

You might stop at specific details and sequence of events that move the story, or talk about how the setting influences character development, or how the “problem” posed in the text is resolved in support of the retelling.

During a ‘Read Aloud’ read an excerpt from the book ‘Holes’ using the ‘Read-Aloud/Think Aloud’ technique. Students watch as you model the art of summarizing. In this lesson, we use ‘Holes’ as our model book (or another text you have been using).

“Okay, I m going to read knowing that I have to summarize. This will really make me pay attention. Watch how I do it, so you can do it too.”

Be sure to stop at specific details and sequence of events that move the story forward. The summarizing will depend upon where you are in your reading. As you read, add on more summarizing information. Summarize at or about every two pages.

“Now I’m going to summarize what I just read. You heard two pages and you saw me stop at places where I needed to remember things in order to retell and summarize.”

**Active Engagement:** After modeling, distribute copies of the next few pages of ‘Holes’ (or short passage/section) for each student. Have them practice summarizing with a partner. While reading important information, students mark the important parts that they would want to retell with Post-Its. Have students stop at intervals and practice retelling/summarizing their books to themselves. After they reread silently, have them meet with a book partner and share.

**Link:** Reiterate the teaching Point.

“So readers, summarizing is difficult but it will help you with your comprehension. It is important to remember how important retelling and summarizing is.”

**Share:** After students have finished practicing summarizing with their book partner, have students come back to the meeting area and share how their own retelling/summaries went. Have them share how it helped them read. They might also share why they chose to summarize the parts they marked.

**Unit of Study: Book Clubs**

**Date:** \_\_\_\_\_

**Title of Minilesson: Writers take notes on post-its to collect evidence from the text.**

*THIS LESSON MAY BE ADAPTED AND USED FOR: GENERATING QUESTIONS, FINDING GOLDEN WORDS (Vocabulary), INTERESTING LINES (Making connections), and AUTHOR'S CRAFT etc.*

**Intention: To have students document their thinking.**

**Connection:** “Readers, taking notes is important because it helps students see what they are thinking while they read.” Introduce *Smoky Night* by Eve Bunting (or any other text).

“Today we are going to look at a picture book together. You’ll remember that in the writing workshop we talked about ways readers respond to text. We have read and written responses to the books we have read.”

**Teaching:** “Today, I want to show you how to use Post-Its as a tool for taking notes while you’re reading. It will be important to take notes about our responses to the books we’re reading so that it will help us when we meet in our book clubs. This will add to our discussions of our books in our book clubs.

“Watch me as I read and use my Post-Its to record what I’m thinking.”

Plan for the STOPS in the read aloud. Write how you are responding to the text on a Post-It and put the page number in the corner of the Post-It. Model how you stick the Post-It into the book on the page the page s/he responded to.

“There is not much room on a Post-It, so I have to be concise. The point is to use Post-Its as a tool to remember how we responded while reading and to mark where, in the text, we have responded.”

When students are engaged in their book clubs, make sure they will use their a Post-it notes and will be able to refer to the pages, to point to evidence, from the text.

“Hmm, on the third page, I notice something about the last line that begins, ‘Smoke drifts....’ The imagery here is beautiful. I’m going to write on my Post-It, ‘I like the author’s style of writing’ and put the page number here in the corner, then stick the Post-It on the page.”

Continues to read aloud and model other responses.

Example: “On the sixth page, I notice Mama is being very protective of Daniel. That reminds me of my own mom. I’m going to write on my Post-It ‘Mama is protective like my own mom’, write the page number and stick it on the page.”

After the read aloud, be certain that students understand and are independently capable of using post-its for note-taking.

**Active Engagement:** Have students practice using Post-Its to mark places where they are responding while they are reading a piece of text within their book club book. Students begin reading and taking notes on their Post-Its. Walk around to notice if the students are jotting notes on their post-It correctly.

**Link:** “Readers, today and everyday when you are reading an independent book continue to use Post-Its to mark important things that you notice in your book. Then, when you start discussion you may use your Post-Its to start discussing interesting topics you noticed in your reading. Off you go to meet in your book clubs.”

**Share:** Students bring their book choices and Post-Its to the rug. Students share with the clubs what they have written and why they have chosen to write that particular note. Once again, ask several students who are using Post-its in interesting ways to share their work during the share session.

**Unit of Study: Book Clubs**

**Date:** \_\_\_\_\_

**Title of Minilesson: Readers ask each other open-ended questions.**

**Intention: To have students ask open-ended questions.**

**Connection:** “Readers, we have learned to make personal connections as a way to connect and respond to a text. Today, we are going to talk about asking the kinds of questions that can lead to good book talk.”

**Teaching:** To prepare for today’s mini-lesson, read aloud from a shared piece of text from an adolescent book such as **Holes** by Louis Sachar. Plan ahead to model the difference between open-ended and closed questions. You must plan the ‘STOP OVER’ (places to pause) in the reading (passage/section/ chapter) where modeling of strategy (generating questions) will take place.

Model through the ‘Read-Aloud/Think Aloud’ technique of asking questions to promote conversation. Students will learn how to generate and write questions in response to their reading in their book clubs.

“Readers, today we are going to look at a part of **Holes** and practice asking questions. We ask lots of questions when we read. Some questions will generate lots of things to talk about and some questions will have a limited response or maybe even just a yes or no answer. The questions that are open-ended, are the ones that are not limited or that don’t have yes or no as answers. Open-ended questions will give us a lot to talk about. Watch me show you the difference between open-ended and closed questions.”

Quickly summarize the section/chapter from **Holes** (or whatever book you are using for modeling) so that students have a context for the questions you are asking. Read aloud a big enough excerpt to give the students enough information to talk about.

Example: “At the beginning of chapter three it says that Stanley Yelnats was the only passenger on a bus with a guard who has a rifle. Stanley is handcuffed to the seat. Hmm...I have questions already. Why does the guard have a rifle? Is Stanley scared and lonely? I think those are interesting questions, but the guard probably has a rifle because he’s a guard and the response to my second question would probably yes. I don’t think either question would give us much to talk about for very long...so, I think they’re closed questions. As I continue to read, I notice that it says Stanley and his parents pretended he was going to camp instead of a juvenile detention center. Well, I have a question about that. What is Stanley’s relationship with his parents like? Why did they pretend that he was going to camp instead of a detention center? I wonder what Stanley thinks about it? Questions like these would get people talking and sharing different opinions and views. Those are open-ended questions. Open-ended questions give you more to talk about. Let’s create a chart that identifies what open-ended questions look like and sound like.”

\*Keep the chart up as a visual reminder.

**Link:** Be certain that all students understand the difference between open-ended and closed questions.

“We learned today that using Post-Its to jot down our open-ended questions promotes good

book talk so be sure to use open-ended questions in our book clubs regularly so that we can have more interesting conversations.”

Students join their book club groups to continue reading. As they read they should generate questions and use post-its to jot down any questions they have while reading.

**Share:** Students come back from reading and share their questions as a whole group. Allow enough time for students to share.

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**Units of Study: Book Clubs**

Date: \_\_\_\_\_

**Minilesson: Writers write in Response to Open-ended Questions**

**Intention: To write in response to reading in order to deepen conversations about books.**

**Connection:** “Readers, while working in our book clubs, we have practiced generating open-ended questions to deepen our understanding of our text and to keep our conversations focused. Today, we are going to look at those questions and respond to them in our notebooks to collect information to help us keep our book club conversations focused.”

**Teaching:** “Watch me as I show you how to write responses to open-ended questions. We have been using the book ‘HOLES’ as our shared text, and I have asked a lot of questions. Some questions have been closed (the 5W’s) and some have been open-ended. A question that we said was an example of being open-ended was: “*What kind of relationship Does Stanley have with his Parents?*” Now watch me as I respond to that question.”

*What kind of relationship does Stanley have with his parents?*

(Think Aloud and model your writing response on a chart)

“It seems that Stanley and his mom respect his father. His father is an inventor and Stanley and his mom admire his imagination. But if the father is so smart, why is he pretending to send Stanley off to a camp instead of to a juvenile detention center? If I were Stanley, I would be very hurt that he didn’t believe that I was innocent and also mad that he was letting the courts send me away. I wonder if Stanley will lose respect for his father as I keep reading the story. So far I have not learned that much about the mother. I hope to learn more about his relationship with her as I continue to read.

“Writing like this helps me think more about my question. I’m going to continue writing more about this. Then, I’m going to look at some of my other questions and write responses to them.”

**Active Engagement:** Readers, now I am going to ask you to practice writing in response to the open-ended questions you have generated for your book club book. With a book club partner, look for some open-ended questions on your post-its. Then, write the question at the top of a page in your reader’s notebook. Then write a response to your question. If you “run out” of things to think about with one question, choose another question and write about it. Is everyone clear about what we’re going to do?”

**Link:** Students write responses to open-ended questions in their reader’s notebooks for Most of the independent work time. With ten minutes remaining in the work period, have book club members share their questions and responses with each other and choose ONE question and response for the Whole Group Share.

**Share:** Students come back to the meeting area and share the selected book club questions and responses.

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# Resources

## Web Resources

Planet Book Club- Information for teachers on Book Clubs, book reviews, lesson plans  
<http://www.planetbookclub.com/teachers/bookclub.html>

Fink, Lisa S. "Literature Circles: Getting Started" found at  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=19](http://www.readwritethink.org/lessons/lesson_view.asp?id=19)

Peralta-Nash, Claudia and J.A. Dutch. "Literature Circles: Creating and Environment for Choice."  
Primary Voices K-6 8:4 (April 2000) p29-37

Literature Circles Resource Center – Seattle University  
<http://www.litcircles.org/>

Literature Circle Roles Reframed: Reading as a Film Crew  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=877](http://www.readwritethink.org/lessons/lesson_view.asp?id=877)

Literary Lessons from the Classroom of Laura Chandler –design your own literature circle program,  
literature circle models, blackline masters, mini-lessons  
<http://home.att.net/~teaching/litcircles.htm>

Web English Teacher – Literature Circles  
<http://www.webenglishteacher.com/litcircles.html>

Literature Circles – resources from Education World  
[http://www.education-world.com/a\\_curr/strategy/strategy060.shtml](http://www.education-world.com/a_curr/strategy/strategy060.shtml)

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## Book Club Observation

Name of Book Club \_\_\_\_\_

Reading Skills	Inferring about characters	Drawing conclusions	Predicting	Envisioning	Retelling
<b>Skill defined</b>	Students are able to pay attention to character's words, physical gestures and actions and say more about the character.	Students are able to make a guess based on information they already have.	Students are able to use what happened previously, prior knowledge, or knowledge of story and make the best guess at what will happen in the story.	Students are able to use prior knowledge and clues from the text to formulate a picture of a scene in their mind.	Students are able to restate characters, setting, and plot in the correct sequence of the story.
<b>What it sounds like...</b>	"Freak uses his imagination to escape from reality."	"It makes me think that Grim is proud of Max because he called Max son and gave him ice cream and coffee in good china."	"Because of references to Killer Kane and none to the mother we think it will be revealed that he killed Max's mother."	"I picture..." "I imagine..." "When I read I saw..." "This description made me picture..."	"Kevin and Max are two disabled boys who meet and form a friendship. Kevin's mother finds them together and is scared by Max's size."

## Book Club Observation II

Name of Book Club \_\_\_\_\_

Reading Skills	Making Connections	Comparing and Contrasting	Monitoring for sense	Creating theories based on evidence	Interpreting
<b>Skill defined</b>	Students are able to relate events or character in a story to their own lives, another text or to something in their world.	Students are able to identify similarities and differences and among characters and how it affects their understanding of the story.	Students are able to confirm and check their own comprehension of passage or chapter.	Students are able to stay with a big idea and add to support or revise while reading.	Students are able to articulate the theme, moral, author's purpose or main idea.
<b>What it sounds like...</b>	"When Max said _____ I connected it to my own experience of..." "_____ helps me understand the book better because..." "This reminds me of..."	"Max and his dad are similar in appearance however there is a distinct difference in their personalities."	"I know this happened because (refer to page)..." "Show me how you know this..." "What just happened?"	"We've been noticing how having a good friend can make you a whole person. Today I noticed when Kevin gave Max the dictionary it made it easier for Max to speak."	"I'm thinking this book is mostly about being an outcast or... the importance of friendships." "The way I see this is..."

**Name:** \_\_\_\_\_

**Group members:**

\_\_\_\_\_  
\_\_\_\_\_

**Novel you are reading:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Reading Assignments: (Group calendar)**

<i>Dates we will talk</i>	<i>Pages to read for talk- time</i>

- *I understand the expectations of this unit and the assigned homework that will be checked on the dates listed above.*
- *I understand that both the teacher and my peers will hold me accountable for my work.*



## Book Club Accountability Sheet

<b>Today's Conversation:</b> Briefly describe the focus of today's conversation	<b>Issues that Came Up:</b> List the issues and texts that came up in your discussion.	<b>HW Assignment:</b> Decide pages you will read <i>AND</i> preparation to continue the thinking you started in class today.
<b>DATE:</b> _____ <b>Title:</b>		
<b>DATE:</b> _____ <b>Title:</b>		

**Talking About Books**  
**Week One**  
**Session 1: Chart**

Why Do We Talk About Books?	What Will We Talk About?	How will we Gather Our Information to Share?	How will we Participate in Discussion?

# Mystery Bibliography

Title <i>* Denotes Titles Available from Scholastic</i>	Author	Guided Reading Level
The Missing Necklace	Reading Unlimited	H
The Mystery of the Missing Red Mitten	Little Readers	H
The Missing Mitten Mystery *	Kellogg	I
The Mystery Box	New Way Orange	I
The Mystery of the Kibble Crook *		J
The Missing Tooth	Packard	J
The Dinosaur Game *	Adler	J
The Lost Tooth *	Adler	J
The Missing Cookie *	Adler	J
The Mystery of the Missing Dog	Levy	J
The Missing Beach Ball *	Bridwell	J/K
The Case of the Cat's Meow	Bonsall	K
The Case of the Climbing Cat *	Rylant	K
The Case of the Double Cross	Bonsall	K
The Case of the Two Masked Robbers	Hoban	K
The Baseball Mystery *	Adler	K
The Double Beach Mystery *	Adler	K
The Ice Skate Mystery *	Adler	K
The Pizza Shop Mystery *	Adler	K
Nate the Great	Weinman Sharmat	K
Nate the Great and Me	Weinman Sharmat	K
Nate the Great and the Boring Beach Bag	Weinman Sharmat	K
Nate the Great and the Crunchy Christmas	Weinman Sharmat	K
Nate the Great Stalks Stupidweed	Weinman Sharmat	K
Mystery at the Haunted House *	Adler/Cam Jansen	L
Mystery of Flight 54	Adler/Cam Jansen	L
Mystery of the Babe Ruth Baseball *	Adler/Cam Jansen	L
Mystery of the Carnival Prize *	Adler/Cam Jansen	L
Mystery of the Circus Clown *	Adler/Cam Jansen	L
Mystery of the Dinosaur Bones *	Adler/Cam Jansen	L
Mystery of the Stolen Corn Popper *	Adler/Cam Jansen	L
The Karate Class Mystery *	Levy	L
The Schoolyard Mystery *	Levy	L
Snack Attack Mystery *	Levy	L
Smiffy Blue Ace Crime Detective	Dean Myers	L
The Deadly Dungeon	Roy/A to Z Mysteries	M
The Case of the Bear Scare *	Preller/Jigsaw Jones	N
The Case of the Best Pet Ever *	Preller/Jigsaw Jones	N
The Case of the Disappearing Dinosaur *	Preller/Jigsaw Jones	N
The Case of the Golden Key *	Preller/Jigsaw Jones	N
The Case of the Spooky Sleepover *	Preller/Jigsaw Jones	N
The Absent Author *	Roy/A to Z Mysteries	N
The Bald Bandit *	Roy/A to Z Mysteries	N
The Canary Caper	Roy/A to Z Mysteries	N
The Empty Envelope *	Roy/A to Z Mysteries	N

The Falcon's Feathers *	Roy/A to Z Mysteries	N
#1 Poof! Rabbits *Everywhere	Lerangis/Abracadabra	N
#2 Boo! Ghosts in the School *	Lerangis/Abracadabra	N
The Haunted Hotel *	Roy/A to Z Mysteries	O
The Invisible Island *	Roy/A to Z Mysteries	O
Mystery of the Bad Luck Curse *	Williams/Mystic Lighthouse Mysteries	O
Mystery of the Haunted Playhouse *	Williams/Mystic Lighthouse Mysteries	O
Mystery of the Phantom Ship *	Williams/Mystic Lighthouse Mysteries	O
#1 The Boxcar Children *	Warner/The Boxcar Children	O
#10 The Schoolhouse *Mystery	Warner/The Boxcar Children	O
#11 The Caboose Mystery *	Warner/The Boxcar Children	O
Kidnap at the Catfish Café *	Giff/Adventures of Minnie and Max	P
Mary Moon is Missing *	Giff/Adventures of Minnie and Max	P
Bunnicula *	Howe	P
Encyclopedia Brown Carries On *	Sobol	P
The Spray-Paint Mystery *	Medearis	P
Bunnicula Strikes Again! *	Howe	Q
Encyclopedia Brown Takes the Cake! *	Sobol	Q
Ghosts Beneath Our Feet *	Wright	R
From the Mixed-Up Files of Mrs. Basil E. Frankweiler *	Konigsburg	S
The Case of the Floating Crime	Keene	S
The Case of the Twin Teddy Bears	Keene	S
Crime at the Chat Café	Keene	S
A Crime for Christmas	Keene	S
Ghost Cadet	Alphin	T
The Hotel Thief *	Van Draanen/Sammy Keyes	T/U/V
The Sisters of Mercy *	Van Draanen/Sammy Keyes	T/U/V
The Skeleton Man *	Van Draanen/Sammy Keyes	T/U/V

## Biography Bibliography

Title <i>* Denotes Titles Available from Scholastic</i>	Author	Guided Reading Level
Abe Lincoln and the Muddy Pig	Krensky/Ready-to Read	J
Betsy Ross and the Silver Thimble	Greene/Ready-to-Read	K
Dr. Martin Luther King, Jr.	Adler	K
Paul Revere and the Bell Ringers	Winter/Ready-to-Read	K
A Girl Named Helen Keller	Lundell	K
Cesar Chavez	Pebble Books	L
Duke Ellington *	Pinkney	L
Martin Luther King Day *	Lowery	L
Finding Providence: The Story of Roger Williams	Avi	L
A Picture Book of Abraham Lincoln *	Adler	M
A Picture Book of Anne Frank *	Adler	M
A Picture Book of Helen Keller *	Little Readers	M
A Picture Book of Rosa Parks *	Adler	M
A Picture Book of John F. Kennedy *	Adler	M
A Picture Book of Amelia Earhart *	Adler	M
Dare to Dream	Medearis	N
Escape North: The Story of Harriet Tubman *	Kulling	N
Helen Keller's Teacher *	Davidson	N
Iditarod Dream *	Wood	N
Louis Braille *	Davidson	N
Degas and the Little Dancer	Anholt	
And Then What Happened, Paul Revere? *	Fritz	O
Can't You Make Them Behave, King George? *	Ray	O
The Great Little Madison *	Fritz	O
The Real McCoy *	Towle	O
The Story of Ruby Bridges *	Coles	O
The Book of Black Heroes from A to Z *	Hudson	P
Harriet Tubman	Sullivan/In Their Own Words	P
The Story of George Washington Carver *	Moore	P
Wanted Dead or Alive	McGovern/My America	P
I Have a Dream *	Davidson	Q
Immigrant Kids *	Freedman	Q
Will You Sign Here, John Hancock? *	Fritz	Q
Gentle Annie *	Shura	R
Harry Houdini *	Kraske	R
Phoebe the Spy *	Griffin	R
The Secret Soldier	McGovern	R
Where Was Patrick Henry on the 29 <sup>th</sup> of May? *	Fritz	R
Get on Board *	Haskins/You Wouldn't	S
Lewis and Clark *	Sullivan/In Their Own Words	S
Sitting Bull *	Sullivan/In Their Own Words	S
Two Tickets to Freedom *	Freedman	S
The Wright Brothers at Kitty Hawk *	Sobol	S
Avi	Markham	T
The Big Lie: A True Story	Leitner	T
Boy	Dahl	T
Cleopatra	Stanley	T

Fredrick Douglas Fights for Freedom	Davidson	T
Assassination of Abraham Lincoln	Cornerstones of Freedom	V
Assassination of John F. Kennedy Jr.	Cornerstones of Freedom	V
But I'll Be Back Again	Rylant	V
Franklin Delano Roosevelt	Freedman	V
The Life and Words of Martin Luther King, Jr. *	Peck	V
Sojourner Truth *	McKissack	V
Stealing Home: The Story of Jackie Robinson	Denenberg	V
Tecumseh	Cornerstones of Freedom	V
Women Who Shaped the West	Cornerstones of Freedom	V

## Fantasy Bibliography

Title <i>* Denotes Titles Available from Scholastic</i>	Author	Guided Reading Level
The Diamond Princess Steps Through the Mirror	Malcolm/The Jewel Kingdom	
The Ruby Princess Sees a Ghost	Malcolm/The Jewel Kingdom	
The Golden Wasp	Abbott/The Secrets of Droon	
The Great Ice Battle	Abbott/The Secrets of Droon	
The Mysterious Island	Abbott/The Secrets of Droon	
The Sleeping Giant of Goll	Abbott/The Secrets of Droon	
The Dragons of Blueiland	Gannett	
Elmer and the Dragon	Gannett	
My Father's Dragon	Gannett	
#1 The Forest of Silence *	Rodda/Deltora Quest	
#2 The Lake of Tears *	Rodda/Deltora Quest	
#3 City of the Rats *	Rodda/Deltora Quest	
#4 The Shifting Sands *	Rodda/Deltora Quest	
#5 Dread Mountain *	Rodda/Deltora Quest	
#6 The Maze of the Beast *	Rodda/Deltora Quest	
Catwings Returns *	Le Guin/Catwings	N
Jane on Her Own *	Le Guin/Catwings	N
Wonderful Alexander and the Catwings *	Le Guin/Catwings	N
Dragon Slayer	Cowley	P
The Monster's Ring	Coville	R
Monster of the Year	Coville	S
Prince Caspian *	Lewis/The Chronicles of Narnia	T
The Horse and his Boy *	Lewis/The Chronicles of Narnia	T
The Last Battle *	Lewis/The Chronicles of Narnia	T
The Lion, the Witch and the Wardrobe	Lewis/The Chronicles of Narnia	T
The Magician's Nephew	Lewis/The Chronicles of Narnia	T
Ella Enchanted	Levine	U
Many Waters	Lewis	V
A Wrinkle in Time	L'Engle	V
Dragon of the Lost Sea	Yep	W
The Arctic Incident *	Colfer/Artemis	X
Artemis Fowl *	Colfer/Artemis	X
The Hobbit	Tolkien	Z

## Historical Fiction Bibliography

### Pre and Post Civil War

<b>Title</b> <i>* Denotes Titles Available from Scholastic</i>	<b>Author</b>	<b>Guided Reading Level</b>
Freedom's Wings, Cory's Underground Railroad Diary *	Osborne/My America	P
Liberty Street	Ransom	
My Brother's Keeper, Virginia's Civil War Diary *	Osborne/My America	P
Nettie's Trip South *	Turner	P
Addy	Pleasant/American Girl Series	Q
Sweet Clara and the Freedom Quilt *	Hopkinson	S
The Ballad of the Civil War *	Stolz	T
Soldier's Heart	Paulsen	V

### World War II

Sadako and the Thousand Paper Cranes *	Coerr	R
Hiroshima *	Yep	S
Letters from Rifka *	Hesse	S
Number the Stars *	Lowry	U
Autumn Street	Lowry	V

### Westward Expansion and Prairie Life

Wagon Wheels	Brenner	K
Going West	Leeuwen	O
Westward to Home, Joshua's Oregon Trail *	Hermes	O
The Courage of Sarah Noble	Dalgliesh	O
As Far as I Can See, Meg's Prairie Diary *	McMullan	O/P
Roughing it on the Oregon Trail	Stanley	P
Little House on the Prairie	Wilder	Q
Facing West: A Story of the Oregon Trail *	Kudlinski	R
Sarah Plain and Tall *	MacLachlan	R
Skylark	MacLachlan	R
The Ballad of the Civil War *	Stolz	T
The Rifle	Paulsen	T
Sign of the Beaver *	Speare	T
Jericho's Journey	Wisler	U
Soldier's Heart	Paulsen	V

## Native Americans

The Legend of the Bluebonnet	DePaola	O
Ahyoka and the Talking Leaves	Roop	S
Morning Girl	Dorris	S
Guests *	Dorris	T
Sing Down the Moon	O'Dell	T
Island of the Blue Dolphins *	O'Dell	T

## Series Bibliography

Title <i>* Denotes Titles Available from Scholastic</i>	Author	Guided Reading Level
Henry and Mudge and Annie's Good Move *	Rylant	J
Henry and Mudge and Annie's Perfect Pet *	Rylant	J
Henry and Mudge and the Careful Cousin *	Rylant	J
Henry and Mudge and the Forever Sea	Rylant	J
Henry and Mudge and the Happy Cat	Rylant	J
Little Bear	Minarik	J
Little Bear's Friend	Minarik	J
Little Bear's Visit	Minarik	J
Minnie & Moo Go To Paris	Cazet	J
Mr. Putter and Tabby Bake the Cake	Rylant	J
Mr. Putter and Tabby Fly the Plane *	Rylant	J
Mr. Putter and Tabby Pick the Pears *	Rylant	J
Mr. Putter and Tabby Pour the Tea	Rylant	J
Mr. Putter and Tabby Walk the Dog	Rylant	J
Poppleton *	Rylant	J
Poppleton Everyday *	Rylant	J
Poppleton and Friends *	Rylant	J
Poppleton Forever *	Rylant	J
Poppleton in Spring	Rylant	J
Arthur's Back to School Day	Hoban	K
Arthur's Camp-Out *	Hoban	K
Arthur's Christmas Cookies	Hoban	K
Arthur's Funny Money	Hoban	K
Arthur's Pen Pal	Hoban	K
Commander Toad and the Big Black Hole	Yolen	K
Commander Toad and the Dis-Asteroid	Yolen	K
Commander Toad and the Intergalactic Spy	Yolen	K
Commander Toad and the Planet of the Grapes	Yolen	K
Commander Toad and the Space Pirates	Yolen	K
Frog and Toad All Year *	Lobel	K
Frog and Toad Are Friends *	Lobel	K
Frog and Toad Together *	Lobel	K
M & M and the Bad News Babies	Ross	K
M & M and the Big Bag	Ross	K
M & M and the Halloween Monster	Ross	K
M & M and the Haunted House Game	Ross	K
M & M and the Super Child Afternoon	Ross	K
Flower Girls #1: Violet	Leverich	L
Flower Girls #2: Daisy	Leverich	L
Flower Girls #3: Heather	Leverich	L
Flower Girls#4: Rose	Leverich	L
Judy Moody	McDonald	L
Horrible Harry and the Ant Invasion	Kline	L
Horrible Harry and the Drop of Doom	Kline	L
Horrible Harry and the Dungeon	Kline	L
Horrible Harry and the Green Slime	Kline	L

Pinky and Rex	Howe	L
Pinky and Rex and the Bully*	Howe	L
Pinky and Rex and the School Play *	Howe	L
Pinky and Rex and the Mean Old Witch	Howe	L
Pinky and Rex and the New Baby	Howe	L
Triplet Trouble and the Bicycle Race	Dadey and Jones	L
Triplet Trouble and the Class Trip *	Dadey and Jones	L
Triplet Trouble and the Cookie Contest *	Dadey and Jones	L
Triplet Trouble and the Pizza Party *	Dadey and Jones	L
Junie B. Jones and a Little Monkey Business	Park	M
Junie B. Jones and Her Big Fat Mouth *	Park	M
Junie B. Jones and Some Sneaky Peaky Spying *	Park	M
Junie B. Jones and that Meanie Jim's Birthday	Park	M
Junie B. Jones Is a Beauty Shop Guy *	Park	M
The Littles and the Lost Children	Peterson	M
The Littles Go Exploring *	Peterson	M
The Littles Go to School *	Peterson	M
The Littles Have a Wedding	Peterson	M
The Littles*	Peterson	M
The Adam Joshua Capers, Halloween Monster	Smith	N
The Adam Joshua Capers, Monster in the Third	Smith	N
The Adam Joshua Capers, Turkey Trouble	Smith	N
The Adam Joshua Capers, Superkid!	Smith	N
The Adam Joshua Capers, Nelson in Love	Smith	N
Amber Brown Goes Fourth *	Danziger	N
Amber Brown is Feeling Blue *	Danziger	N
Amber Brown is Not a Crayon *	Danziger	N
Amber Brown Sees Red *	Danziger	N
Amber Brown Wants Extra Credit *	Danziger	N
Leftovers: Catch Flies!	Howard	N
Leftovers: Fast Break!	Howard	N
Leftovers: Get Jammed!	Howard	N
Leftovers: Reach Their Goal	Howard	N
Leftovers: Strike Out!	Howard	N
Angel Park Hoopstars: Nothing but Net	Hughes	O
Angel Park Hoopstars: Point Guard	Hughes	O
Angel Park Soccer Stars: Backup Goalie	Hughes	O
Angel Park Soccer Stars: Defense	Hughes	O
Angel Park Soccer Stars: Psyched!	Hughes	O
Baby-Sitters Club, #116 Abby and the Best Kid	Martin	O
Baby-Sitters Club, #110 Abby and the Bad Sport	Martin	O
Baby-Sitters Club, #19 Claudia and the Bad Joke	Martin	O
Baby-Sitters Club, #128 Claudia and the Little Liar	Martin	O
Baby-Sitters Club, #98 Dawn and Too Many Sitters	Martin	O
Baby-Sitters Little Sister, #81 Karen's Accident	Martin	O
Baby-Sitters Little Sister, #79 Karen's Big Fight	Martin	O
Baby-Sitters Little Sister, #69 Karen's Big Sister	Martin	O
Baby-Sitters Little Sister, #107 Karen's Copycat	Martin	O
Baby-Sitters Little Sister, #73 Karen's Dinosaur	Martin	O
Ramona the Pest *	Cleary	O
Ramona the Brave *	Cleary	O
Ramona Quimby, Age 8 *	Cleary	O
Ramona and her Father *	Cleary	O

Ramona Forever *	Cleary	O
Accidental Lily	Warner	M,N,O
Sweet and Sour Lily	Warner	M,N,O
Leftover Lily	Warner	M,N,O
The Time Warp Trio: 2095	Scieszka	P
The Time Warp Trio: Good, the Bad, and the Goofy *	Scieszka	P
The Time Warp Trio: The Knights of the Kitchen Table *	Scieszka	P
The Time Warp Trio: Tut Tut	Scieszka	P
The Time Warp Trio: Your Mother Was a Neanderthal	Scieszka	P
Yang the Eldest and His Odd Jobs	Namioka	P
Yang the Second and Her Secret Admirer	Namioka	P
Yang the Third and Her Impossible Family	Namioka	P
Yang the Youngest and His Terrible Ear	Namioka	P
Pony Tails: Jasmine and the Jumping Pony	Bryant	P
Pony Tails: Jasmine's Christmas Ride	Bryant	P
Pony Tails: May Takes the Lead	Bryant	P

## Reading Grade-Level Comparison Chart

Descriptor	Grade Level	Fountas & Pinnell (Guided Reading)	Basal Level	DRP (Degrees of Reading Power)	Reading Recovery	DRA Level	Lexile Level
Emergent	Kindergarten Grade 1	A	Readiness		1	A & 1	Beginning Reader
Early	Kindergarten Grade 1	B			2	2 & 3	
	Kindergarten Grade 1	C	PP1		3 & 4	4	
	Grade 1	D	PP2	25-30	5 & 6	6	100-400
	Grade 1	E	PP3		7 & 8	8	
	Grade 1	F	Primer		9 & 10	10	
	Grade 1	G			11 & 12	12	
Transitional	Grade 1	H	Grade 1		13 & 14	14	
	Grades 1 & 2	I			15, 16 & 17	16	
	Grade 2	J	Grade 2	30-44	18, 9 & 20	18	300-600
	Grade 2	K			20	20	
	Grade 2	L			24	24	
	Grades 2 & 3	M			28	28	
Self-Extending	Grade 3	N	Grade 3	44-54		30	500-800
	Grade 3	O			34	34	
	Grades 3 & 4	P			38	38	
Advanced	Grade 4	Q & R	Grade 4	40-42		40-44	600-900
	Grade 5		Grade 5	44		50	700-1000
	Grade 6	S-Z	Grade 6			60	800-1050
	Grade 7					70	850-1099
	Grade 8					80	900-1150
	Grade 9						1000-1199
	Grade 10						1025-1200+
	Grade 11						1050-1300+
	Grade 12						1075-1400+