

## A Basic Sequence for Literature Study

<p>Self-select</p> <p><i>Guided Readers and Writers...p. 253, 263</i></p>	<p>Usually, students select for themselves the books they read for literature study, although you guide the process. You structure learning by collecting books, introducing them, and inviting students to make choices from a limited selection. As students become more sophisticated in their awareness of text, they may suggest choices for literature study.</p> <p>Texts for Literature Study should:</p> <ul style="list-style-type: none"> <li>• Be developmentally appropriate</li> <li>• “Teach” and “stretch”</li> <li>• Include layers of meaning</li> <li>• Exemplify worthwhile issues</li> <li>• Reflect a variety of perspectives</li> <li>• Represent our diverse world</li> <li>• Encompass a variety of authors/illustrators</li> <li>• Encompass a variety of genres</li> <li>• Encompass a range of levels (meeting FPS expectations)</li> <li>• Exemplify special features</li> </ul>
<p>Form Group</p> <p><i>Guided Readers and Writers...p. 253</i></p>	<p>Students work in small groups. Generally, all of the students in the group read the same book, but they can also read different books by the same author or illustrator or different books on the same topic or theme.</p>
<p>Make Schedule</p> <p><i>Guided Readers and Writers...p. 253</i></p>	<p>The students and you set up a schedule for meeting and discussing the book. You also agree on how much will be read by the meeting date.</p>
<p>Read, Think, and Note</p> <p><i>Guided Readers and Writers...p. 253, 263</i></p>	<p>As students read or reread the book, they may mark, note, draw, or write in preparation for the discussion. Students often times use sticky notes or notebooks to hold/organize their thoughts in preparation for the group discussion.</p> <p>Students sometimes draw or write before, during, or after reading the text.</p>
<p>Discuss</p> <p><i>Guided Readers and Writers...p. 253, 263</i></p>	<p>The group meets to discuss the book. While you play an important role, it is important that students learn to listen to and address one another. In general, you demonstrate and promote effective discussion techniques. You may intervene to point out information or new language that students have neglected or to nudge students forward in their thinking. By observing the group, you gather valuable information on what students are comprehending and learning about texts.</p> <p>Students often meet several times to discuss the same book.</p> <p>Discussion may lead to further reading or writing or projects for sharing.</p>
<p>Response or project</p> <p><i>Guided Readers and Writers...p. 253</i></p>	<p>Following the discussion, students may share their new understanding of the book with classmates through a response or a cooperative project.</p>