

Getting Started: The First 35 Days

Topic/Concept	Statement of Principle
1. Making Good Book Choices	Readers listen to book talks and look through books so they can make good choices to read.
2. Making Choices for Book Club	Readers list their first-, second-, and third-choice books so the teacher can make groups and try to assign each person one of their best choices.
3. Preparing for Book Club	Readers prepare for book club by reading and thinking about the assigned pages so they can contribute to and learn from the discussion.
4. Making Notes for Discussion	Readers make notes and list page numbers so they can go to the places in the book quickly during group discussion.
5. Using a Thinkmark to Make Notes	Reader uses a thinkmark to note places they want to discuss so they can find them quickly in group discussion. (A thinkmark is simply a bookmark with lines on which to make notes or list page numbers.)
6. Writing Personal Reflections and Questions	Readers write their own thoughts or questions before group discussion so they can do their own thinking before hearing the thinking of others.
7. Getting Started Quickly	Readers quickly and quietly take their chairs and books, get in a circle, and start the discussion so they can make the best use of time.
8. Respecting Group Members	Readers look at the speaker and show their attention so the speaker feels they value their thinking.
9. Respecting One Another's Thinking	Readers show respect for one another's thinking so others will feel good about sharing.
10. Participating Actively	Readers share their thinking by making comments and posing questions so others can learn from, add to, or challenge their ideas.
11. Listening Well	Readers listen to the thinking of others so they can understand and learn from their ideas.
12. Taking Turns	Readers wait for a person to finish speaking before they start speaking so that everyone can hear and understand.
13. Building on Ideas	Readers build on one another's ideas so they can make the discussion more interesting. Readers add to the comments of others so they can examine one another's thinking more deeply.
14. Disagreeing Politely	Readers disagree in polite ways so they can help one another understand more.
15. Encouraging Group Members	Readers encourage one another to share their thinking so they can feel good and learn from the discussion.
16. Marking Sentences or Passages	Readers jot down or mark sentences or passages that they want to discuss in the group so they can find them quickly and easily.
17. Noticing Memorable Language	Readers notice the language (words, phrases, or sentences) writers use so they can think about their meaning.

18. Noticing Important Information in the Text and the Art.	Readers notice important information as they read so they can understand the author's message.
19. Noticing Important Information in the Illustrations	Readers notice the information in the art or illustrations so they can fully understand the meaning of the text.
20. Using Stick-on Notes to Mark Places	Readers use stick-on notes to mark places in the book that they find interesting or confusing, so they can go to the places quickly during group discussion.
21. Supporting Your Thinking with Evidence	Readers support their thinking with personal experience or evidence from the text so others can understand the reasons for their statements.
22. Searching for Information	Readers ask questions so they can better understand the thinking of other speakers. For example: <ul style="list-style-type: none"> • "What do you mean by that?" • "Say more about that." • "Why do you think that?" • "What did the author say that made you think that?"
23. Sharing Your Thinking	Readers tell about their thinking so others can learn from their ideas.
24. Summarizing the Learning	Readers comment on what they learned at the end of the discussion so others can understand what they thought was important.
25. Evaluating the Discussion	Readers discuss what went well and what needs to work better and set goals so discussions can improve.
26. Having a Good Discussion	Readers listen, talk, and ask questions so they can learn from and contribute to a good discussion.
27. Making Predictions	Readers think about what they know and make predictions so they can understand a text better.
28. Noticing Perspectives	Readers notice the writer's attitude or point of view about a topic so they can share it in group discussion.
29. Identifying Genre	Readers notice the characteristics of a genre so they can know what to look for or expect as they read.
30. Using a Good Voice Level	Readers share their thinking in a soft voice that can be heard clearly by all group members but does not disturb the other readers in the classroom.
31. Asking Questions	Readers ask questions so they can learn more about one another's thinking.
32. Asking Follow-up Questions	Readers ask follow-up questions so they can get further information about something they asked about.
33. Requesting Evidence	Readers ask other group members to support their thinking with evidence by asking what made them think that.
34. Noticing What Made the Text Engaging or Interesting	Readers notice how the writer made the text engaging or interesting to readers so they can understand more about how writers craft their stories.
35. Reflecting after Discussion	Readers write about or sketch their thinking after group discussion so they can examine and extend their understandings.

Figure III-5-16