SCHOOL DISTRICT OF

FORT · ATKINSON

TEACHER NAME:

_____

OBSERVER & DATE of OBSERVATION:

_____

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Literature Discussion Groups: Observation Protocol – Grades 2 through 5

FOCUS STEPS	LOOK-FORS	OBSERVATIONS
Materials **Assessments**	o Teacher and students' materials are organized and easily accessible. o Students use their materials efficiently. o Teacher selects texts that extend and/or develop students' knowledge of text characteristics, features, genre, and vocabulary. Text should be at students' independent reading level. o Teacher uses organized, ongoing summative (formal) and formative (informal) assessments to make decisions to inform instruction/monitor progress.	
Before Reading **Session 1:** **Preview Texts Sets - Introduction of Text** (*At the* <u>launch</u> *of each LDG cycle…*) *Goal:* Students independently introduce text to themselves. Refer to TDC, page 83.	***Session 1 (10 to 20 minutes)*** o Teacher introduces several books within a particular genre, author, theme or teaching point in accordance with the core curriculum. o Teacher gives a brief book talk on each text arousing interest and/or generating questions in the students' minds. o Students rate their top choice and the groups' most popular choice becomes the text for reading.	
Before Reading **Session 2:** **Preview/Introduce Selected Text** *Goal:* Students independently introduce text to themselves. Refer to TDC, page 83.	***Session 2 (10 to 15 minutes)*** o Teacher activates and/or builds background knowledge on the chosen text. o Teacher highlights a specific aspect of text (text characteristic, text feature, genre, characterization, or particular vocabulary) to support and extend students' comprehension during reading (specific teaching point(s). o Teacher assigns section of text for reading.	
During the Reading **Between Sessions** **1-1 Conferencing** (during students' independent work time) *Goal:* Students independently apply their knowledge of text characteristics, features, genre, and vocabulary in order to comprehend at deep levels. Refer to TDC, pages 84-85.	***1-1 Conferences and Independent Reading*** o Students read the assigned text independently. o Students flag their thinking and write responses in their thoughtful logs. o Teacher assesses students' comprehension and problem solving processes during 1-1 conferences. **(1 to 2 minutes each).** o Teacher validates and/or redirects students' thinking and problem-solving to promote comprehension.	

After Students' Reading of Assigned Text **Session 3 & Beyond:** **Discussion of Text** *Goal*: Students participate in literature discussion groups without teacher scaffolding after reading. Refer to TDC, pages 87, 158, and 160. Also refer to anchor charts posted in classroom titled "Conversational Moves" and "Guidelines for Literature Discussion Groups."	*Session 3 and Beyond* **(no more than 10 to 15 minutes with teacher / Group may continue for 5 to 10 minutes on own):** o Teacher prepares prompt(s) to use to help students initiate focused discussion <u>OR</u> teacher provides a prompt that ties to the teaching point from session 2 or from current assigned reading. As proficiency grows, students should always initiate the discussion (teacher as the quiet facilitator). o Teacher documents students comprehending process through listening and/or seeking clarification of their thinking. o Teacher scaffolds; Prompts offers assistance as needed to keep the discussion at a deep level of talk. o Students use conversational moves and group norms as they discuss text and go deeper with their understanding. Discussion is focused on flagged thoughts and entries from the thoughtful log. Students assess themselves with the LDG rubric. o Teacher and students decide text for next assigned reading and teacher previews any vocabulary/literary elements to prepare students for independent reading. o Students may independently add to thoughtful log entries post-discussion.	

After Reading
 	
At end of final LDG discussion / session
(before moving to new text):
 	
Thoughtful Log Prompt to Assess Deep Comprehension
 	
Goal: Students demonstrates synthesis of what they independently learned from the text combined with the content from the group discussion to provide evidence of deep comprehension.
	After Final Discussion Session
	
	o Teacher provides a thoughtful log prompt that will provide opportunity for teacher to assess student's depth of comprehension.
	
	o Students independently respond to the prompt in their thoughtful log during independent work time.
	
	o Teacher collects logs and uses responses to assess student's comprehension level for:
	    o reporting purposes
	    o future student grouping decisions
	    o determine next teaching point for that student	