

## Suggestions for More Reading about Bookclubs, Reading for Pleasure and Conversation Circles

How to facilitate a book club

[http://bestsellers.about.com/od/bookclubresources/ht/how\\_lead\\_talk.htm](http://bestsellers.about.com/od/bookclubresources/ht/how_lead_talk.htm)

Book clubs in the ESOL classroom

<http://www.press.umich.edu/esl/studentbookclubs/index.html>

Some ideas about conversation circles from WE LEARN

<http://www.litwomen.org/theme5.html>

Program description of Free Minds Book Club and Writing Project (this includes a list of the books that the adult learners chose to read)

[http://www.freemindsbookclub.org/what\\_we\\_do.html](http://www.freemindsbookclub.org/what_we_do.html)

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It's All About the Book: Motivating Teens to Read

<http://www.reading.org/Publish.aspx?page=JAAL-52-7-Lapp.pdf&mode=retrieve&D=10.1598/JAAL.52.7.1&F=JAAL-52-7-Lapp.pdf&key=D375F68A-EE9D-4A54-A485-BF0D2960D742>

Focus On The Basics

<http://www.ncsall.net/?id=1108>

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### **Influences on the Reading Practices of Adults in ABE**

*What do adult literacy learners do, intentionally or unintentionally, outside of class to improve their reading and writing? And what seem to be important influences on these actions? We followed adult literacy learners Edna, Juan, and Margaret for a brief period, using observation and interviews to take "snap shots" of their out-of-school literacy activities and efforts. We learned that teachers, access to materials, and perceptions about the importance of reading practice play a role in what they knew to do and actually did to improve their literacy skills outside of class. This article describes these findings and identifies their implications for practice. The case studies are interesting, and in the section on what teachers and tutors can do - it has a small section on book clubs and book talks and research to practice sections on how to encourage reading outside the classroom.*

<http://ncsall.net/?id=737>

A Slow Conversion to Reading Groups by Susan Susan Watson

<http://ncsall.net/?id=276>

Reading for Pleasure by Sondra Cuban

<http://ncsall.net/?id=462>

Learning to Love Reading by Donna Earl

Compiled by LIFT-Missouri 3/10

[www.lift-missouri.org](http://www.lift-missouri.org)



## Critical Book Club Overview

### Book Club Rationale:

- Encourages reading for pleasure and information
- Facilitates fluency practice
- Addresses vocabulary and improves comprehension
- Builds interpersonal/group communication skills
- Promotes students learning with and from one another as a learning community
- Responds to needs of a variety of instructional strategies
- Affords use of multi-cultural and critical literature
- Integrates writing and reading in a structured session

### Book Club Content & Strategies:

- Uses critical, multi-cultural, relevant texts of interest to students
- Integrates accelerative literacy practices such as guided reading, word work, leveled texts, book walks, group discussion (comprehension), reading journals
- Response journals (summary, text-to-self/world/text connections, question for group, list of difficult words to address, point/idea/opinion to share with group)
- Related action or presentation or authentic experience

### Book Club Structure & Process:

- Text level: independent or instructional based on defined range of skills of group
- Text selection: relevant, culturally related, critical, high-interest, leveled.
- Everyone should have copy of book or chapter.
- Use Guided Reading Process and accelerative strategies
- Introduce text (book walk), KWL, questions, etc.
- Read chapter or pre-determined selection together (voluntary oral reading while others read silently). (Reading can be assigned outside of class time, too, and then read together as a “re-read” – good for fluency building.)
- Teacher facilitate discussion: critical questions can be used to build comprehension; students critically question each other’s perspectives; use actual text for evidence of viewpoint
- Response Journals enable students to raise important questions – guide critical book club; writing integration. Five elements: a summary of the chapter or book; text-to-self, text-to-world, or text-to-text connections; a question for the group; a list of challenging words encountered while reading; and something to share with the class.
- Extension: authentic action, field trip, presentation, group activity, speakers, art, etc.

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