

Story	Are the stories interesting to children?	
	Are there story elements for children to explore (e.g., conflicts, themes, plot)?	
	Are conflicts resolved in a manner that is nonstereotypical?	
Characters	Do the characters represent a variety of nondominant ethnic or cultural groups?	
	Do “good” characters represent a variety of backgrounds?	
	Are characters devoid of racial and/or cultural stereotyping?	
Themes	Are values being explored and not preached?	
	Does the story offer themes that reflect the narrative in a realistic and nonjudgmental manner?	
	Are cultural settings represented realistically?	
Illustrations	Is there diversity represented within cultural groups?	
	Are characters represented in a realistic manner?	
	Do illustrations avoid reinforcing societal stereotypes?	
Voice	Is the story written by someone of that culture and/or someone who has extensive knowledge of the specific culture?	
Other considerations	Are children exposed to multiple perspectives?	
	Are the stories age appropriate?	
	How would a child of a nondominant ethnicity/culture feel after reading the text?	
	Do the stories promote an understanding of our diverse society?	

FIGURE 4.1. Checklist for choosing multicultural books. Questions adapted from the Anti-Defamation League (n.d.).

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Book club elements	Evidence
Students came to the book club prepared.	
Students shared their ideas and listened to one another (speaking and listening).	
Students were able to move beyond summarizing and listing their favorite parts of the book and to consider _____.	
Other:	

FIGURE 6.2. Assessment for book clubs.

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Dimension of your vision	What instructional practices?	Why these instructional practices?	How will you know you are working toward this dimension of your vision?
What is your vision for reading?			
What is your vision for using children's literature?			
What is your vision for your students?			
What is your vision for yourself as a teacher?			
What is your vision for your classroom?			

FIGURE 10.1. Vision-to-action chart.

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