

**"I WANT TO TALK ABOUT THAT!": NAVIGATING THE PROCESS AND  
CONSTRUCTING MEANING IN ONE THIRD GRADE PEER-LED LITERATURE  
DISCUSSION GROUP (226 pp.)**

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This study examines the nature of the literacy conversations that took place among five third-grade students as they participated in a peer-led literature discussion group in their classroom. Particular attention is paid to the ways in which the members of the case study group both negotiated and navigated the process of participating in such a group, as well as how they co-constructed understanding of what they read. In addition, this study documents changes in their conversations over time. Finally, the study describes the ways in which individuals in the group perceived reading, saw themselves as readers, and articulated the value and the challenges of participating in a peer-led literature discussion group.

Instrumental case study design was utilized as the methodology for the study as the participants read and discussed four narrative texts over a four-month period. Data that contributed to the findings of this research include transcripts of discussions and participant interviews, field and anecdotal notes, and documents generated by the students. A constant comparative method of data analysis was used to develop categories for the types of talk that emerged.

This study finds that the nature of talk in this peer-led literature discussion group falls into two major categories: *literate talk* and *functional talk*. Literate talk focuses on

constructing meaning within and beyond text through collaborative conversation. This talk emerged at three distinct levels: *literal*, *interpersonal*, and *critical*. Numerous subcategories within each of these three levels of literate talk also emerged. In contrast, *functional* talk focuses on negotiating and navigating the process of engaging in discussion with peers. This talk emerged as *facilitative*, *directive*, *assertive*, and *reflective* in nature.

Participation in such a group allowed students to co-construct understandings of the texts they read as they asked their own questions and pursued their own lines of thinking in collaboration with their peers. This study also finds that these students engaged in complex social negotiations as they collectively and autonomously made decisions about how to proceed in conversation with one another.