

Literature Circle

Expectations and Roles

Literature Circle Meetings:

You will meet with your group at least two times per week. During group meetings you will:

- ✓ Come prepared.
- ✓ Sit so everyone can see each other.
- ✓ Get started right away.
- ✓ Look at the person who is talking.
- ✓ Listen to understand.
- ✓ Ask questions to understand better.
- ✓ Speak clearly but not too loud.
- ✓ Wait for the speaker to finish.
- ✓ Signal when you want a turn
- ✓ Make sure everyone gets a turn.
- ✓ Build on each other's ideas.
- ✓ Respect each other's ideas.
- ✓ Stay on topic.
- ✓ Provide evidence for your thinking.
- ✓ Jot down new information/thoughts/ideas you have gained from the discussion.

At the end of the discussion your group must decide cooperatively how much each group member will read. DO NOT read ahead.



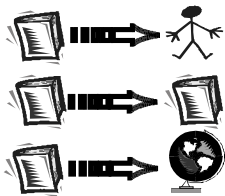
Written Reading Response

Once per week you should hand in your response page (see schedule for your day to hand it in). Title your entry Reading Response and write down the date, book title, chapters and page numbers you have read that week. Your response should be at least 3 paragraphs long.

Follow the guidelines found on the Reading Response Literature Log sheet. Your response will be evaluated using the Response Journal rubric.

Literature Circle Roles:

Each week you will learn about different roles that can guide the discussion circle and keep the conversations going. After all the different roles are taught and understood, group members can choose different roles for each weeks' reading.



Connector

What did today's reading remind you of? Be sure to include several connectors - T-S, T-T, and T-W. You might connect to:

- 📖 your own life (t-s)
- 📖 the world events or issues (t-w)
- 📖 things that happened in your neighbourhood or school (t-w or t-s)
- 📖 similar events or settings that you have read in a book (t-t)
- 📖 history (t-w)
- 📖 other people and problems (t-w)

📖 other writing by the same author or on the same topic (t-t)

Be sure to include:

- ☞ **What you are reminded of**
- ☞ **Why it reminded you of it**

Make a t-chart in your notes like the one below:

Summary of Passage (include page #)	Connection & Connection Type

When you meet with your group, share your connections and invite other members of the group to "piggyback" on your connections by sharing their thoughts and connections.



Questioner

1. Read the agreed upon section in your book.

Jot down questions as you read. Sometimes the best discussion questions come from your own thoughts, feelings and concerns as you read. Remember to ask questions before, during and after reading. Code your questions with "B" , "D" or "A" depending on when you asked the question. Try to ask "open" questions. Remember, open questions generate deeper thought and discussion and do not have a quick answer that can be found in the book. Some words that could

start good "puzzler" or "open" questions are: WHY, HOW, IF...

2. Get together with your group and go over your questions together. First, answer closed questions, searching in the text for answers if necessary. Then discuss the open ones. Code your questions with a "C" or "O" depending upon the type of questions asked. Tally and compare the number of Open vs Closed questions. Write the tally in your notes.

e.g. Tally: Open Questions: 4 Closed Questions:

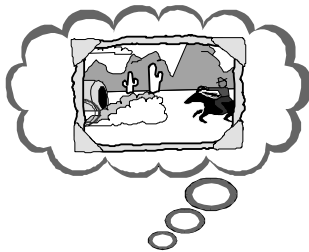
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3. Record new questions that have arisen as a result of your discussion.



Predictor

1. From the chapter title or the passage read previously, predict what today's reading will be about. Write down reasons for your predictions:
2. Record whether your predictions were confirmed or disconfirmed after meeting with your group. Be sure to give details to support your answers.



Visualizer

1. Draw a picture or mind map that stands out from today's reading (e.g. a character, an

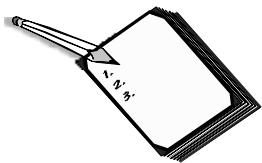
exciting part, a surprise, a prediction of what will happen next...). Remember to include as many of the senses as you can (e.g. what you can see, hear, smell, feel, taste) in your drawing. You may label things with words to make your visualization more complete. Under your drawing, write a paragraph about your visualization including the reason for your choice.

When you meet with your group, don't tell them what you have drawn - let them guess! Once everyone has had a turn, you can tell them all about it including the reason for your choice.

2. Write down words and passages in the story that helped create vivid mental images. Identify the sense that the image appealed to.

Create a chart in your notes like the one below:

Word/Passage	Sense	Page #



Summarizer (Determining Important Ideas)

1. Provide a brief summary/retell of today's reading. Make sure that you jot down the important points and main ideas of the reading. Add any major events or information you discovered after discussing this passage with your group.

2. Draw a map of where the week's reading took place, labeling the setting, main characters and main events.

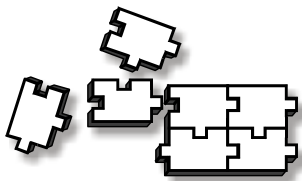


Comprehension Monitor

1. As you read through today's passage, record any words, phrases or sentences you had difficulty with or didn't understand. Make a copy of the t-chart below in your notes.

Difficult word, phrase or sentence	Strategy used	New Understanding

2. After discussion with your group, record any new understandings you've gained.



Synthesizer

1. Think about what the author is trying to say to you. Discuss the theme or message of the reading you did this week. After your group discussion, write a summary of your discussion and your understanding of the author's message.
2. Good readers often critique the story they are reading. Think about parts of the story that you think are really great, and parts you would do differently if you were the author. Write about what

the author did well and things he/she could do differently.

3. What new thinking have you gained from today's reading? How have your understandings changed?

Make a t-chart in your notes like the one below:

New Thinking	
Changed Thinking	

4. Write about your feelings, thoughts and concerns about your reading.

Adapted from: Daniels, Harvey. (2002) Literature Circles

Assessment

After each group discussion, evaluate your performance using the rubric found below. For each category, write down the level you achieved and how you can improve for next time.

e.g.

Reading - Level 2 - Next time I will complete all the assigned reading

Writing - Level 3 - Next time I will try to put in more detail and examples from my book.

Discussion - Level 3 - Next time I will try harder to respond to other peoples' ideas.

Discussion Circles - Self Evaluation

Evaluate your performance using the levels found in the rubric:

Categories	Level One	Level Two	Level Three	Level Four
Reading	I did not read the book.	I did some of the assigned reading.	I read all of the assigned reading.	
Writing <i>-completed journal entries</i> <i>-completed all assigned work</i>	I did not do the assigned writing.	I did some of the assigned writing.	I did all of the assigned writing with good detail and some examples from the book.	I did all of the assigned writing using lots of details and examples from the book.
Discussion <i>-stayed on topic</i> <i>-asked questions</i> <i>-contributed appropriate information</i> <i>-took turns</i>	I did not participate.	I participated in the discussion some of the time and sometimes forgot to wait for my turn to speak.	I participated in the discussion and remembered to wait for my turn. I tried to encourage all members of the group to participate. I tried to respond to someone else's comment in a positive way.	I was eager to share and I helped to keep the discussion going. I made sure that all members of the group had time to participate. I often responded to someone else's comment in a positive way.
Listening	I did not listen to others.	I listened to others some of the time.	I listened to others.	I listened to others at all times in an attentive way.
Preparation <i>-came with book and completed work</i>	I was not prepared. I did not bring my novel or my work.	I forgot either my novel or my notes.	I was prepared and remembered to bring my novel and my notes.	I brought my novel and notes. I read over my notes the night before meeting with my group. I marked important parts to share with stikkie notes or bookmarks.