LITERATURE CIRCLES

EXPECTATIONS & ROLES

"Role sheets are designed to be 'book club training wheels,' a temporary, getting-started tool. Many teachers have found that when students are first learning to operate in peer-led discussion groups, it is helpful to offer them an intermediate <u>support structure</u> that makes the transition more comfortable and successful...we want kids to <u>internalize these procedures</u> rather than depend forever on these training wheels;

the goal of these support tools is to make the tools obsolete."

Harvey Daniels, Literature Circles: Voice and Choice in Book Clubs & Reading Groups [emphases mine]



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[go to "teachers", "Mr. David Chung", "Chung's Literature Circles"]

LIT. CIRCLE OBJECTIVE: Increase our Understanding of Literature Through Meaningful, Interpretive, and Evaluative ANALYSIS, DISCUSSION, AND PRESENTATION

	Adapted from Long Beach USD GAT	
EXPECTATIONS	How it looks with the ROLE	How it looks with the DISCUSSION/PRESENTATION
INTELLECTUAL COURAGE		
INTELLECTUAL LEADERSHIP Lead by being a role model for others Take the initiative Be prepared Help others with learning		
■ Practice Scholarly Behavior Do not steal others' opportunities to learn and think		
INTELLECTUAL AGGRESSIVENESS Use evidence to support your ideas Defend your thoughts Use multiple resources		

GROUP RULESBased on our Intellectual Expectations, our Four Rules for Effective Literature Circles are...

ISSUE	RULE	LOOKS/SOUNDS LIKE
RESPECT	Show courtesy, consideration, and respect at all times	
PARTICIPATION	Everyone shares, everyone "actively" listens	
TIME	Use our time wisely: "Stay on task", re-focus when needed	
PREPARATION	Accomplish our goal/s and tasks Hold each other accountable; Set the GOAL for the group meeting	

<u> ASSIGNMENT</u>	SHEET	Your Name:				
[by Short Story, Por	ETRY, A RTICLE,	Language Arts	Per.	Start Date:	Fir	nal Due Date:
SELECTED PASSAGES/CH					S	core:
	eading of the literatu very literature circle r				mpleted <i>BL</i>	EFORE each discussion.
	Meeting #1	on	Me	eting #2 on		
		(Date)		(Date)		
						Meeting #3 on
TITLE of Literature/					_	(Date)
					- ∟	it. Circle PRESENTATION
AUTHOR		·				
CHAP/PAGE#						
ROLE/TASK	NAME OF GROUP I	MEMBER	NAME OF	GROUP MEMBER	PRES	ENTATION RESPONSIBILITIES
PROFILER						
CONNECTOR						
ILLUSTRATOR						
WORD FINDER						
LITERARY LUMINARY						
DISCUSSION DIRECTOR						
OTHER:						
	We will <i>discuss</i>	\	We will discu	ss		Group Presentation of
What's Next	pg to pg for meeting. Due :	r	og to pg meeting. Due :	for the next		[Product]

[Due Date]

LITERATURE CIRCLE ASSESSMENT RUBRIC FOR ROLES

<u>Lit. Circle Objective</u>: Increase our Understanding of Literature Through *Meaningful, Interpretive,* and *Evaluative* **ANALYSIS, DISCUSSION, AND PRESENTATION**

NAME:	
CLASS:	DATE:
ASSIGNMENT:	

LITERATURE CIRCLE ROLE [circle one]:

Discussion Director Literary Luminary Word Finder Illustrator Connector Profiler Combination of Roles

TASK: In your own words, *summarize* what your *task* is with this role.

COMPONENT/ RUBRIC SCORE	1	1 2		4	
ROLE FULFILLMENT	 □ Rarely completes role tasks properly and not always on time □ Tasks are done with little or no genuine effort □ No developed response to show understanding or interpretation of a passage □ Does not address the parts of the role □ No textual evidence provide and/or does not support the response 	□ Sometimes completes role tasks properly but not always on time □ Tasks are done with minimal effort □ Little development of response to show understanding or interpretation of a passage □ Incompletely addresses parts of the role □ Little textual evidence provided to support the response	 □ Completes role tasks independently and on time □ Tasks are thoughtfully done with genuine effort □ Attempts to demonstrate understanding and/or interpretation of a passage □ Clearly addresses most parts of the role □ Provides textual evidence relevant to the response 	□ Completes role tasks independently and on time □ Tasks are thoroughly & thoughtfully done demonstrating an extension of the role □ Demonstrates new, scholarly insight, developed understanding and/or interpretation of a passage □ Clearly addresses all parts of the role □ Provides relevant and insightful textual evidence to all responses	
READING	Assigned reading rarely completed on schedule	Sometimes has assigned reading completed on schedule	Has assigned reading completed on schedule	Has assigned reading completed on schedule with completed "notes"	
Discussion	 Does not participate in group discussions Offers few opinions and makes no personal connections to the text 	 Participates reluctantly in group discussions Offers few opinions and makes limited connections to the text 	□ Participates competently in group discussions □ Offers some insightful opinions and makes connections to the text	 Participates enthusiastically in group discussions Offers insightful, scholarly and thoughtful opinions and makes pertinent connections to the text 	

COMMENTS:

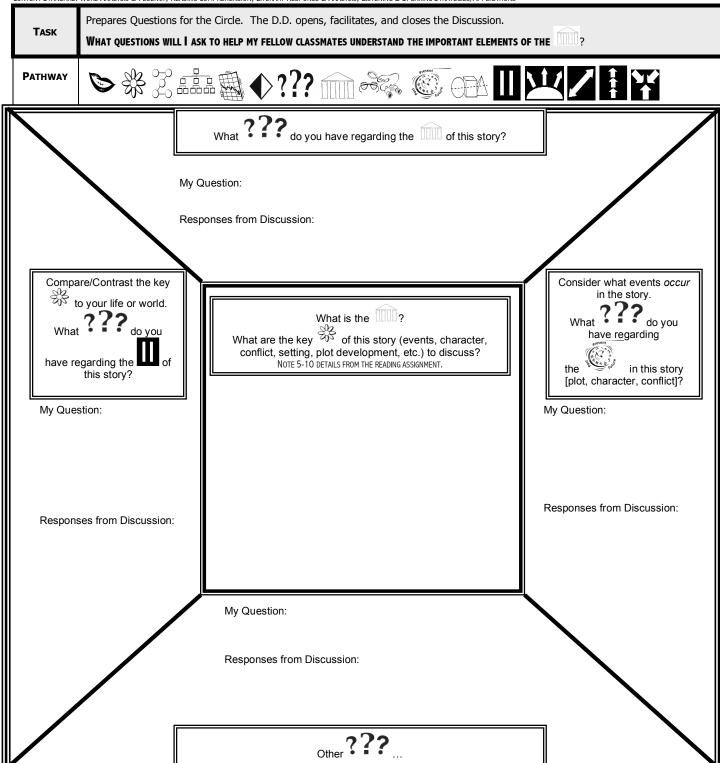
FRAMES. Literature Circle Role:

DISCUSSION DIRECTOR



NAME:	
Subject:	Date:
Assignment:	Pages:

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS



FRAMES, Literature (irde Role:

ILLUSTRATOR

NAME:		N	Α	М	E:
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Subject:

Date:

Assignment:

Pages:

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS

Your task is to create a "picture" related to the reading and/or to your experience with the reading. TASK What "Big Picture" is the author creating? **PATHWAY** Key of this story's (character, conflict, setting, plot, etc.) to <u>ILLUSTRATE</u> Some images that come to Some images that come to My FINAL Illustration mind when I think about the mind when I think about a character, the conflict, or the ? setting? Text/Quote with page #: Text/Quote with page #: Description of Image: Description of Image: Explore and note two or three other illustrations, pictures, or dramatizations from other media (internet, magazines, newspaper) that help visualize this story. Be sure to connect the image with a character or scene from the story.

Francs, Literature Circle Role:

LITERARY Luminary



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Subject:

Date:

Assignment:

Pages:

CONTENT STANDARD:					LISTENING & SPEAKING STRATEGIES			
TASK	Select & present passages, based on what you find interesting, helpful, and/or an appropriate example of the author's use of a literary device. What words or phrases best describe this story, main conflict, or character?							
Pathway	0			??? 📖	Control Control		4/1	¥
		What are th	e key Sys of thi	What is is story's 品品品 (d	the ?character, conflict, setti	ing, plot, etc.) to	o highlight?	
of Im	ote Reve	CHARACTERS	II	_	at best exemplifies the ed reading]		Quote Re	vealing SETTING
My Reas	on for se text:	electing this					My Reason for text	
		Literary Quote w	the aut	te Revealing an ex thor's use of a L ITE	ample or of erary Device			
			Но	ow is this literary de	evice effective?			

FRAMES, Literature (irde Role:

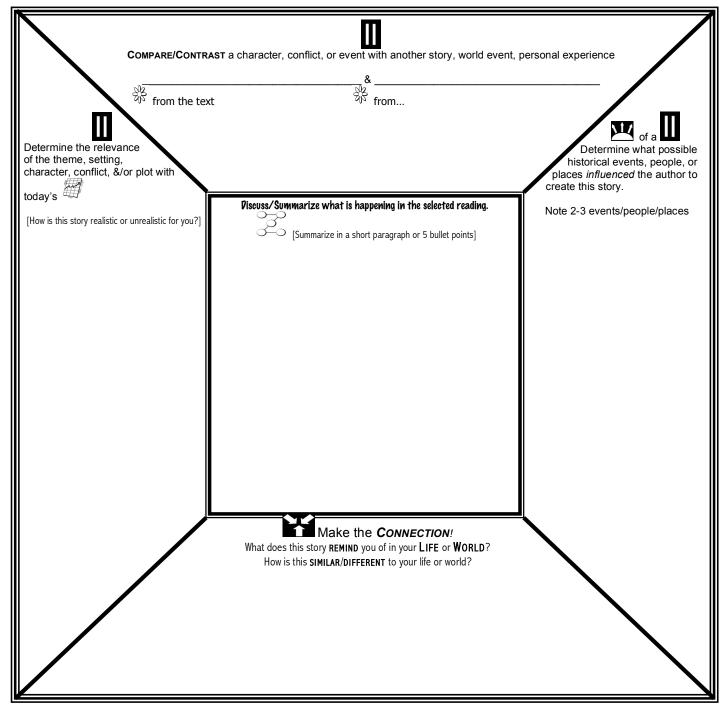
CONNECTOR



NAME:		
Subject:	Date:	
Assignment:	Pages:	

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS

Task	Connect with any of the characters, events, conflict, setting, etc. Relate with anything from the story to world events, moments in history, personal experiences, or other stories/characters/events. Your Overall Goal as a Connector is to help others see the Relevance of the literature. [Why is this story worth reading?]
Pathway	



FRAMES, Literature (ircle Role:

PROFILER

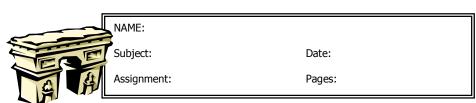


NAME:	
Subject:	Date:
Assignment:	Pages:

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS: LISTENING & SPEAKING STRATEGIES/APPLICATIONS

TASK	Your task is to keep track of a character in the story. The profiler gets into the mind of the character, noting his/her thoughts, feelings, plans, strengths, and weaknesses. What contributes to the changes in the character?	
B		
	Essential details of this character. STRENGTHS WEAKNESSES	
		Note how conflict to the
Note how t	to the why does the Character Character Character Character (Complete a short paragraph considering the factors contributing to the character changing or staying static)	F?
	in the character changing or staying static]	Conflict
Setting		
\$\$\$		
202		28
**		200
	Identify the change or changes in this character [WHAT ABOUT THE CHARACTER CHANGED? WHY?	
	[WHAT ABOUT THE CHARACTER CHANGED? WHY?] WHAT STAYS THE SAME? WHY?]	

WORD FINDER



CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS

As you read, Identify 4 words [nouns, verbs, adjectives, adverbs, metaphors, similes, etc.] and complete the Frame below. **TASK** HOW DOES THE AUTHOR'S STYLE AND/OR USE OF LANGUAGE CONTRIBUTE TO THE EFFECTIVENESS/INEFFECTIVENESS OF THE STORY? **PATHWAY** Key that reveals the [theme/generalization]_ Definition/Explanation: Context [Quote it w/ pg. #]: Why I think the author used this that reveals the that reveals the of the **SETTING**: of a **CHARACTER**: HOW DO THESE WORDS CONTRIBUTE TO THE EFFECTIVENESS OF THE **STORY** [relevance of the character/s, conflict, etc]? Write a short paragraph explaining the [contributions] of the four words you noted. Definition/Explanation: Definition/Explanation: Context: Context: Why I think the author Why I think the author used this 💞: used this 💞: Key that reveals the CHARACTER, CONFLICT, or SETTING Definition/Explanation: Why I think the author used this word:/literary device: