

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 support structure that makes the transition more comfortable and successful...we want kids to internalize these procedures 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*



GROUP EXPECTATIONS

[Adapted from Long Beach USD GATE Office]

EXPECTATIONS	How it looks with the ROLE	How it looks with the DISCUSSION/PRESENTATION
<u>INTELLECTUAL COURAGE</u> <ul style="list-style-type: none"> ▪ Takes risks ▪ Respectfully Challenge Others ▪ Actively Participate ▪ Think "outside the box" 		
<u>INTELLECTUAL LEADERSHIP</u> <ul style="list-style-type: none"> ▪ Lead by being a role model for others ▪ Take the initiative <ul style="list-style-type: none"> ▪ Be prepared ▪ Help others with learning 		
<u>INTELLECTUAL HUMILITY</u> <ul style="list-style-type: none"> ▪ Practice Scholarly Behavior ▪ Do not steal others' opportunities to learn and think 		
<u>INTELLECTUAL AGGRESSIVENESS</u> <ul style="list-style-type: none"> ▪ Use evidence to support your ideas ▪ Defend your thoughts ▪ Use multiple resources 		

GROUP RULES

Based 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	

ASSIGNMENT SHEET

[by SHORT STORY, POETRY, ARTICLE,
SELECTED PASSAGES/CHAPTERS]

Your Name: _____

Language Arts Per. _____

Start Date: _____ Final Due Date: _____

Score: _____

TASK:

- The *reading* of the literature and Literature Circle *Role* must be completed **BEFORE** each discussion.
- For *every* literature circle meeting, you must have a *different* role.

	Meeting #1 on _____(Date)	Meeting #2 on _____(Date)	
TITLE of Literature/ AUTHOR CHAP/PAGE #	_____ _____	_____ _____	Meeting #3 on _____(Date) Lit. Circle PRESENTATION
ROLE/TASK	NAME OF GROUP MEMBER	NAME OF GROUP MEMBER	PRESENTATION RESPONSIBILITIES
PROFILER			
CONNECTOR			
ILLUSTRATOR			
WORD FINDER			
LITERARY LUMINARY			
DISCUSSION DIRECTOR			
OTHER:			

What's Next	We will discuss pg ____ to pg ____ for the next meeting. Due: _____	We will discuss pg ____ to pg ____ for the next meeting. Due: _____	Group Presentation of _____ [Product] on _____ [Due Date]
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LITERATURE CIRCLE ASSESSMENT RUBRIC FOR ROLES

Lit. Circle Objective: 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	2	3	4
ROLE FULFILLMENT	<ul style="list-style-type: none"> ❑ 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 	<ul style="list-style-type: none"> ❑ 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 	<ul style="list-style-type: none"> ❑ Completes role tasks independently and on time ❑ Tasks are <i>thoughtfully</i> done with genuine effort ❑ Attempts to demonstrate understanding and/or interpretation of a passage ❑ Clearly <i>addresses most</i> parts of the role ❑ Provides textual evidence relevant to the response 	<ul style="list-style-type: none"> ❑ Completes role tasks <i>independently</i> and on time ❑ Tasks are <i>thoroughly</i> & thoughtfully done demonstrating an <i>extension</i> of the role ❑ Demonstrates new, <i>scholarly</i> insight, developed understanding and/or interpretation of a passage ❑ Clearly <i>addresses all</i> 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	<ul style="list-style-type: none"> ❑ Does not participate in group discussions ❑ Offers few opinions and makes no personal connections to the text 	<ul style="list-style-type: none"> ❑ Participates reluctantly in group discussions ❑ Offers few opinions and makes limited connections to the text 	<ul style="list-style-type: none"> ❑ Participates competently in group discussions ❑ Offers some insightful opinions and makes connections to the text 	<ul style="list-style-type: none"> ❑ Participates enthusiastically in group discussions ❑ Offers <i>insightful, scholarly</i> and thoughtful opinions and makes <i>pertinent</i> connections to the text

COMMENTS:

DISCUSSION DIRECTOR



NAME:

Subject:

Date:

Assignment:

Pages:

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

TASK	Prepares Questions for the Circle. The D.D. opens, facilitates, and closes the Discussion. WHAT QUESTIONS WILL I ASK TO HELP MY FELLOW CLASSMATES UNDERSTAND THE IMPORTANT ELEMENTS OF THE ?
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PATHWAY	
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What **???** do you have regarding the of this story?

My Question:

Responses from Discussion:

Compare/Contrast the key to your life or world.

What **???** do you have regarding the of this story?

My Question:

Responses from Discussion:

What is the ?

What are the key of this story (events, character, conflict, setting, plot development, etc.) to discuss?
NOTE 5-10 DETAILS FROM THE READING ASSIGNMENT.

My Question:

Responses from Discussion:

Consider what events *occur* in the story.

What **???** do you have regarding the in this story [plot, character, conflict]?

My Question:

Responses from Discussion:

Other **???** ...

ILLUSTRATOR



NAME:

Subject:

Assignment:

Date:

Pages:

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

TASK	<p>Your task is to create a "picture" related to the reading and/or to your <i>experience</i> with the reading.</p> <p>What "Big Picture" is the author creating?</p>
PATHWAY	

Key of this story's (character, conflict, setting, plot, etc.) to **ILLUSTRATE**

Some images that come to mind when I think about the ?

Text/Quote with page #:

Description of Image:

My **FINAL** Illustration

Some images that come to mind when I think about a character, the conflict, or the setting?

Text/Quote with page #:

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.



Pages:

TASK

WHAT WORDS OR PHRASES BEST DESCRIBE THIS STORY, MAIN CONFLICT, OR CHARACTER?

PATHWAY



What is the ?

What are the key of this story's (character, conflict, setting, plot, etc.) to highlight?

Quote Revealing



of Important CHARACTERS
or CONFLICT

'Telling' quote or Passage:


[Present one quote/passage that best exemplifies the _____ of the selected reading]

Quote Revealing



of the SETTING

My Reason for selecting this text:

Quote Revealing an example or of
the author's use of a **LITERARY DEVICE** 

Literary Device:

Quote with page #:

How is this literary device effective?

CONNECTOR



Pages:


TASK

YOUR OVERALL GOAL AS A CONNECTOR IS TO HELP OTHERS SEE THE RELEVANCE OF THE LITERATURE. [WHY IS THIS STORY WORTH READING?]

PATHWAY



from the text

& _____
 from...



Determine the relevance of the theme, setting, character, conflict, &/or plot with today's

[How is this story realistic or unrealistic for you?]



Determine what possible historical events, people, or places *influenced* the author to create this story.

Note 2-3 events/people/places



[Summarize in a short paragraph or 5 bullet points]



Make the **CONNECTION!**

What does this story **REMIN**d you of in your **LIFE** or **WORLD**?
How is this **SIMILAR/DIFFERENT** to your life or world?

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?

PATHWAY	
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<p>Essential details of this character.</p>	
<p><u>STRENGTHS</u></p>	<p><u>WEAKNESSES</u></p>
<p>Note how the SETTING to the in the character</p> <p> Setting</p>	<p>Note how CONFLICT to the in the character</p> <p> Conflict</p>
<p>WHY DOES THE CHARACTER CHANGE/NOT CHANGE? [Complete a short paragraph considering the factors contributing to the character changing or staying static]</p>	
<p>Identify the change or changes in this character [WHAT ABOUT THE CHARACTER CHANGED? WHY? WHAT STAYS THE SAME? WHY?]</p>	

WORD FINDER



NAME:

Subject:

Assignment:

Date:

Pages:

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

TASK	As you read, Identify 4 words [nouns, verbs, adjectives, adverbs, metaphors, similes, etc.] and complete the Frame below. HOW DOES THE AUTHOR'S STYLE AND/OR USE OF LANGUAGE CONTRIBUTE TO THE EFFECTIVENESS/INEFFECTIVENESS OF THE STORY?
PATHWAY	

<p>Key that reveals the [theme/generalization] _____</p> <p> Definition/Explanation:</p> <p> Context [Quote it w/ pg. #]:</p> <p> Why I think the author used this :</p>	<p>Key that reveals the of the <u>SETTING</u>: _____</p> <p> Definition/Explanation:</p> <p> Context:</p> <p> Why I think the author used this :</p>	<p>Key that reveals the [theme/generalization] _____</p> <p> Definition/Explanation:</p> <p> Context [Quote it w/ pg. #]:</p> <p> Why I think the author used this :</p>	<p>Key that reveals the of a <u>CHARACTER</u>: _____</p> <p> Definition/Explanation:</p> <p> Context:</p> <p> Why I think the author used this :</p>
<p>HOW DO THESE WORDS CONTRIBUTE TO THE EFFECTIVENESS OF THE STORY [relevance of the character/s, conflict, etc]?</p> <p>Write a short paragraph explaining the [contributions] of the four words you noted.</p>			
<p>Key that reveals the , CHARACTER, CONFLICT, or SETTING</p> <p> Definition/Explanation:</p> <p> Context:</p> <p> Why I think the author used this word/literary device:</p>			