“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]
**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](image)

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>How it looks with the ROLE</th>
<th>How it looks with the DISCUSSION/PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual Courage</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Takes risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respectfully Challenge Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Actively Participate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Think “outside the box”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lead by being a role model for others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Take the initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be prepared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Help others with learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual Humility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice Scholarly Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do not steal others’ opportunities to learn and think</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intellectual Aggressiveness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use evidence to support your ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Defend your thoughts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use multiple resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GROUP RULES

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

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>RULE</th>
<th>LOOKS/SOUNDS LIKE…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Show courtesy, consideration, and respect at all times</td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Everyone shares, everyone “actively” listens</td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Use our time wisely: “Stay on task”, re-focus when needed</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Accomplish our goal/s and tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hold each other accountable;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set the GOAL for the group meeting</td>
<td></td>
</tr>
</tbody>
</table>
## Assignment Sheet

**[by Short Story, Poetry, Article, Selected Passages/Chapters]**

### 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.

### Assignment Details

**Your Name:**

**Language Arts** Per. Start Date: ___________ Final Due Date: ___________

**Score:**

### Title of Literature/Author

<table>
<thead>
<tr>
<th>Meeting #1 on</th>
<th>Meeting #2 on</th>
<th>Meeting #3 on</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________ (Date)</td>
<td>___________ (Date)</td>
<td>___________ (Date)</td>
</tr>
</tbody>
</table>

**Author**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

**Chapter/Page #**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

### Role/Task

<table>
<thead>
<tr>
<th>Role/Task</th>
<th>Name of Group Member</th>
<th>Name of Group Member</th>
<th>Presentation Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profiler</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Finder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Luminary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### What's Next

<table>
<thead>
<tr>
<th>What's Next</th>
<th>We will <strong>discuss</strong> pg ___ to pg ___ for the next meeting. <strong>Due:</strong></th>
<th>We will <strong>discuss</strong> pg ___ to pg ___ for the next meeting. <strong>Due:</strong></th>
<th>Group Presentation of [Product] on [Due Date]</th>
</tr>
</thead>
</table>

Presented by **DAVID CHUNG**, Placentia Yorba Linda Unified School District  
email: dncung@pylusd.org  
Adapted from *Literature Circles*, H. Daniels; the LBUSD GATE Office, 2005; and *The Flip Book, Too*, S. Kaplan, B. Gould.
**LITERATURE CIRCLE ASSESSMENT RUBRIC FOR ROLES**

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

**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.

<table>
<thead>
<tr>
<th>COMPONENT/RUBRIC SCORE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ROLE FULFILLMENT</strong></td>
<td>¡ Rarely completes role tasks properly and not always on time</td>
<td>¡ Sometimes completes role tasks properly but not always on time</td>
<td>¡ Completes role tasks independently and on time</td>
<td>¡ Completes role tasks independently and on time</td>
</tr>
<tr>
<td></td>
<td>¡ Tasks are done with little or no genuine effort</td>
<td>¡ Tasks are done with minimal effort</td>
<td>¡ Tasks are thoughtfully done with genuine effort</td>
<td>¡ Tasks are thoughtfully done with genuine effort</td>
</tr>
<tr>
<td></td>
<td>¡ No developed response to show understanding or interpretation of a passage</td>
<td>¡ Little development of response to show understanding or interpretation of a passage</td>
<td>¡ Attempts to demonstrate understanding and/or interpretation of a passage</td>
<td>¡ Demonstrates new, scholarly insight, developed understanding and/or interpretation of a passage</td>
</tr>
<tr>
<td></td>
<td>¡ Does not address the parts of the role</td>
<td>¡ Incompletely addresses parts of the role</td>
<td>¡ Clearly <em>addresses most</em> parts of the role</td>
<td>¡ Clearly <em>addresses all</em> parts of the role</td>
</tr>
<tr>
<td></td>
<td>¡ No textual evidence provide and/or does not support the response</td>
<td>¡ Little textual evidence provided to support the response</td>
<td>¡ Provides textual evidence relevant to the response</td>
<td>¡ Provides relevant and insightful textual evidence to all responses</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Assigned reading rarely completed on schedule</td>
<td>Sometimes has assigned reading completed on schedule</td>
<td>Has assigned reading completed on schedule</td>
<td>Has assigned reading completed on schedule with completed “notes”</td>
</tr>
<tr>
<td><strong>DISCUSSION</strong></td>
<td>¡ Does not participate in group discussions</td>
<td>¡ Participates reluctantly in group discussions</td>
<td>¡ Participates competently in group discussions</td>
<td>¡ Participates enthusiastically in group discussions</td>
</tr>
<tr>
<td></td>
<td>¡ Offers few opinions and makes no personal connections to the text</td>
<td>¡ Offers few opinions and makes limited connections to the text</td>
<td>¡ Offers some insightful opinions and makes connections to the text</td>
<td>¡ Offers <em>insightful,</em> scholarly and thoughtful opinions and makes <em>pertinent</em> connections to the text</td>
</tr>
</tbody>
</table>

**COMMENTS:**

---

Presented by DAVID CHUNG, Placentia Yorba Linda Unified School District  
email: dnchung@pylusd.org  
Adapted from *Literature Circles,* H. Daniels; *the LBUSD GATE Office,* 2005; and *The Flip Book, Too,* S. Kaplan, B. Gould.
**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

| Task | Preparses 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 story?**

**Pathway**

1. **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 story?**

   **My Question:**

   **Responses from Discussion:**

2. **Compare/Contrast the key events** to your life or world.

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

   **My Question:**

   **Responses from Discussion:**

3. **Consider what events occur in the story.**

   **What events do you have regarding the setting in this story?**

   **My Question:**

   **Responses from Discussion:**

4. **What is the plot of this story?**

   **What are the key elements of this story (events, character, conflict, setting, plot development, etc.) to discuss?**

   **Note 5-10 details from the reading assignment.**

5. **Other questions...**

**Presented by David Chung, Placentia Yorba Linda Unified School District**

**Email:** dnchung@pylusd.org

Adapted from *Literature Circles*, H. Daniels; the LBUSD GATE Office, 2005; and *The Flip Book, Too*, S. Kaplan, B. Gould.
Your task is to create a “picture” related to the reading and/or to your experience with the reading. What “Big Picture” is the author creating?

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.
NAME:
Subject: Date:
Assignment: Pages:

PRESENTED BY:
DAVID CHUNG, Placentia Yorba Linda Unified School District
e-mail: dnchung@pylusd.org

ADAPTED FROM:
Literature Circles, H. Daniels; the LBUSD GATE Office, 2005; and The Flip Book, Too, S. Kaplan, B. Gould.

LITERARY LUMINARY

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

<table>
<thead>
<tr>
<th>TASK</th>
<th>Select &amp; present passages, based on what you find interesting, helpful, and/or an appropriate example of the author’s use of a literary device.</th>
</tr>
</thead>
</table>

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

PATHWAY

What is the main idea of the story? What are the key elements (character, conflict, setting, plot, etc.) to highlight?

“Telling” Quote or Passage:
[Present one quote/passage that best exemplifies the main idea of the selected reading]

Quote Revealing Important CHARACTERS or CONFLICT

My Reason for selecting this text:

Quote Revealing of the SETTING

My Reason for selecting this text:

Quote Revealing example or effect of the author’s use of a LITERARY DEVICE

Literary Device:
Quote with page #: How is this literary device effective?

Quote Revealing an example or effect of the author’s use of a LITERARY DEVICE

My Reason for selecting this text:

What is the main idea of the story? What are the key elements (character, conflict, setting, plot, etc.) to highlight?
**FRAMES, Literature Circle Role:**

**CONNECTOR**

Content Standard: Word Analysis & Fluency; Reading Comprehension, Literary Response & Analysis; Listening & Speaking Strategies/Applications

**NAME:**
Subject: 
Assignment: 
Date: 
Pages: 

**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:**

**Compare/Contrast** a character, conflict, or event with another story, world event, personal experience

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?]?

Discuss/Summarize what is happening in the selected reading.

[Summarize in a short paragraph or 5 bullet points]

**Make the Connection!**

What does this story REMIND you of in your LIFE or WORLD?

How is this SIMILAR/DIFFERENT to your life or world?

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

Note 2-3 events/people/places

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**FRAMES, Literature Circle 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?**

**PATHWAY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

**STRENGTHS**

Note how the **SETTING** to the **in the character**

**WEAKNESSES**

Note how **CONFLICT** to the **in the character**

**WHY DOES THE CHARACTER CHANGE/NOT CHANGE?**

[Complete a short paragraph considering the factors contributing to the character changing or staying static]

**Essential details of this character.**

**IDENTIFY THE CHANGE OR CHANGES IN THIS CHARACTER**

[**WHAT ABOUT THE CHARACTER CHANGED?** **WHY?**

**WHAT STAYS THE SAME?** **WHY?**]
**FRAMES, Literature Circle Role:**

**WORD FINDER**

**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:**

<table>
<thead>
<tr>
<th>Key that reveals the</th>
<th>Definition/Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTEXT:</td>
<td></td>
</tr>
<tr>
<td>Why I think the author used this:</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Key that reveals the</th>
<th>Definition/Explanation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTEXT:</td>
<td></td>
</tr>
<tr>
<td>Why I think the author used this:</td>
<td></td>
</tr>
</tbody>
</table>

**Key that reveals the [theme/generalization]:
Definition/Explanation: |

**Context:**

**Why I think the author used this:**

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