

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 <i>discuss</i> pg ____ to pg ____ for the next meeting. Due: _____	We will <i>discuss</i> pg ____ to pg ____ for the next meeting. Due: _____	Group Presentation of _____ [Product] on _____ [Due Date]
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NAME:

CLASS:

DATE:

ASSIGNMENT:

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.

COMPONENT/ RUBRIC SCORE	1	2	3	4
ROLE FULFILLMENT	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely completes role tasks properly and not always on time <input type="checkbox"/> Tasks are done with little or no genuine effort <input type="checkbox"/> No developed response to show understanding or interpretation of a passage <input type="checkbox"/> Does not address the parts of the role <input type="checkbox"/> No textual evidence provide and/or does not support the response 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes completes role tasks properly but not always on time <input type="checkbox"/> Tasks are done with minimal effort <input type="checkbox"/> Little development of response to show understanding or interpretation of a passage <input type="checkbox"/> Incompletely addresses parts of the role <input type="checkbox"/> Little textual evidence provided to support the response 	<ul style="list-style-type: none"> <input type="checkbox"/> Completes role tasks independently and on time <input type="checkbox"/> Tasks are <i>thoughtfully</i> done with genuine effort <input type="checkbox"/> Attempts to demonstrate understanding and/or interpretation of a passage <input type="checkbox"/> Clearly <i>addresses most</i> parts of the role <input type="checkbox"/> Provides textual evidence relevant to the response 	<ul style="list-style-type: none"> <input type="checkbox"/> Completes role tasks <i>independently</i> and on time <input type="checkbox"/> Tasks are <i>thoroughly & thoughtfully</i> done demonstrating an <i>extension</i> of the role <input type="checkbox"/> Demonstrates new, <i>scholarly</i> insight, developed understanding and/or interpretation of a passage <input type="checkbox"/> Clearly <i>addresses all</i> parts of the role <input type="checkbox"/> 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"> <input type="checkbox"/> Does not participate in group discussions <input type="checkbox"/> Offers few opinions and makes no personal connections to the text 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates reluctantly in group discussions <input type="checkbox"/> Offers few opinions and makes limited connections to the text 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates competently in group discussions <input type="checkbox"/> Offers some insightful opinions and makes connections to the text 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates enthusiastically in group discussions <input type="checkbox"/> 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  in this story [plot, character, conflict]?

My Question:

Responses from Discussion:

Other **???** ...

ILLUSTRATOR



NAME:	
Subject:	Date:
Assignment:	Pages:

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

TASK	Your task is to create a "picture" related to the reading and/or to your <i>experience</i> with the reading. What "Big Picture" is the author creating?
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PATHWAY	
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Key of this story's (character, conflict, setting, plot, etc.) to **ILLUSTRATE**

<p>Some images that come to mind when I think about the ?</p> <p>Text/Quote with page #:</p> <p>Description of Image:</p>	<p>My FINAL Illustration</p>	<p>Some images that come to mind when I think about a character, the conflict, or the setting?</p> <p>Text/Quote with page #:</p> <p>Description of Image:</p>
<p> 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.</p>		

LITERARY LUMINARY



NAME:	
Subject:	Date:
Assignment:	Pages:

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

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	
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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:

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?

FRAMES, Literature Circle 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?]



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]

of a

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

Note 2-3 events/people/places

Make the CONNECTION!

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

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



PROFILER

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

NAME:	
Subject:	Date:
Assignment:	Pages:

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?



Essential details of this character.

STRENGTHS

WEAKNESSES

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

Setting

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

Conflict

WHY DOES THE CHARACTER CHANGE/NOT CHANGE?
[Complete a short paragraph considering the factors contributing to the character changing or staying static]

Identify the change or changes in this character
[WHAT ABOUT THE CHARACTER CHANGED? WHY?
WHAT STAYS THE SAME? WHY?]

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?
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PATHWAY	
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Key that reveals the [theme/generalization] _____

Definition/Explanation:

Context [Quote it w/ pg. #]:

Why I think the author used this :

Key that reveals the of the SETTING: _____

Definition/Explanation:

Context:

Why I think the author used this :

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.

Key that reveals the of a CHARACTER: _____

Definition/Explanation:

Context:

Why I think the author used this :

Key that reveals the , CHARACTER, CONFLICT, or SETTING

Definition/Explanation:

Context:

Why I think the author used this word:/literary device: