

Role Description

Overview: A "Literature Circle" is a structure for talking about a book with your peers as you read it together. Students are in charge of the discussion and for setting reading assignments together (how many pages read before next discussion). There are between 4 -6 members in each literature circle, and each member rotates one of the following jobs throughout the project.

Discussion Director/Facilitator: This student is responsible for writing down 5 thought-provoking questions for the purpose of group discussion based on that day's reading assignment. As the group Facilitator, it is also this student's job to direct the group discussion, keep track of student work, and rate the group's "Habits of Work" each day the group meets.

Literary Luminary/Alternate Facilitator: This student is responsible for choosing parts of the story that he/she wants to read out loud to the group. The idea is to help students remember some interesting, powerful, puzzling, or important sections of the text being read. The Literary Luminary must decide which passages or paragraphs are worth reading aloud, and justify the reason for selecting them. Additionally, if the Discussion Director is absent, this student will serve as the Facilitator.

Connector: This student is responsible for finding connections between the text his/her group is reading and the outside world. This means connecting the reading to the following: his/her own life, happenings at school or in the community, similar events at other times and places, other books or stories, other writings on the same topic, or other writings by the same author.

Character Captain: This student is responsible for revealing specific personality traits of the character(s) within the novel. This means he/she will find examples in the assigned reading of behaviors/actions that help group members to know the character(s).

Artful Adventurer: This student is responsible for sharing an artistic representation of the material read. Avenues for expression may include: artwork in any medium, music, poetry, collage, music, mobile or anything else which represents an aspect of the material read.

Vocabulary Enricher: This student is responsible for finding especially important vocabulary in the story. Vocabulary selected should focus on words that are unfamiliar, interesting, important, repetitive, funny, puzzling, descriptive, vivid or those used in an unusual way.

Discussion Director

Date: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Discussion Director, it is your job to write down some good questions that you think your group would want to talk about. List a minimum of five thought provoking questions below. (Think of these starters: Why..., If..., What..., Who..., and How...)

1.)

2.)

3.)

4.)

5.)

Literary Luminary

Date: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Literary Luminary, it is your job to read aloud parts of the story to your group in order to help your group members remember some interesting, powerful, puzzling, or important sections of the text. You decide which passages or paragraphs are worth reading aloud, and justify your reasons for selecting them. Write the page numbers and paragraph numbers on this form along with the reason you chose each passage. You must choose a minimum of 3 passages.

Some reasons for choosing passages to share might include:

* Pivotal events * Informative * Descriptive * Surprising * Scary

* Thought-provoking * Funny * Controversial * Confusing * Personally meaningful

Location	Reason for choosing the passage
Page _____	_____
Paragraph _____	_____

Location	Reason for choosing the passage
Page _____	_____
Paragraph _____	_____

Location	Reason for choosing the passage
Page _____	_____
Paragraph _____	_____

Connector

Date: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Connector, it is your job to find connections between the novel your group is reading and the outside world. This means connection the reading to:

* Your own life * Happenings at school or in the neighborhood

* Similar events at other times and places * Other books or stories

* Other writings on same topic * Other writings by the same author

Think about a minimum of two connections today's reading reminded you of. List the connection and explain how the events are similar.

1.)

2.)

Character Captain

Date: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Character Captain, it is your job to share observations you have about the main character(s). Select three adjectives that describe one or more of the characters in your novel, and support your selection with an example taken from your reading assignment.

Character	Specific Example of behavior/action:
Character: Adjective:	Page: _____ Paragraph: _____
Character: Adjective:	Page: _____ Paragraph: _____
Character: Adjective:	Page: _____ Paragraph: _____

Common Character Traits: A List of Adjectives

adventurous	awesome	artistic	athletic	active
beautiful	brave	bold	bossy	cheerful
curious	creative	courageous	considerate	daring
impulsive	dainty	dangerous	exciting	entertaining
energetic	funny	a fighter	friendly	fun-loving
gentle	generous	happy	humble	hostile
honest	intelligent	independent	inventive	a leader
lazy	messy	mischievous	mean	neat

nasty	nice	nosy	open	poor
proud	pretty	quiet	rich	respectful
rad	sad	sloppy	serious	successful
shy	short	smart	studious	selfish
simple	tall	trustworthy	thoughtful	unselfish
warm	witty	wild	wonderful	silly
melancholy	mellow	aimless	loud	prudent
iconoclastic	penurious	belligerent	loyal	visionary

Artistic Adventurer

Date: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Artistic Adventurer it is your responsibility for sharing an artistic representation of the material you read for today's Literature Circle. Some ideas for sharing may include: a character, the setting, a problem, an exciting part, a surprise, a prediction, or anything else. Examples of genres for expression may include:

* Artwork * Music * Poetry * Collage * Mobile

Have fun! Let your imagination soar!

What I shared: _____

In the space below please provide a written description of what you shared and explain how it represents a facet of the assigned reading.

Vocabulary Enricher

Date: _____

Novel you're reading: _____

Pages read to prepare for this discussion: _____

As the Vocabulary Enricher, it is your job to look for especially important vocabulary words within the book your group is reading. Words chosen should be:

* Important * Unfamiliar * Different * Puzzling

* Funny * Used in an unusual way * Interesting

List a minimum of 5 words you feel would be worth discussing with your group.

Word selected and page # where found:	Definition based on context -- use of dictionary is encouraged!	Reason word was selected:

When your group members meet, help them find and discuss the words you have chosen. You might discuss the following:

- How does the word fit in the story?
- How does this word make you feel?
- What is the etymology of this word?
- What images does this word evoke?
- Does this word carry any specific connotations?

Literature Circles Scoring Guide

Name: _____

Individual Grades	Exceeds	Meets	In Progress
<p>Response Journal</p>	<p>Pre-group journal indicates student:</p> <ul style="list-style-type: none"> * Has achieved genuine insights as evidenced by insightful interpretations and evaluations of text <p>* Post-group journal indicates student:</p> <ul style="list-style-type: none"> * Has gained richer understanding of the text through group discussion as evidenced by the depth and clarity of the response * Can evaluate the effectiveness of his /her own contribution to the group discussion 	<p>Pre-group journal indicates student:</p> <ul style="list-style-type: none"> * Has read text carefully * Has grasped the main ideas <p>* Can offer reasonable if sometimes incomplete or questionable interpretations</p> <ul style="list-style-type: none"> * Has addressed all required prompts <p>Post-group journal indicates student:</p> <ul style="list-style-type: none"> * Can cite two specific examples that demonstrate a richer understanding of the text after group discussion * Can clearly state his/her contribution to the group within his/her role 	<p>Pre-group journal indicates student:</p> <ul style="list-style-type: none"> * Student has not read text carefully -- unable to identify main ideas or interpret text * One or more of the required prompts have not been addressed <p>Post-group journal indicates student:</p> <ul style="list-style-type: none"> * Is unable to cite specific examples of growth in understanding the text * Is unable to clearly state the contribution he/she made to the group discussion
<p>Role Sheet</p>	<ul style="list-style-type: none"> * All of "Meets" * Responses to assigned tasks indicate that student has achieved a superior 	<ul style="list-style-type: none"> * Role Sheet is complete * Responses to assigned tasks indicate that 	<ul style="list-style-type: none"> * Student is unprepared for "Literature Circle Discussion" -- material was not read or Role Sheets were unprepared

	and /or unique understanding of the material read	student has an adequate understanding of the material	
Habits of Mind & Work	<ul style="list-style-type: none"> * Student never needs reminders from the teacher * Acted as a model to other students * Encouraged those around him/her to focus on the task at hand * Highly focused and productive -- took team work seriously 	<ul style="list-style-type: none"> * Texts, journals and Role Sheets are always in hand at the start of class * All deadlines are met, Role Sheets and Journals are complete * Student is usually on-task, and requires little, if any, direction from the teacher * Worked well in group -- productive and cooperative 	<ul style="list-style-type: none"> * Deadlines are not met * Texts, Journals and Role Sheets are often missing * Student needs many reminders to stay on task -- student distracts others * Often not actively involved in group * Lack of productivity resulted in independent study

Group Standards

	Exceeds Standards	Meets Standards	In Progress
Group Skills: Habits of Work	<p>Group members:</p> <ul style="list-style-type: none"> * Worked extremely well * Provided a model for other students * Were supportive of one another's views 	<p>Group Members:</p> <ul style="list-style-type: none"> * Worked well * Were productive * Met all objectives * Planned for next meeting 	<p>Group Members:</p> <ul style="list-style-type: none"> * Did not function well * Failed to meet objectives * Were unable or unwilling to collaborate * Were off-task

Post-group entry:

In the space below, please describe how your understanding of the text was enriched by your group discussion.

In the space below, please describe your contribution to the group in the role to which you were assigned today.

Using the descriptors provided in your scoring guide, award yourself a grade for your role sheet and your journal entries. Circle the letter that best describes you in each area.

Self Assessment	Teacher Assessment	Comments:
Role Sheet: E M IP	Role Sheet: E M IP	
Journal: E M IP	Journal: E M IP	

Attendance Evaluation

Literature Circles: To be evaluated by the Discussion Director/or Alternate Facilitator:

Daily Participation Scoring Guide for: _____

Date: _____

Attendance	Was student prepared for day's discussion?		
Discussion Director/Facilitator:	Yes	No	Comments
Literary Luminary/Alternate Facilitator:	Yes	No	Comments
Character Captain:	Yes	No	Comments
Connector:	Yes	No	Comments
Artful Artist:	Yes	No	Comments
Vocabulary Enricher:	Yes	No	Comments

Group Standards

	Meets Standards	Exceeds Standarads	In Progress
Group Skills: Habits of Work	Group Members: * Worked well * Were productive * Met all objectives * Planned for next meeting	Group Members: * Worked extremely well * Provided a model for other students * Were supportive of one anothers views	Group Members: * Did not function well * Failed to meet objectives * Were unable or unwilling to collaborate * Were off-task

As a group, assess your work habits for today. Discuss and circle the standard your group met for today. If your group fell into the "IP" category, explain what didn't work, and make a plan for what you'll do differently at your next meeting.

Comments:

Low Auditory Learners Packet

Artful Artist

Directions: In the space below, draw and color a scene from today's lesson. Write a brief description that explains your drawing on the back of this sheet.



Today's Date: _____

Summary

Directions: In the space below, please write a summary (tell what happened in the story today) of what you listened to today.

Today's Date: _____

Prediction

Directions: : In the space below, please make a prediction of what you think will happen next in the story. Explain why you think something is going to happen.

Today's Date: _____

Advice

Directions: If you could give the main character a piece of advice, what would you suggest? In the space below, please write a letter to the character.

Sincerely yours,

Today's Date: _____

What If?

Directions: If you could be any of one of the animals portrayed in the novel, which would you be and why? Explain your answer in the space below.

Today's Date: _____

Compare and Contrast

Directions: In the space below describe how you are **like** the main character of this novel.

Directions: In the space below describe how you are **different** than the main character of this novel.

Today's Date: _____

Setting?

Directions: In the space below describe the setting of the story. What is the island like? What characteristics does the island have?

Book Title

This packet belongs to:
