

8.3.4--Literature Circle

In **Literature Circles**, you will have an opportunity to independently and collaboratively apply the skills and strategies learned throughout this year. In your Literature Circles, you will be responsible for preparing information for each task according to your role.

Discussion Director: Your job is to develop a list of questions you think your group should discuss about the assigned section of the book. Use your knowledge of levels of questions to create thought-provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. You will be in charge of leading the day's discussion.

Diction Detective: Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. List the words or phrases and explain why you selected them. Then, write your thoughts about why the author might have selected these words or phrases. What is the author trying to say? How does the diction help the author achieve his or her purpose? What tone do the words indicate?

Bridge Builder: Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters' internal and external conflicts and the ways that these conflicts influence their actions.

Reporter: Your job is to identify and report on the key points of the reading assignment. Make a list or write a summary that describes how the writer develops the setting, plot, and characters in this section of the book. Consider how characters interact, major events that occur, and shifts in the setting or the mood that seem significant. Share your report at the beginning of the group meeting to help your group focus on the key ideas presented in the reading. Like that of a newspaper reporter, your report must be concise, yet thorough.

Literary Luminary: Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully. Also look for literary devices and make connections to elements of literature (e.g., simile, metaphor, flashback, symbolism, etc.). As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. *Remember, the purpose is to suggest material for discussion.*

Character Captain: As the Character Captain, it is your job to share observations you have about the main character(s). Select adjectives (see suggestions on next page) that describe the characters in your story, and support your selection with an example taken from your reading. The example should show the character behaving in this way.

Discussion Director

Discussion Director: Your job is to develop a list of questions you think your group should discuss about the assigned section of the book. Use your knowledge of levels of questions to create thought-provoking literal, interpretive, and universal questions. Try to create questions that encourage your group to consider many ideas. Help your group explore these important ideas and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1.

2.

3.

4.

5.

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically-based?
- What motivates the characters or leads them to make the choices they do?
- An in-depth discussion of the work's events.
- A discussion of any confusing passage or event.
- The historical context and/or events that occurred in a particular work.
- Commentary on the social, political, or economic context in which a work was written — how does the context influence the work?
- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.

Diction Detective

Diction Detective: The words a writer chooses are an important ingredient of the author's craft. Your job is to carefully examine the diction (word choice) in the assigned section. Search for words, phrases, and passages that are especially descriptive, powerful, funny, thought-provoking, surprising, or even confusing. List the words or phrases and explain why you selected them. Then, write your thoughts about why the author might have selected these words or phrases. What is the author trying to say? How does the diction help the author achieve his or her purpose? What tone do the words indicate?

Tips: Consider

- Jot down **puzzling or unfamiliar words** while you are reading. Later, look up the definitions in either a dictionary or some other source.
- You may also run across **words that stand out** somehow in the reading – **words that are repeated a lot, used in an unusual way, or are crucial to the meaning of the text.** Mark these special words, too, and be ready to share your ideas on their usage to the group.

Note: When discussing vocabulary, you should always refer back to the text in order to examine the word in context.

Word	Pg. # & Paragraph	Definition	Reason/Plan for Discussion

Bridge Builder

Bridge Builder: Your job is to build bridges between the events of the book and other people, places, or events in school, the community, or your own life. Look for connections between the text, yourself, other texts, and the world. Also, make connections between what has happened before and what might happen as the narrative continues. Look for the characters' internal and external conflicts and the ways that these conflicts influence their actions.

Tips: Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

1. _____

2. _____

3. _____

4. _____

5. _____

Reporter

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Summary:

Key Points:

1. _____
2. _____
3. _____

Literary Luminary

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Page # and Paragraph	Reason for Picking	Plan for Discussion

Character Captain

Character Captain: As the Character Captain, it is your job to share observations you have about the main character(s). Select adjectives (see suggestions on next page) that describe the characters in your story, and support your selection with an example taken from your reading. The example should show the character behaving in this way.

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

Common Character Traits: A List of Adjectives

If you can think of more adjectives that will apply, feel free to use them!

a fighter	a leader	active	adventurous	aimless	artistic
athletic	awesome	beautiful	bold	bossy	brave
cheerful	considerate	courageous	creative	curious	dainty
dangerous	daring	energetic	entertaining	exciting	friendly
fun-loving	funny	generous	gentle	happy	honest
hostile	humble	impulsive	independent	intelligent	inventive
lazy	loud	loyal	mean	messy	mischievous
nasty	neat	nice	nosy	poor	pretty
proud	prudent	respectful	rich	sad	selfish
serious	short	shy	silly	simple	sloppy
smart	studious	successful	tall	thoughtful	trustworthy
unselfish	visionary	warm	wild	witty	wonderful