**Literature Circles**

*As you read your text, you will be assigned various roles and asked to write and prepare for a group discussion. The leader will fill out a rubric and students will accumulate points based off of completion and meaningful discussion. We will discuss the text as a class periodically, and students will be required to show what they already know. Students will also be required to question their current analysis of the text and connect it to the real world or other texts. All work will be completed in a composition book.*

***Roles and Responsibilities***

***ALL***

***Before Meeting***

* *Complete assigned reading.*
* *Complete assigned task, in ink, with your role written on top, ready to turn in.*

***During Meeting:***

* *Come prepared.*
* *Allow students to do their jobs.*
* *Stay on task*
* *Keep voices at a three feet level*
* *Voice criticism or differing opinions in a kind and supportive way.*
* *Take appropriate comprehension notes during the literature circle.*

***Leader/ Facilitator***

* Prepares five discussion questions (levels four, five or six from the Bloom’s Taxonomy Questions Stems).
* Keeps the discussion going by breaking down and expanding questions that come out of the other questions.
* Keeps a written record of each time a student asks or answers a question.
* Researches multiple items online and logs the details to help clarify everyone’s understanding of the novel. The research should not be more than three paragraphs, summarizing the enhancing details or research. (Topics may include: historical information, geographic information, historical persons, military information, or any other research).

***Passage Expert***

* Prepares two discussion questions (levels four, five or six from the Bloom’s Taxonomy Questions Stems).
* Select two significant passages from the reading. Look for passages which:

1. Highlight or contain an important theme in the text
2. Highlight a turning point and/or a major event in the text
3. Contain literary devices such as the use of archetypes, symbolism, irony, point of view, foreshadowing, flashbacks, figurative language (use of metaphor, simile, personification, alliteration, hyperbole)

* You will need to be prepared to talk about the significance of your selections.

***Quotation Expert***

* Prepares two discussion questions (levels four, five or six from the Bloom’s Taxonomy Questions Stems).
* Selects two-to-three expository quotations from the reading which illuminate the following:

1. Controlling themes of the text
2. The author’s philosophical assumptions
3. The author’s view comment on the larger world and humanity (or structure)

* You will need to be prepared to talk about the significance of your selections.

***Fact Checker***

* Prepares two discussion questions (levels four, five or six from the Bloom’s Taxonomy Questions Stems).
* Prepares detailed summaries for each reading section. Summaries should include important plot and character information. Summaries should also include any significant or important themes, symbols, or dialogue between characters.