# Literature Circles – Class Expectations

*Pre-Reading:*

1. Use a calendar to plan the reading schedule and distribute the group roles. The roles should rotate from member to member with each meeting.

*During Reading:*

1. For homework read the assigned number of pages and prepare the provided role sheet before class time.
2. Read the description of your role on the role sheet. During and after reading, answer the questions on the sheet to get ready for your participation in the group.

*Class-Time:*

1. All group members need to have the book and their role sheet out on their desks at the beginning of the discussion. Desks are in a circle in a DEK. Discussion Director selects a timekeeper to help manage the group’s time.
2. The Discussion Director begins the discussion by asking the Summarizer to go first.
3. The Discussion Director then asks one of the below-the-surface questions he/she has prepared. Group discusses the question, taking notes.
4. After the Director has asked all questions, the Passage Analyst shares his/her passage prepared for the day. The Passage Analyst reads the passage and group members discuss, taking notes.
5. After the Passage Analyst finishes, the Essential Questions Connector identifies specific passages in the text that address one or more of the essential questions. Group members discuss and take notes.
6. The Vocabulary Enricher will interject as needed to define terms or look them up (if a new one has been added to the list).

*During discussion:*

1. Members of the group should take care to make connections during each discussion time. It is one thing to discuss the book, but members should also expect these connections:
2. **Text to Text:** Are there similarities or differences between the book you are reading now and one that was assigned for another class or that you have read for pleasure at another time?
3. **Text to Self:** In what ways can you identify with the characters or circumstances in this book? What kinds of personal/emotional reactions do you have to specific parts of this book?
4. **Text to World:** In what ways is this book reminiscent of current events or “real world” issues?

## Discussion Director

***Role:***

The Discussion Director is the group facilitator for the day. The DD’s job is to keep order, keep everyone focused and working and communicate with the teacher whenever necessary. The Discussion Director is also in charge of making sure everyone speaks and is heard. In this role, you are most like a teacher, helping students understand the material.

***Process:***

*Pre-meeting:*

Complete the reading and write at least three compelling under-the-surface questions that will help the members of the group better understand the reading you have just completed. The questions should focus on the reading for the day but may ask group members to make connections to prior reading or make predictions about what’s coming up. Write your questions in the space below.

*During the Meeting:*

1. Make sure all participants have the required materials and have arranged the desks to make discussion easier.
2. Select a timekeeper to keep track of progress during the group meeting.
3. Call on the summarizer to give a brief summary of the night’s reading. All members are taking notes on anything they didn’t get from the reading.
4. Ask for any additions/corrections. (5 mins for Steps 3 & 4)
5. Ask the under-the-surface questions prepared for the day, allowing for discussion of each one. All group members should be taking notes on the discussion. (5-7 mins).
6. Call on the Passage Analyst to present his/her passage for the day. Group members discuss and take notes (5 mins).
7. Call on the Essential Questions Connector to present his/her connections. Group members discuss and take note (5 mins).
8. As the discussion takes place, call on the Vocabulary Enricher as needed to define terms or direct questions about the meaning of term to the Vocabulary Enricher. Ask the Vocabulary Enricher to share his/her list of terms and definitions. At this point, you may ask the group if any new terms need to be added to the list.
9. Ask for any remaining questions/comments (3 mins).
10. Make sure all group members know what next assignment and their role for the next discussion.

Name:

## Discussion Director (individual role sheet)

 Title/Author:

 Pages(s):

 Meeting Date:

 Under-the-Surface Questions (why, how, should, could, would):

* 1.
* 2.
* 3.

**Summarizer**

***Role:***

The job of the summarizer is crucial in making sure that all group members understand the basic information in each section of the assigned text. In the group meetings, the summarizer will get the group going by giving an accurate, concise version of the events of the assigned reading. This will serve to remind everyone of important points and help all members of the group start the day’s discussion with the same information.

***Process:***

*Pre-meeting:*

As you read, take brief notes on the major events or mark them in your book with a highlighter or post it notes. After you finish, go back over the places you marked and select the most important for inclusion in your summary. Write a concise summary in the space below.

*During the meeting:*

When called on by the Discussion Director, read your summary to the group. Make sure group members are taking notes on the most important information. After you read, ask for questions, corrections or additions to your summary.

Name:

**Summarizer** *(individual role sheet)*

Title/Author:

Page(s):

Meeting Date:

* Summary:

## Passage Analyst

***Role:***

The Passage Analyst finds quotes or longer passages from the assigned reading that are important for understanding the themes and ideas in the book—especially as they relate to the study of dystopian societies. Think about how ideas in the book remind you of other books you have read, movies you have seen, or events that are happening in the news.

***Process:***

*Pre-Meeting:*

Read the assigned pages of the book, paying attention to those sections that are important for understanding what the author is trying to say about dystopia. Identify two passages or quotes that you believe are especially significant to the author’s point. Write the page numbers and part of or the entire passage below. Write a brief description of the significance of the passage.

*During the Meeting:*

1. When called on by the Discussion Director, read the passage(s) you have selected aloud, asking group members to find the passages in the book and read along. Make sure the other members of the group have noted the page number(s) of the selected passages in their notes.
2. Share your interpretation of the passage and find out what other group members think of the passage.

Name:

## Passage Analyst (individual role sheet)

Author/Title:

Page(s):

Meeting Date:

* Passage #1 (Page \_\_\_\_\_\_\_\_\_\_):
	1. Summary or Quote:
	2. Significance:
* Passage #2 (Page \_\_\_\_\_\_\_\_\_\_\_\_\_):
	1. Summary or Quote:
	2. Significance:

**Essential Question Connector**

***Role:***

The Essential Question Connector has the job of using characters and events in the book to connect to the courses essential questions, especially in terms of our study of dystopia.

 -*What can one do when faced with lack of power and choice?*

 *-How does one balance individualism with responsibility to community?*

*-What is the American dream and is the attainment of it possible for every member of society?*

 *-Why are some members of society more susceptible to alienation than others?*

***Process:***

*Pre-meeting:*

 Read the assigned part of the text, highlighting or otherwise marking the parts of the selection that apply to the essential questions. Choose three selections (quotes, passages) and write the page numbers.

*During the meeting:*

 When called on by the Discussion Director, share your selections with the rest of the group, having them note the page number(s) and the connections to the essential questions you have found. Make sure that all members of the group understand the connection your are making by asking for clarification questions.

Name:

**Essential Question Connector** *(individual role sheet)*

Author/Title:

Page(s):

Meeting Date:

**1. Passage:**

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**3. Passage:**

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## Vocabulary Enricher

***Role:***

The Vocabulary Enricher finds vocabulary (this can mean terms, allusions, and references) from the assigned reading that is important for understanding the text. It is important for the person in this role to define *possible* words that may not be known by their peers. Think about it this way: if you “kind of know what it means but can’t really explain it” – then define it!

***Process:***

*Pre-Meeting:*

Read the assigned pages of the book, paying attention to those terms that are important for understanding. Make a list of these words and the page numbers on which they can be found. Define each term, making sure to include the correct definition (some words have 8 definitions but most likely only one is the most contextually appropriate).

*During the Meeting:*

1. When called on by the Discussion Director, read the definition(s) you have found, making sure the other group members have noted the definition if it was unclear or unknown to them.
2. Share your list of words with your group, making sure each member has a definition of a word they did not know. Collect any words that your group members may have questions about and add them to your list – define these additions before passing in your work.

Name:

## Vocabulary Enricher (individual role sheet)

**Term (pg. #): Definition:**

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# Lit Circle Meeting Notes Template

Date: Page #s:

1. Summary Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Director Question Notes:

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1. Passage Notes:
	1. Page number(s), Passage 1:
	2. Significance of Passage:

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 c. Page number(s), Passage 2:

d. Significance of Passage:

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1. Essential Questions Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Vocabulary List:

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