

# Literature Circle Roles

SUGGESTED LEARNING STRATEGIES: Double-Entry Journal, KWL Chart, Visualizing

## Overview of Roles

In your Literature Circles, you will be responsible for preparing information for each meeting according to your role.

**Discussion Leader:** 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 Questioning** to create thought-provoking 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? (Refer to Activity 1.4 for tone words.)

**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 character's internal and external conflicts and the ways that these conflicts influence his or her 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 setting, plot, and characters are developed 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.

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**Artist:** Your job is to create an illustration related to the reading. It can be a sketch, cartoon, diagram, flow chart, or other depiction. It can be of a scene, an idea, a symbol, or a character. Show your illustration to the group without any explanation. Ask each group member to respond, either by making a comment or asking a question. After everyone has responded, then you may explain your picture and answer any questions that have not been answered.

## Double-Entry Journal

While you are reading a children's book about the Holocaust, record entries in a double-entry journal. You may include interesting quotations from the text, questions about the text, and connections between the text and your own life.

<b>Text and Page Number</b> (paraphrase or quote a meaningful passage)	<b>Response</b> (analyze the text, form a personal connection, or pose a thoughtful question)	<b>Peer Response</b> (another group member will make a comment here)

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## Discussion Notetaking Graphic Organizer

<b>An Interesting Point Made by a Member of the Group</b>	<b>Support He or She Provides</b>	<b>My Thoughts</b>

## Group Meeting Reflection Sheet

Date: \_\_\_\_\_ Book: \_\_\_\_\_ Pages: \_\_\_\_\_

Discussion Leader:	Diction Detective:
Bridge Builder:	Reporter:
Artist:	

	Challenges	Goals
Speaking		
Listening		
Understanding the Text		