

Big Idea Language of the Discipline

Add some depth and complexity to traditional Literature Circles with this complete and ready-to-use resource!

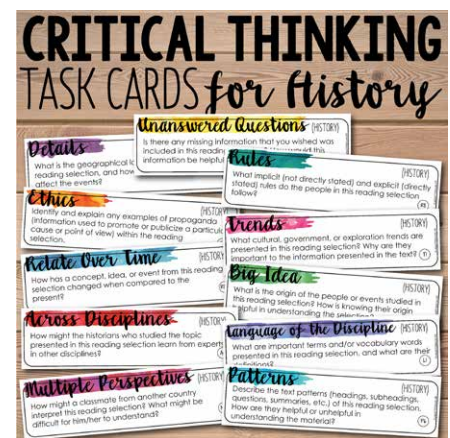
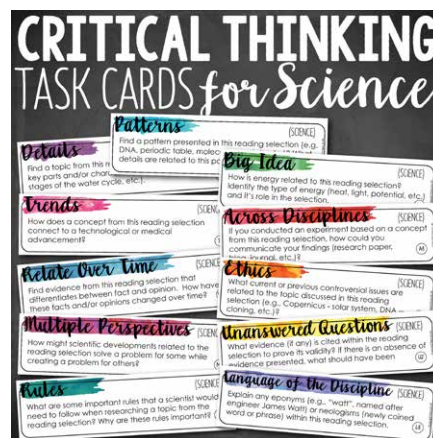
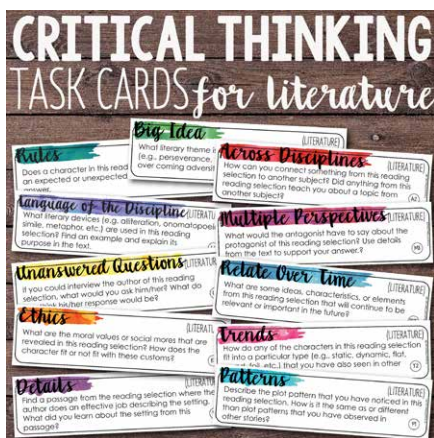
You will be amazed by the level of discussion and critical thinking that will take place among your students. Each Literature Circle role (listed below) is directly connected to 11 elements of critical thinking: **Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**. Just print, select the text (or have students select the text), and you are ready to get started!

Included in this resource:

- "Discussion Director" graphic organizer
- "Connector" graphic organizer
- "Vocabulary Enricher" graphic organizer
- "Literary Luminary" graphic organizer
- "Investigator" graphic organizer
- "Plot Profiler" graphic organizer
- "Illustrator" graphic organizer
- Detailed job descriptions for each role
- A student rubric to assess Literature Circle performance.

PLEASE email me if you have ANY questions or comments. I would love to hear from you!
info@teacherthrive.com

YOU MIGHT ALSO LIKE...



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Ethics Rules Trends Patterns

Connector

Name:		Text Selection:	
Book:		Author:	
TRENDS	Connect something from this reading selection to a current event or trend.		What connections can you make between this selection and your own life, school events, or community events?
	How does this selection relate to something from another subject (science, social studies/history, art, math, etc.)?		
	Compare and contrast the cultural norms presented in this selection with current cultural norms.		
	What values do the characters of the selection have? How do they compare to your values?		
ACROSS DISCIPLINES	How does this selection connect to something that you have read or experienced?		Connect any "rules" that the characters must follow with "rules" you have observed in other texts, the world, or your personal life.
	Compare and contrast the cultural norms presented in this selection with current cultural norms.		
	What values do the characters of the selection have? How do they compare to your values?		
	What biases, stereotypes, or prejudices were revealed in the selection? Have you observed these in other texts or real-world experiences?		
RULES	How does this selection connect to something that you have read or experienced?		Connect any "rules" that the characters must follow with "rules" you have observed in other texts, the world, or your personal life.
	Compare and contrast the cultural norms presented in this selection with current cultural norms.		
	What values do the characters of the selection have? How do they compare to your values?		
	What biases, stereotypes, or prejudices were revealed in the selection? Have you observed these in other texts or real-world experiences?		
ETHICS	How does this selection connect to something that you have read or experienced?		Connect any "rules" that the characters must follow with "rules" you have observed in other texts, the world, or your personal life.
	Compare and contrast the cultural norms presented in this selection with current cultural norms.		
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Vocabulary Enricher

Name:		Text Selection:	
Book:		Author:	
UNANSWERED QUESTIONS	LANGUAGE OF THE DISCIPLINE	What descriptive words and phrases stand out to you?	
	PATTERNS	Find words that have been repeated in the selection. What is their significance?	
	RULES	How does the author follow the rules of effective word choice in this selection?	
		Identify words that are unfamiliar to you and find their definitions.	

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Book:		Author:	
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Investigator

ETHICS
TRENDS
RELATE OVER TIME
ACROSS DISCIPLINES

Your job is to do a little research on background information related to any topic of the selection. Don't worry; this isn't a formal research report! Topics to include might be, geography, weather, culture, or history of the selection's setting. Perhaps you can include the origin of words or names used in the selection, or music and/or art that reflect the time period of the selection. You can also include information about the author (e.g., brief biography, other work, etc.).

Gathering Information:

1. Check out the preface or "about the author" section of the book.
2. Check the Internet.
3. Use other novels, nonfiction texts, or your social studies and science textbooks.

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Plot Profiler

DETAILS
PATTERNS
RELATE OVER TIME

Your job is to document all of the important information related to the plot. You will describe each setting in detail making sure to note the page numbers where these settings are introduced. Make sure to also record any significant details that are revealed about the characters, as well a basic timeline of the events of this selection. Another thing to be on the lookout for is "change": change within characters, setting, conflict, etc.

Sample Questions:

1. Important information about the setting(s)
2. Important information about the character(s)
3. A basic timeline of the events in the selection
4. Any significant changes you notice in the selection.

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Investigator



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Literature Circle Rubric

Name:		Text Selection:		
Book:		Author:		
	1	2	3	4
JOB COMPLETION	- The job is often incomplete. - Work is completed with little to no effort. - Work lacks thoughtful response or interpretation. - Does not complete most job requirements. - Responses lack support/evidence from the text.	- The job is not always completed. - Work is completed with minimal effort. - Work shows some thoughtful response or interpretation. - Parts of the job are incomplete. - Responses include a small portion of support/evidence from the text.	- The job is completed independently and on time. - Work is completed with thought and care. - Work generally shows thoughtful response or interpretation. - Most parts of the job are complete. - Responses include support/evidence from the text.	- The job is completed independently and on time. - Work is completed with great thought and care. - Work shows great depth and insight. - All parts of the job are clearly completed. - Responses are meaningful, relevant and are completely supported with evidence from the text.
READING	Assigned reading selection is often incomplete.	Assigned reading is usually completed.	Assigned reading is completed on time.	Assigned reading is completed on time with "notes".
DISCUSSION	- Little to no participation in the circle. - Doesn't provide input or make connections with the selection.	- Makes some effort to participate in the circle. - Makes some attempts to provide input or connections to the selection.	- Makes a general effort to participate in the circle. - Makes a general effort to provide input or connections to the selection.	- Makes enthusiastic contributions to the group discussion. - Makes insightful and profound contributions to the discussions, which include meaningful and important connections.
COMMENTS:				

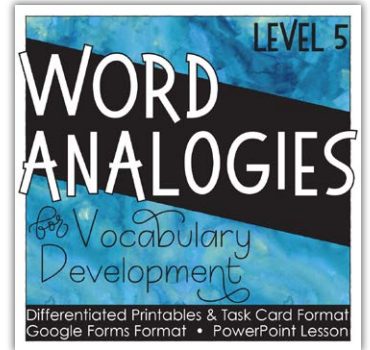
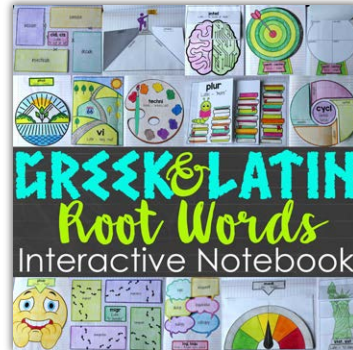
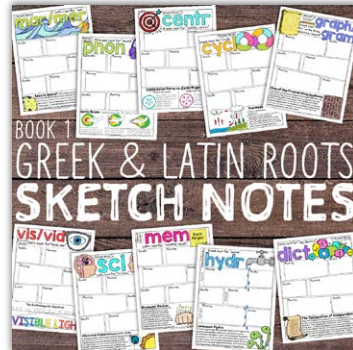
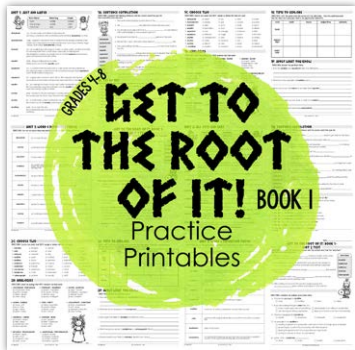


Helping teachers thrive, not just survive, in education

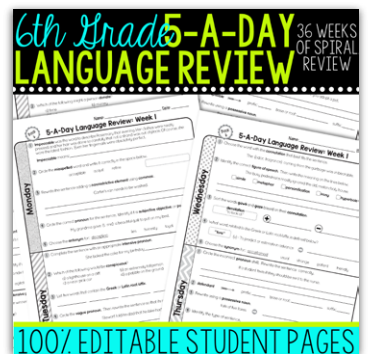
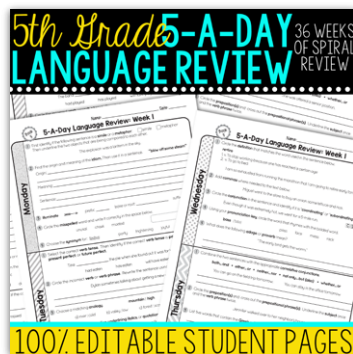
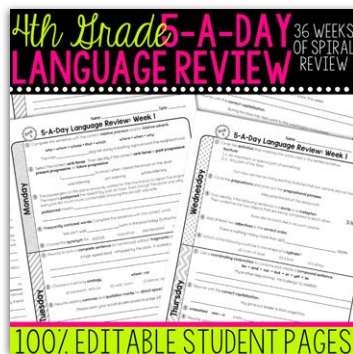
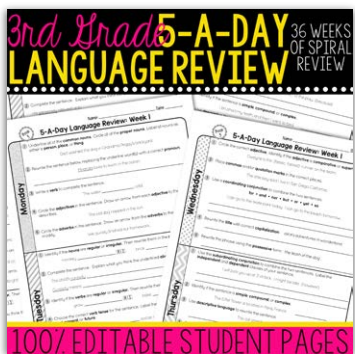


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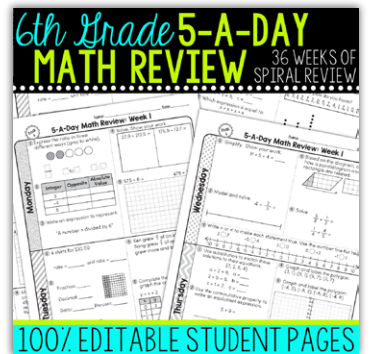
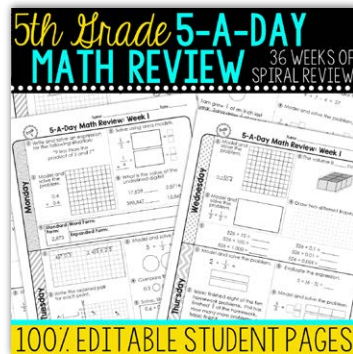
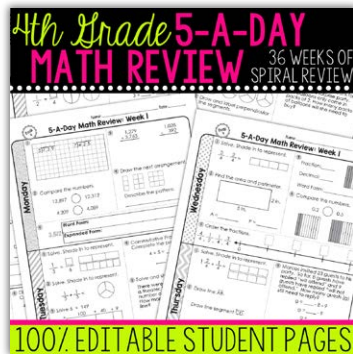
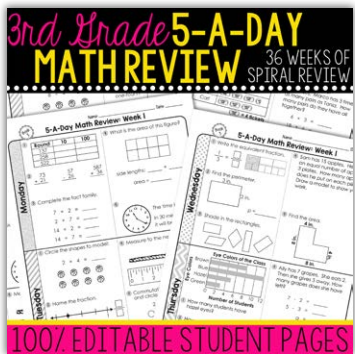
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

