A Part for Everyone: The Literature Circle Technique
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Literature Circles Agenda

1. Description of process and roles implementation
2. Suggestions for books and reading materials
3. Description of projects and extension ideas
4. Discussion of benefits
5. Resource list

Outcomes

By the end of the workshop presenters will be able to:

- *Describe* the Literature Circle technique and the implementation process
- *Evaluate* the benefits of the Literature Circle technique
- *Adapt* the technique to your teaching situation
Your students are required to read a book or long text in English. What are three activities you would plan in order to foster (help) their comprehension and to assess their learning?

Write the three activities on the paper.
What are the students doing in this video?
What is the teacher doing?
Students talking in English, not the teacher
● Students talking IN ENGLISH, not the teacher
● Students on-task
● Students talking IN ENGLISH, not the teacher
● Students on-task
● Students negotiating
● Students talking IN ENGLISH, not the teacher
● Students on-task
● Students negotiating
● Students looking for information in books
What are literature circles?
In literature circles, small **groups of students** gather together to **discuss** a piece of literature in depth. The **discussion is guided by students' responses** to what they have read. Literature circles provide a way for students to engage in **critical thinking** and **reflection** as they read, discuss, and respond to books. **Collaboration and student choice** are key to this approach. Students reshape and add onto their understanding as they **construct meaning with other readers**. Finally, literature circles guide students to **deeper understanding** of what they read through structured discussion and extended written and artistic response.

Adapted from http://www.litcircles.org/Overview/overview.html
Literature Circle Process

- Teacher explains/demonstrates Literature Circles and “advertises” books
- **Students rank** their choices
- Teacher forms groups based on **students’ choices** and organizes role sheets for each student
- **Student decide** on number of pages to read and fill out a form
- **Students read** the agreed upon number of pages and **complete their role sheet**
- During the discussion meeting, **each member reads** through her/his role sheet.
- At the end of the discussion, students complete a discussion **reflection** handout
- **Students complete** a final **project** when finished reading the book
Name: STEFAN SUCREAN
Group Members: KOFFI, SERIKO, HEESUNG, RJ, ELDA, KEN
Book Title: OUT OF NWHITE
Author: MARIA PARDAN
Total number of chapters in the book: 32
Total number of pages in the book: 337

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Chapters OR Pages to read</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 - September 28</td>
<td>Chapters: 1-6</td>
<td>Page Numbers:</td>
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<tr>
<td></td>
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<td>1-57</td>
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<tr>
<td>Week 2 - October 5</td>
<td>Chapters: 7-10</td>
<td>Page Numbers:</td>
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<td></td>
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<td>58-101</td>
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<tr>
<td>Week 3 - October 12</td>
<td>Chapters: 11-15</td>
<td>Page Numbers:</td>
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<td></td>
<td></td>
<td>110-165</td>
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<tr>
<td>Week 4 - October 19</td>
<td>Chapters: 16-20</td>
<td>Page Numbers:</td>
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<tr>
<td></td>
<td></td>
<td>165-223</td>
</tr>
<tr>
<td>Week 5 - October 26</td>
<td>Chapters: 21-27</td>
<td>Page Numbers:</td>
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<tr>
<td></td>
<td></td>
<td>224-283</td>
</tr>
<tr>
<td>Week 6 - November 2</td>
<td>25 minutes for discussion</td>
<td>Page Numbers:</td>
</tr>
<tr>
<td></td>
<td>and 25 minutes for</td>
<td>284-337</td>
</tr>
<tr>
<td></td>
<td>beginning the Book</td>
<td></td>
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<tr>
<td></td>
<td>Review Project</td>
<td></td>
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Roles
**Passage Picker**
Your job is to pick parts of the text that you found significant, engaging or unusual, record them and explain why.

*new*  
*different*  
*strange*  
*funny*  
*interesting*  
*important*  

**Word Wizard**
Your job is to look for special or unknown words in the text.
Words that are:
*an interesting part*  
*a good description*  
*a funny part*  
*a scary part*  
*a sad part*  

**Artful Artist**
Your job is to visually depict anything about the story that engaged you:
*a character*  
*the setting*  
*an event*  
*a surprise*  
*a problem*  
*a prediction of what will happen next.*  

**Summariser**
Your job is to write and share a brief but interesting overview of the reading of the text so far.

**Connector**
Your job is to find & record connections between the book and the outside world. This means connecting the reading to:
*your own life*  
*other stories*  
*other people*  
*similar events at other times and places*  

**Discussion Director**
Your job is to write down some good questions that you think your group would want to talk about.

Record different questions with:
Book Club Role
Discussion Leader (DL)

**Your job:** Write questions for your group to discuss. The questions should be about the section of the book you’re reading. Be sure your questions are interesting and open-ended so everyone will be able to answer it in their own way.

**Examples:**
- Were you surprised when __? Why or why not?
- Do you think the main character made a good choice when he/she __? Why do you think the main character decided to __?

**When you meet with your group:** Read your questions to the group and give everyone a chance to answer. After everyone has answered, share your answer with the group.

**Question #1:** ________________________________________________________________

**Your Answer:** ________________________________________________________________

**Question #2:** ________________________________________________________________

**Your Answer:** ________________________________________________________________
Illustrator (ILL)

Your job: Draw a picture of one scene from the section of the book you're reading. Your picture should be colorful and have lots of details.

When you meet with your group: Don’t explain your picture to your group. Have each member of the group describe what's happening in your picture. Then, tell your group why you chose this scene.
Book Club Role

Literary Luminary (LL)

*Your job:* Find a few special lines, paragraphs or quotations in the reading that you think are interesting, powerful, important, well written, funny, puzzling, descriptive, or sad. Write why you picked this section (happy, sad, funny, etc). Copy sentences/words/phrases from the text that describe or show why you chose it.

*When you meet with your group:* Tell your group which page and which lines you have chosen. Have everyone find that part in the book. Read the part you have chosen to the group and then explain why you chose it.

1) Reason for picking: ........................................ Pg: ____ Paragraph: ______
   Quote/Passage from book: ______________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

2) Reason for picking: ........................................ Pg: ____ Paragraph: ______
   Quote/Passage from book: ______________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

3) Reason for picking: ........................................ Pg: ____ Paragraph: ______
   Quote/Passage from book: ______________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
Real-Life Connector (RLC)

*Your job:* Your job is to find parts from the story that remind you of things that happened to you or someone else in real life. When you describe the real-life connection, give as many details as possible.

*When you meet with your group:* Describe the section of the story that reminds you of real life. Then, tell how something similar happened to you or someone you know. After that, you can ask your group if anything similar has happened to them or someone they know.

Event from the story:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Something similar happened to me (or someone I know) when:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Another event from the story:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Something similar happened to me (or someone I know) when:
_________________________________________________________________
Book Club Role

Summarizer (SUM)

Your job: Write a summary that describes what happened in this section of the book. Be sure you write in complete sentences and include the most important ideas. Your writing should fill most (or all) of the lines below, but try NOT to write more than this one side of the paper. Do not copy from the book or internet. Use your own words.

When you meet with your group: Read the summary to the group. Ask them to tell you about other important parts you may have missed. Have all your group's members tell you about their favorite part.
Book Club Role

Word Wiz (WW)

**Your job:** Search for words in this section of the book that you (or others in your group) might **not** know. After you find challenging words, tell where they are used in the story and find the definitions.

**When you meet with your group:** Share the challenging word you found. Show them where it is in the story. Then, have each person try to predict the definition. After everyone has shared their definitions, you can tell them the real meaning of the word.

**Word #1:** ____________________________  Page Number: __________________

Copy the sentence this word was used in. ____________________________

__________________________________________________________

Definition of the word: ______________________________________

__________________________________________________________

Synonyms  ______________________________________

__________________________________________________________

**Word #2:** ____________________________  Page Number: __________________

Copy the sentence this word was used in. ____________________________

__________________________________________________________

Definition of the word: ______________________________________

__________________________________________________________

Synonyms  ______________________________________

__________________________________________________________

**Word #3:** ____________________________  Page Number: __________________
Discussion Reflection Sheet

Everyone should fill this out each week after your discussion. It is due Monday.

A. Comment on your group’s ability to work together in a positive manner (for example, cooperation, listening, preparation, attendance, and organization).
   What are your group’s strengths? What did the group do well?

B. Comment on your own ability to work in a positive way (for example, preparation, cooperation, listening, and organization).
   What are your strengths? What did you do well?

C. Comment on your success in fulfilling the role you were assigned

D. Circle the thing(s) you did today:
   Supported a point with evidence  Contradicted or disagreed  Praised someone else’s ideas
Five Roles in Literature Circles
A Strategy for Student Sharing
(students reading and talking)
Books / reading material
We Were Liars by e. lockhart

Cady spent her summers with her perfect family on their perfect island homes.

Until the accident . . .

Which she can’t remember . . .

And no one will talk about.
High school student Tom Bouchard “has it all”

✓ Popular
✓ Soccer team captain
✓ Smart
✓ Hot girlfriend

Then he meets people with almost nothing.

Can he change?
Would you be friends with the girl who is different?

Would you be friends with the girl who plays ukulele and sings “Happy Birthday” to everyone in the cafeteria?

Would you be friends with the girl who carries a rat in her pocket?

Would you fall in love with her?
Favorite Resources for Literature Circles

Do you use Literature Circles in your classroom? If so, you'll know that great books are at the heart of a great Literature Circles program. This page includes two different types of resource recommendations:

- **Favorite Literature Circle Books for Students** is a collection of student books recommended by upper elementary and middle school teachers. When choosing books, it's important to select books that are not only interesting to your students, but books that provide rich content and themes to discuss. You'll love these selections!

- **Favorite Literature Circle Resources for Teachers** is a collection of books and resources for teachers that I recommend you read before you get started. These selections will help you become more effective as a facilitator of Literature Circles.

**Favorite Literature Circle Books for Students**

Click the images below to find a collection of book recommendations for each genre.

- [Historical Fiction Books](#)
- [Realistic Fiction Books](#)
- [Adventure Books](#)
- [Fantasy Books](#)
Projects and extension ideas
Review of "We Were Liars"

Fall 2017 ELT Book Club Project

Project Description

Over the course of six weeks, Eric, Jenny, Mio, Junhao, and Gooyoung read and discussed the book "We Were Liars" by e. lockhart. This is their review of the book. We hope you enjoy it!
To demonstrate your understanding of the novel you read, your group will write a book review that discusses important elements of your novel. The purpose of the book review is to inform and make people interested in reading the book. We will publish your book review in a newsletter to be shared with your classmates and on social media.

Requirements:
- Each person must write a paragraph about ONE of the following topics (everyone needs a different topic)
  - the setting (where it takes place)
  - references to major characters in the story
  - references to major plot points or the main ideas of the story
  - Real life connections
  - Your favorite Literary Luminary quotes and why they are significant
  - themes

*Do not* create "spoilers" that reveal the ending of the book!

- The paragraph needs to be in a Word document
- The title of the book need to be clearly identified
- The paragraph must be spelled correctly and punctuated properly
- You must visit the ESL Skills Center in DL 104 to have your paragraph edited for spelling, punctuation, and grammar mistakes. Please have the tutor sign the attached letter and return it to your reading instructor.

Due: the final draft must be submitted to your class D2L dropbox titled "book club project" by 1:00 Thursday, November 9
Book Club Newsletter Reading assignment

The newsletters turned out GREAT!! Your reviews were well-written, informative, and interesting!

We Were Liars  Stargirl  Out of Nowhere

1. Read your group’s newsletter
   a. What is your impression of your group’s newsletter? How did it turn out?
   b. Would you recommend your book to other friends or students? Why or why not?

2. Read the other two newsletters
   a. Which book are you the most interested in reading? Why?
   b. If you are not interested in reading either of the other two books, why not?

Record your answers to these four questions in an audio file and upload it to the D2L Dropbox titled, “Newsletter Audio Response” by Friday, November 18th at 11:59 pm.
This is Annemarie's Apartment where she would play paper dolls with Ellen and where the soldiers had gone through and searched for Jewish People.

This is Uncle Henriks house where they pretended to have a funeral for aunt Birte who really didn't exist but what was really in there was some warm clothes.

By Briseida
Projects

- Public audience
- Published online
- Showcased in the school or during an invited event
<table>
<thead>
<tr>
<th><strong>Literature Circles are</strong></th>
<th><strong>Literature Circles are not</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader response centered</td>
<td>Teacher and text centered</td>
</tr>
<tr>
<td>Part of a balanced literacy program</td>
<td>The entire reading curriculum</td>
</tr>
<tr>
<td>Groups formed by book choice</td>
<td>Teacher-assigned groups formed solely by ability</td>
</tr>
<tr>
<td>Structured for student independence, responsibility, and ownership</td>
<td>Unstructured, uncontrolled &quot;talk time&quot; without accountability</td>
</tr>
<tr>
<td>Guided primarily by student insights and questions</td>
<td>Guided primarily by teacher- or curriculum-based questions</td>
</tr>
<tr>
<td>Intended as a context in which to apply reading and writing skills</td>
<td>Intended as a place to do skills work</td>
</tr>
<tr>
<td>Flexible and fluid; never look the same twice</td>
<td>Tied to a prescriptive &quot;recipe&quot;</td>
</tr>
</tbody>
</table>
Advantages

- A sense of accomplishment for having read a book
- Students are accountable to their group
- Students choice = motivation and engagement

Disadvantages
Advantages

- A sense of accomplishment for having read a book
- Students are accountable to their group
- Students choice = motivation and engagement
- Students are talking and leading

Disadvantages

- Obtaining books
- Making time
Questions? Comments? Ideas?
Action plan

How could you implement this technique in your teaching?

Think - Pair - Share
Outcomes check

- **Describe** the LC technique and the implementation process
- **Evaluate** the benefits of the LC technique

Comments? Questions? Email me: rhondapetree@uwalumni.com
Resources

Colorin Colorado http://www.colorincolorado.org/article/literature-circles

Laura Chandler’s Teaching Resources
https://www.lauracandler.com/files/literacy/lit-circle-favorites/

Literature Circle Overview http://www.litcircles.org/Overview/overview.html

Literature Circles as Support for Language Development
https://americanenglish.state.gov/files/ae/resource_files/03_etf_53-3_3_elhess_egbert.pdf

ReadWriteThink

Why and How to Use Literature Circles in the EFL Classroom