

GUIDE TO ENGAGING LIT. CIRCLES

Presented by Claire Zagar



LINKS TO RESOURCES

- Guided Prompts for Lit. Circle Creation
- Pacing Guide
 - **LINKS TO...**
 - **ACTIVITIES**
 - **REFLECTION LOGS**
 - **SUMMATIVES**
 - **END OF UNIT REFLECTION FORM**

A LITTLE BIT ABOUT ME...

- Mom to two little boys – Michael (6) and Luke (3)
- Educator for the last 13 years in Milwaukee and surrounding areas
- B.A. Secondary Education & English
- M.A. in School Counseling
- Currently also an AVID Elective teacher and member of our district Lit. Leaders team



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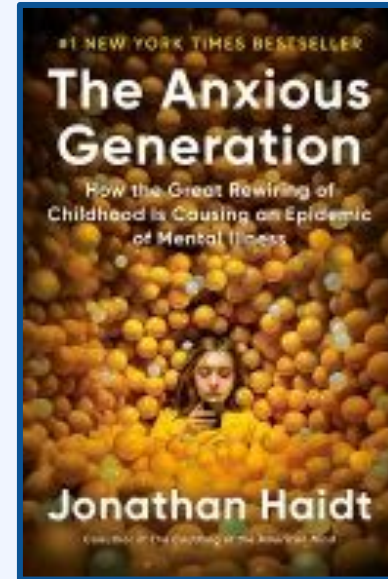
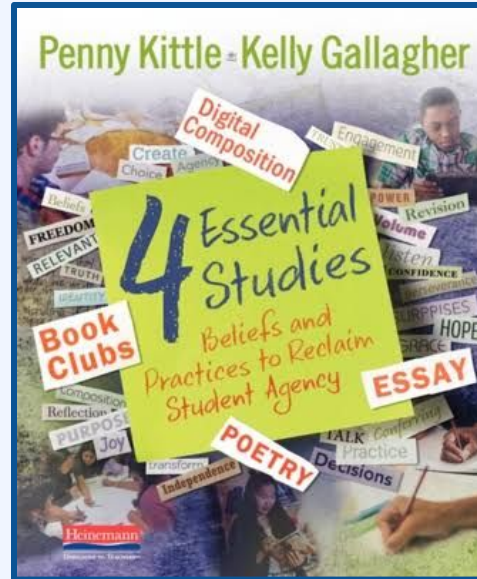
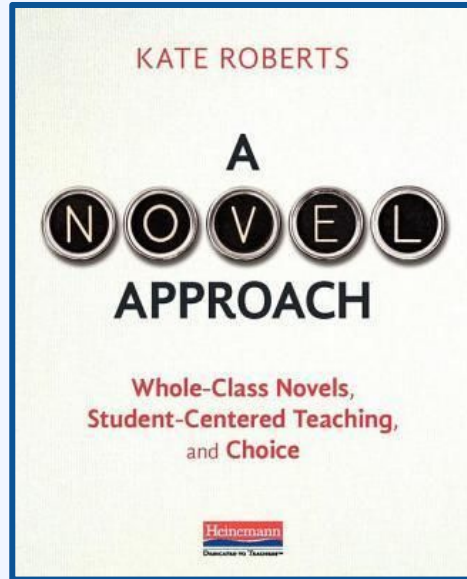
This session's goal...

Walk away with new ideas on how to increase critical thinking and literary analysis skills in your students.

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**THESE STUDENTS ARE ONLY
IN YOUR CLASS ONCE.**

LITERATURE



APPROACHING A GUIDE TO LIT. CIRCLE

BEFORE	DURING	AFTER

If the “during” is what I want the lit. circles to be, then what do I need to accomplish before, and what can I do after to connect learning to future units?

LIT. CIRCLE GUIDE

Guiding Question for Purposeful Lit Circles

Before	During
<ul style="list-style-type: none"> • Identify which skill(s) based on standards will be the focus of the Lit Circles. • Use whole class text and direct instruction to teach the skill(s). <ul style="list-style-type: none"> ◦ Kate Roberts (2018), whole class texts should not take excessive amounts of class time. Hyper focus on the skill. • Based on the skill in focus, what anchor charts are necessary for strategy assistance? • Choose a variety of books that allow for skill transfer and fit the needs of the class appropriately. <ul style="list-style-type: none"> ◦ Are there options for all levels of learning? ◦ Is high interest important? ◦ Are the lengths of the books offered realistic for the timeframe? • Create a lesson that gives students time to interact with each option. <ul style="list-style-type: none"> ◦ Provide a half sheet with quick facts/details about each book. • Have students submit choices, Top 3. (Goal would be to have each student with either their top 1 or 2 pick) • Organize groups by choice, with attention paid to mixed levels of ability. • How will the skill(s)/standard(s) be summatively assessed? 	<ul style="list-style-type: none"> • With an overall time frame assigned, have students determine day to day assigned readings. • Consider what active reading strategy students should demonstrate for each reading and how they will show it. <ul style="list-style-type: none"> ◦ Are there choices or do all students, no matter the book, complete the same task? Active Reading Doc Option ◦ Provide a bookmark with suggestions for a daily reminder. (<i>Gatsby</i> Example) • What roles are necessary for the group? <ul style="list-style-type: none"> ◦ Should the leader of discussion change each meeting? ◦ Should there be a note taker to track the discussion? ◦ Is there a time keeper to keep the group on track? • How are students going to show growth in the skill at a formative level each meeting? (What skill activities will they do that support the goals of the standards?) • What would the whole group share outs look like? Jigsaw to small groups?
After	
<ul style="list-style-type: none"> • How will the skill(s)/standard(s) be summatively assessed? <ul style="list-style-type: none"> ◦ Group Assessment? ◦ Individual Assessment? • What reflection can be administered to promote metacognition of the Lit Circles experience? • How do these skills continue to be built upon in future units? • How can this Lit Circles experience be referenced in future units to build upon schema? 	



BEFORE

BEFORE

1. **Identify which skill(s)** based on standards will be the focus of the Lit Circles.

R1: Read closely to **determine what the text says explicitly/implicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to support conclusions drawn from the text.

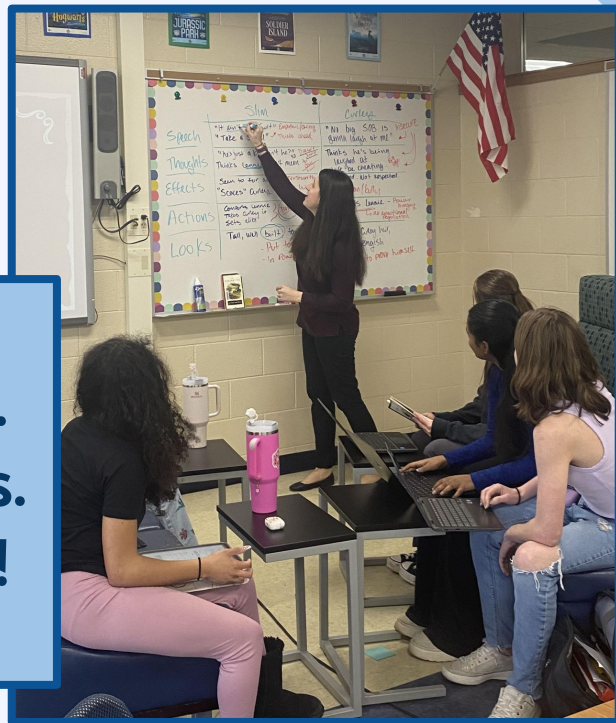
W2: Compose writing for a variety of modes to **examine and convey complex ideas** and information clearly and accurately through the effective selection, organization, and analysis of content.

SL1: Prepare for and **participate effectively in a range of conversations and collaborations with diverse partners**, building on others' ideas and expressing their own clearly and persuasively.

BEFORE

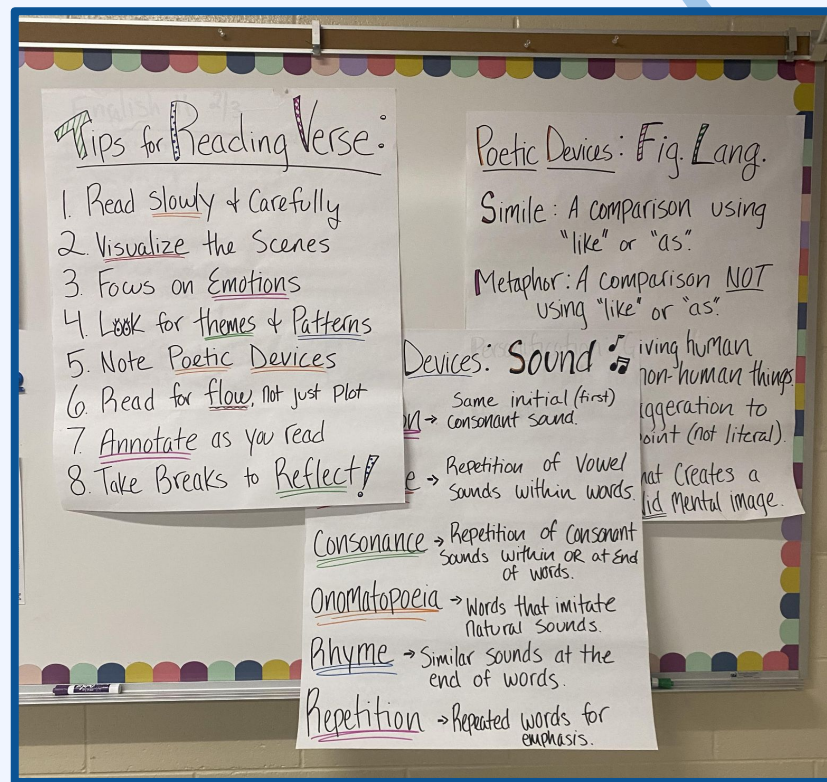
2. Use **whole class text** and **direct instruction** to teach the skill(s).

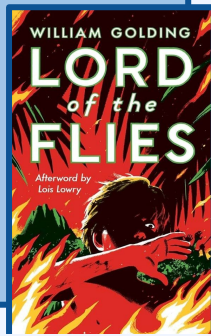
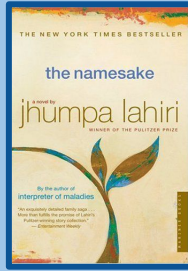
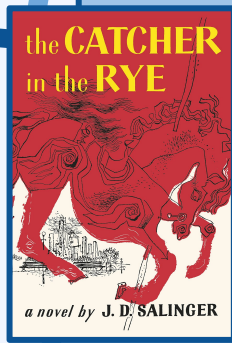
Have fun with this.
Show off your skills.
Wow the students!



BEFORE

3. Based on the skill in focus, what **anchor charts** are necessary for strategy assistance?



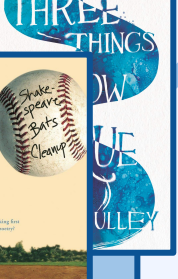
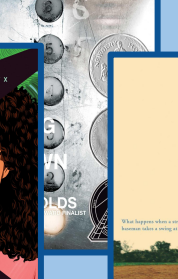
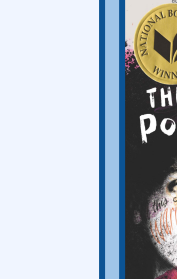
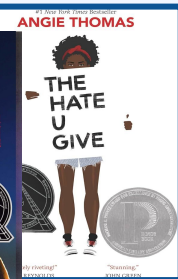
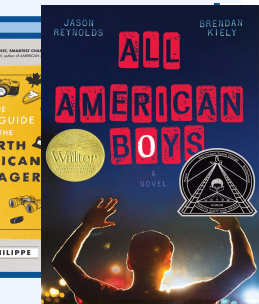


BEFORE



4. Choose a **variety of books** that allow for skill transfer and fit the needs of the class appropriately.

- Are there options for all types of learners?
- What type of books? Is high interest important?
- Are the lengths of the books offered realistic for the timeframe?



BEFORE

5. Create a lesson that gives students time to **interact** with each option.
 - Provide a half sheet with quick facts/details about each book.
6. Have students **submit choices**, Top 3. (Goal would be to have each student with either their top 1 or 2 pick)
7. Organize **groups by choice**, with attention paid to mixed levels of ability.
8. How will the skill(s)/standard(s) be **summatively assessed**?



DURING

DURING

1. With an overall time frame assigned, have groups **determine day to day** assigned readings.

Name: _____ English 11 - Zagar

Book: _____

How does a character's conflict develop a thematic message?

- Analyze and comprehend important characters
- Identify and analyze multiple types of conflicts
- Identify thematic *topics* and determine what thematic message is being conveyed

How do all three of these literary elements work together to teach the reader a life lesson?

Step 1: Determine a reading schedule. By Monday, May 13th, your lit circle needs to be approximately $\frac{1}{2}$ done with the book. By Monday, May 20th your lit circle will be finished with the book.

Read through:

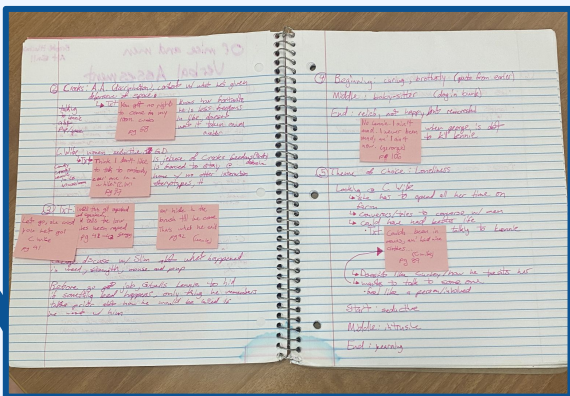
- page _____ by 5/7
- page _____ by 5/8
- page _____ by 5/9
- page _____ by 5/10
- Page _____ by 5/13
- Page _____ by 5/14
- Page _____ by 5/15
- Page _____ by 5/16

DURING



2. Consider what **active reading strategy** students should demonstrate for each reading and how they will show it.

- Are there choices or do all students, no matter the book, complete the same task?
- Provide a bookmark with suggestions for a daily reminder.



Analyze
this...

When active
reading, think
about...

- Characters
- Conflicts
- Topics/Themes
- Sticky Words & Beautiful Language

Be ready with at
least 2 **discussion**
questions each
day!

READING SCHEDULE

Pages By:

5/14 _____

5/15 _____

5/16 _____

5/17 _____

5/20 _____

5/21 _____

5/22 _____

5/23 _____

5/24 _____

5/28 The END!

DURING

3. What **roles** are necessary for the group?

- Should the **leader** of discussion change each meeting?
- Should there be a **note taker** to track the discussion?
- Is there a **time keeper** to keep the group on track?

Step 2: Determine who will be the group leader for each day. The leader will be in charge of initiating the discussion for that day. They should be ready with questions and prepared to engage all others in the group.

Date	Leader
2/22	
2/26	
2/28	
3/1	
3/5	
3/7	
3/11	
3/13	
3/15	

DURING

4. What does the day to day look like? What **formative** activities will support **skill growth** and the goals of the standards?

- Group level?
- Independent level?

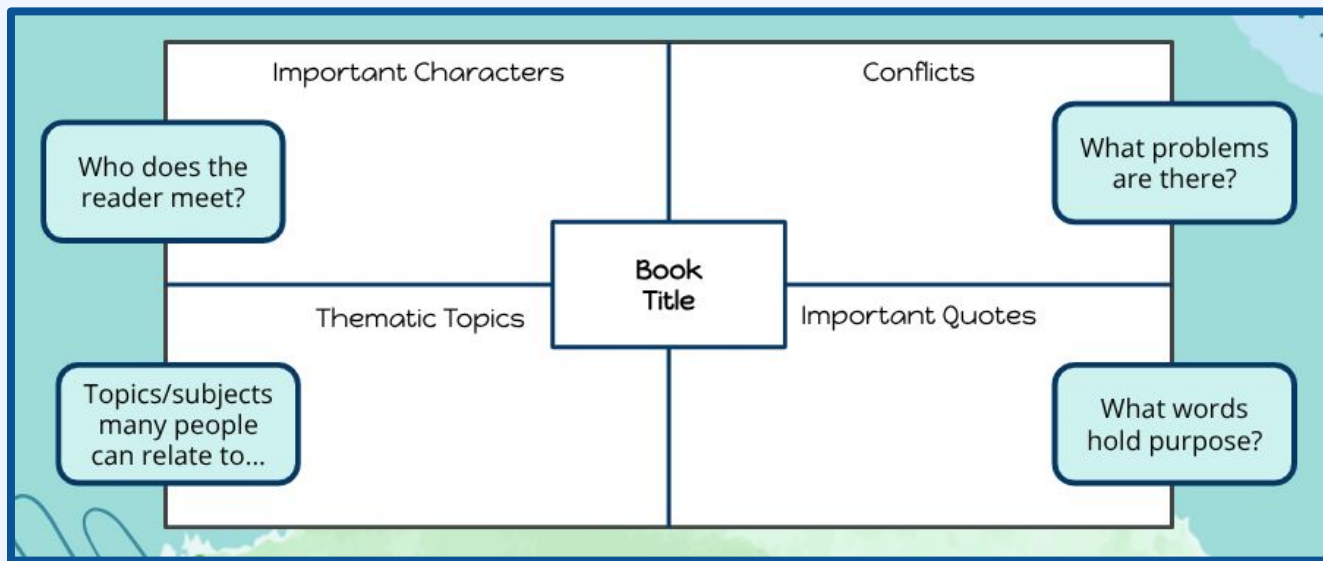
Day to Day:

- Independent Reading
- Lit. Circle Group Discussion
- Group Activity
- Independent Reflection

Lit Circles Pacing & Planning Guide (90 Minute Blocks)				
Unit Priority Standards: <ul style="list-style-type: none"> ● R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 				
Day 1	Day 2	Day 3	Day 4	Day 5
- Half Lesson - • Intro to Lit. Circles & Planning Guide • Begin assigned reading w/ active reading strategy	• Independent Reading • Lit. Circle Open Discussion #1 • Group Poster (SA) • Reflection #1 • Begin assigned reading w/ active reading strategy	• Independent Reading • Lit. Circle Open Discussion #2 • Group Creators (SA) • Reflection #2 • Begin assigned reading w/ active reading strategy	• Independent Reading • Lit. Circle Open Discussion #3 • STEAL Chart (SA) • Reflection #3 • Begin assigned reading w/ active reading strategy	• Independent Reading • Lit. Circle Open Discussion #4 • Mid Book Analysis (SA) • Reflection #4 • Begin assigned reading w/ active reading strategy
Day 6	Day 7	Day 8	Day 9	Day 10
• Independent Reading • Lit. Circle Open Discussion #5 • Who's Normal? (SA) • Close Read Analysis (SA) • Reflection #5 • Begin assigned reading w/ active reading strategy	• Independent Reading • Lit. Circle Open Discussion #6 • Hexagonal Thinking (SA) • Reflection #6 • Begin assigned reading w/ active reading strategy	• Independent Reading • Lit. Circle Open Discussion #7 • Two-Page Spread (IS) - (Doubles as Reflection) • Begin assigned reading w/ active reading strategy	• Independent Reading • Lit. Circle Open Discussion #8 • Two-Page Spread (IS) - (Doubles as Reflection)	• Independent Reading • Lit. Circle Open Discussion #9 • Two-Page Spread (IS) - (Doubles as Reflection) • Digital Composition (IS)
Day 12				
• Digital Composition (IS) - (Doubles as Reflection) • Reflection				
Lit Circle Open Discussion = Leader for the day begins by using active reading notes to prompt discussion. Students add on to their group poster from day 1 throughout the unit during this time. (12 - 15 mins depending on flow of conversation) Skill Activity (SA) = After open discussion, groups complete an activity that supports growth in the priority standards chosen for the unit. Reflection Logs = This is used for formatively assessing students' individual connection and understanding of the text. Independent Summative (IS) = The independent summative is played at assessing each students' critical				

DURING

Day 1 - Group Activity



DURING

Day 1 - Independent Reflection

Log #1

Quote/lines (pg. #):

.....

Context (what is happening in the book when this is written? 3-5 sentences):

.....

Why did you choose this quote/line(s)? What connection can you make to it?
5-10 sentences:

DURING

Day 2 - Group Activity

Create a Quiz

In this room, you are the expert on your book. Time to play teacher and craft a quiz for future English 11 students!

Requirements:

1. Complete as a group
2. 5 Questions
3. Handwritten
4. Mix of comprehension & analytical questions
5. Answers provided

You'll want to challenge these students but not make the quiz impossible.

Think: What's important to know?

DURING

Day 2 - Independent Reflection

Lit Circles Reflection Log 2

Name: _____

So far, I am through page/ch. _____.

What is happening in your book? Give at least 5 specific details:

One note I made while reading for today was...

At least 3 sentences!

This was noteworthy because....

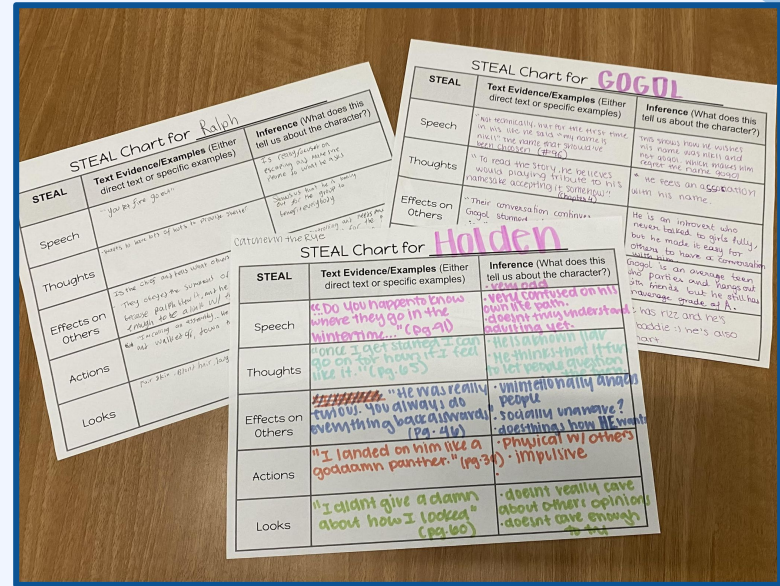
Another note I made while reading for today was...

This was noteworthy because....

DURING

Day 3 - Group Activity

STEAL Chart for _____		
STEAL	Text Evidence/Examples (Either direct text or specific examples)	Inference (What does this tell us about the character?)
Speech		
Thoughts		
Effects on Others		
Actions		
Looks		



DURING

Day 3 - Independent Reflection

Log #3

For today's reflection, **pick a question** you thought sparked interesting discussion in your group today.

- Record the question
- Share what others said in response to that question
- Develop your own response to that question (min. 5 sentences)
 - If you are struggling to expand your answer to 5 sentences, think about not only the answer you have to the question but *why* the question is important. **As always, don't be afraid to make a text-to-self connection!**

.....

Question:

.....

What others had to say about it:

.....

Your response to the question (5 sentences min.):

DURING

Day 4 - Group Activity

Mid Book Analysis

With your group, you will **analyze** how **characters** and **topics** are developing in the novel so far.

You will then create a digital collage that represents the book so far.

Mid Book Analysis Doc


Hint:


Think about... Mood, Symbols, Settings, Character Traits, Motivations, Dreams, Emotions etc...

DURING

Day 4 - Independent Reflection

Reflection Log 4
(Mid Book)




Move the
stars to
show your
rating

Explain your rating:

Record a passage you found important:

Why is this important? What connections can you make to this text?

DURING

Day 5 - Group Activity

Who's Normal? Who's Not?

Character	Normal?	Why?	Text Evidence:

DURING

Day 5 - Independent Reflection

Reflection Log 5

Record a passage/quote that made you feel something:

What feeling did this prompt? Why did you think you responded this way?

Do you think this was the intended emotion the author wanted the reader to feel? Why or why not?

Day 6 - Group Activity

Hexagonal Thinking...
How does it all connect?!

Your group will determine how they all connect and then color code the hexagons according



DURING

Day 6 - Independent Reflection

Reflection Log 6

Think of a song that connects to what you read for today. Paste the lyrics that fit and then explain your rationale in at least 5 sentences.

Song Title:
Performer:

Lyrics:

Explain how you see these lyrics connecting with the text (5 sentences min.):

DURING

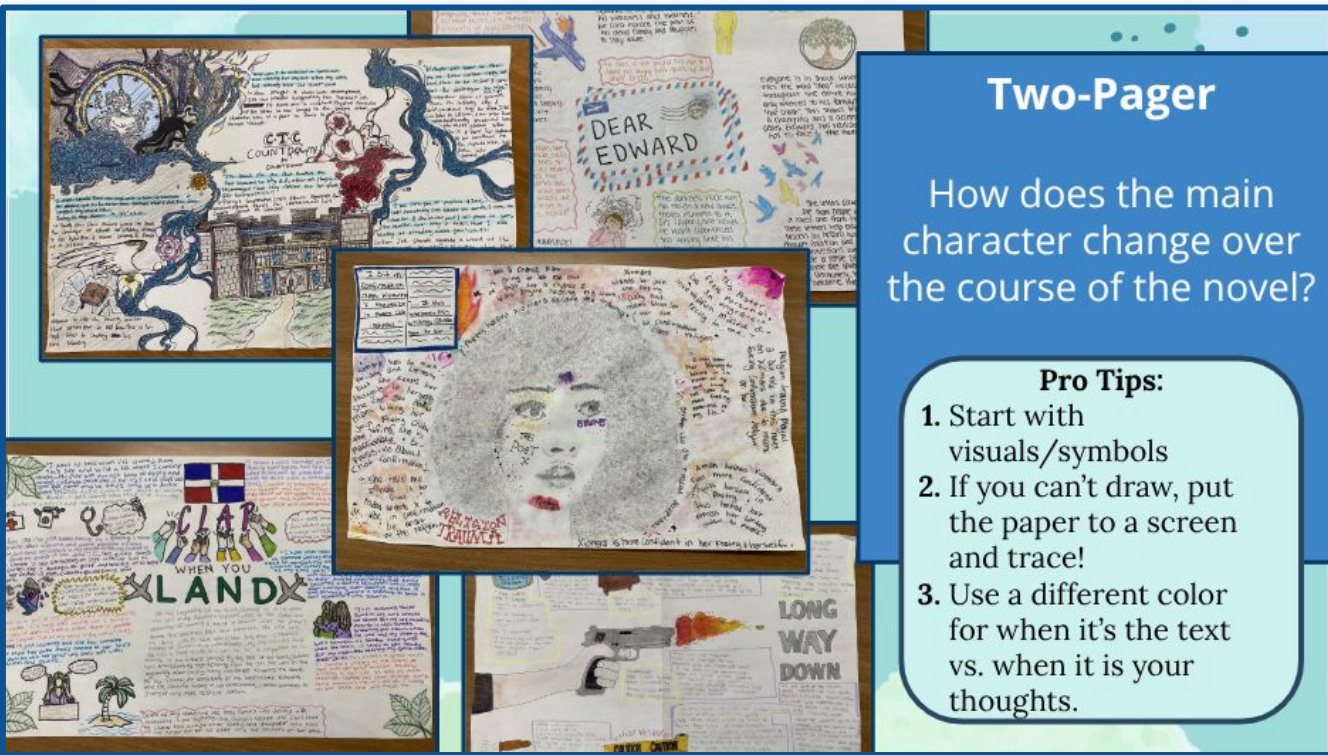
Day 7 & 8 - Independent Summative

Two-Pager

How does the main character change over the course of the novel?

Pro Tips:

1. Start with visuals/symbols
2. If you can't draw, put the paper to a screen and trace!
3. Use a different color for when it's the text vs. when it is your thoughts.



The collage displays several student two-pagers for the novel 'The Hate U Give'. The top-left page features a drawing of a city street with a large, stylized tree and a person, with the title 'CTC COURTNEY' written in the center. The top-right page has a drawing of a person's face and the title 'DEAR EDWARD'. The bottom-left page shows a drawing of a person's face and the title 'CLAR WHEN YOU LAND'. The bottom-right page features a drawing of a gun and the title 'LONG WAY DOWN'. Each page is filled with handwritten text and colorful illustrations.

DURING

Day 9 & 10 (11?) - Group Summative

Summative #2: Digital Composition

Due:

See Instructions & Brainstorming Doc!

For your final summative assessment for our Lit Circles group, you will be exploring the use of **digital composition** to respond to the prompt : **How does a character's conflict develop a thematic message?**





Shakesphere



AFTER

AFTER

1. What **reflection** can be administered to promote metacognition of the Lit Circles experience?
2. How do these skills continue to be built upon in **future units**?
 - How can this Lit Circles experience be referenced in future units to **build upon schema**?

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Questions?

Contact Me: claire.zagar@gmail.com