

## Guiding Prompts for Purposeful Lit Circles

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

**Have any questions or feedback?**

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