

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Job Description Packet

In this packet is a description of each job that you will *eventually* have in your literature group.



**Discussion Director**



**Word Watcher**



**Connector**



**Passage Master**



**Captain (or Contessa) Comprehension**



**Tally Master**



# Discussion Director

Reading for meaning is a collaborative process. As we discuss with others we deepen our own understanding of the story. Your job is to write down five open-ended questions on a separate sheet of paper to lead your group in a discussion of what they have read.

Sample of open-ended questions:

1. What might have happened if...?
2. How is ... like ...?
3. Do you agree with... why or why not?
4. What feelings did you have when ...?
5. What do you think is the most important moment in the story?
6. If the story were to continue, what do you think might happen next?

**Directions: (Complete in FULL sentences)**

Create your own interesting questions about the novel you are reading. Avoid factual, one right answer questions or yes and no questions. Focus on questions that are based on opinions.

## HOW TO PRESENT THE QUESTIONS TO YOUR GROUP

1. Ask one question at a time and try to get as many responses from your group as possible.
2. Do not let one person dominate the group. Everyone should participate.
3. Encourage everyone to address their comments to each other, not just to you, the Discussion Leader.
4. After the discussion is complete, write down some of the opinions that you found interesting.

Create questions that:

▶ask why ▶need more than one word answers ▶ask about the main idea ▶ask specific details ▶ask about drawing conclusions ▶ask about making predictions ▶ask about cause and effect ▶talk about the character's feelings

# Connector



Good readers make connections between important ideas in the story and their own lives, the lives of others or other books. Your job is to make personal connections in the story you are reading in order to further your understanding of the story. You may wish to make connections between characters, settings, or problems in real life, or in other books. You may make comparisons to other authors or works of art. Refer to the connection organizer to understand all of your choices.

## Directions:

1. Make a connection to the story. Be specific about what section of the story you are connecting to and what that connection is. This must be written as a complete sentence.
2. Make a second connection. It **MUST** be a different type of connection than the first. Only one text-to-self connection is allowed. This also must be written as a complete sentence.

## HOW TO PRESENT YOUR CONNECTIONS TO THE GROUP

1. Discuss the connection you have made with your team. Be specific and explain with details the connection you have made.
2. Ask the group for their input on your connections.
3. As a group, establish/share one more connection from the pages you read this week.

# Word Watcher



Good readers develop new vocabulary as they read. Your job is to pick at least five new vocabulary words from this week's reading that are:

- ▶ Unfamiliar to you - but you can figure them out from the story (context clues)
- ▶ Used in an unusual way - have to look them up (name of a country, person, etc)
- ▶ Interesting describing words
- ▶ Hard to say or sesquipedalian words
- ▶ Puzzling to you

## Directions:

1. As you are reading, search for five vocabulary words. Select the five words you are presenting to your group.
2. Copy the sentence down EXACTLY as it appears in the text. (SKIP #2)
3. Look up the word AND include the part of speech. i.e., noun, verb, adjective
4. Write your own sentence correctly using the word.

## HOW TO PRESENT TO YOUR LITERATURE CIRCLE GROUP

1. Read the sentence you have written using the vocabulary word (#1)
2. Write down the group's prediction as to the meaning of the word. (#2)



# Passage Master

Good readers show insight about what they have read and reflect on the story. Your job is to locate a few special sections of the reading that the group should look back on. The idea is to help people notice the most interesting, or funny, puzzling, or important sections of the story. You decide which passages or paragraphs are worth looking at again and decide how you will share them with the group. You can either read them to the group and discuss them, or select someone in the group to read them, or ask the group to reread them silently and then discuss why they are interesting paragraphs. Remember to look for passages that:

- ▶ Puzzled you
- ▶ Surprised you
- ▶ Were informative (you learned something)
- ▶ You agree or disagree with
- ▶ Were funny
- ▶ Helped you with a reading skill

**Directions: (Must be in complete sentences)**

#1. Select a 2 passages from your story. Write down the page # and paragraph in which they are located

#2. Identify the main idea of each passage

#3. Explain WHY you selected each passage.

## HOW TO PRESENT TO THE GROUP

1. Decide how to share the paragraph. (Remember you can read it, someone in your group can read it, or it can be read silently.)
2. After rereading the paragraph, discuss the paragraph with your team. Discuss why you selected the paragraph. Do the team members agree with you? If they disagree with you, get their point of view.
3. Using your graphic organizer, write down the page and paragraph number. Then jot down some of the insights shared with your team. Remember to include why you selected the passage.



# Captain/Contessa Comprehension

As a class, we have talked about asking deep thinking questions. The Captain/Contessa of Comprehension will develop a total of four questions about the section in the book that you have read. These are *specific* comprehension questions—the type of question that a teacher might put on a test that ask what the story is about.

## Directions:

1. Establish three 'right there' questions, one from the beginning of the section, one from the middle and one from the end.

### Right There questions

Right there questions will have answers in the textbook in the same sentence.

Right there questions often begin with "Who is", "What is", "When is", "What kind of", "Name", or "List"

These questions are answered by locating and copying the information

2. Write a 'think and search' question based on the passage.

### Think and Search

Think and search questions require you to read several sentences or sections of text and combine the information together.

The questions often begin with "Summarize", "What caused", "Contrast", "Compare", or "Explain"

You need to put information from several locations together in a way that is meaningful to you to answer the question.

3. Write one 'on my own' question.

### On My Own

On my own questions require answers not in the book at all.

The questions require that you use background knowledge to support your opinions.

A typical On My Own question might be "How can plastics be most effectively designed to serve society rather than harm it?"

---



## Tally Master- Worksheet/Homework

Book Title: \_\_\_\_\_

Pages Read: \_\_\_\_\_

This person's primary responsibilities are on literature circle day. The roll of the tally master is to ensure that all of the assignments are complete, shared with the group, collected and turned in. This person must monitor the time and must also check to see that group is participating and cooperating during literature circle time.

Name	Homework Complete	Turn Taken	Participation (y,n)	Cooperation (s,u)

### Key

- Y = yes
- N = no
- S = Satisfactory
- U = Unsatisfactory