Why Literature Circles?
Literature circles are small, temporary groups of students who gather together to read and discuss a book of their choice in order to develop comprehension and vocabulary. Students are assigned roles that support the learning by guiding the discussion in a specific and strategic way. These roles guide students to discuss various aspects of the text in an effort to deepen their understanding of the text. Note: Use of Roles in Literature Circles is optional. The Literature Circle model creates a learning opportunity that fosters collaboration and cooperation as students construct and revise meaning with their peers. It also provides a way for students to engage in critical thinking and reflection as they read, discuss, and respond to various types of text. Literature Circles also guide students to deeper understanding of what they read through extended written and artistic response.

Structure of Literature Circles
In an ideal classroom, students will choose their own reading materials and different student groups will read different books. However, for the purpose of the First 25 Days, students will be reading the same text. This is done solely for the purpose of scaffolding the students as they learn routines and define the expectations for each of the assigned roles. Teachers are required to establish a regular, predictable schedule for reading groups to meet and discuss their reading.

The teacher facilitates discussion, moving from group to group instead of dominating conversations. Students use written or drawn notes to guide both their reading and discussion of the text. All the discussion topics come from the students not the teacher, who serves as a facilitator, not a group member, or an instructor. Group meetings aim to be open, natural conversations about books, so personal connections, digressions, and open-ended questions are welcomed. Students are assigned specific roles and all students are expected to perform all the roles through their double-entry journals. When books are finished, readers share with their classmates, and then new groups are formed around new reading choices. Teachers may choose to have the student groups create a culminating project when they are finished reading. Suggestions for culminating projects for different genres can be found at the end of this document.

Literature Circles Goals for Students
• Develop personal responses to text.
• Experience peer sharing of understandings, interpretations, and comments about text.
• Extend students’ comprehension of various genres and text selections.
• Involve students in discussion, negotiation, compromise, and decision-making in a group setting.
• Develop an appreciation of authors’ styles.
• Develop good reading strategies and a love of reading.

Literature Circles and Guided Reading
An unfortunate reality that we must face is that not all of our fourth- and fifth-grade students are fluent readers who are reading at a fourth- and fifth-grade level. This will ensure that students are being taught reading using text at their instructional level. Teachers are encouraged to plan for their struggling readers to participate in literature circles as well as guided reading groups because all students will be expected to comprehend text at a higher level by the end of the school year. Literature circles help create a classroom of REAL readers, readers who choose what they are reading and engage in literate conversations about their reading. Sample weekly schedules are included at the end of this document that can offer guidance in structuring the day to support both guided reading and literature circles. The key with any instructional approach that includes small group instruction is creating systems for students to work independently while teachers work in small groups.

Why a 25-day Launch?
The beginning of a new school year often involves discussion and/or modeling of procedures, behaviors, and classroom expectations. Literature circles within a reading workshop frame also requires this same earnest and intentional effort in order to establish norms for the classroom to ensure success for each student. Building a “reading community” in which students are independent is more likely when routines and procedures are purposeful and meaningful to students.

The goal of “The First 25 Days of Literature Circles” is to provide guidance for establishing classroom systems and the foundation for the principled habits we want readers to use throughout the year. Keep in mind that initially, many of these activities will take considerable time for you to model and for students to practice. However, once this is accomplished...
these activities can be completed quickly allowing you time to address more content. It is recommended that this entire document be read before planning your daily activities.

This guide is intended to be extended, condensed, or modified according to your students’ needs and time constraints. Please continue to revisit and support all skills and concepts from our scope and sequence and planning guide documents that are introduced in the first few weeks through the suggested balanced literacy block. Our ultimate goal is for students to become proficient in using the roles and workstation skills independently. Use your judgment, based on your students’ needs to adjust instructional time dedicated to each demonstration lesson.

Things to Consider
Prior to implementing literature circles, teachers will need to make several important decisions about materials. The following is a list of questions to consider before launching the literature circles within reading workshop model (before the first day of school).

Note: In the Literacy Block, Independent reading is separate from Literature Circles and Reading Stations. All students independently read self-selected texts for 10-20 minutes.

Students will participate in the following rotations:

<table>
<thead>
<tr>
<th>Rotation One</th>
<th>Rotation Two</th>
<th>Rotation Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Read to Someone) Literature Circle Reading Group</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>Writing Station</td>
<td>Group 2</td>
<td>Group 3</td>
</tr>
<tr>
<td>Word Work</td>
<td>Group 3</td>
<td>Group 1</td>
</tr>
</tbody>
</table>

- Where will student reading materials be stored? (e.g. reading notebooks, reading folders, individual student book bags/book boxes)
- How will the classroom library be organized? (e.g. what categories will you use for your books, if you will use baskets/bins to store categories of books, how you will label categories, and where you will house your library (on cart, on bookshelf) or will you categorize books by guided reading levels)
- How/when will materials be introduced?
- Where will students store classroom work? (e.g. reading folder, literature study folder, reading response journal)
- Where will the interactive word wall be located so that it is visible to all students?

Suggested Classroom Materials

<table>
<thead>
<tr>
<th>Material</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom rug or carpet squares</td>
<td>To be used as the established gathering place for students to come together for Read Aloud and whole class demonstration lessons</td>
</tr>
<tr>
<td>Chart paper</td>
<td>To create anchor charts recording good reading strategies, routines, and expectations</td>
</tr>
<tr>
<td>Classroom library</td>
<td>To provide students with a wide selection of books for independent reading</td>
</tr>
<tr>
<td>Reading folders (per student)</td>
<td>To organize reading lists, reading interests, response journal prompts, rubrics, etc.</td>
</tr>
<tr>
<td>Reading notebook (per student)</td>
<td>To keep record of independent reading (reading log), written response to reading, record spelling words for Word Work, or to Work on Writing</td>
</tr>
<tr>
<td>Sticky notes</td>
<td>For students to “flag” places in text during guided reading instruction and independent reading during Read to Someone</td>
</tr>
<tr>
<td>Whiteboards, Magnetic/plastic letters, Letter stamps, Colored markers/pencils,</td>
<td>To be used when students do Word Work making spelling words</td>
</tr>
</tbody>
</table>
This list does not include everything that can be used but suggests materials that campuses should consider using to support implementation. Our goal is to set our teachers and students up for successful implementation of Literature Circles by providing guidance. Teachers are encouraged to use their own creativity in selecting materials and resources in their classroom. Included in this document are sample anchor charts for each week to provide ideas of how anchor charts could look. It is best practice to create anchor charts with the students and not ahead of time. We encourage teachers who would like to get a head start to title each anchor chart including the graphics but wait to add the content while doing the lessons with students. This will help to make the learning organic and personalized to each classroom.

A note about the alignment between this guide and the Planning guides:
“First 25 Days of Literature Circles” is designed to be used in conjunction with the Unit Planning Guides. Use the Unit Planning Guides to inform the content and skills to be taught within each unit of instruction. The demonstration lessons explicitly outline the instruction that needs to take place during the time allocated for Guided Reading/Literature Circles and Workstations. It is our expectation that teachers teach the standards and skills outlined in the planning guides during the Word Study/Phonics, Read Aloud and Reading Mini-Lesson portions of the literacy block.

**The ultimate goal is to establish these systems and procedures so that literature circles and small group reading instruction is successfully launched by the end of the first 25 days.**

### Literature Circles Launch

#### Week 1

**Teacher Goals**
- Establish a gathering place.
- Model how to select a just right book.
- Introduce “Turn and Talk” and book discussions.
- Introduce **Independent Reading**.
- Introduce **Read to Someone**.
- Introduce **Double Entry Journal**.

**Student Goals**
- Move quickly and quietly to and from the gathering place.
- Choose three appropriate books.
- Understand procedures for “Turn and Talk” and book discussions.
- Understand expectations and self-monitor during **Independent Reading**.
- Understand expectations and self-monitor during **Read to Someone**.
- Practice creating and responding to an entry in the **Double Entry Journal**.

#### Day 1: Demonstration Lessons

**Read Aloud: Introducing Transitions** (10 minutes)
- “We will meet together for the first part of Reading Block. Our signal for large group meeting is ________.
  (i.e., bell, chimes, 3 claps, etc.). **Our gathering place is located ________**.” (i.e., carpet area, reading corner, front of the room)
- Use a timer to practice transition with students. Note the decrease in transition time as the days progress.
- When students are at gathering place, discuss the importance of good listening. Create an anchor chart of what good listening looks like (teacher will model examples and non-examples with student’s input). Students can practice sitting in their learning positions. “Let’s make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when we meet in the gathering place.”
  - For example: Criss-Cross Applesauce, LLP: Listening, Learning, Position, SLANT: Sit up, Sit still, Look at the speaker, Ask questions, Nod occasionally, Track with eyes.
- **“Boys and girls, let’s practice your ideas.”** Have students return to their desks and pretend to work. After a couple seconds, signal students to come to the gathering place. Practice, going over the chart to see how they all did and check-in.
  - Teach the following signals for an effective check-in: Thumbs-up, right in front of their heart, to signal if they know in their heart they are independent and successful with that behavior. Thumb sideways if they thought they were somewhat independent and successful but could do better.
- Incorrect model: Ask someone to model the incorrect way to behave (usually a challenging student). Then ask the same student to model the appropriate behaviors.
Day 1: Demonstration Lessons

Proceed with your Read-Aloud lesson (10 minutes) and your Reading Mini-lesson (15 minutes). (See Unit Planning Guide for Support.)

Note to Teacher: A central reading comprehension strategy found in unit planning guides is Kylene Beers and Bob Probst’s Book, Head, Heart. Book, Head, Heart is included in read-alouds and is to be applied in student’s independent reading. See the unit planning guides and the graphic organizer below.

<table>
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<tr>
<th>In the BOOK</th>
<th>In my HEAD</th>
<th>In my HEART</th>
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<tbody>
<tr>
<td>What’s this about?</td>
<td>What did I notice?</td>
<td>What changed in my heart?</td>
</tr>
<tr>
<td>Who is telling the story?</td>
<td>What surprised me?</td>
<td>How will this help me be better?</td>
</tr>
<tr>
<td>What does the author want me to know?</td>
<td>What does this remind me of?</td>
<td>What is the heart lesson?</td>
</tr>
</tbody>
</table>

- Teachers model questions from Book, Head, Heart in read-alouds.
- Click [here](#) for a reference with possible assessment questions, sentence stems, and TEKS/Student Expectations.
- During Independent Reading time, students apply skills modeled in the read aloud and mini-lessons.
- In addition, the teacher confers with students to support engagement and foundational language skills. Refer to the Reading Conference Scaffold for ideas on conferring instruction and assessments.

Literature Circles: Use established signal to bring students to the gathering place.

**Independent Reading: Independent Reading Behaviors** (30 minutes)

- “Today we are going to practice Independent Reading. We know that the most important thing we can do to become better readers who love to read is to spend lots of time practicing reading. Let’s begin by making a chart, with our ideas of why it is so important that we read to ourselves.”
  - Top of chart: Independent Reading
  - Under heading write: Why—to become a better reader
- “To become better readers is the reason why during our reading time we will Independent Reading. Why else do we read to ourselves?” Allow discussion.
- Create a T-chart under “Why: to become a better reader”, write “students” on the top left and “teacher” on the top right. Brainstorm appropriate Read-to-self behaviors. “If our class were to do Independent Reading, which means all by yourselves, what do you think it might look, sound, or feel like?” (Record responses under “Students.” Be sure “reading the whole time” is included along with, stay in one spot, read quietly, work on stamina and get started right away.
- “These are all such good ideas. You already know a lot about how looks, feels, and sounds. What about the teacher? What would the teacher be doing?” Under “teacher” add: read with groups of children, read with children one at a time, listen to children read, and help them with their reading strategies.
- “Now that we have talked about what Independent Reading might look like, sound like, and feel like, is there anyone who would like to model, or show the class?” Choose a student to model.
- “Let’s look as models for us. Wow, ________ is certainly staying in one spot.” Point to anchor chart while observing each behavior. Provide applause.
- “Who can tell us what you saw doing while modeling Independent Reading?” Choose a few other models. Allow students time to use the anchor chart to practice Independent Reading. Debrief after each interval, reviewing what students should be doing and what the teacher is doing. Allow students to sit at specific areas or at their desks to practice reading independently.

**Independent Reading: Model selecting a just right book** (15 minutes).

- “Good readers have a purpose when they choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read a book for fun. Today we will practice selecting the right books.” Discuss the importance of choosing books that interest us as well.
**Day 1: Demonstration Lessons**

Share a variety of books we are interested in and those we are not. Guide discussion to favorite genres, authors, and types of books that interest each student.

- **Teacher models the following:**
  - Choose a book that looks interesting from the cover. *(Think aloud about how the cover looks interesting.)*
  - Turn to the first page and read it to yourself. *(Read aloud the first page with only two mistakes.)*
  - Model struggling with just a few words but find the book interesting *(Think aloud about how you only missed two words and the book was interesting.)*
  - Put it in your book bag. Explain to students that a just right book meets the following criteria:
    - Interesting to the you
    - You know most of the words
    - You can understand what you are reading
    - You could tell about the book
    - The words are not too easy, not too hard
  - Choose two more books.

- Select one student to model selecting a “Just Right Book”. Discuss what the student did right. Then select another student to model.

- Allow students to practice selecting “Just Right Books” for their Independent Reading time by going to the classroom library. This practice of selecting books can be called “Shopping for Books”, “Book Hunting”, “Book Selection”, etc. Be creative and personalize it for your classroom. These books may be placed in personalized book bags, magazine boxes, gallon-sized Ziploc bags, etc.

- Teacher and students can create an anchor chart explaining how to pick a just right book.

**Day 2: Demonstration Lessons**

**Read Aloud: Introduce Turn and Talk strategy** *(10 minutes)*

Introduce the “Turn and Talk” strategy and create an anchor chart. Explain to students that during the Read Aloud, they will be asked to turn to a shoulder partner and discuss their thinking.

**Turn and Talk procedures for the anchor chart:**

- Listen to the teacher’s question.
- Turn to your shoulder partner.
- Keep your eyes on your partner.
- Discuss and share your answer to the question.
- Build on each other’s ideas.

Practice the “Turn and Talk” strategy three times using topics of student interest (e.g., What is your favorite animal? What is your favorite book? What did you do this summer?)

Have students explain the “Turn and Talk” procedures from the anchor chart. What went well? What can we improve on? Have a discussion.

Proceed with your Read-Aloud lesson including “Turn and Talk” opportunities *(10 minutes)* and your Reading Mini-lesson. *(See Unit Planning Guide for Support.)*

Use established signal to bring students to the gathering place.

**Assessment Connection**

- **ELA/SLA.Fig19C** Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).

- **ELA.4.6I/5.6I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

“Turn and Talk” during Read Aloud provides students an opportunity to reflect about their reading process while engaged in a text. Readers will use these opportunities to monitor their reading and make sure that it makes sense. Teachers can choose places in the Read Aloud text to model “Turn
Day 2: Demonstration Lessons

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tr>
<td>and Talk, allowing students a chance to connect the text to background knowledge, think through a particularly tricky section with a classmate, or visualize what is described in the text.</td>
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</table>

**Independent Reading:** Model previewing a book that is NOT a good fit because of interest or difficult to read (15 minutes)
- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- “Today we will establish a routine for what we will do if a book is not a good fit or too difficult?” Choose a book that looks interesting from the cover. *(Think aloud)*
- Turn to the first page and read it to yourself. *(Read aloud the first page with only two mistakes.)*
- Think aloud about how you don’t like the book. Ask students, “What will I do now, students?”
- Return the book and look for another book.
- Now choose a book that looks interesting from the cover. *(Think aloud about how the cover looks interesting.)*
- Turn to the first page and read it to yourself. *(Read aloud the first page with more than five mistakes.)*
- Think aloud about how this book is too difficult to read independently.
- Model returning the book to its proper place
- Select a student to model what to do if the book does not fit because of interest or too difficult for the class. Discuss correct behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in.
- The focus today is on returning books to their right place in the classroom library.

**Assessment Connection**
- **ELA/SLA.Fig19** Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).
- **ELA.4.6I/5.6I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

- Providing guidance around choosing a “just right” book reinforces monitoring and adjusting comprehension. When selecting a text for independent reading, students should periodically stop, think and question themselves to confirm their understanding of the text, and ensure that the text holds their interest and is not too easy or difficult.

Transition to Independent Reading practice sessions.

**Independent Reading:** Practice Time (30 minutes)
- Review Independent Reading anchor chart and assigned areas for students to practice reading independently. Allow students time to practice Independent Reading using the books in their book bags in three five-minutes intervals.
- Debrief after each interval, reviewing what students should be doing, and what the teacher is doing.

Day 3: Demonstration Lessons

**Read Aloud:** Model Turn and Talk and Accountability Talk Stems using a teacher selected book (10 minutes)
- **Background Information for teachers on Accountable Talk:** Talking is essential to learning, and when students actively engage with learning through talk a substantial portion of instructional time will involve students in talk related to the core concepts that are being studied. Accountability Talk sharpens students’ thinking by reinforcing their ability to use and create knowledge. Students engaged in accountable talk seek to clarify, support, and build upon their thinking about text and concepts. Facilitating book discussions at the end of each read aloud session will not only allow students to have meaningful discussions about text but give teachers an opportunity to address misunderstandings.

- Practice moving to the gathering area to conduct a Read Aloud. Students then practice the Turn and Talk strategy during and after the read aloud using the following accountable talk stems:
  - Can you say more?
Day 3: Demonstration Lessons

- What is your evidence?
- I agree/disagree because…

Teachers may also create an anchor chart with Accountable Talk Stems for students to reference.

Proceed with your Read Aloud lesson include opportunities for students to Turn and Talk, ensure that students are using the Accountability Talk Stems. Proceed with teaching your Reading Mini-lesson. (See Unit Planning Guide for Support.)

Use established signal to bring students to the gathering place.

<table>
<thead>
<tr>
<th>Assessment Connection</th>
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<tbody>
<tr>
<td>ELA/SLA.Fig19B Ask literal, interpretive, and evaluative questions of text. ELA.4.6B/5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information. Good readers ask themselves questions before, during, and after they read. Doing so gives their reading focus and supports their deeper comprehension of the nuances within a text. “Accountability Talk” provides a framework for students to engage in meaningful discussions with their peers, using literal, interpretive, and evaluative questions. Refer to the Read Aloud/Mini Lesson section of Unit Planning Guides for examples of literal, interpretive, and evaluative questions.</td>
</tr>
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Independent Reading: Practice Sessions and Model completing the reading log (45 minutes)

- Review all anchor charts and allow students time to practice Independent Reading using the books in their book bags.
- Allow for several sessions giving students three to ten minutes to read quietly before debriefing. The debrief after each interval should highlight positives noticed during the interval and areas needed for improvement. This debrief time should be very short.
- At the end of the Independent Reading practice time, explain the following, “It’s the end of this rotation, and my time is up for reading my Independent Reading-book today. I need to use my reading log so I can keep track of how much I am reading each day. I know good readers read lots of books, so I can record this information into my reading log in my Reading Notebook” (date, title, type of book (genre), number of pages read, etc.)
- The information recorded in the reading log will vary from grade to grade.

Day 4: Demonstration Lessons

Read Aloud: Introduce Book Discussions (5 minutes after Read Aloud)

- Move students into the gathering place and proceed with your Read-Aloud lesson include opportunities for students to Turn and Talk and ensure that students are using the Accountability Talk Stems.
- After the read aloud allow students to discuss the book. “Good readers are able to talk about text that they have read or heard and make connections to their lives and others around them. ______ can you tell me about your reaction to what we just read?” Choose one student to begin the conversation, then follow-up with “That feels important…let’s stay with that idea for a bit.” Be prepared with great follow-up questions either to clarify thinking or to encourage students to think more deeply about the text.
- Remind students of the expectations in place for active listening, hearing from many voices, and determining who will speak next. The conversation gets kids to figure out the meaning or big idea of the book.
- Encourage students to use the Accountable Talk Stems.
Proceed with teaching your reading mini-lesson. (See Unit Planning Guide for Support)

Use established signal to bring students to the gathering place.

Introduce Read to Someone: Model Correct Behaviors (30 minutes)

- “Before we brainstorm the behaviors expected when you Read to Someone, I’d like to teach you how to be good reading partners.” Create a read to someone anchor chart (T-Chart) “Student and Teacher”
- Select a student to model with you how to sit when they Read to Someone, so that elbows and knees are lined up, almost touching. This close proximity allows for children to read quietly and still be heard by their partners but not
Day 4: Demonstration Lessons

loud enough for the rest of the class to hear. This sitting arrangement allows partners to look on and read the same book if they choose. For older students, this could be done by pulling their desks or chairs together. Make accommodations for your students based on their needs.

• “See how easy it is for the two of us to share a book when we sit this way? Listen how quiet our voices can be when we sit this close.” Model correctly and incorrectly. Add the following to the anchor chart under student side:
  o Sit close together (side by side).
  o Use a soft voice.
  o Read the entire time.
  o Stay in one spot.
  o Get started right away.
  o Check for understanding.

• “Boys and girls, what do you think I will be doing while you all are reading to someone?” Add the following to the anchor chart under the teacher side:
  o Work with students

• “An important part of reading is being able to tell someone about what you have read. Think back to the books I have been reading to you. Put your thumb up if you remember seeing and hearing me stop at the end of every page or so to try to remember who I was reading about and what was happening. When we Read to Someone, we will be checking for understanding after we are done reading each page. Let me show you what that would look like. ______ will you help me?”

• Select a student to model check for understanding. Have the student read then you summarize what he just read to you by saying, “_______, I just heard you read that ___________.” Have the student indicate whether you are right or wrong. Then, switch roles. This time you should read and have the student summarize.

• If the student does not correctly summarize the reading, you can indicate that and read the page again.

• Review expectations for Read to Someone and select one to three sets of partners to come to the front with their book boxes and model the correct behaviors of Read to Someone, demonstrating how to take turns reading one page at a time and checking for understanding.

• Place children in locations to practice for five minutes. Signal them to return to the gathering and review Read to Someone chart and discuss. Repeat the five-minute practice, reviewing the expectations and behaviors observed.

• Transition to Independent Reading practice time.

Assessment Connection

ELA/SLA.Fig19B Ask literal, interpretive, and evaluative questions of text.
ELA.4.6B/5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.
ELA/SLA.Fig19C Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).
ELA.4.6I/5.6I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Reading with a partner provides an opportunity for students to practice asking questions and confirming understanding, while encouraging meaningful and text-based discussions between peers. Rich discussions give voice to a student’s thoughts, connections and overall reading experience, which reinforces reading process strategies they will use in less supported instructional contexts.

Independent Reading: Practice Time (15 minutes)

• Review Independent Reading anchor chart and assigned areas for students to practice reading independently. Allow students time to practice Independent Reading using the books in their book bags in two five-minutes intervals. Debrief after each interval, reviewing what students should be doing, and what the teacher is doing.

• While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.
Day 5: Demonstration Lessons

Read Aloud: Review Day (15 minutes)
Using a teacher selected book for Read Aloud, practice transitions from student desks to gathering area, Turn and Talk strategy using Accountability Stems and discussion about the book. Monitor students and provide feedback.

Proceed with teaching your reading mini-lesson. (See Unit Planning Guide for Support)

Use established signal to bring students to the gathering place.

Literature Circles: Read to Someone—Practice Read to Someone and Writing a Journal Entry. (30 minutes)
- “Today we are going to practice Read to Someone for about 15 minutes while checking for understanding. We are going to do two five-minute intervals then return to the gathering place. Who remembers how we should conduct ourselves when we Read to Someone?”
- Select a few students to come and model for the class. Partner up students and place them around the room.
- Send students off with their partners and allow them to do two five-minute intervals. Set your timer for five minutes then allow two minutes to debrief, highlight positive behaviors observed. After the second interval, students will remain in the gathering place.
- “Next week we are going to start talking about Literature Circles. Today, I would like to have you practice making a journal entry about what you are reading. While you are reading your Literature Circle text, you will be expected to record entries in a double-entry journal. You may include interesting quotations from the text, questions about the text, and connections between the text and your own life. During your literature circle discussion, you will trade journals with another group member, and respond to his/her entry under the Peer Response column. These entries can be used as talking points within your group discussion. Let me show you how to do this.”
- Demonstrate how to complete a double entry journal by using the read-aloud text. Paraphrase or quote the text and add the page number in the first column, then record your response to the text. Your response could be an analysis of the text, a personal connection, or a thoughtful question that you have about the quote.
- Allow students to return to their desks and reread the text they just read with their partner. Have students create one journal entry that they will share with their partner. Give student seven minutes to create their entry and another seven minutes to share their entry and respond to their partner’s entry.
- Walk around and assist students as needed.
- Transition to Independent Reading practice time.

Independent Reading: Practice Time (15 minutes)
- Review Independent Reading anchor chart and assigned areas for students to practice reading independently. Allow students time to practice Independent Reading using the books in their book bags in two five-minute, intervals. Debrief after each interval, reviewing what students should be doing, and what the teacher is doing.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.
Double-Entry Journal

While you are reading your Literature Circle novel, you will be expected to record entries in a double-entry journal. You may include interesting quotations from the text, questions about the text, and connections between the text and your own life. During your Literature circle discussion, you will trade journals with another group member, and respond to his/her entry under the Peer Response. You may then use these entries as talking points within your group discussion.

<table>
<thead>
<tr>
<th>Text and Page Number (Paraphrase or quote a meaningful passage.)</th>
<th>Response (Analyze the text, form a personal connection, or pose a thoughtful question.)</th>
<th>Peer Response (Ask another group member to make a comment here.)</th>
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<td>Literature Circles Launch</td>
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<td>• Build stamina by gradually increasing the amount of time spent in independent practice.</td>
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**Resources to help you prepare for introducing Literature Circle roles can be found at the end of this document.**

**Day 1: Demonstration Lessons**

**Read Aloud** (Continue to use established procedures for Read Aloud Time, If necessary repeat demonstration lessons from week one. Decisions should be based on your students. This 25 Day Launch can be modified to meet the needs of your students. You may have to go back to week one to reestablish routines for effective read aloud instruction.)

Use established signal to bring students to the gathering place.

**Literature Circles: Setting a Purpose and Introducing the Connector (Conector)** (30 minutes)

“One of the best ways for you to become a better reader who loves to read is to spend lots of time practicing reading. While it is important for you to practice reading, it is even more important that you are able to understand the text on a deeper level. This year we will be doing this through literature circles. Turn to your shoulder partner and tell them what comes to your mind when I say literature circles.” Allow students to discuss.

Solicit answers from volunteers to share what they discussed.

• Create an anchor chart entitled “Literature Circles.” Explain that in literature circles a group of students meet to read, write about, and discuss a book of their choice. Identify what they will need for literature circles such books, reading notebooks, pencils, etc. Solicit responses from students to add to the chart.

• “As with everything else that we have been doing in our class, we must define what literature circles should look like in our classroom.” Create another anchor chart entitled “Literature Circles Expectations”. Explain that these expectations are similar to the expectations that we have during our book discussions for read aloud. Be sure to include that everyone should participate, take turns, remain focused, be prepared, and be respectful.

• “While you are in literature circles, there are different roles that each reader will be responsible for doing. These reading roles are essential for you to critically think about what you are reading. Today, we will learn and practice one of the roles, the Connector. Turn and talk to your shoulder partner about what you think the Connector would do in the group?”

• Explain that the Connector’s job is to find parts of the story that remind you of things that happened to you, someone else in real-life, or a character from a book or movie. There are no right answers here. Whatever the reading connects you with is worth sharing! Explain that these connections can be text-to-self, text-to-text, and text-to-world.

• Use the text that you read during read aloud to model each type of connection that can be made. Use sticky notes to record your connection. Model jotting down notes that you can use to guide your comments along with the page number that triggered the connection.

• “Today, we are going to practice making connections while reading the same text. When I send you to your desk, get your ______ and turn to ___________ on page___. You are going to sit and read ______, then jot down your connections on your sticky notes just like I did.”

• Dismiss students to get their textbooks and read. Give each student sticky notes to record their connections. (This can also be done with their Read to Someone partner. Especially if you have struggling readers that may have difficulty reading grade level text).
Day 1: Demonstration Lessons

- Students will read for seven minutes. Upon hearing the signal students will be given about five minutes to record at least one connection that they made to the text.
- Have students transition from their “reading spots” and meet at the gathering place to share their connections with a partner. As they talk to each other, lean in and listen. Select students to share their connections. As students share with the class, have them identify what type of connection it is.
- Review the expectations for Literature Circles and compliment students for meeting expectations or address concerns. Remind students that good readers make connections as they read.
- Transition to the Independent Reading practice time.

Assessment Connection

**ELA/SLA.Fig19F** Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. **ELA.4.6E/5.6E** Make connections to personal experiences, ideas in other texts, and society.

When first introducing the Connector role, teachers can encourage students to make text-to-self, connections. As the instructional year progresses, and students encounter a wide range of texts, they can explore thematic connections between texts of different genres. Bringing these connections to a Literature Circle elevates the level of academic discussion and deepens students’ comprehension. Teachers can refer to Unit Planning Guides for Mini Lesson strategies that support student understanding of the Connector role.

**Independent Reading: Practice** (15 minutes)

- Review Independent Reading anchor chart. Students will practice Independent Reading. Upon hearing the signal, students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

Day 2: Demonstration Lessons

Use established signal to bring students to the gathering place.

**Literature Circles: Practice the Role of Connector**

- Review anchor charts about Literature Circles. Ask students to turn and talk to their shoulder partner about the role that was introduced yesterday.
- Create an anchor chart for the Connector Role. Be sure to include that the connector’s job is to connect what is read to personal life, feelings, experiences, news and/or other books and authors.
- A separate anchor chart can be created that focuses on the types of connections that readers can make to help them better understand the text.
- “Today we are going to practice being connectors again except that today we are going to talk about what makes a connection meaningful. Turn and talk to your shoulder partner about what makes a connection meaningful.”
- Select students to share why a connection is meaningful. As students share their ideas, add them to the anchor chart. Make sure to include that it adds to my thinking, helps me understand the text better, doesn’t distract me from the text, and adds to my mental image.
- Explain the differences between a Deep Connection and a Flat Connection. Make students aware that deep connections deepen and extends our understanding of the text while a flat connection doesn’t help our understanding.
- Use your read aloud text to model deep and flat connections. Be sure to show students how the connection deepens your understanding of the text.
- “While you are participating in Literature Circles and you are assigned the Connector role, there are some sentence starters that you can use to lead the discussion around the connections that your reading group
### Day 2: Demonstration Lessons

members have made to the text. Let’s create an anchor chart of these possible sentence stems. Who can tell me one way that we could start sharing a connection?”

- As students share responses, record the ones that make sense. Be sure to include the following:
  - Something similar happened to me when….
  - I can relate to _______ (part of the text) because one time _______.
  - I felt like ______ (character) when I __________.
  - This part reminds me of _____.
  - This book reminds me of _________ (another text) because _______.

- “We are going to practice making connections using the same text we read yesterday. When I send you to your desk, get your _______ and turn to ___________ on page___. You are going to sit, skim the first three pages that you read yesterday and then read the next three pages, then jot down your connections on your sticky notes just like I did.”

- Dismiss students to get their textbooks and read. Give each student sticky notes to record their connections.
- Students will read for seven minutes. Upon hearing the signal students will be given about five minutes to record at least one connection that they made to the text.
- Have students transition from their “reading spots” and meet at the gathering place to share their connections with a partner. Select students to share their connections. As students share with the class, have them identify what type of connection it is. Discuss whether the connection was deep or flat.
- Review the expectations for Literature Circles and compliment students for meeting expectations or address concerns. Remind students that good readers make connections as they read.
- Transition to the **Independent Reading** practice time.

**Independent Reading: Practice** (15 minutes)

- Review **Independent Reading** anchor chart. Students will practice **Independent Reading**. Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

### Day 3: Demonstration Lessons

**Independent Reading: Good Readers Ask Questions** (15 minutes)

- Show students (through a think aloud) how you would mark the text with a question you have.
- Place a sticky note with a question mark on it in the text where you have a question.
- Ask students to use this same practice whenever they read. *In the future, students can share these questions during “share” time.*
- “Okay, now it’s time for us to practice. Today as you practice **Independent Reading**, use the sticky notes to identify where you have questions.”

- Students will practice **Independent Reading**. Upon hearing the signal, students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

**Literature Circles: Introduce the Discussion Director Role (Director de Discusión)** (30 minutes)

- Review expectations for Literature Circles and the Connector Role.
- “Today, we are going to practice a new role that will help us to think critically about text. It’s linked to the activity that we just practiced while we were practicing **Independent Reading**. Why do you think good readers question the text?”
- Allow students to discuss the importance of questioning the text. Have select students share their responses.
- Explain that the Discussion Director wonders about and analyzes the text; seeks to understand the text, challenges the opinions in the text, and/or critiques the text by developing a list of questions that the group can discuss about parts of the text.
Day 3: Demonstration Lessons

- “Let’s think about the book that we read during today’s read aloud. As I read the book, I stopped and asked you all discussion questions such as _______________. This question helped you all to talk about the big ideas in the text. The best questions come from your own thoughts, feelings, and concerns as you read the text. As you read __________ on page ____, use the sticky notes to record questions that you have about the text that would increase discussion of the text.”
- Allow students to go to their desks, take out their textbook, and reread the first three pages for about seven minutes. After the time is up, give students a few minutes to write one or two questions on their sticky note.
- Put students into groups of three, allow them to take turns sharing their questions and discussing possible answers. Each group must then select one person’s question to share with the rest of the class.
- As students share their question, discuss the parts of the text that prompted the question.
- Wrap-up demonstration lessons by explaining how questioning the text helps to deepen our understanding.

Assessment Connection

ELA/SLA.Fig19B Ask literal, interpretive, and evaluative questions of text.
ELA.4.6B/5.6B Generate questions about text before, during, and after reading to deepen understanding and gain information.

When first introducing the Discussion Director role, teachers can encourage students to ask literal questions, which are answered with information taken directly from the text. As the instructional year progresses, and students are introduced to more rigorous text, they can gain deeper insights by using interpretive questions, which are answered by using information from the text along with our own ideas, and evaluative questions, which require readers to make judgments about the text. Refer to the Read Aloud/Mini Lesson section of Unit Planning Guides for examples of literal, interpretative, and evaluative questions.

Day 4: Demonstration Lessons

**Literature Circles: Practice Discussion Director (Director de Discusión) Role**

- Remind students that the goal of literature circles is to make them better readers by participating in rich discussions with other readers. These discussions will be powered by each of the students within each group doing their jobs.
- “Yesterday, we practiced the role of the Discussion Director. Who can explain why it’s important to ask questions of the text?” Allow the students to turn and discuss possible reasons. Select a few students to share their answers with the class.
- Explain that when readers ask questions, it keeps them thinking about the ideas presented in the text which helps them understand what they are reading. Remind students that everything in literature circles should revolve around the text and extend or deepen their understanding.
- Create an anchor chart illustrating the three kinds of questions, literal, inferential, and evaluative.
- Explain the following:
  o The answers to literal questions can be found in the text. They are directly stated. We sometimes say this information is on the surface or right there in the text. For example: What is the main character’s name? What happened in the story on that page?
  o The answers to inferential questions can be found in the text too, but they are implied, not directly stated. We often say the information is in between the lines or under the surface. For example: Why did the main character laugh? What do you think will happen next?
  o The answers to evaluative questions require information outside of the text. We sometimes say the information is in the head or somewhere else. For example: How are you similar to the main character? Why did the author write this book?
  o Explain the importance of all three types of questions in Literature Circles and how each type of question builds upon each other. Have students return to their desks to practice individually and with their Read to Someone partner.
- Allow students to go to their desks, take out their textbook, and turn to the _____ that they have been reading. “Today I am going to read the text to you all. As I am reading, I want you to follow along and use the sticky notes to jot down a literal, inferential, and evaluative question that comes to your mind.”
### Day 4: Demonstration Lessons

- As you read, walk around and monitor students to make sure they are following along. Pause occasionally to allow students to write questions. After you have read a few pages, select a few students to share their questions. Discuss the type of question shared.
- Have students read the remaining pages with their Read to Someone partner. Each pair must then create one of each type of question (literal, inferential and evaluative).
- Give students five minutes to discuss their questions and possible responses as they would in literature circles. Then transition to Independent Reading practice time.

**Independent Reading: Practice** (15 minutes)

- Students will practice Independent Reading. Remind students that they can use the sticky notes to identify questions they have about the text, or if they find something of interest to them that they would like to share during the debrief time. Today give students eight to ten minutes to read independently using books from their independent reading book bags.
- Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief. During the debrief session, review the Independent Reading anchor chart and highlight students who were doing a great job.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

### Day 5: Demonstration Lessons

**Independent Reading: Comprehension debrief after Independent Reading** (25 minutes)

- “Today we are going to practice a comprehension debriefing protocol after Independent Reading. Please bring your book with you to the gathering place for us to practice when you hear the signal to transition.”
- Students will practice Independent Reading.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.
- Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.

- “One of the things that I love to do when I am reading a good book is talking to other people about my book. Let’s structure how we are going to talk about our books with our friends.”

Write the following sentence stems on the board:

**Comprehension Debrief Protocol: After Independent Reading**

- My book is about…
- I want to read my favorite page (part) to you…
- It is my favorite page because…

Select a student to model how the conversation should go.

- “What did you notice when my partner was talking to me?” Accept responses.
  - Highlight that students should listen attentively, wait their turn, focus on the speaker, and actively participate in the discussion.
  - Have students select a partner and practice the “comprehension debrief protocol.” Lean in as students are talking to one another.
  - After each student has shared, wrap up the lesson by letting students know that occasionally they will be debriefing with each other and sometimes with you after Independent Reading.

**Literature Circles: Practice Connector and Discussion Director Roles** (20 minutes)

- Review the anchor charts for the Connector and Discussion Director role. Explain that today they are going to practice using a book of their choice. “When I dismiss you, I would like you to get with your Read to Someone partner and select a book to read. I will give you all ten minutes to read the text by yourself. As you are..."
Day 5: Demonstration Lessons

reading, I will come around and give you a role card. You will have about five minutes to prepare for your book discussion with your partner.”

- Set the timer for ten minutes and allow students time to read, while you pass out the role cards. Your goal today is to monitor and provide guidance to students who are having difficulties understanding the expectations for each role.
- After the signal to stop reading, ensure that students are making connections or developing questions for the next five minutes.
- The final five minutes will be dedicated to having students sit with their partners and have a book discussion with their partners. Be sure to walk around and lean-in as students are talking to one another, holding each person accountable for their assigned role.

See below samples of potential anchor charts that can be created as part of the demonstration lesson for this week.
Literature Circles Launch
Week 3

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
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<tbody>
<tr>
<td>• Continue checking in with students at the gathering place.</td>
<td>• Communicate which behaviors are independent and successful.</td>
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<tr>
<td>• Provide students with short intervals of independent practice.</td>
<td>• Practice Independent Reading and Read to Someone.</td>
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<tr>
<td>• Introduce Illustrator (Ilustrador).</td>
<td>• Experiment with words for learning and writing.</td>
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<tr>
<td>• Introduce Summarizer (Sintetizador)</td>
<td>• Understand expectations and self-monitor during Illustrator role practice.</td>
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<tr>
<td>• Introduce Word Work.</td>
<td>• Understand expectations and self-monitor during Summarizer role practice.</td>
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<tr>
<td>• Introduce Word Wizard (Recolector de Palabras).</td>
<td>• Understand expectations and self-monitor during Word Work role practice.</td>
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<tr>
<td>• Create a workstation management chart.</td>
<td>• Understand expectations and self-monitor during Word Wizard role practice.</td>
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<tr>
<td>• Conduct one-on-one Benchmark Running Record Assessments.</td>
<td>• Use the workstation management chart</td>
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Day 1: Demonstration Lessons

Literature Circles: Introduce Illustrator Role (Ilustrador) (30 minutes)
“Last week, we talked about literature circles. Who can share what we learned about literature circles?”
• As students share what they recall about literature circles, use this time to review information on the various anchor charts created during instruction last week. Highlight expectations, and the two roles that were introduced previously.
• “Today we are going to practice another role for literature circles. Good readers make pictures in their minds as they read. This role gives you a chance to share some of your own images and visions with the other members of your reading group. Who can tell what that role could be?” Select students to respond.
• Explain that the Illustrator or Artist can draw any kind of picture or visual that is related to the story or text that the group is reading.
• Create an anchor chart for the Illustrator role. Be sure to include the following:
  o Draw a picture related to the reading.
  o Can be a sketch, cartoon, diagram, flowchart, or stick-figure scene.
  o Draw a picture of something that happened in your book, something that it reminded you of, or a picture that shows any idea or feeling you got from the reading.
  o Any kind of drawing or graphic organizer is okay. You can even label things with words if that helps.

“I am going to send you all to your desks to read __________. You are going to spend ten minutes reading the text with your Read to Someone partner. Then each of you will have about seven minutes to create an illustration related to what you just read. These illustrations do not have to be museum worthy pictures. Remember that you are creating an illustration that should enhance your comprehension of the text.”
• Dismiss students to their desks and allow them to sit with their partner for Read to Someone. Give them the allotted ten minutes to read the text selected for everyone in their reading textbook, set your timer.
• After students are done reading, allow seven minutes to create their illustrations. Have students come to the gathering space with their illustrations. Put students in groups of three to four students to share their illustrations with each other.
• You may select a few students to share their illustrations with the class. During the debrief session, discuss how the illustrations help to deepen or enhance comprehension.
• Transition to Independent Reading Practice time. Allow some students to select new books if needed.
**Day 1: Demonstration Lessons**

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<tr>
<td>© ELA/SLA.Fig19D Make inferences about text and use textual evidence to support understanding. ELA.4.6/5.6F Make inferences and use evidence to support understanding.</td>
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When first introducing the Illustrator role, teachers can encourage students to draw moments of climax or resolution in the plot, or the most important details presented by the author. As the instructional year progresses, and students are introduced to a range of texts, they can use illustrations to depict a theme, or a lesson they learned from reading the selection, or to express their opinion on ideas presented by the author. Illustrations can anchor academic discussions about a text because they allow for multiple interpretations and perspectives. Teachers can refer to Units 1 and 2 for Mini Lesson strategies that support student understanding of the Illustrator role.

**Independent Reading: Practice** (15 minutes)
- Review the anchor charts with expectations for Independent Reading. Allow students to read independently for ten minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

**Day 2: Demonstration Lessons**

**Literature Circles: Introduce Summarizer Role (Sintetizador)** (30 minutes)

“Yesterday, I introduced a new role for Literature Circles. Who can tell me about this role?”
- As students share what they recall about the Illustrator role, use this time to review the purpose of Literature Circles which is to help deepen their understanding of text by giving them an opportunity to discuss what they are reading with others. Highlight expectations, and the other two roles that were introduced previously.
- “Today we are going to practice another role for literature circles. This role gives you a chance to summarize what was read for the group. Who can tell what that role could be?” Select students to respond.
- Explain that the Summarizer prepares a brief summary of the assigned reading. The group discussion will start with the one- to two-minute statement that covers the key points, main highlights, and general idea of what was read.
- Create an anchor chart for the Summarizer Role. Be sure to include the following:
  - Keep the summary short.
  - Write about the main ideas or events.
  - Use both your words and the author’s words.
  - Do not include your opinion or how you feel about the text.
  - Focus on key points, main highlights and a general idea of what was read.
- “Summarizing text is not easy, so we are going to spend some time practicing summarizing text together today. I am going to send you and your Read to Someone partner to your desks to read the text you read yesterday.”
- Dismiss students to their desks. The rest of this lesson will be done whole class with your students sitting with their Read to Someone partners. Walk around to ensure that students have their HMH textbooks out and turned to the text they read the day before.
- Explain what summarization is. “Class, do you remember what you read yesterday? What was the text about? Tell me the most important things that you remember.” As students share responses, write them down on the board. “Who can tell me something else about the text?” Select about five students to share and write all the information on the board. “Look at what we’ve listed about the text, which was much longer than what we have here. That is because you have told me the most important things about the text. This is called summarization. There are some simple steps to summarization.” Create an anchor chart. Write steps on the anchor chart while explaining them out loud. The steps include:
  - Thoroughly read the text, assigned pages, or paragraphs.
## Day 2: Demonstration Lessons

- Ask students to make notations with sticky notes in the text, or jot down notes in their notebooks of important details as they read.
- When students have finished, direct them to turn over the paper or put aside the material and write what they remember without looking back.
- After they have listed the details they recall, ask students to create a paragraph using just the information they remember.

- Provide time for students to share and compare their paragraphs. This process of sharing helps students review content while identifying additional important information that they may have missed in their summaries.
- **“When you follow these steps, you can easily summarize any reading assignment. Let's see if we can summarize another part of the text.”**
- Have students turn to the next three pages and read with their partner. Encourage students to follow the steps to summarize and compare the section with their partner.
- Put students into groups of four and allow them to share and compare their summaries. Each group should be given time to combine thoughts and ideas to create a summary to share with the rest of the class.
- Review the steps for summarizing and the other roles and goal for Literature Circles.
- Transition to **Independent Reading** practice time.

### Assessment Connection

**ⓡ ELA/SLA.Fig19E** Summarize information in text maintaining meaning and logical order.

**ELA.4.7/5.7D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

When first introducing the **Summarizer** role, teachers can encourage students to include the important elements in a summary for a literary or informational text. For literary text, a summary should include the conflict, climax, and resolution of the story. For informational text, a summary should include the main idea and important supporting details. As the instructional year progresses, students can also include the over-arching theme of the story (literary) or the author’s purpose (informational) in their summaries. The summary should be deeply connected to the text, and spark conversation among the Literature Circle participants, serving as a frame of reference for the discussion. Teachers can refer to **Unit Planning Guides** for Mini Lesson strategies that support student understanding of the **Summarizer** role.

### Independent Reading: Practice (15 minutes)

- Review the anchor charts with expectations for **Independent Reading**. Allow students to read independently for ten minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- **During the debrief highlight behaviors that you noticed, reviewing expectations.**
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

## Day 3: Demonstration Lessons

### Introduce Word Work (15 minutes)

In order to facilitate this independent activity, teachers will need to have materials that students can utilize in the Word Workstation. Work can be done in the word work section of students’ reading notebooks. The words that students will be using MUST come from the resources identified in the unit planning guide that correlates to the spelling/word study objective for the week.

“When during reading workshop, it is very important that you are able to work independently while I work with students, individually or in small groups. So far, I have introduced Independent Reading and Read to Someone as the two things that you could be doing while I work with students. Today we are going to learn the procedures for how to use our spelling and vocabulary materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we
Day 3: Demonstration Lessons

care about our writing and the people who will read it. Expanding our vocabulary helps us to understand what we are reading. Spending time practicing spelling and vocabulary helps us become not only better and writers, but also better readers. Let's begin by looking at some of the materials we can use to practice spelling and vocabulary."

Review materials that students can use in the station.

"Now let's make an anchor with our ideas about ways to set up the materials and how to explore and use them." Create a Word Work Anchor Chart with the following student behaviors:

- One person takes out the materials of his or her choice and sets them up in a quiet location.
- Stay in one spot.
- Work the whole time.
- Try your best.
- Work quietly.
- Get started quickly.

"Who would like to model setting up the materials using the ideas we came up with on our anchor chart?"

Choose one student per spelling material to model. Place students around the room near the spelling materials. Have that group of students practice for two to three minutes. As they are working have other students point out what they are doing right based on the anchor chart. Signal students to leave the materials and come back to the gathering place for a check in. As you debrief, highlight positive behaviors observed.

"Students today we are also learning how to pack up the materials so that they are ready for the next person who will work on words. Let's make another anchor chart and label it 'Word Work—Material Cleanup Procedures.' Who has some ideas of how students in our room will clean up the materials?"

Allow students to discuss their ideas. Create an anchor chart that includes the following:

- Everyone using materials helps put those materials away.
- Materials go back in the original tub.
- Return materials to the same spot.
- Leave the materials neat.
- Clean quietly.
- Get started on your new task quickly.

Send students back to their work locations and have students practice packing away their materials. Highlight correct behaviors observed. You may select another group of students to work on words. Repeat the procedures outlined while reviewing the expectations outlined on both anchor charts. (All students may not have an opportunity to do the word work today. Keep track of students who did not have an opportunity so that they can model and practice tomorrow)

Transition to the Literature Circles demonstration lesson for the day.

**Literature Circles: Practice Summarizer Role** (15 minutes)

"Yesterday I introduced the role of summarizer and we practiced creating summaries. Today, I am going to send you all to your desks to read _____ in the HMH textbook. You are going to spend ten minutes reading the text with your Read to Someone partner. Then you will have about seven minutes to create a summary of the pages that you all just read together. Remember that your summary should be very brief, highlighting the key information from the text. Are there any questions?"

Address questions.

- Dismiss students to their desks and allow them to sit with their partner for Read to Someone. Give them the allotted ten minutes to read the text selected for everyone in their reading textbook, set your timer.
- After students are done reading, allow seven minutes to create a summary together. Have students come to the gathering space with their summaries. Put students in groups of three to four students to share with each other.
- Select a few students to share their summary with the class. During the debrief session, discuss how the summaries help to deepen or enhance comprehension and set the tone for the discussions to follow.
- Transition to Independent Reading practice time. Allow some students to select new books if needed.
### Day 3: Demonstration Lessons

**Independent Reading: Practice** (15 minutes)
- Review the anchor charts with expectations for *Independent Reading*. Allow students to read independently for ten minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

### Day 4: Demonstration Lessons

**Word Work: Review Expectations** (15 minutes)
- Review the anchor charts developed for *Word Work*. Select another group of students to model and practice how to use and pack away materials. *Remember that students should be working with words from that week’s spelling/word study objectives. Use the resources from the planning guide to select your spelling words.*
- While students are working, other students will remain at the gathering place, taking notes on the observed behaviors.
- Bring students back to the gathering place to debrief. Select one more group of students to model and practice how to use and pack away materials. *(Ensure that all students have had the opportunity to model and practice how to use the word work materials.)*

**Literature Circles: Review and Practice Illustrator and Summarizer Roles** (15 minutes)
- Review the anchor charts for the illustrator and summarizer role. Explain that today they are going to practice using a new text. *“When I dismiss you, I would like you to get with your Read to Someone partner and turn to page_____ in the HMH textbook. I will give you all ten minutes to read the text by yourself. As you are reading, I will come around and give you a role card. You will have about five minutes to prepare for your book discussion with your partner.”*
- Set the timer for ten minutes and allow students time to read, while you pass out the role cards. Your goal today is to monitor and provide guidance to students who are having difficulties understanding the expectations for each role.
- After the signal to stop reading, ensure that students are creating graphics that relate to the text or developing effective summaries of the selected text for the next five minutes.
- The final five minutes will be dedicated to having students sit with their partners and have a book discussion with their partners. Be sure to walk around and lean-in as students are talking to one another, holding each person accountable for their assigned role.

**Independent Reading: Practice** (15 minutes)
- Review the anchor charts with expectations for *Independent Reading*. Allow students to read independently for ten minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

### Day 5: Demonstration Lessons

**Literature Circles: Introduce Word Wizard Role (Recolector de Palabras)** (30 minutes)
- *“Let’s review all of the different Literature Circle roles we have practiced so far.”*
- Use the various anchor charts created during instruction to review the Literature Circle roles that students have learned so far. Highlight expectations and the responsibilities each role has to the group as a whole.
- *“Today we are going to practice one more role for Literature Circles. This role is called the Word Wizard (Recolector de Palabras) and it gives you a chance to look for interesting or unusual words and find their meanings.”*
- Explain that the Word Wizard role involves choosing words that are difficult to understand, or even examples of creative language. By finding and defining these words, students help their groups to have a better understanding of the text.
Day 5: Demonstration Lessons

- Create an anchor chart for the Word Wizard role with the following information:
  - Choose three or four words from the book to share with the group.
  - Copy down the sentence from the text in which the word appears. Make sure to use quotation marks around the sentence, and to underline the vocabulary word.
  - Explain the meaning in your own words. You can use the dictionary to help you, but do not copy the definition.
  - Explain why you chose that word. How does it help you understand the text better?

“I am going to send you all to your desks to read ___________ in your HMH textbook. You are going to spend ten minutes reading the text with your Read to Someone partner. Then each of you will have about seven minutes to choose three or four interesting or unusual words from the text. Together, write explanations of the words you chose. Remember that you are defining words that will enhance your comprehension of the text.”

- Dismiss students to their desks and allow them to sit with their partner for Read to Someone. Give them the allotted ten minutes to read the text selected for everyone in their reading textbook, set your timer.

- After students are done reading, allow seven minutes to choose and explain their words. Have students come to the gathering space with their vocabulary words. Put students in groups of three or four to share their words and explanations with each other.

- You may select a few students to share their explanations with the class. During the debrief session, discuss how the explanations help to deepen or enhance comprehension.

- Transition to Independent Reading practice time. Allow some students to select new books if needed.

**Assessment Connection**

**ELA/SLA.Fig19C** Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions).

**ELA.4.6I/5.6I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**ELA/SLA 4.2B and 5.2B** Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.

**ELA.4.3B/5.3B** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

When first introducing the *Word Wizard* role, teachers can encourage students to find and collect unfamiliar or multiple meaning words and challenge them to explain which dictionary definition matches the way in which the word is used in the text. As the instructional year progresses, students can also include the words or phrases that exemplify creative use of imagery or figurative language. The investigation and discussion of language used by the author should enhance student comprehension of the text, expand their academic vocabulary, and assist with monitoring comprehension during reading.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.
Literature Circles Launch
Week 4

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce <em>Work on Writing.</em></td>
<td>• Understand expectations and self-monitor during <em>Work on Writing.</em></td>
</tr>
<tr>
<td>• Continue checking in with students at the gathering place.</td>
<td>• Communicate which behaviors are independent and successful.</td>
</tr>
<tr>
<td>• Build stamina by gradually increasing the amount of time spent in independent practice.</td>
<td>• Practice <em>Independent Reading, Word Work, and Read to Someone.</em></td>
</tr>
<tr>
<td>• Provide guided practice on literature circles’ roles.</td>
<td>• Practice assigned role with guidance.</td>
</tr>
</tbody>
</table>

**Day 1: Demonstration Lessons**

**Read to Someone: Practice Coaching each other** (10 minutes)

- “Today we are going to learn a bit about being a reading coach. Raise your hand if you have ever been reading with a partner and came to a word you didn’t know or if your partner came to a word that they didn’t know. The trick is to know when someone wants help or wants to do it alone. Good reading coaches don’t just step in and tell their partners the words right away. That doesn’t help them become better readers! Here is what it looks like to be a good reading coach.”

- Create an anchor chart entitled “Reading Coach” and add the following:
  - Count silently to three before assisting,
  - Ask, “Do you want coaching, or do you want time?”
  - If coaching, then use cues to help your partner.
  - If time, then sit patiently and wait.

- Select a student to be your partner and model what to do if a partner needs help during read to someone.

- Review anchor chart and highlight behaviors.

“As you all are working independently in your stations, I will be coming around to visit with you and let you know how you are doing. Practice being a good reading coach and an independent student who knows exactly what he/she should be doing.”

**Literature Circles: Review and Practice Connector, Discussion Director, Illustrator, Summarizer, and Word Wizard Roles** (20 minutes)

- Review the anchor charts for Literature Circles along with the Connector, Discussion Director, Illustrator, Summarizer, and Word Wizard roles. Explain that today they are going to practice using the same text from HMH.

  “When I dismiss you, I would like you to get with your Read to Someone partner and turn to _____ in HMH on page ____. I will give you all ten minutes to read the text with your partner. As you are reading, I will come around and give you a role card. You will have about five minutes to prepare for your book discussion with your partner.”

- Set the timer for ten minutes and allow students time to read, while you pass out the role cards. Your goal today is to monitor and provide guidance to students who are having difficulties understanding the expectations for each role.

- After the signal to stop reading, ensure that students are creating graphics that relate to the text or developing effective summaries of the selected text for the next five minutes.

- The final five minutes will be dedicated to having students sit with their partners and have a book discussion with their partners. Be sure to walk around and lean-in as students are talking to one another, holding each person accountable for their assigned role.

**Independent Reading: Practice** (15 minutes)

- Review the anchor charts with expectations for *Independent Reading*. Allow students to read independently for ten minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.

- During the debrief highlight behaviors that you noticed, reviewing expectations.
### Day 1: Demonstration Lessons

While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

### Day 2: Demonstration Lessons

**Introduce Work on Writing** (20 minutes)

“Today we are going to begin our very first day of Work on Writing. I know that we have been writing every day during writing workshop but we will be doing Work on Writing every day as well. Turn to an elbow buddy and talk over why you think it is so important to write every day.”

Create a Work on Writing Anchor chart with the following student behaviors:
- Write the whole time.
- Stay in one spot.
- Work quietly.
- Choice of what to write.
- Get started quickly.
- Underline words we’re not sure how to spell and move on.

“I’d like to show you all the materials that may be used while you Work on Writing and how to correctly use these materials.” The following materials may be used notebook, Pencil or pen, Drawing or Sketching, markers, gel pens, etc.
- Introduce the materials to use during writing and how the materials should be used.

“Now, I am going to give you all some time to practice Work on Writing. Today I want you to select a piece of text to write about. You can write about the book I read to you all during the read aloud, or any of the books that you read during Independent Reading or Read to Someone. You can use one of the following sentence stems:”

- This book made me think of…because...
- My favorite part of the book was…because...
- In my mind I see…from this text because...
- I learned…because...
- I liked/didn’t like…because...

- Write the sentence stems on the board and send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After seven minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with Working on Writing.

**Literature Circles: Practice Reading Group Planning** (15 minutes)

“I am so excited for this week of literature circles. This week we will do a modified version of a Literature Circles -Reading Groups. Ideally, each reading group would select the text that they would like to read and discuss. But for this week, I am going to assign everyone the same text to read and discuss.”

- Create a sample Reading Schedule on your board or on chart paper. Select six students to place into a sample reading group. Explain that once groups have been formed based on the text selection then group members must meet to formulate a plan for reading and discussing the text.
- “Let’s pretend that these six students are in the same reading group. They would meet initially with me to create their reading schedule. Everyone will complete the Reading Schedule which looks like my chart I have here. The first thing we need to identify is the title of the text (book), the author, and the total number of pages.”
- Use text that you selected from HMH to complete the top of the form. Continue to model completing the form. Explain to students that they will be meeting every other day to discuss the text. This will give them time to complete the tasks for their assigned role. Remind students that the students with the assigned roles are responsible for providing...
Day 2: Demonstration Lessons

leadership in getting the discussion started around their role but the expectation is that others should have something to add to what they are contributing.

- Students should decide how many pages they are going to read before they meet again along with assigning the roles that each person will be responsible for. Since students are going to read text from their reading textbooks, the text should be divided into two sections.
- Explain that students will also need to decide on the number of journal entries that each person will have to complete prior to meeting again.
- Place students into groups of six and give each student a Reading Schedule handout or you may have students create the table in their Reading Notebooks. Use the numbered heads strategy to randomly assign students a role (1: Discussion Director, 2: Connector, 3: Illustrator, 4: Word Wizard, 5 & 6: Summarizer) Give students five minutes to complete the schedule.
- During the remaining time allow students to begin reading their assigned pages. Explain that they will have time during class tomorrow to work on their assigned role but for today they are encouraged to just read the text. Students may read with their Read to Someone partner or by themselves.

Independent Reading: Practice (15 minutes)

- Review the anchor charts with expectations for Independent Reading. Allow students to read independently for ten minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.

Day 3: Demonstration Lessons

Work on Writing: Strategy for words you can’t spell (10 minutes)

- “Yesterday, we practiced Work on Writing and the last thing that I put on our anchor chart was “Underline words we’re not sure how to spell and move on.” This is exactly the same thing that we do during writing workshop. When writers in our room come to a word they don’t know how to spell, they just write the sounds they hear, put a line under it so they can come back to it later, then keep writing.”
- Model what to do when writing words students can’t spell. Think aloud the following: “Last night the weirdest thing happened to me…” “Boys and girls, let’s say that that is the sentence I want to write but I don’t know how to spell weirdest. What should I do?”
- Start writing the sentence on your chart tablet or on the board. Ask students to help you sound out the word weirdest, write the sounds they tell you, then underline the word and complete the sentence.
- “Now, I am going to give you all some time to practice Work on Writing. Today I want you to write about anything you choose. You can write about what you did yesterday after school, a show you saw on TV, a book you read, anything. But I want you to practice what you should do when you get to a word you can’t spell.”
- Send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After five minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with Working on Writing.
- If time permits allow a few students to share what they wrote and identify what words they had trouble spelling.

Independent Reading: Practice (15 minutes)

- Review the anchor charts with expectations for Independent Reading. Allow students to read independently for ten minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- While students are reading independently, pull one student at a time to conduct the Benchmark Running Records Assessment. Try to assess three students per day.
- Have students remain in the gathering place in preparation for Literature Circles.
Day 3: Demonstration Lessons

**Literature Circles: Independent Group Practice** (20 minutes)
To prepare for today, create a sign for each role and place a folder with the handouts for each role. Students who are assigned the same role can collaborate with each other to complete their tasks. This will give you the opportunity to meet with each group to review the expectations for their role and assist them in completing their first assigned task. You can also place all the anchor charts related to that role in proximity of that group, allowing them further scaffolding.

“Yesterday, we started our first literature circle reading group session. Today, you are going to spend the last twenty minutes of reading workshop time completing the task for your assigned role. When I dismiss you from the gathering place I need you to get your HMH textbook and go over to the area for your assigned role. I have prepared a folder of handouts for each role that you can use to complete your tasks. As you work, I will be walking around monitoring and offering assistance as needed. Are there any questions?” Address questions.

Circulate to each area and make sure that students know what they should be doing. Encourage students to first complete the required reading then work together to complete their task. Students who finish early should work with their spelling words in Word Work.

Day 4: Demonstration Lessons

**Practice two- to three-minute check-ins** (5 minutes to introduce)
“Boys and girls, for the past three weeks we have been establishing routines and procedures for working independently on improving our reading skills. Today, I would like to use all our time to practice working in our assigned stations and having a 2 minutes check-in between rotations. This is a great time for you all to tell me and your classmates about what you were doing while in your independent station. Each time I will only call on one or two people to share or sometimes I may spend the two minutes tell you all about something that I noticed. Please use the chart to identify where you will be starting rotations and listen for the signal to come back to the gathering place.”

Note: In the Literacy Block Independent reading is separate from Literature Circles and Reading Stations. All students independently read self-selected texts for 10-20 minutes.

**Literature Circles (Reading Groups), Word Work and Work on Writing: Practice** (40 minutes)
In order to prepare for today’s rotation, create a workstation rotation chart. The chart should include Word Work, Work on Writing and Literature Circle Reading (Discussion) Group. For today, you will begin the discussion groups, setting the tone for how the discussions can go. The order should be Discussion Director, Summarizer, Connector, Word Wizard, and Illustrator. While the Discussion Director starts off the discussion with the question “What was the text about?” after the summarizer shares the summary the Discussion Director can ask a follow-up question that the Connector can answer. The Discussion Director’s job is really to keep the discussion going while including everyone. Allowing everyone an opportunity to talk.

- Allow students to work independently for seven minutes then upon hearing the signal students will transition from their “work locations” and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for two minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow seven minutes of independent practice time. Then signal for students to come to the gathering place to check-in.
- Repeat two more rotation with seven minutes of independent work time. Signal and check-in for two minutes in the gathering place.
- Remember to meet with each Reading Group for the first minute or two of their discussion time to set the tone. Walk around and monitor students to ensure that everyone is on task quickly and knows exactly what to do.

Day 5: Demonstration Lessons

**Ask Three Before Me** (5 minutes)
(You might have to ask a few students to help you with this ahead of time.)
Day 5: Demonstration Lessons

“Boys and girls, sometimes while you are working independently questions may come up that you need help with. You will want to come and ask me for help, but I will be working with a group of students or in a conference with one of your classmates. When this happens, I would like you to ask three students before you ask me.”

- Model (from the perspective of a student) having a question about an activity in one of their stations.
- Model asking one child who attempts to help you but cannot.
- Then, model asking another who cannot help.
- Finally, ask a third who gives you an answer.
- You may create an anchor chart or a visual to serve as a reminder for students. As students work in the stations today, you should conference with students individually while monitoring the students.

Note: In the Literacy Block Independent reading is separate from Literature Circles and Reading Stations. All students independently read self-selected texts for 10-20 minutes.

### Literature Circles (Reading Groups), Word Work, and Work on Writing: Practice (40 minutes)

Use the same workstation rotation chart from yesterday. The chart should include Word Work, Work on Writing and Literature Circle Reading (Discussion) Group. Today, when students are in Reading Groups time, they are going to read the second half of their reading assignments and their assigned tasks.

- Allow students to work independently for seven minutes then upon hearing the signal students will transition from their “work locations” and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for two minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow seven minutes of independent practice time. Then signal for students to come to the gathering place to check-in.
- Repeat two more rotation with seven minutes of independent work time. Signal and check-in for two minutes in the gathering place.
- Remember to meet with each Reading Group for the first minute to remind them to read and complete the tasks assigned for their role. Walk around and monitor students to ensure that everyone is on task quickly and knows exactly what to do.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.
Literature Circles Launch
Week 5

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce book talk.</td>
<td>• Select a book to read for Literature Circles.</td>
</tr>
<tr>
<td>• Evaluate independence.</td>
<td>• Communicate which behaviors are independent and</td>
</tr>
<tr>
<td>• Work with guided reading/book club groups.</td>
<td>successful.</td>
</tr>
<tr>
<td></td>
<td>• Exhibit appropriate behaviors during guided</td>
</tr>
<tr>
<td></td>
<td>reading/literature circles reading groups.</td>
</tr>
</tbody>
</table>

Resources to help you create a weekly plan for conducting Literature Circles and Guided Reading, as well as documenting anecdotal notes, can be found at the end of this document.

Day 1: Review

Note: In the Literacy Block Independent reading is separate from Literature Circles and Reading Stations. All students independently read self-selected texts for 10-20 minutes.

**Literature Circles (Reading Groups), Word Work, and Work on Writing: Practice** (40 minutes)

*For today, you will begin the discussion groups, setting the tone for how the discussions can go. The order should be Discussion Director, Summarizer, Word Wizard, Connector and Illustrator. While the Discussion Director starts off the discussion with the question “What was the text about?” after the summarizer shares the summary the Discussion Director can ask a follow-up question that the Connector can answer. The Discussion Director’s job is really to keep the discussion going while including everyone. Allowing everyone an opportunity to talk.*

- Allow students to work independently for seven minutes then upon hearing the signal students will transition from their “work locations” and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for two minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow seven minutes of independent practice time. Then signal for students to come to the gathering place to check-in.
- Repeat two more rotation with seven minutes of independent work time. Signal and check-in for two minutes in the gathering place.
- Remember to meet with each Reading Group for the first minute or two of their discussion time to set the tone. Walk around and monitor students to ensure that everyone is on task quickly and knows exactly what to do.
- During the last three minutes check-in with the class, introduce the Literature Circle Celebration Activities that each group can choose from. “One of my favorite things about Literature Circles is the celebrations that Reading Groups can do when they have finished reading and discussing a book. Since we all read the same text, each group will randomly select a culminating activity for your book celebration that you can complete on Monday.”

- Place each of the following assignments on an index card and allow one person from each group to choose a card.
  - Posters advertising the text.
  - Jackdaw: collect artifacts representing ideas, events, characters, or themes to build a display.
  - Reader-on-the-street interviews.
  - Interview with the author.
  - News Broadcast reporting events from the book.
  - Piece of artwork interpreting the book.

**Reflection:** (5 minutes)

(teacher and students evaluate their work and behavior during independent time.)

- Are you meeting the goals of independent work time? Can students work independently without causing any disruptions? Are students using the materials correctly? Do they know where everything goes? Can students tell you why each station is important to them as readers and writers?
- Do you need support in any area? What’s working in your classroom and what’s not? Do you have a classroom community of readers? Are there areas where students may need more support or a refresher? Are students unclear about any of the expectations?
- Set a goal for next week.
Days 2–5: Launch

- Several pieces of literature should be selected for discussion by the teacher. These are introduced on Tuesday to the class by giving short book talks and then making the books available for the students to browse through at the beginning of the day. The teacher will need to have multiple copies of these books. Students must then make a choice of which book they would like to read. This choice can either be indicated by signing up on a chart for a certain piece of literature or by having students mark their first and second choices on a piece of paper which they give to the teacher who then forms the groups. These groups should have four to six members.
- Once the groups are formed, each group will need to meet to create their reading schedule as modeled last week. Students will then carry out their planned meeting schedule, spending some days preparing for discussion groups and others meeting in the discussion groups. Teachers should plan to get the discussion started as modeled but not stay for the entire time.
- This week you will start to pull your guided reading groups, targeting students who are reading below grade level, as outlined in the schedule below. The schedule allows you to still monitor your students while working with a small group, as you will not be pulling a group during each rotation.
- By now, you should have a sense of how long your students can work independently without losing focus. As you pull groups, use the guided reading planning sheet linked in the planning guides to ensure that you are adequately prepared for each of your groups.

Teacher Schedule

Tuesday: Pull one group during the second rotation. During rotations one and two, evaluate independence.
Wednesday: Pull one group during the second rotation. During rotations one and two, evaluate independence.
Thursday: Pull one group during the second rotation and one during the third rotation. During rotation one, evaluate independence.
Friday: Pull one group during the first rotation and one during the third rotation. During rotation two, evaluate independence.

Suggested Daily Rotation Schedule:

Note: In the Literacy Block Independent reading is separate from Literature Circles and Reading Stations. All students independently read self-selected texts for 10-20 minutes.

<table>
<thead>
<tr>
<th>(Read to Someone) Literature Circle Reading Group</th>
<th>Rotation One 20 minutes</th>
<th>Rotation Two 20 minutes</th>
<th>Rotation Three 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Station</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 3</td>
</tr>
<tr>
<td>Word Work</td>
<td>Group 2</td>
<td>Group 3</td>
<td>Group 1</td>
</tr>
<tr>
<td></td>
<td>Group 3</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
</tbody>
</table>
Please review the habits instilled in students. Teachers may create a schedule for their classrooms for teaching mini-lessons. A sample schedule may look like the chart below. This may vary from week to week based on the unit planning guides.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Workshop</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2: Comprehension Skills</td>
<td>S4: Multiple Genres</td>
<td>S4: Multiple Genres</td>
<td>S5: Author’s Purpose and Craft</td>
<td>S5: Author’s Purpose and Craft</td>
</tr>
<tr>
<td>read-aloud (Book, Head, Heart)</td>
<td>mini-lesson</td>
<td>mini-lesson</td>
<td>mini-lesson (Notice and Name)</td>
<td>mini-lesson (Notice and Name)</td>
</tr>
</tbody>
</table>

| Writing Workshop                |                                |                               |                               |                              |
| S3: Response Skills             | S6: Composition                | S6: Composition                | S6: Composition                | S6: Composition                |
| shared writing or quickwrite    | modeled writing and application | modeled writing and application | modeled writing and application | modeled writing and application |

Use the resources provided along with the unit planning guides to help you plan effective mini-lessons for your scholars.
**Reading Workshop**

<table>
<thead>
<tr>
<th>Daily Components of Literacy</th>
<th>Instructional Format</th>
<th>Instructional Minutes</th>
<th>Instructional Practices such as:</th>
<th>Focus TEKS Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Study/Phonics</td>
<td>Whole Group</td>
<td>15–30 minutes</td>
<td>Provide explicit instruction on critical reading components:</td>
<td>Strand 1</td>
</tr>
<tr>
<td><em>Builds decoding skills and oral vocabulary</em></td>
<td></td>
<td></td>
<td>• Phonics/Spelling/Handwriting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Oral Language</td>
<td></td>
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<td>• Morning Message</td>
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</tr>
<tr>
<td>Interactive Read Aloud and Mini-Lesson</td>
<td>Whole Group</td>
<td>20–45 minutes</td>
<td>Select various genres to do the following:</td>
<td>Strand 5</td>
</tr>
<tr>
<td><em>Supports reading and writing instruction and content-area integration</em></td>
<td></td>
<td></td>
<td>• Build background knowledge and oral vocabulary.</td>
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<tr>
<td><em>Provides explicit, direct instruction, modeling, and guided practice in reading comprehension. (Connect-Teach-Active Engagement-Link)</em></td>
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<td>• Model fluent reading and reading process through think aloud.</td>
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<td>• Facilitate discussion (Turn and Talk).</td>
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<td>• Explicitly teach comprehension strategies and skills.</td>
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<td>• Create anchor charts aligned to focus standard.</td>
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<td>• Model thinking applied to comprehension strategies.</td>
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<td>• Explicitly teach strategies for vocabulary acquisition.</td>
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<td>• Have students demonstrate their understanding.</td>
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<tr>
<td>Independent Reading</td>
<td>Independent Practice</td>
<td>10–20 minutes</td>
<td>Students self-select texts to read independently.</td>
<td>Strand 1</td>
</tr>
<tr>
<td><em>Students participate in Self-selected Independent Reading</em></td>
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<td>• Apply comprehension process skills and strategies.</td>
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<tr>
<td><em>Teacher conducts reading conferences with individual students</em></td>
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<tr>
<td>Literature Circles/Guided Reading and Reading Stations</td>
<td>Small Group (approximately three rotations, 15–20 minutes each)</td>
<td>45 minutes</td>
<td>Facilitate the following:</td>
<td>Strand 5</td>
</tr>
<tr>
<td><em>While teacher works with a small group, student participate in reading focused workstation activities.</em></td>
<td></td>
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<td>• Collaboration and student-centered reading</td>
<td></td>
</tr>
<tr>
<td><em>Meet with small groups to read and provide differentiated instruction using leveled texts. Grouping should change based on student needs.</em></td>
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<td>• Application of reading comprehension strategies and skills</td>
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<td>• Discussion of events and characters in text, author’s craft, or personal connections to the text</td>
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<td>• Student engagement in critical thinking and reflections as they read, discuss, and respond to texts</td>
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<td>• Construction of meaning with other readers</td>
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<td>Design literacy workstations based on data</td>
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<td></td>
<td>• Reading Workstations</td>
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<td>o Read to Someone</td>
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<td>o Work on Writing</td>
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<td></td>
<td>• Skill-based Workstations (Word Work/Technology)</td>
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<tr>
<td>Reading Workshop Closure</td>
<td>Whole Group</td>
<td>5 minutes</td>
<td>Provide opportunities to review new learning, for example:</td>
<td>Strand 3</td>
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<td></td>
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<td>• Book discussions</td>
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<td>• Retell or explain concepts taught or practiced.</td>
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<td>• Share notes from Interactive Notebooks</td>
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</tbody>
</table>

**Writing Workshop**

<table>
<thead>
<tr>
<th>Daily Components of Literacy</th>
<th>Instructional Format</th>
<th>Instructional Minutes</th>
<th>Instructional Practices such as:</th>
<th>Focus TEKS Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Lesson</td>
<td>Whole Group</td>
<td>10–15 minutes</td>
<td>Provide instruction on the writing process aligned to an identified genre. (Pre-Writing/Planning, Drafting, Revising, Editing/Conventions, and Publishing)</td>
<td>Strand 4</td>
</tr>
<tr>
<td><em>Provide explicit, direct instruction, modeling, and guided practice in writing (Connect-Teach-Active Engagement-Link)</em></td>
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<td>Provide instruction on the following:</td>
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<td>• Analysis of mentor texts</td>
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<td>• Grammar/Mechanics/Spelling</td>
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<td></td>
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<td></td>
<td>• Revising/Editing</td>
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</tr>
<tr>
<td>Independent Writing</td>
<td>Independent Practice</td>
<td>20–30 minutes</td>
<td>Engage students in the following:</td>
<td>Strand 7</td>
</tr>
<tr>
<td><em>While teacher works with small group/individual students, remaining students participate in focused writing activities.</em></td>
<td></td>
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<td>• Independent writing practice aligned to mini-lesson</td>
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<td></td>
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<td></td>
<td>• Teacher/Student Conferences</td>
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<td>• Peer Conferences</td>
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<td>Provide opportunities to practice the writing process:</td>
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<td>• Research projects</td>
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<td>• Portfolio review</td>
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</tr>
<tr>
<td>Writing Workshop Closure</td>
<td>Whole Group</td>
<td>5 minutes</td>
<td>Provide opportunities for students to share writing.</td>
<td>Strand 1</td>
</tr>
</tbody>
</table>

*There are ranges of time for each part of the block to allow for personalization of the block. Campuses are encouraged to use these blocks to guide them in creating their literacy blocks. The order of each component is up to the discretion of the campus or individual teachers. Guided reading groups should meet for 15 to 20 minutes, depending on the age and needs of each group. Every HISD campus should allow for at least 135 minutes of Reading and Writing instruction daily. This document should be used daily to plan an integrated reading and writing balanced literacy block based on state standards and district curriculum.*
Illustrator

Name: ________________________
Book: ________________________

As the ARTFUL ARTIST, your job is to:

- create an artistic interpretation of the text
- create something that will lead to understanding of the text on a deeper or new level

You can focus on the characters, setting, literary devices used by the author, conflict, resolution…anything from the text.

Use the space below and/or the back of this bookmark to jot ideas you have for your artistic interpretation:

Connector

Name: ________________________
Book: ________________________

As the Connector, your job is to:

- make connections to the text (text to self, text to text, text to world)
- make connections that help you understand the text more deeply

Use the space below to jot notes, thoughts, or questions:

<table>
<thead>
<tr>
<th>My Connection</th>
<th>How It Helped Me Understand the Text</th>
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<tbody>
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</tbody>
</table>
Word Wizard

Name: ____________________
Book: ____________________

As the WORD WIZARD, your job is to:

- find words that are important, interesting, new or difficult
- find words that will lead to deeper understanding of the text

Use the space below to jot notes, thoughts, or questions:

<table>
<thead>
<tr>
<th>Pg.</th>
<th>Word</th>
<th>Notes</th>
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</thead>
<tbody>
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</tbody>
</table>

Discussion Director

Name: ____________________
Book: ____________________

As the DISCUSSION DIRECTOR, your job is to:

- guide the group through analyzing the text
- ask open-ended questions that lead to discussion

Use the space below to jot notes, thoughts, or questions:
Summarizer

Name: _______________________
Book: _______________________

As the Summarizer, your job is to:

- Sum up the part of the book that was read
- Include the main events/ideas and be sure to share the gist of the selection

You must include the important characters and events. You should not include every little detail. It is your job to refresh the memories of the group members by providing a thorough summary of the part of the text that was read. You should also sum up what happened in the previous group meeting if it helps build understanding.

Conector

Nombre: _____________________
Libro: _______________________

Como El Conector, tu trabajo consiste en:

- Hacer conexiones con el texto (texto a texto, texto a uno mismo, texto al mundo).
- Hacer conexiones que te ayuden a comprender el texto a un nivel más profundo.

Usa la tabla para hacer notas: preguntas o pensamientos sobre el texto:

<table>
<thead>
<tr>
<th>Mi Conexión</th>
<th>¿Cómo me ayuda a comprender el texto?</th>
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<tbody>
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</table>
Director de discusión

Nombre: ______________________
Libro: ______________________

Como El Director de discusión, tu trabajo consiste en:

- guiar el grupo para analizar el texto
- hacer preguntas que puedan tener más de una respuesta para discusión

Usa el espacio para hacer notas, preguntas o pensamientos sobre el texto:

Ilustrador

Nombre: ______________________
Libro: ______________________

Como El Ilustrador, tu trabajo consiste en:

- crear una interpretación artística del texto
- crear algo que ayude la comprensión a un nivel más profundo o crear una idea nueva del texto

Puedes enfocarte en los personajes, el escenario, los elementos literarios utilizados por el autor, el conflicto, la resolución... cualquier cosa, del texto. Utiliza el siguiente espacio y/o la parte posterior de este marcador para anotar las ideas que tienes para tus interpretaciones artísticas.
Recolector de palabras

Nombre: _______________________
Libro: _______________________

Como El Recolector de palabras, tu trabajo consiste en:

- encontrar palabras difíciles, interesantes, nuevas o importantes
- encontrar palabras que ayudan a comprender el texto a un nivel más profundo

Usa la tabla para hacer notas, preguntas o pensamientos sobre el texto:

<table>
<thead>
<tr>
<th>Pg.</th>
<th>Palabra</th>
<th>Notas</th>
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</table>

Sintetizador

Nombre: _______________________
Libro: _______________________

Como El Sintetizador, tu trabajo consiste en:

- sintetizar lo que leíste
- incluir eventos importantes o la idea principal y los detalles que ayuden a comprender el texto

Debes incluir los personajes y los acontecimientos importantes. No debes incluir todos los detalles. Es tu trabajo hacer que el grupo recuerde lo que leyeron, proporcionando un resumen exhaustivo de la parte del texto que se ha leído. También debes resumir lo que sucedió en la reunión anterior del grupo si ayuda con la comprensión.
Book
Title____________________________________________________________
Author _________________________________________________________
Genre__________________________________________________________

BLURB:


Titulo del libro: ____________________________________________________
Autor _____________________________________________________________
Género_____________________________________________________________

RESUMEN:


### Guided Reading Groups/Literature Circle Groups Weekly Schedule

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
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</table>
### Daily Observations - Literature Circles

Teachers: Use this form to record observations and notes from conferences to plan for instruction.

#### Week of: ________________

<table>
<thead>
<tr>
<th>Group</th>
<th>Observation Notes</th>
<th>Conference-Question Notes</th>
<th>Plans for Instruction</th>
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