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# Explanation of the Role Sheets

Literature circles are independent, temporary book groups based on students' book choice. Children read the chosen selection and then meet to discuss their understanding and reactions to the text, as well as their reactions to other members' interpretations. The discussions revolve around students' role sheets, which give a different comprehension task to each group member. The success of each group depends on the quality of the conversation facilitated through the role sheets. An example of a role sheet would be the student who is assigned the "Discussion Leader." That student must prepare an assortment of literal, inferential, and interpretive questions for the group to answer orally. The "Read-Aloud Master" must choose six significant passages to reread with the group and then discuss that selection's importance to the story.

Section 3

**Discussion Leader** *(cont.)*

**Think and Search (Inferential Questions):** The answer is in the text, but it needs to be put together with different pieces of information from the book. You have to think and search for the answer.

How would you compare \_\_\_\_\_

Choose the best \_\_\_\_\_

How could the character \_\_\_\_\_

What is the difference between \_\_\_\_\_

Create your own inferential questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The Author and Me (Interpretive Questions):** You need to think about what you know and what the author has said in the text. The answer will be from both the author and you as you infer meaning. The answer won't be found on the printed page, but the information to answer the question is there.

Predict what would happen if \_\_\_\_\_

Why did the author include \_\_\_\_\_

Can you prove that \_\_\_\_\_

What was the author's purpose when \_\_\_\_\_

What will happen when \_\_\_\_\_

Why did the character \_\_\_\_\_

Create your own interpretive questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Section 3

**Sequencer**

Name \_\_\_\_\_

Book \_\_\_\_\_

Write eight sentences that include the important events that occurred during the reading. Each sentence should be a different event. For each event, be sure you have included the answers to the following questions: Who? (character names), Did What? (the event), When?, and Where? (the setting). Cut the sentences apart on the dashed lines and have your group sequence the events.

As a group, decide which sentence tells the most important thing that happened in your reading and place a star next to it. Be careful not to use words like *first*, *then*, or *next*. When you turn these in, staple the events in order with your name on top.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Section 3

**Connection Maker**

Name \_\_\_\_\_

Book \_\_\_\_\_

Connecting prior knowledge and experience to reading deepens comprehension. You are to find six connections to share with your group. The four types of connections are as follows:

- **Text-to-Text (T-T)** These are connections made between the text you are reading and what you have read elsewhere.
- **Text-to-World (T-W)** These are connections made between the text you are reading and the bigger issues and events of the world.
- **Text-to-Self (T-S)** These are connections made between the text you are reading and your own experiences.
- **Text-Within-Text (E-W-T)** These are connections made between the text you are reading and another section of that same text.

Label the type of connection you are making and explain the connection. The connection codes are in parentheses above. In your connection be sure to explain both parts. This includes explaining the part of the book the connection relates to and the connection you made. When your group meets, share your connection and invite group members to each share a connection they made during the reading.

Connection Code	Explanation of the Connection Made	How did this help our understanding of the story?

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Section 3

**Read-Aloud Master**

Name \_\_\_\_\_

Book \_\_\_\_\_

Select six passages from the text that are important or interesting. Mark these passages with a sticky note and write the paragraph(s) on the lines below. After you choose your passages, you must explain the author's purpose for each passage. In other words, what message was the author trying to get across or why was that part included?

When your group meets, you may read the passages aloud to the group, or ask another person to read the selection. After your group reads each one, discuss why the author included that part in the story. Allow your group members to share their thoughts first. Then share what you wrote.

Page/Paragraph	Significance of Passage
1. _____	_____
_____	_____
_____	_____
2. _____	_____
_____	_____
_____	_____
3. _____	_____
_____	_____
_____	_____
_____	_____

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## Discussion Leader *(cont.)*

**Think and Search (Inferential Questions):** The answer is in the text, but it needs to be put together with different pieces of information from the book. You have to think and search for the answer.

How would you compare \_\_\_\_\_

Choose the best \_\_\_\_\_

How could the character \_\_\_\_\_

What is the difference between \_\_\_\_\_

Create your own inferential questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The Author and Me (Interpretive Questions):** You need to think about what you know and what the author has said in the text. The answer will be from both the author and you as you infer meaning. The answer won't be found on the printed page, but the information to answer the question is there.

Predict what would happen if \_\_\_\_\_

Why did the author include \_\_\_\_\_

Can you prove that \_\_\_\_\_

What was the author's purpose when \_\_\_\_\_

What will happen when \_\_\_\_\_

Why did the character \_\_\_\_\_

Create your own interpretive questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_