Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_ Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Literature Circle Requirements

In addition to analyzing literary works as a class, you will be studying novels in literature circles this year. During these units, you will be applying the knowledge gained in class to books you will be reading with three to four of your peers. Each group member will read with a purpose, take notes, and come to meetings ready to participate actively in discussions. Points earned for completing the requirements below will count as a major test/project grade.

**\_\_\_\_/30** **Active Reading Notes**

Annotate what you read along the way and ask questions, predict, connect, visualize, and clarify your thoughts. (See attached “Guidelines for Annotating When You Can’t Write in the Book”) Your annotations should reflect all of the reading; EVERY PAGE should contain AT LEAST ONE NOTE. You should also mark passages you may want to use later for your literary response (see below).

Before each meeting, go back through your notes and select 3-5 items for discussion by placing a sticky note on the page. These might include important quotes or passages, responses to annotation guidelines below, or questions and comments.

First, let us determine how many pages you will read and annotate for each meeting:

Read pgs. **0** to \_\_\_\_\_\_\_\_\_\_ for the first meeting on \_\_\_\_\_\_\_\_\_\_\_\_\_.

Read pgs. \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ for the second meeting on \_\_\_\_\_\_\_\_\_\_\_.

Read pgs. \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ for the third meeting on \_\_\_\_\_\_\_\_\_\_\_\_\_.

Read pgs. \_\_\_\_\_\_\_\_\_\_ to **end of book** for the final meeting on \_\_\_\_\_\_\_\_\_\_\_.

**\_\_\_\_/15** **Self-Evaluations**

After each group meeting, you will write a paragraph summarizing what your group discussed, documenting your contributions to the discussion, and analyzing what went well and what needs improvement. Paragraphs be at least 100 words. Your response should be typed with 1” margins, Times New Roman 12-point font. Points will be deducted for grammar and punctuation errors (2 - 5 errors = -2 points, 6+ errors = -4 points).

**\_\_\_\_/25** **Teacher Evaluation**

The entire group will be assessed on discussion skills. These evaluations will be based on participation, supportiveness, questioning for clarification or elaboration, ability to stay on topic, and energy.

**\_\_\_\_/10** **Vocabulary Log**

Keep track of unfamiliar words you come across in your reading. Use your knowledge of stems and context clues to formulate a working definition for the word. Then look up the actual definition in the dictionary to determine the actual meaning. You must record at least 10 new words on your log. You may earn extra credit for doing extra vocabulary words.

**\_\_\_\_/20** **Literary Response**

This response is where you will analyze theme, conflict, or character development in your book using the SIFT notes and text annotations that you took along the way and providing evidence from your novel with textual evidence. Responses should be typed with 1” margins, Times New Roman 12-point font and be proofread thoroughly. Points will be deducted for grammar and punctuation errors (2 -5 errors = -3 points, 6+ errors = -5 points).

Complete **one** of the following:

1. Select a passage from your book that supports the development of one of the novel’s **themes**. Write a SEE paragraph (at least 150 words) explaining how the author develops the theme in the passage provided. Be sure to provide a theme statement that corresponds with the chosen passage.

**or**

1. Select a passage from your book that illustrates a **conflict** in the novel. Write a SEE paragraph (at least 150 words) explaining the significance of the passage in relation to its corresponding conflict. Be sure to discuss the type of conflict (internal or external and man vs. ?) in your response.

**or**

1. Select a passage from your book that reveals a **character’s personality**. Write a SEE paragraph (at least 150 words) explaining how the author develops this character in the passage provided. Also explain why the author develops the character in this way (how is it important to the story’s plot).­­

**The S-E-E Paragraph**

The following handy strategy will help you create organized, well-developed paragraphs

for the body of your essays and reports.

*S for Statement*

Begin with a topic sentence that gives the reader a sense of what the single main idea of

the paragraph will be.

My roommate refuses to see the overflowing garbage. (nicely narrow)

My roommate is a slob. (perhaps too broad for one paragraph?)

*E for Example*

This is the part of your paragraph where you support your topic sentence. Your

evidence/examples should be appropriate and specific. If you are writing an essay or

report that is not personal, you will need to use evidence in the same way, perhaps from a

text, facts or specific observations.

*E for Explanation*

If the evidence you use is dense (facts or statistics or quotations), you might want to

explain the importance of your evidence. Then you might need to explain how the

paragraph supports your essay, and how the evidence connects with your overall thesis.

Lastly, you might decide to move out from the narrow topic and speak more globally.

*Example SEE paragraph*

(Statement) My roommate refuses to see the overflowing garbage. (Examples) Even if I

place the can in the middle of the kitchen, she steps over it as she moves to the dining

room. (a specific detail) I've even seen her push the garbage down and gingerly place a

used paper plate right on top, taking great care that it is nicely balanced. (even more

specific) (Explanation) Of course, I usually just give up and take the can down the stairs

and out to the smelly dumpster behind the old mattresses. Aside from throwing the

garbage can at her and having a fight, I don't know what else to do.

NOTE: You may repeat the EE with additional examples and corresponding explanations. Your claim (statement) becomes stronger, and your comprehension of the text and the literary concepts becomes clearer, with more examples and explanations.

**Guidelines for Annotating When You Can’t Write in the Book**

As you work with your text, consider all the ways that you can connect with what you are reading. Take notes on a separate sheet of paper (be sure to include page numbers) or use post-its and stick them right on the pages of the book.

* Define words or slang; make the words real with examples from your personal experiences; explore why the author would have used a particular word or phrase.
* Make connections to other parts of the book and to other texts you have read or seen, including movies, comic books/graphic novels, news events, other books, stories, plays, songs, or poems.
* Make meaningful connections to your own life experiences.
* Draw a picture when a visual connection is appropriate.
* Re-write, paraphrase, or summarize a particularly difficult passage or moment.
* Describe a new perspective you may now have. Did the text make you reconsider a previous belief or change your mind about a topic completely? What was it, and how did your thinking change?
* Explore unfamiliar historical context or traditions/social customs that are used in the passage by researching the internet. Write a note about what you learned.
* Offer an analysis or interpretation of what is happening in the text.
* Note examples of characterization: direct and indirect (STEAL) of central characters
* What atmosphere is created through the author’s descriptions of the setting?
* Describe conflicts. Identify the conflicts as internal or external.
* Plot twists: There are many turns in these plots. Note the significant ones.
* Climax: At what point do you know (or think you know) how the major conflict is going to be resolved.
* Point of View (POV): Who is the narrator? What is the point of view of the narrator? How does the narrator’s point of view affect the reader’s perceptions?
* Perspective: How might the story be different if it were told from the perspective of another character?