



*Interactive Literacy For All: Coaching  
and Supporting School-Wide Reading  
Strategies*

**Young Middle Magnet School For  
Math, Science and Technology in  
Hillsborough County**

**Presenters:**

- Suzanne Martin- Reading Coach
- Ewan Brand- 7<sup>th</sup> Grade Reading Teacher

# Chatterbugs Icebreaker



- Pair up and decide who will be the "ladybug" and who will be the "lightning bug".
- All ladybugs should form a circle with their backs to the center of the circle.
- All lightning bugs should face their partners in a larger circle outside the ladybugs.
- Facilitator will scream out a topic and each "bug" will get 30 seconds to respond to it, while facing their partner bug.
- After a minute the lightning bugs will rotate one person to their right to face another ladybug and facilitator will scream out another topic. Repeat...





## What The Research Says...

The research articles and/or summaries of research indicate that literature response groups, in various forms and by various names, produce the following **results**:

- Students think of themselves as **more competent, successful readers**.
- Students become **risk takers** and are more willing to communicate interpretations, thoughts, and feelings about books.
- Students become **metacognitive** about their reading and writing and more actively monitor and question their strategies and processes of literacy.



## More Research...

- Students become **more reflective readers** who continuously revise interpretations, apply text events and information to their **own experiences**, and explore implications that can be derived from the reading .
- Students develop **higher levels of critical thinking** about literature and engage in more evaluation, synthesis, and comparisons to other genres or pieces of literature.
- Students develop a **more varied repertoire of responses** to literature.
- Students develop a **greater appreciation and understanding of the elements of literature**.
- **Students score well on standardized and other tests of reading skills and achievement!!!!!!!!!!!!**

# What Students Say...

Students say that literature response groups make them more highly motivated to read than whole-group or ability-group reading instruction (Burns, 1998) because they allow opportunities for:

1. **self-selection of books** (from sets provided by the teacher)
2. **choices of roles within groups** such as Discussion Director, Word Detective, Illustrator, Summarizer etc.
3. sharing interpretations and knowledge in **social interactions with peers.**



# A Typical Schedule Using P.R.C.'s

Monday	5-15 min. 10-30 min.	<ul style="list-style-type: none"><li>• Set independent reading/ and literature circle schedule for the week.</li><li>• Students read their P.R.C. book and pick roles</li></ul>
Tuesday	10-20 min.	<ul style="list-style-type: none"><li>• Mini-lesson (non-fiction)</li><li>• Two or three groups discuss while teacher observes</li></ul>
	10-30 min.	<ul style="list-style-type: none"><li>* Other students read independent books on CD and complete reading log.</li></ul>
Wednesday	10-20 min.	<ul style="list-style-type: none"><li>• Mini-lesson (non-fiction or online tutorial)</li><li>• Two or three groups discuss while teacher observes</li></ul>
	10-30 min.	<ul style="list-style-type: none"><li>* Other students read independent books on CD and complete reading log.</li></ul>
Thursday	45 min.	Whole-Group Strategy Lesson or Shared Novel
Friday	45 min.	Independent reading day (self-selected books), Independent Literacy Exploration (ILE-Research topics of interest), or Online Tutorial



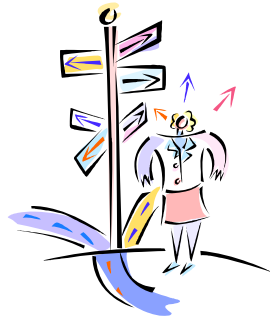
# Group Book Pass



Title	Author	Comments/Descriptors/ Stars
<i>Pinballs</i>	Betsy Byars	It's about foster kids/ real-life/ *** 3 stars out of 5
<i>NightJohn</i>		
<i>Scorpions</i>		
<i>Who Put that Hair in My Toothbrush</i>		
<i>Mick Harte Was Here</i>		
<i>Locomotion</i>		



# Try it with high interest non-fiction articles...



1. Music
2. Tennis
3. Cycling
4. Nature
5. History

- Pick an above topic and go to that table.
- Once you are there get an article and pick one of the role sheets.
- Read silently and then complete your role sheets individually.

## As a group:

- Let teacher know your group is ready to discuss.
- The person to the left of *Captain Comprehension* will share their role first and then the person to their left will go next and so on (*Wonder Wordster* will quiz group on what they think the words mean), until it returns to the "Captain" who will wrap up by asking their ?'s. Group members will try to answer them.
- Participants will then complete discussion evaluation.



# Assessment Form for Discussion

Discussion Requirements	Yes	No	Sometimes	Evidence
Everyone participates and shares in the discussion process. Communication is interactive				
The group is supportive of its individual members. Group climate promotes friendliness				
The group discussion stays on topic, or on directly related issues.				
The group is energetic and enthusiastic.				

What was the best thing about the way the group worked?

What was one problem?

How did you solve it?

What else might you have done?

What specific plans do you have for improvement?

# Teacher Assessment Rubric



## POWER Reading Circle Rubric/ Teacher Checklist

Group Member Names:

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Book Title/Topic: \_\_\_\_\_

- |   |              |                   |
|---|--------------|-------------------|
| 1. Students <u>actively</u> participated in reading and listening.            | _____ points | Pts. Earned _____ |
| 2. Students cooperated well with group members and demonstrated good conduct. | _____ points | Pts. Earned _____ |
| 3. Group's role sheets were complete and showed effort.                       | _____ points | Pts. Earned _____ |

**Teacher Notes:**

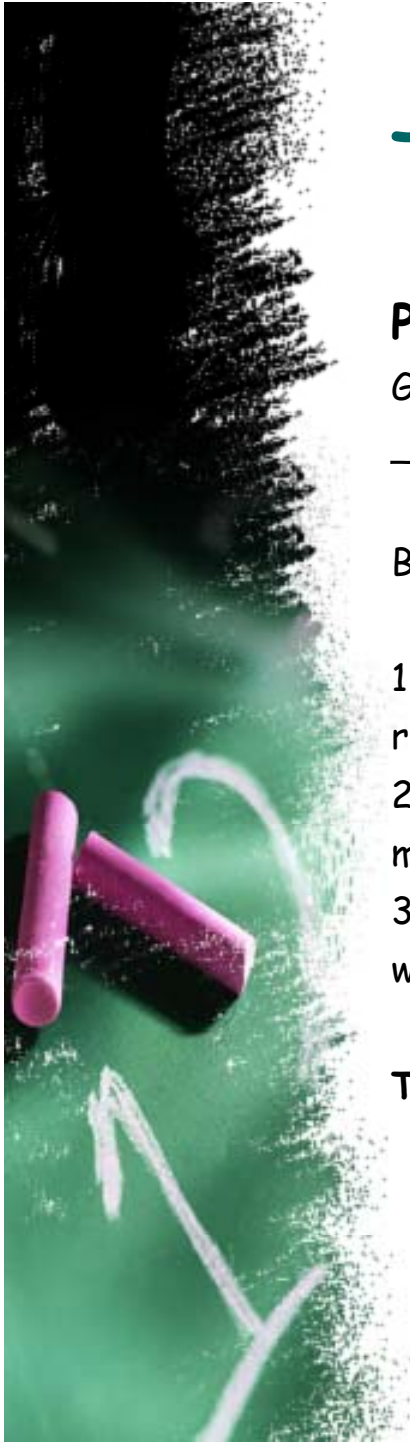
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## New Role Sheets and Specific Content Area POWER Reading Circle Ideas

- **Comic Style Role Sheets**
- **Unique Role Titles for Different Content Areas**
- **Check Out Articles, Short Stories, and Picture Books to Find Reading Materials Other Than Novels...**



NAME: \_\_\_\_\_  
BOOK: \_\_\_\_\_  
DATE: \_\_\_\_\_  
ASSIGNMENT: PG. \_\_\_\_\_ TO \_\_\_\_\_

**CAPTAIN COMPREHENSION:** YOUR JOB IS TO CREATE 5 QUESTIONS. YOU WILL ASK YOUR QUESTIONS OF THE GROUP AT THE END OF THE DISCUSSION. ALL QUESTIONS SHOULD BE OPEN-ENDED, SO THEY WILL PROMOTE DISCUSSION (NO ONE WORD ANSWERS!).

# CAPTAIN COMPREHENSION



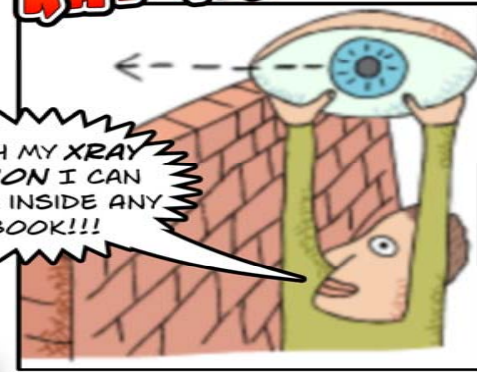
## DISCUSSION QUESTIONS

- 1.
- 2.
- 3.
- 4.
- 5.



NAME: \_\_\_\_\_  
BOOK: \_\_\_\_\_  
DATE: \_\_\_\_\_  
ASSIGNMENT: PG. \_\_\_\_\_ TO \_\_\_\_\_

# X-RAY VISIONARY



*X-RAY VISIONARY: YOUR JOB IS TO DRAW A SCENE OR CHARACTER FROM THE READING. IT CAN BE A SKETCH, CARTOON, FLOW CHART, OR DETAILED STICK FIGURE. PLEASE LABEL YOUR PICTURE WITH A CAPTION OR SPEECH BUBBLE!!!*

**CAPTION**

\_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_  
BOOK: \_\_\_\_\_  
DATE: \_\_\_\_\_  
ASSIGNMENT: PG. \_\_\_\_\_ TO \_\_\_\_\_

# SUPER SUMMARIZER

THE SUPER SUMMARIZER WILL SAVE THE DAY!!!!



SUMMARY PARAGRAPH:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUPER SUMMARIZER: YOUR JOB IS TO CREATE A QUICK BLURB OF WHAT YOU READ. YOUR DISCUSSION WILL INCLUDE YOUR SUMMARY PARAGRAPH, KEY POINTS, AND BASIC CONNECTIONS.

KEY POINTS:

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

WHAT DID TODAY'S READING REMIND YOU OF?



NAME: \_\_\_\_\_  
BOOK: \_\_\_\_\_  
DATE: \_\_\_\_\_  
ASSIGNMENT: PG \_\_\_\_\_ TO \_\_\_\_\_

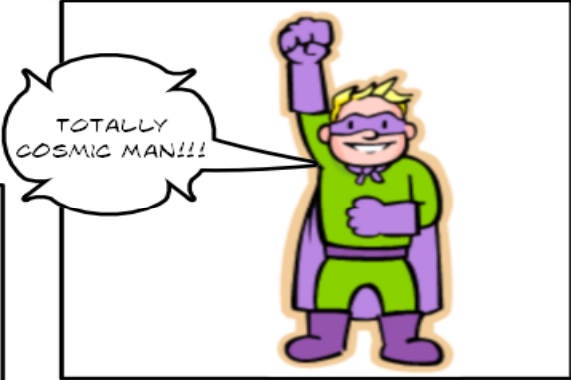
TEXT TO WORLD CONNECTIONS  
(MOVIES, TV, SCHOOL, NEWS  
ETC.):

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TEXT TO TEXT CONNECTIONS

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# COSMIC CONNECTOR



**COSMIC CONNECTOR:**  
YOUR JOB IS TO CONNECT  
WHAT YOU READ WITH THE  
WORLD, MOVIES, TV,  
OTHER BOOKS AND YOUR  
OWN EXPERIENCES.

TEXT TO SELF CONNECTIONS

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NAME: \_\_\_\_\_  
 BOOK: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 ASSIGNMENT: PG \_\_\_\_ TO \_\_\_\_



WORD	PAGE #	GUESS	DICTIONARY DEFINITION
1	----	1	1
2	----	2	2
3	----	3	3
4	----	4	4

**POWER VOCABULARY:** LIST ALL FOUR WORDS AND THE REASON YOU PICKED EACH ONE. HERE ARE SOME GOOD REASONS TO LIST:

1. IMPORTANT	2. FUNNY	3. SURPRISING
4. CONFUSING	5. RARE	6. INFORMATIVE

YOUR WORD HERE... REASON...

YOUR WORD HERE... REASON...

YOUR WORD HERE... REASON...

YOUR WORD HERE... REASON...

# Reading Circles Across The Curriculum

- 8<sup>th</sup> Grade American History
- Students were given list of topics to rank order by interest level prior to the lesson.
  - *Rank these in order of favorite topic (1) to least favorite topic (9)*

- \_\_\_\_\_ *Rebels with a Cause*
- \_\_\_\_\_ *Washington's Way*
- \_\_\_\_\_ *Salem Sarahs*
- \_\_\_\_\_ *Slave Prince*
- \_\_\_\_\_ *Greedy Grubbers*
- \_\_\_\_\_ *War Skeletons*
- \_\_\_\_\_ *Colonial Control*
- \_\_\_\_\_ *Wise Willie*
- \_\_\_\_\_ *Wooden Legs and Big Tubs*



*\* This decided the groups- each was given their 1<sup>st</sup> , 2<sup>nd</sup> or 3<sup>rd</sup> choice*





# Colonial Reading Circle Roles

## Democratic Director

- Your role is to develop **5 questions** to help your group get started with the discussion. Write questions that will promote thinking about the article or story. Write questions that require how and why explanations, not yes or no, or true/false questions that usually end discussion!

## Colony Connector

- As you read, think about your family, friends, school, and what is happening in the world. What connections can you make between this reading and your world? Relate the story to something you've seen, read or a personal story. Write a reflection. It must be at least **2 paragraphs**.

## Pilgrim's Passage

- List **4 passages** (quoted phrases or sentences) that you think are important and write the page, paragraph number, and actual passage for each on loose leaf. Next to each entry write why you selected it. Reasons: *interesting, confusing, funny, powerful, sad, disgusting or surprising*

## Puritan's Perfect Picture

- After reading, make a picture about the reading. This could be a cartoon, a sketch, a detailed stick figure, or a poster. It can be anything that you think is important. You should add a caption.

## Word Washington

- List **5 important words** from your reading. Define each of them, and then write the sentences and pages where you found them. Try to include difficult terms that will enhance the understanding of the story.



## Colonial Reading Circle Articles or Stories

- *The History of US* by Joy Hakim (Various Sections "From Colonies to Country" Volume)
- *If You Grew Up With George Washington* by Ruth Gross (Picture Book)
- *Many Thousand Gone: African Americans from Slavery to Freedom* by Virginia Hamilton (Various Stories Pre-Revolution)
- *Salem Witch Trials* (A Graphic Novel)
- *Don't Know Much About American History* by Kenneth C. Davis (Section from "A Little Rebellion")

# A Coaching Tool for POWER Reading Circles...



- Find a Partner.
- Decide who will be the coach and who will be the teacher.
- Complete the handout together.
- Don't worry about filling each blank. It is more about the process and conversation...



## Create a POWER Reading Circle Program

Teacher \_\_\_\_\_ Reading Class(s) \_\_\_\_\_

Approximate Time Frame for Completion of Novels (start and end date):

\_\_\_\_\_

Date for Book Choice \_\_\_\_\_

Reading Days \_\_\_\_\_

Meeting/Discussion Days \_\_\_\_\_

What books will you use? What is the approximate reading level of each book?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Back up books for groups that finish their novels early:

\_\_\_\_\_  
\_\_\_\_\_

How will you preview books with students before they choose?

Circle all that apply:

\* Book Pass

\* Book Talk

\* Computer Research

\* Read Alouds

\* Other: \_\_\_\_\_

How will you inform the parents of your plans regarding Reading Circles?

## POWER Reading Circle Format

1. Will the students meet/discuss simultaneously or one at a time with you?  
What is plan?

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2. Who will lead the meetings?

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3. What roles will you use?

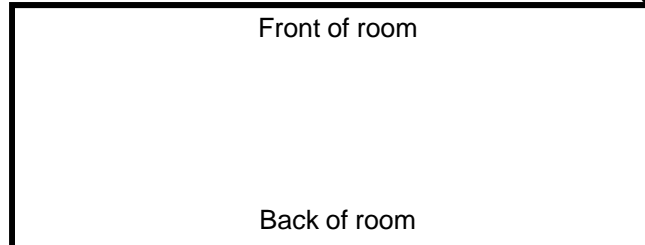
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4. How many days a week will you devote to reading circles? \_\_\_\_\_

5. Where will they meet in the classroom for their reading circles?



6. How will students be assessed when completed with reading circle novels?

Circle all that apply:

\* Authentic Assessment

\* Book Project

\* Response Journal/Log

\* Other: \_\_\_\_\_

7. If a student is not prepared for the meeting, what is the plan? (For example, didn't read or didn't complete assignment? Absent?)



## Another Interactive Reading Strategy...

### One Book, One School: Book-In-A-Day Bibliotherapy

- Pick a novel that deals with a relevant teen issue
- Create a response guide.
- The principal supports an extended homeroom for students to read and share out.
- Train teachers in use of the book-in-a-day procedure (Janet Allen).
- Novels should be chunked per chapter or any other comprehensible way.
- Purchase enough novels school-wide, so that each student can have one of these comprehensible chunks to read (more chunks = less novels to buy).

# Book-In-A-Day Response Guide

**Directions:** After completing your section you must write a 4-5 line summary, 3 questions about what you read, and 2 predictions about what you think will happen in the next section.

•During the group share session with the whole class, ALL students should write or draw in their "**Section Map**" (below) as they listen to the other sections. Also take notes in the boxes when questions are answered or predictions are confirmed or denied.

My Summary for  
Section \_\_

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My Questions for Section \_\_

- 1.
- 2.
- 3.

My Predictions for  
Section \_\_

- 1.
- 2.

Section 1 pp.1-16	Section 2 pp. 17-30	Section 3 pp. 31-48	Section 4 pp. 49-68
Section 5 pp. 69-82	Section 6 pp. 83-100	Section 7 pp. 101-118	Section 8 pp. 119-136
Section 9 pp. 137-154	Section 10 pp. 155-172	Section 11 pp. 173-188	Section 12 pp. 189-207





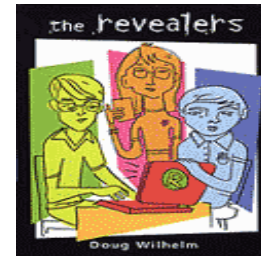
## On the Day of...

- Distribute 2-4 novels per homeroom. Depending on the amount of reading chunks, you might have to deliver more or less novels.
- The program coordinator or even homeroom teacher should rip the novels into the pre-determined chunks and pass out to the students.
- Students will read all of their sections independently and write on their response guide.
- After completed with reading, students will be grouped with other students who share the same reading chunk.
- In these small groups, students will discuss their findings (predictions, questions, summaries).
- Finally, each group will share out to the whole group, who will in turn fill out the remainder of their response guide with information to piece the story together.
- This will hopefully segue into a whole-group discussion of the teen issue and personal stories being shared... The guide can be counted as extra credit for language arts, English etc.

# One Book, One School: Building Awareness Through Literacy

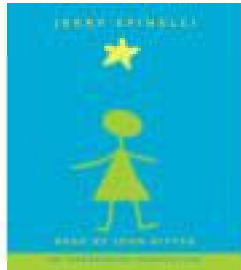
## *The Revealers*

by Doug Wilhelm



- A School-wide Reading of a Novel on the Topic of Bullying
- Scheduled for April 12th and 13<sup>th</sup> during extended homeroom
- In celebration of National Drop Everything and Read Day on April 12th, 2007, Young MMS Students will use a "Book-In-A-Day" method for the reading of our school-wide novel, *The Revealers* which is a Sunshine State Award and Battle Book.

# One Book, One School: Book-In-A-Day Using *Stargirl* by Jerry Spinelli



## HR Teacher Quick Check list

Pass Out Book Sections	
Pass Out Response Guides	
Read Directions Aloud	
Students Read Silently	
Students Complete Top Part and Personal Section Box Independently.	
Put Students into Partnerships/Groups- Let Discuss!	
Each Group Shares Out	
Audience Listens and Completes Section Grid Completely	
Collect All Guides and Return to Martin's Mailbox	
Collect All Book sections and Return to Mailroom	

**A School-wide Reading of a Novel on Monday April 21st, 2008 During an Extended Homeroom**





## District Support

- Funding
- Professional Development for Coaches
- Communication and Ideas
- Observation
- Instructional Impact and Data Analysis Reflection
- Reading Leadership Team Guidelines
- Overall Commitment and Trust in Research-Based Best Practice...





## References

- Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, ME: Stenhouse.
- Burns, B. (1998). *Changing the classroom climate with literature circles*. *Journal of Adolescent & Adult Literacy*, 42, 124-129.
- Spiegle, D. (1998). *Silver bullets, babies, and bath water: Literature response groups in a balanced literacy program*. *The Reading Teacher*, 52, 114-124.
- Short, K. (1993) *Making connections across literature and life*. In K. Holland, R. Hungerford, & S. Ernst (Eds.), *Journeying: Children responding to literature* (pp. 284-301). Portsmouth, NH: Heinemann.



# Online References/Links

- <http://wblrd.sk.ca/~bestpractice/litcircles/assform.html>
- <http://home.att.net/~teaching/litcircles.htm>
- <http://flare.ucf.edu/Newsletters/FLaRE%20Newsletter%20-%20March%202006.pdf>
- <http://www.literaturecircles.com/article1.htm>
- <http://www.litcircles.org/Discussion/teaching.html#experience>
- [http://www.education-world.com/a\\_curr/curr259.shtml](http://www.education-world.com/a_curr/curr259.shtml)
- [http://www.auburn.edu/academic/education/reading\\_genie/litcircles.html](http://www.auburn.edu/academic/education/reading_genie/litcircles.html)
- <http://forpd.ucf.edu/strategies/stratlitcircles.html>
- [http://www.adl.org/education/curriculum\\_connections/winter\\_2005/Words\\_that\\_Heal1.asp?cc\\_section=Words\\_that\\_Heal1](http://www.adl.org/education/curriculum_connections/winter_2005/Words_that_Heal1.asp?cc_section=Words_that_Heal1)



## *Exit Slip*



- Write **one way** that you can use this information to create, coach or support a similar school-wide reading strategy.
- Write a **question** you might still have about the implementation of any of the strategies you just heard about.

Thanks for Coming !!!!!!!!!!!!!

