Reading Circles

## Project Description

For this assignment, you will read an informational text (an autobiography, biography, or a memoir), and you will form groups called Reading Circles. Reading Circles is a group reading project that promotes group discussion about a selected text.

To promote discussion, within each Reading Circle, four roles will be assigned; these roles will rotate each class period. These roles include the Summarizer, Questioner, Analyzer, and Researcher. You will have the opportunity to fulfill each role. For each role, you must have an artifact to discuss. An artifact is a one page report focusing on one aspect of reading informational texts which correspond to the roles: Summarizer, Questioner, Analyzer, and Researcher. Your artifact must reflect your assigned role. You will create seven artifacts for this project. The Reading Circles project will culminate with a final group project, which will be designed and created by each group.

## Unit Questions

How can we confront racial injustice and social inequalities?

Objectives

Core Standards for Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Summarizer, Questioner, Analyzer, and Researcher)

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. (Summarizer, Questioner, Analyzer, and Researcher)

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (Summarizer and Analyzer)

5. Analyze in detail a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (Analyzer)

Core Standards for Speaking and Listening Standards

1. Engage effectively in collaborative discussions building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared having read or researched material under study;

b. Follow rules for collegial discussions and decision-making

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

##### Artifacts and Participation

After the project is underway, each class periods a member of the group will have to perform a specific role. To receive the ten possible points each day, you must bring your chosen artifact and participate. In order to participate, you must share information, listen carefully, and demonstrate thinking skills and social skills.

 Here is the rubric your teacher will use to evaluate your contributions. Please, note your teacher will evaluate you on only two criteria per day (not all three).

|  |  |
| --- | --- |
| **Task** | **Criteria** |
| **Analysis****(Knowledge of Text)** | **0****2-1****4-3****6-5****8-7****10-9** | **Did not have an artifact****Did not seem to read, very little knowledge****Below average, did not know some key events** **May have read book, few insights****Obviously read the book, sometimes had insights****Obviously read the book, always had insights** |
| **Organization****(Artifacts)** | **0****2-1****4-3****6-5****8-7****10-9** | **Did not have an artifact****Very little effort shown on artifact****Minimum effort involved on artifact****Average artifact but missing a part****Average artifact with some interesting aspects or connections****Creative and thought-provoking artifact** |
| **Style****(Discussion Contributions)** | **0****2-1****4-3****6-5****8-7****10-9** | **Did not have an artifact****Hurt or interfered with discussion****Little to no discussion (no contributions in some rounds)****Some discussion (some contributions in most rounds)****Adequate discussion (several contributions in each round)****Improved and enhanced discussion (lead or influenced discussion)** |

**Role Assignments**

#### *Use the following chart to plan your role assignments for the next few weeks. Each person in your group should select a number. That person should then fill in their initials for each time his or her number appears. Then, students should write in the initials of the other group members.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Round 1Date: | Round 2Date: | Round 3Date: | Round 4Date: | Round 5Date: | Round 6Date: | Round 7Date: |
| Summarizer | Member #1\_\_\_\_\_\_\_\_\_ | Member #2\_\_\_\_\_\_\_\_\_ | Member #3\_\_\_\_\_\_\_\_\_ | Member #4\_\_\_\_\_\_\_\_\_ | Member #1\_\_\_\_\_\_\_\_\_ | Member #2\_\_\_\_\_\_\_\_\_ | Member #3\_\_\_\_\_\_\_\_\_ |
| Questioner | Member #2\_\_\_\_\_\_\_\_\_ | Member #3\_\_\_\_\_\_\_\_\_ | Member #4\_\_\_\_\_\_\_\_\_ | Member #1\_\_\_\_\_\_\_\_\_ | Member #2\_\_\_\_\_\_\_\_\_ | Member #3\_\_\_\_\_\_\_\_\_ | Member #4\_\_\_\_\_\_\_\_\_ |
| Researcher | Member #3\_\_\_\_\_\_\_\_\_ | Member #4\_\_\_\_\_\_\_\_\_ | Member #1\_\_\_\_\_\_\_\_\_ | Member #2\_\_\_\_\_\_\_\_\_ | Member #3\_\_\_\_\_\_\_\_\_ | Member #4\_\_\_\_\_\_\_\_\_ | Member #1\_\_\_\_\_\_\_\_\_ |
| Analyzer | Member #4\_\_\_\_\_\_\_\_\_ | Member #1\_\_\_\_\_\_\_\_\_ | Member #2\_\_\_\_\_\_\_\_\_ | Member #3\_\_\_\_\_\_\_\_\_ | Member #4\_\_\_\_\_\_\_\_\_ | Member #1\_\_\_\_\_\_\_\_\_ | Member #2\_\_\_\_\_\_\_\_\_ |

### **Create Your Reading Calendar**

### ***As a group, create your schedule of reading. This will indicate the pages you need to read and when. You may want to read less during the week and more over the weekends. You should decide what is best as a group. However, by setting dates below, the entire reading group is agreeing to read up to that point before the articles for that round are shared in class.***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  |  |  | January 7 | 8 | 9 **Round 1 Artifact Due** | 10 |
|  |  |  |  |  |  |  |
| 11 | 12 | 13 Late Day | 14 **Round 2 Artifact Due** | 15 | 16 **Round 3 Artifact Due** | 17 |
|  |  |  |  |  |  |  |
| 18 | 19 No School | 20 | 21 **Round 4 Artifact Due** | 22 | 23 **Round 5 Artifact Due** | 24 |
|  |  |  |  |  |  |  |
| 25 | 26 | 27 **Round 6 Artifact** | 28 | 29 **Round 7 Artifact Due** |  |  |
|  |  |  |  |  |  |  |

### **Role Descriptions**

***Each day you come to class you will have an assigned role. The activities you need to complete are listed below. Please, note that each role has two specific tasks. If you do not complete all tasks, your grade will suffer.***

**Summarizer**

1. Summarize the selected reading passage
	* **This summary must be 50 to 100 words**
2. Identify key characters, the setting, and the main conflict of the selected reading passage
3. Create a graphic organizer includes your summary, a space for describing key characters, a space for discussing the setting, and a space for explaining the conflict within the selected reading passage

**Questioner**

1. Asks recall questions of the text
	* You will ask recall questions that help clarify characters and plot
2. Asks critical thinking questions of the text
	* You will ask critical thinking questions that encourage group members to make inferences or contemplate the theme of the book
3. Ask an overarching question that relates to the big question for the unit. This question should reference the theme. Furthermore, this question should not have a simple answer.
	* **You should have a total of ten questions**

**Researcher**

1. Identify at least one key historical events directly referenced in the selected reading passage
2. Identify other significant historical events that are not specifically referenced in the selected reading passage but were relevant to the selected reading passage
* **You must identify two relevant historical events (one in text, one not in text)**
1. Research and print a photograph that relates to a relevant historical event from the selected reading passage
	* Be sure to include a citation for the photograph.

**Analyzer**

1. Identify universal themes in selected reading passage (not necessarily the whole book)
	* You will have to identify universal theme for the selected reading passage; a theme is a truism that applies to all people, not just characters in a book; make sure you have identified the pages on which your inference about the theme.
2. Find a significant passage in the text that reflects the universal theme
	* Using textual examples from the selected reading passage, connect the conflicts, theme and big questions
	* **You must identify a page number for the significant passage and write a short paragraph explaining the connection between the universal theme and the significant passage**