

Fremont Public Schools

Literature Circle/Study Supporting Document – The Role of the Teacher

FPS Implementation Expectations: To differentiate literacy instruction for above grade level readers during the literacy block. Teacher led discussion and check for understanding/reading pace will occur a minimum of two times per week for each literature circle/study.

Planning Resources:

www.litcircles.org

Section 4: Chapters 15-17 of Guiding Readers and Writers Grades 3-6
(Fountas & Pinnell, 2001)

THE ROLE OF THE TEACHER

(pg. 270-271, Guiding Readers and Writers Grades 3-6, Fountas & Pinnell, 2001)

1. Provide positive comments that affirm students' responses.

Suggested language includes:

- That was good thinking.
- I like the way you backed up your thinking with your own experiences.
- That was a nice connection you made to another book you read.
- I like the way you are listening to each other.
- You've got some good ideas.

2. Restate students' ideas in a way that helps them clarify meaning.

Suggested language includes:

- Do you mean _____?
- Could it be _____?
- Maybe _____ is trying to say that _____?

3. Encourage students to provide evidence.

Suggested language includes:

- What makes you think that?
- Can you provide some details?
- What part of the story led you to that conclusion?
- I can see why you think that because you are providing evidence.

4. Guide students to elaborate and extend their thinking.

Suggested language includes:

- Can you say more about that?
- Please be more specific.
- Can anyone add to _____'s comment/description/idea?
- What else does that make you think of?

5. Encourage making connections.

Suggested language includes:

- What does that remind you of?
- I like the way you are connecting _____.
- Can anyone think of a connection here?
- That makes me think of _____.

6. Encourage inferring, summarizing, and synthesizing.

Suggested language includes:

- Why do you think _____?
- What is the author trying to say?
- What's the big idea?
- Some of the important ideas to remember here are _____.
- How have your ideas changed?

7. Promote analyzing and criticizing texts.

Suggested language includes:

- What type/genre of text is this?
- How is this text like (examples of books from different genres)?
- What's the problem in the story?
- How important is the setting to the plot of the story?
- How did the author make you interested in the story?
- What do you notice about the author's writing?