Summarizer

Name:	Date:		Class:
Text(s):		Pages	to
Summarize the text: Before your Literacy Don't tell the whole story, just focus on the on you to give them a quick statement or or	important parts. The other member	ers of your gr	oup will be counting
• Summary (key points) of reading:	:		

Discussion Director

group.

Name:	Date:		Class:
Text(s):		Pages	to
Prepare three questions for discussion Don't worry about the small details; yo reactions. Keep in mind that the best and careful reading of the text(s), and	our task is to help people talk over the questions for discussion are open	ne "big ideas" in -ended (no Yes	the reading and share their /No answers), reflect a close
Questions for discussion:			
1			
Your reflection on the question:			
2			
Your reflection on the question:			

Vocabulary Connector

Name:	Date:	Class:	
Text(s):		Pages: to	

<u>Vocabulary Enricher</u>: Look for a few important words in your reading. If you find words that are puzzling, unfamiliar, or used in an unusual way, write them down on this page while you are reading. Then look them up in a dictionary and write down their definitions. You may also find words in the reading that are significant to the text in some way. Mark these words too, and be ready to point them out to the group. When your group meets, help members find and discuss the words.

Words and Definitions (15 pts.)

Page/Paragra ph/Line #	Word	Definition

Connector

Name:		Date:		Class:
Text(s):		Pages	to
	ector: connect the reading selection other	_	art and/or medi	a. You will also
connec	ct the reading to current or past real world	l events and experiences.		
		Connections		
1.	Text to text: Relate reading to other books,	movies, art, television, music	c and other medi	a.
2.	Text to self: Relate reading to real experience	ices you or others have had.		
3.	Text to world: Relate reading to real world	situations and current events		

Illuminator

Name:	Date:		_ Class:
Text(s):		Pages:	to
classmates by s	three passages from the text to discuss with your g spotlighting something interesting, powerful, funny easons for picking the paragraphs or sections you d paragraph.	, puzzling, or imp	ortant from the text.
	Passages (15 pts.):		
Pg., Paragraph, or Line #	I chose this passage for disc		

Literary Device Detective

Name:		Date:	Clas	ss:
Text(s):			Pages:	to
limited to, similes	, metaphors, persor	s from the text(s). Examples of literalification, imagery, sensory language ach literary device in the space prov	e, flashback, fo	
		Literary Devices (15 pts.):		
Pg., Paragraph, or Line #	Literary Device	Exam		

Investigator / Illustrator



Investigator

Name:	Date:	Class:	_
Text(s):	Pages:	to	
Dig up some background information on your disposal. This is NOT a formal research the group to better understand the reading.	the text and any topic h project. The idea is t	related to it. Use whatever find information that is	er means you have at nterests you and helps
Background Information			

Illustrator

Name:	_ Date:		Class:
Text(s):	_ Pages:	to _	
Draw some kind of picture related to the reading scene. You can draw a picture of something that's creading reminded you of, or a picture that conveys a drawing or graphic is ok – you can even label things explaining the thought process behind your illustration	discussed speci any idea or feel s with words if	ifically in ling you g that help	the book, or something that the got from the reading. Any kind of s. Below write a reflection
Presentation Plan: When the Discussion Director is uncovered about the text or a related topic. Then shows One at a time, they get to speculate what your picture the reading. After everyone has had a say, you get to came from, or what it represents to you.	ow your picture means, to co	e without	t comment to the others in the group drawing to their own ideas about
Illustration:			