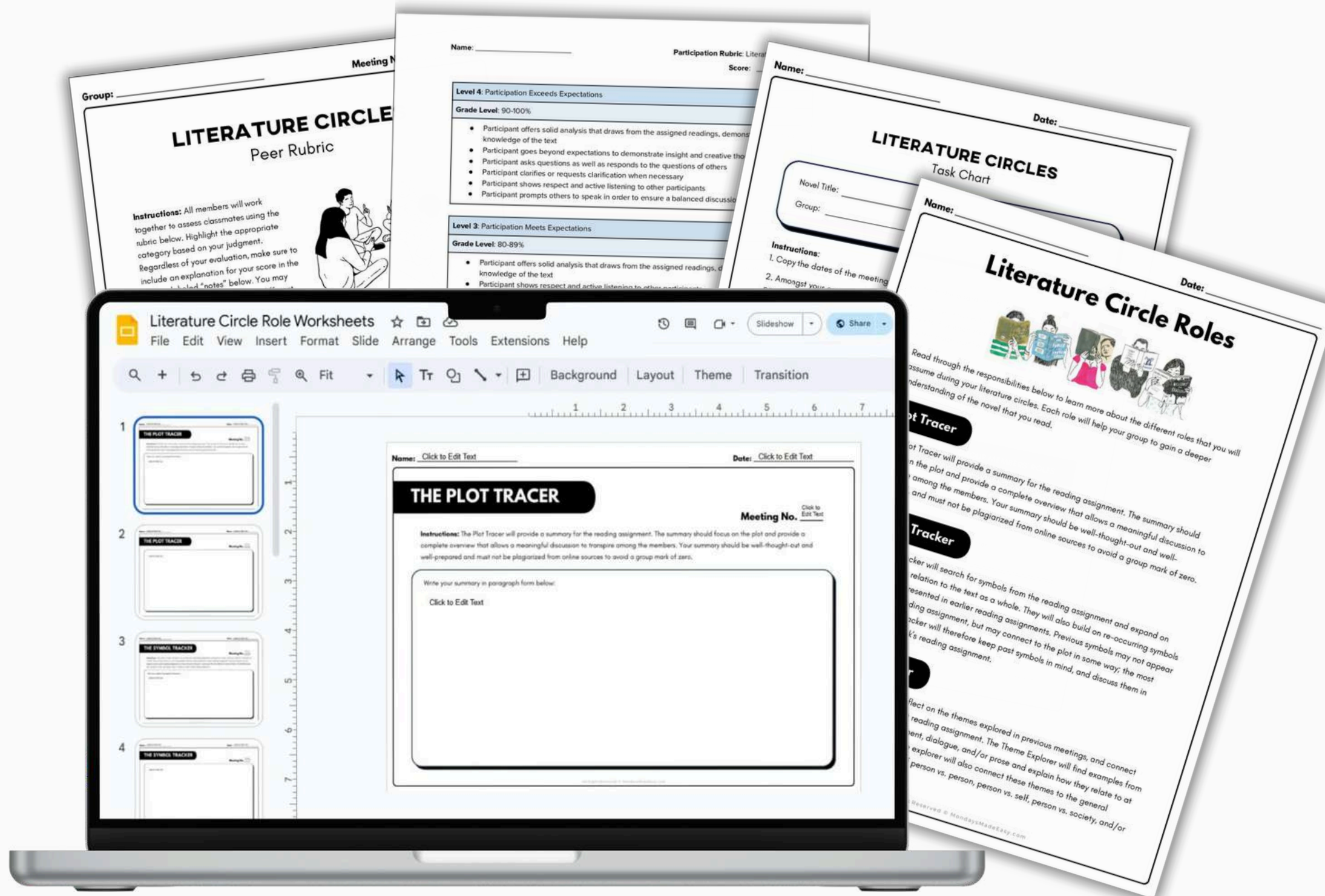


Literature Circle Roles, Responsibilities, and Rubrics

Foster student inquiry and promote meaningful peer-to-peer discussion



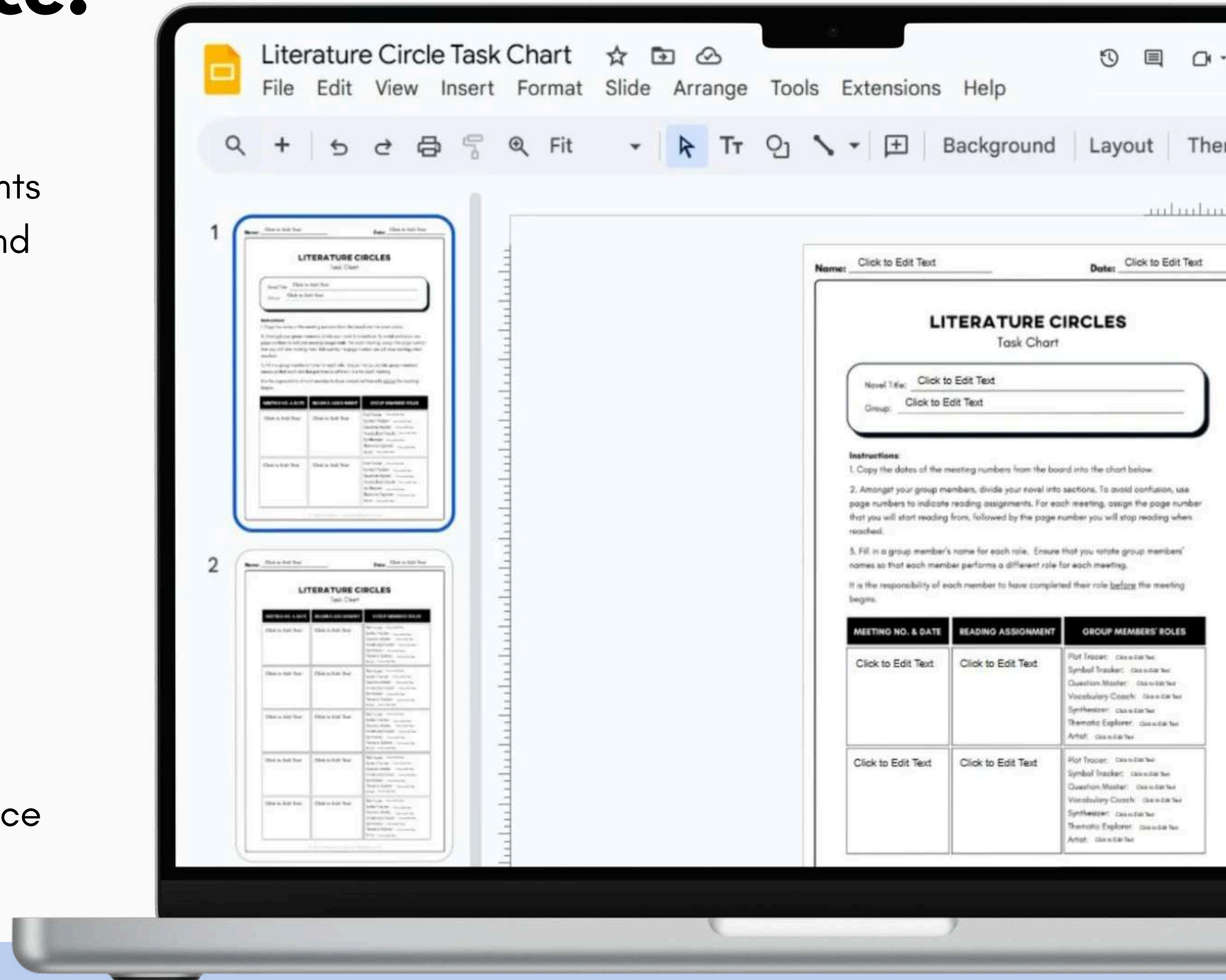
- **Structure student-led book clubs** with seven clearly defined roles that promote accountability, collaboration, and deeper literary analysis.
- **Guide meaningful discussions** using role-specific graphic organizers and task sheets that keep students focused and prepared.
- **Assess participation confidently** with built-in peer evaluation tools and flexible rubrics aligned to real classroom expectations.

Everything you need to lead independent book clubs!

PURCHASE HERE

Included with this resource:

- ✔ **7 Literature Circle Role Descriptions**
 - Designed for Middle and High school Students
 - Offer opportunities to practice analytical and practical reading strategies
- ✔ **Task Worksheets** for Each Role
- ✔ **Pacing Guide** and **Task Graphic Organizer**
- ✔ Editable & Ready-to-Print **Peer Rubric**
- ✔ Editable & Ready-to-Print **Teacher Rubric**
- ✔ **Teacher Instructions** for how to use this resource




Includes Digital Version for Google Drive®

Everything you need to facilitate student-led book clubs!

Support students with role descriptions, rubrics, and graphic organizers

Name: _____ Date: _____

Literature Circle Roles



Read through the responsibilities below to learn more about the different roles that you will assume during your literature circles. Each role will help your group to gain a deeper understanding of the novel that you read.

The Plot Tracer

The Plot Tracer will provide a summary for the reading assignment. The summary should focus on the plot and provide a complete overview that allows a meaningful discussion to transpire among the members. Your summary should be well-thought-out and well-prepared, and must not be plagiarized from online sources to avoid a group mark of zero.

The Symbol Tracker

The Symbol Tracker will search for symbols from the reading assignment and expand on their meaning in relation to the text as a whole. They will also build on re-occurring symbols that have been presented in earlier reading assignments. Previous symbols may not appear in each week's reading assignment, but may connect to the plot in some way; the most effective Symbol Tracker will therefore keep past symbols in mind, and discuss them in relation to each week's reading assignment.

The Theme Explorer

The Theme Explorer will reflect on the themes explored in previous meetings, and connect those themes to the current reading assignment. The Theme Explorer will find examples from the plot, character development, dialogue, and/or prose and explain how they relate to at least three themes. The theme explorer will also connect these themes to the general thematic conflict categories of person vs. person, person vs. self, person vs. society, and/or person vs. nature.

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Group: _____ Meeting No.: _____

Member provided an excellent overview of the text as a whole; symbols were highly relevant to their relevance to the text as a whole; reading assignments were also connected to the text and were explained thoroughly.

Member provided a reasonable overview of symbols and their relevance to the text as a whole; reading assignments were mentioned but not thoroughly explained.

Member provided six excellent, appropriate questions allowed a meaningful discussion to transpire among the members.

Member provided six appropriate questions. The questions were well-thought-out and well-prepared. They did not direct the conversation; they allowed members to contribute to the discussion.

Member provided six appropriate questions. The questions were well-thought-out and well-prepared. They did not direct the conversation; they allowed members to contribute to the discussion.

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Name: _____

LITERATURE CIRCLES

Task Chart

Novel Title: _____
Group: _____

Instructions:

- Copy the dates of the meeting numbers from the board into the chart below.
- Amongst your group members, divide your novel into sections. To avoid confusion, assign each member a page number to indicate reading assignments. For each meeting, assign the member that you will start reading from, followed by the page number you will stop reading at.
- Fill in a group member's name for each role. Ensure that you rotate group member names so that each member performs a different role for each meeting.

It is the responsibility of each member to have completed their role before the meeting begins.

MEETING NO. & DATE	READING ASSIGNMENT	GROUP MEMBER
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:

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Name: _____

Level 4: Participation Exceeds Expectations

Grade Level: 90-100%

- Participant offers solid analysis that draws from the assigned knowledge of the text
- Participant goes beyond expectations to demonstrate insight
- Participant asks questions as well as responds to the question
- Participant clarifies or requests clarification when necessary
- Participant shows respect and active listening to other participants
- Participant prompts others to speak in order to ensure a balanced discussion

Level 3: Participation Meets Expectations

Grade Level: 80-89%

- Participant offers solid analysis that draws from the assigned knowledge of the text
- Participant shows respect and active listening to other participants
- Participant allows others the opportunity to speak in order to ensure a balanced discussion

Level 2: Participation is Satisfactory

Grade Level: 70-79%

- Participant offers some analysis that draws from the assigned knowledge of the text
- Most commentary lacks textual evidence
- Participant shows active listening through eye contact and little verbal response to support the discussion

Level 1: Participation Requires Improvement

Grade Level: 60-69%

- Participant either offers little commentary, or commentary lacks depth
- Participant shows active listening through eye contact and little verbal response to support the discussion

Notes:

Name: _____ Date: _____

LITERATURE CIRCLES

Task Chart

Novel Title: _____
Group: _____

Instructions:

- Copy the dates of the meeting numbers from the board into the chart below.
- Amongst your group members, divide your novel into sections. To avoid confusion, assign each member a page number to indicate reading assignments. For each meeting, assign the member that you will start reading from, followed by the page number you will stop reading at.
- Fill in a group member's name for each role. Ensure that you rotate group member names so that each member performs a different role for each meeting.

It is the responsibility of each member to have completed their role before the meeting begins.

MEETING NO. & DATE	READING ASSIGNMENT	GROUP MEMBER
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:


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Group: _____ Meeting No.: _____

LITERATURE CIRCLES

Peer Rubric

Instructions: All members will work together to assess classmates using the rubric below. Highlight the appropriate category based on your judgment. Regardless of your evaluation, make sure to include an explanation for your score in the section labeled "notes" below. You may highlight different sections from different categories to provide more comprehensive feedback.



Plot Tracer

Excellent: The member presented the group with a complete overview of the plot that allowed meaningful discussion to transpire among the members; their summary was well-thought out and well-prepared, covering the main points that were provided in the reading assignment.

Good: The member presented the group with a reasonable overview of the plot that allowed some discussion among the members of the group; they presented clear parts of the plot and explained with some analysis, but some parts of the plot were not entirely explained.

Needs Improvement: The member was not quite prepared for their role; they did not know the plot of the story and gave ideas that were superficial and irrelevant to the discussion. They demonstrated a lack of preparation.

Notes:

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Explore 7 Insightful Literature Circle Roles

Practice analytical and practical reading strategies

Name: _____ Date: _____

THE QUESTION MASTER

Meeting No. _____

Instructions: The Question Master will create six appropriate and thought-provoking questions that allow a meaningful discussion to transpire among the members. Questions should encourage discussion - you must therefore avoid yes / no questions. This role also includes the responsibility of recording the responses of your classmates.

List your six questions below. You can record your responses from your classmates in any format you choose so long as you can submit it to your teacher with the rest of the group work.

Name: _____ Date: _____

THE ARTIST

Instructions: The artist will provide an artistic interpretation of the selected reading that demonstrates excellence of the text; all of the space in the box below must be used. Include a quotation with your artistic interpretation to conceptual meaning of your work. You may also use a blank A4 page to create your art.

Name: _____ Date: _____

THE PLOT TRACER

Meeting No. _____

Instructions: The Plot Tracer will provide a summary for the reading assignment. The summary should focus on the plot and provide a complete overview that allows a meaningful discussion to transpire among the members. Your summary should be well-thought-out and well-prepared and must not be plagiarized from online sources to avoid a group mark of zero.

Write your summary in paragraph form below:

Name: _____ Date: _____

THE SYMBOL TRACKER

Meeting No. _____

Instructions: The Symbol Tracker will search for symbols from the reading assignment and expand on their meaning in relation to the text as a whole. They will also build on re-occurring symbols that have been presented in earlier reading assignments. Previous symbols may not appear in each week's reading assignment, but may connect to the plot in some way; the most effective Symbol Tracker will therefore keep past symbols in mind, and discuss them in relation to each week's reading assignment.

Track your symbols in paragraph form below:

Name: _____ Date: _____

THE THEME EXPLORER

Meeting No. _____

Instructions: The Theme Explorer will reflect on the themes explored in previous meetings, and connect those themes to the current reading assignment. The Theme Explorer will find examples from the plot, character development, dialogue, and/or prose and explain how they relate to at least three themes. The theme explorer will also connect these themes to the general thematic conflict categories of person vs. person, person vs. self, person vs. society, and/or person vs. nature.

Write your connection to three themes in paragraph form below:

Includes **task worksheets** for each unique role!



Includes Pacing Guide and Task Chart

Help students stay organized and manage their reading assignments for each meeting

LITERATURE CIRCLES Task Chart

Name: _____ Date: _____

MEETING NO. & DATE	READING ASSIGNMENT	GROUP MEMBERS' ROLES
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:
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LITERATURE CIRCLES Task Chart

Name: _____ Date: _____

Novel Title: _____

Group: _____

Instructions:

1. Copy the dates of the meeting numbers from the board into the chart below.
2. Amongst your group members, divide your novel into sections. To avoid confusion, use page numbers to indicate reading assignments. For each meeting, assign the page number that you will start reading from, followed by the page number you will stop reading when reached.
3. Fill in a group member's name for each role. Ensure that you rotate group members' names so that each member performs a different role for each meeting. It is the responsibility of each member to have completed their role before the meeting begins.

MEETING NO. & DATE	READING ASSIGNMENT	GROUP MEMBERS' ROLES
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:
		Plot Tracer: Symbol Tracker: Question Master: Vocabulary Coach: Synthesizer: Thematic Explorer: Artist:

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LITERATURE CIRCLES Task Chart

Name: [Click to Edit Text](#) Date: [Click to Edit Text](#)

Novel Title: [Click to Edit Text](#)

Group: [Click to Edit Text](#)

Instructions:

1. Copy the dates of the meeting numbers from the board into the chart below.
2. Amongst your group members, divide your novel into sections. To avoid confusion, use page numbers to indicate reading assignments. For each meeting, assign the page number that you will start reading from, followed by the page number you will stop reading when reached.
3. Fill in a group member's name for each role. Ensure that you rotate group members' names so that each member performs a different role for each meeting. It is the responsibility of each member to have completed their role before the meeting begins.

MEETING NO. & DATE	READING ASSIGNMENT	GROUP MEMBERS' ROLES
Click to Edit Text	Click to Edit Text	Plot Tracer: Click to Edit Text Symbol Tracker: Click to Edit Text Question Master: Click to Edit Text Vocabulary Coach: Click to Edit Text Synthesizer: Click to Edit Text Thematic Explorer: Click to Edit Text Artist: Click to Edit Text



Peer and Teacher Rubrics Provided

Encourage accountability and foster reflective feedback!


Editable &
Ready-to-Print!

Group: _____ Meeting No.: _____

LITERATURE CIRCLES

Peer Rubric

Instructions: All members will work together to assess classmates using the rubric below. Highlight the appropriate category based on your judgment. Regardless of your evaluation, make sure to include an explanation for your score in the section labeled "notes" below. You may highlight different sections from different categories to provide more comprehensive feedback.



SYMBOL TRACKER

member provided an excellent overview of symbols and explored their relevance to the text as a whole; symbols were highly relevant and engaging. Symbols from previous reading assignments were also connected to the current reading and were explained thoroughly.

member provided a reasonable overview of symbols but could have explored more symbols to their relevance to the text as a whole. Symbols from previous assignments are mentioned but not thoroughly explained. More analysis would be helpful.

Needs Improvement: The member was not quite prepared for their role; they did not provide an overview from previous reading assignments, nor did they offer sufficient feedback regarding the current reading assignment.

PLOT TRACER

Excellent: The member presented the group with a complete overview of the plot that allowed meaningful discussion to transpire among the members; their summary was well-thought out and well-prepared, covering the main points that were provided in the reading assignment.

Good: The member presented the group with a reasonable overview of the plot that allowed some discussion among the members of the group; they presented clear parts of the plot and explained with some analysis, but some parts of the plot were not entirely explained.

Needs Improvement: The member was not quite prepared for their role; they did not know the plot of the story and gave ideas that were superficial and irrelevant to the discussion. They demonstrated a lack of preparation.

Notes:

Group: _____ Meeting No.: _____

VOCABULARY COACH

Excellent: The member provided 10 excellent, appropriate, complex and relevant words from the reading assignment. They offered both a definition and contextual sentence that accurately demonstrates the meaning of the word. They quizzed members on these words in a fun, innovative, or highly organized way.

member provided appropriate words from the reading assignment. Their definitions could be improved to better demonstrate the meaning of the words. They quizzed members on these vocabulary words in an effective way.

member was not quite prepared for his/her role; they did not provide vocabulary words that were not relevant to the reading assignment. They did not provide definitions or contextual sentences for each word on these vocabulary words.

member provided the group with an excellent connection to a relevant text. They provided a meaningful discussion to transpire among the members. Their source is well-thought out and their source is explained. The reading assignment is both fascinating and relevant.

member provided the group with a satisfactory connection to a relevant text. Their source is well-thought out and their source is explained. The reading assignment is both fascinating and relevant.

member was not prepared for his/her role; their connections to the text are not relevant. Their source is referred to with little detail, and their understanding of the material is limited.

Group: _____ Meeting No.: _____

Participation Rubric: Literature Circles

Score: ____ / 100

Expectations

member provided an excellent overview of symbols and explored their relevance to the text as a whole; symbols were highly relevant and engaging. Symbols from previous reading assignments were also connected to the current reading and were explained thoroughly.

member provided a reasonable overview of symbols but could have explored more symbols to their relevance to the text as a whole. Symbols from previous assignments are mentioned but not thoroughly explained. More analysis would be helpful.

Needs Improvement: The member was not quite prepared for their role; they did not provide an overview from previous reading assignments, nor did they offer sufficient feedback regarding the current reading assignment.

member provided six excellent, appropriate and thought-provoking questions allowed a meaningful discussion to transpire among the members; their summary was well-thought out and well-prepared, covering the main points that were provided in the reading assignment.

member provided a reasonable overview of the plot that allowed some discussion among the members of the group; they presented clear parts of the plot and explained with some analysis, but some parts of the plot were not entirely explained.

Needs Improvement: The member was not quite prepared for their role; they did not know the plot of the story and gave ideas that were superficial and irrelevant to the discussion. They demonstrated a lack of preparation.

member provided six appropriate questions. Their questions allowed for some meaningful discussion to transpire among the members. Their source is well-thought out and their source is explained. The reading assignment is both fascinating and relevant.

Needs Improvement: The member was not quite prepared for his/her role; they did not provide an overview from previous reading assignments, nor did they offer sufficient feedback regarding the current reading assignment.

member provided the group with an excellent connection to a relevant text. They provided a meaningful discussion to transpire among the members. Their source is well-thought out and their source is explained. The reading assignment is both fascinating and relevant.

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member was not prepared for his/her role; their connections to the text are not relevant. Their source is referred to with little detail, and their understanding of the material is limited.

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