**Informational Text Literature Circles**

Literature circles are small heterogeneous groups in which students all read the same story and each student contributes unique information about the story through an assigned responsibility (Daniels, 2006).

The purpose of literature circles, then, is to have students discuss, respond to, and think about real literature.

Literature circles with a focus on informational text support close readings of text and student dialogue centered on text.

Children in 3rd grade and above can participate in literature circles with very little modeling. Children in younger grades, or children new to literature circles, will need explicit, scaffolded modeling of the procedures and roles for literature circles.

Within informational text there are non-redundant textual and visual features that require students to read and comprehend multiple modes and the relationships among them. These multimodal aspects allow for informational text-specific roles that reflect these characteristics (Barone & Barone, 2016).

Each student is assigned a role for each literature circle discussion:

**Director**

This person develops questions at a variety of levels, from explicit information to analysis, to engage the group. He or she is also responsible for group behavior, where all students participate and listen to each other.

**Inventor**

This person creates a nonfiction text feature that the author did not include. He or she might create a graph, chart, diagram, glossary, picture and caption, map, or other text feature.

**Mapper**

This person creates a graphic organizer to share important information from reading. He or she might create a T-chart, Venn diagram, brainstorm web, timeline, sequence chart, or any other format that helps to organize information.

**Word Wizard**

This person locates new and interesting words that help other readers understand the text. He or she figures out what the word means in context, looks up the owrd to find a dictionary meaning, and explains what the word means in kid-friendly language.

**Nonfiction Fact Finder**

This person lists three facts discovered during reading and shares how these facts affect the topic the group is reading about. The Nonfiction Fact Finder may write two facts and a lie to see if other students can figure out the lie.

**Visual Viewer**

This person draws an image connected to the group’s reading of the text. He or she explains the image and its connection to the reading.