



LILIE, LLC Course Information

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Title of Course (45 hours): *Introduction to Literature Circles*

Course Description:

This course has been designed to be a preliminary introduction to the philosophy and various methods of using literature circles in your class. These circles can be implemented into any discipline and offer students and teachers a new opportunity for teaching and learning through critical thinking and student responsibility.

Overall Course Objective and Expectation(s):

Educators will exit course with various clear and useful pieces of information and models demonstrating how to successfully run thought provoking and critical analysis based Literature Circles in both ELA classroom settings and other courses as well. Literature Circles are not solely ELA based but rather a vehicle through which educators can help facilitate higher level thinking conversation and reading amongst students in any subject area.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

- Literature Circles by Harvey Daniels
- Mini-Lessons for Literature Circles by Harvey Daniels
- Moving Forward With Literature Circles by Jeni Pollack Day

- Comprehension and Collaboration: Inquiry Circle by Harvey Daniels

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- Introduction to Literature Circles
- The Philosophy Behind LC's
- Different Strategies Overview
- Improving Social Interaction
- Implication and Implementation for primary and secondary levels
- Addressing course content beyond ELA using LC's

Objectives:

Educators will understand why the use of Literature Circles are both a powerful and academically fulfilling opportunity to both teach information but also improve critical reading, writing and thinking skills. The role of social interaction and the way in which LC's address differentiated instruction ideals will also be mastered.

Impact on Classroom Instruction:

Educators will be provided with a clear understand why LC's help students reach both academic and social goals and how such student centered teaching styles provide more opportunities for student success.

Learner Outcomes:

- Educators will understand the philosophy, basic overview and strategies within LC's
- A clear parallel between LC as a teaching tool and differentiated instruction will be evident
- Ways in which to incorporate the objectives of LC's and their basic structure into other content areas will be discussed providing teachers with clear ways in which to implement LC's into their own classrooms

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Comment on how LC's meet the needs the of the various students by addressing how LC's are a form of differentiated instruction
- Post a reflection that focuses on how LC's may specifically help your students as well as speculate what problems teachers may have to overcome
- Articulate how LC's are flexible enough to meet the needs of both primary and secondary leveled students as well as the diversity within those levels. Specifically what is the foundation fo the

LC's that makes them such a productive and engaging tool regardless of grade level. What alterations might you make to meet your instructional needs.



Week II

Topic(s) & Objectives

- Level of classroom management required
- Role of cooperative learning
- Strategies for creating effective groups
- Group roles overview
- Responsibilities and accountability of groups

Impact on Classroom Instruction:

- Improved classroom management for smooth transition to LC's
- Clear understanding and articulation of LC roles
- Using differentiated instruction for creating best groups for LC's dependent upon their objective
- Students will have clear understanding of roles and responsibility for LC

Learner Outcomes:

- Best practices for creating and running Literature Circles
- Resources to use for implementing LC's
- Teachers will exit this week with clear, well defined LC roles, objectives and possibilities for differentiating

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Implement one idea for group work into your weekly lesson, following ideas provided and respond on its outcome. Speculate ways to improve and discuss what strategies worked for both you and/or students
- Find a short story, poem or non-fiction piece to use in first LC. Needs to be brief and contain obvious references to LC roles. Discuss why this piece meets both your course content needs as well as the interests of the students. What roles will be addressed?



Week III

Topic(s) & Objectives:

- Final LC Projects
- The Culmination of a successful LC
- Assessing LC's and keeping students part of the process
- Differentiating by interest
- Use of rubrics
- Historical LC's

Impact on Classroom Instruction:

- How to best assess LC's
- Incorporating rubric into instruction
- Modifying traditional LC for other subject areas

Learner Outcomes:

- Criteria for LC projects
- Best practices for modifying to meet both student and teacher needs
- Resources for developing specific rubrics for various different LC's created during course

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Creation of a unit plan incorporating roles, modifications, rubrics and final assessment
- Peer-peer review of such plans
- Creation of rubrics online to share with class



Week IV

Topic(s) & Objectives:

- Self Evaluation and Reflection Process
- Creating and posting your own LC's project outline

Impact on Classroom Instruction:

- Familiarity with Bloom's higher level of critical thinking by exposing and understanding how self reflection and assessment reflect the highest order of thinking.

Learner Outcomes:

- Review of Bloom's Taxonomy and impact on subject
- Methods for self evaluation by both teacher and students
- Incorporating differentiated instruction strategies to foster productive self evaluation and reflective practices in class

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Creation and sharing of teacher created LC self evaluation and reflection activity that outlines objectives, areas of success and those that need further development.