

Super Six strategy: Making connections

Literature Circles Role: Connector

Description:

Students make personal connections from the text with:

- something in their own life (text to self)
- another text (text to text)
- something occurring in the world (text to world).

Example responses:

- This story reminds me of my friends and how we play in the street.
- This character has the same problem that I saw in a show on TV.

Pages being studied:

| Quote from the text | Connection |
|-----------------------------------|------------|
| Text to SELF connections: | |
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| Text to TEXT connections: | |
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| Text to WORLD connections: | |
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Super Six strategy: Predicting

Literature Circles Role: Predictor

Description:

Students use information from images, text and their own personal experiences to anticipate what will be read and actively comprehend while reading.

Example questions:

- What do I think will happen next? What words/images do I expect to see or hear in this text?
- What might happen next? Why do I think that? What helped me make that prediction? Were my predictions accurate? How did I confirm my predictions?
- Have I read/seen/heard about this topic anywhere else?

Pages being studied:

| Quote from the text | Prediction | Reason for prediction |
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Super Six strategy: Questioning

Literature Circles Role: Questioner

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| <p>Description: Students ask and answer questions that clarify meaning and promote deeper understanding of the text.</p> | <p>Example questions:</p> <ul style="list-style-type: none"> • What in the text helped me know that? How is this text making me feel? Why is that? • When I read/viewed/ listened to that text did it remind me of anything I know about? Why did it remind me of that? • What did the author of the text mean by ...? • Whose point of view is this? What points of view are missing? |
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Pages being studied:

| Quote from the text | Questions | Reason for question |
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Super Six strategy: Monitoring

Literature Circles Role: Meaning checker

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| <p>Description: Students stop and think about the text and know what to do when meaning is disrupted.</p> | <p>Example questions:</p> <ul style="list-style-type: none"> • Is this making sense? What have I learned? Should I slow down? Speed up? • Do I need to re-read/view/listen? What can help me fill in the missing information? • What does this word mean? • What can I use to help me understand what I'm reading? |
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Pages being studied:

| Page number | Monitoring notes (record monitoring questions / strategies as you read) |
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Super Six strategy: Visualising

Literature Circles Role: **Illustrator**

Description:

Students create a mental image from a text they have read. Visualising brings the text to life, engages the imagination and uses all of the senses.

Example questions:

- What are the pictures I have in my head as I read to this text?
- Can I describe the picture or image I made while I read that part?
- How did the pictures in my head help me to understand the text?

Pages being studied:

| Page number | Images I see in my head (draw below) |
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Super Six strategy: Summarising

Literature Circles Role: Summariser

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| <p>Description: Students identify and accumulate the most important ideas and restate them in their own words.</p> | <p>Example questions:</p> <ul style="list-style-type: none"> • What things will help me summarise this text – list, mind map, note-taking, annotations? • What are the main ideas and significant details from the page? • If you were to tell another person about the text in a few sentences, what would you tell them? • What is the main theme? How is it connected to the world beyond the text? |
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Pages being studied:

| Page no. | Summary |
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