

Organizer

The *Organizer* builds a common understanding about the text. In this role, they should be focused on closely reading the text to develop a graphic organizer that clarifies the meaning of the text—the main idea, text structure and key details. They should be focused on the “in my text” type of questions (see the Question and Answer Relationship Chart) that encourage conversation about the meaning of the text.

Preparation

What is the main idea?

What are the key details?

Determine the text structure and create a graphic organizer. The graphic organizer should draw include all the key details.

Discussion Starts

What did....

Who did...

How many...

What was...

Who are....

When did...

What does...

What kind....

Who is...

What is...

Where is...

Name....

List....

How do you...

What happened to...

How long did...

What time did...

What do you think caused...

What happened before...

What happened after...

How would you describe...

What examples....

Where did...

How do you make...


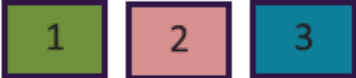
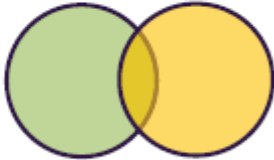
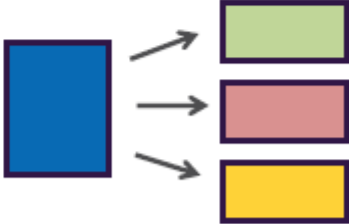

Why does...

Explain...

Compare...

Tell a short story summary of...

Non-Fiction Text Structures

<i>Text Structure</i>	<i>Signal Words</i>	<i>Visual</i>
<i>Description</i>	<p><i>for example, for instance, characteristics include, specifically, in addition</i></p>	
<i>Sequence & Order</i>	<p><i>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</i></p>	
<i>Compare & Contrast</i>	<p><i>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</i></p>	
<i>Cause & Effect</i>	<p><i>since, because, if, due to, as a result of, so, then, leads to, consequently</i></p>	
<i>Problem & Solution</i>	<p><i>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</i></p>	

Helper

The *Helper* identifies the author's perspective and purpose for writing. In this role, they should first distinguish between primary and secondary sources. For primary sources they determine this by analyzing author's context and audience. For secondary sources they should determine important words and phrases that clarify the tone, theme and figurative language

Preparation

Secondary sources (key terms and phrases)

Are there any recurring words?

Identify terms that clarify the mood (the feeling created by the words or details) and tone (the attitude of the author or speaker).

Identify and explain important uses of figurative language.

What are some terms or phrases that are thematic for the text?

Discussion Starts

Secondary sources (key terms and phrases)

Do you agree with....

Why did the person..

What did they mean by...

How did she/he feel when...

Give the reasons why...

What do you think...

What if...

What do you think will happen...

What did the author mean by...

What did the character learn about...

Page Number and Paragraph	Word or Phrase	Sentence	Definition and Synonym	Significance

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Preparation

Primary sources

When and where was this text produced?

Who was the intended audience?

What was happening at the time? What was life like?

What was different then? What was similar to our time?

How was the author connected to events of that time?

What relevant information did they not understand? How might my context affect my understanding?

Is it a reliable source?

Discussion Starts

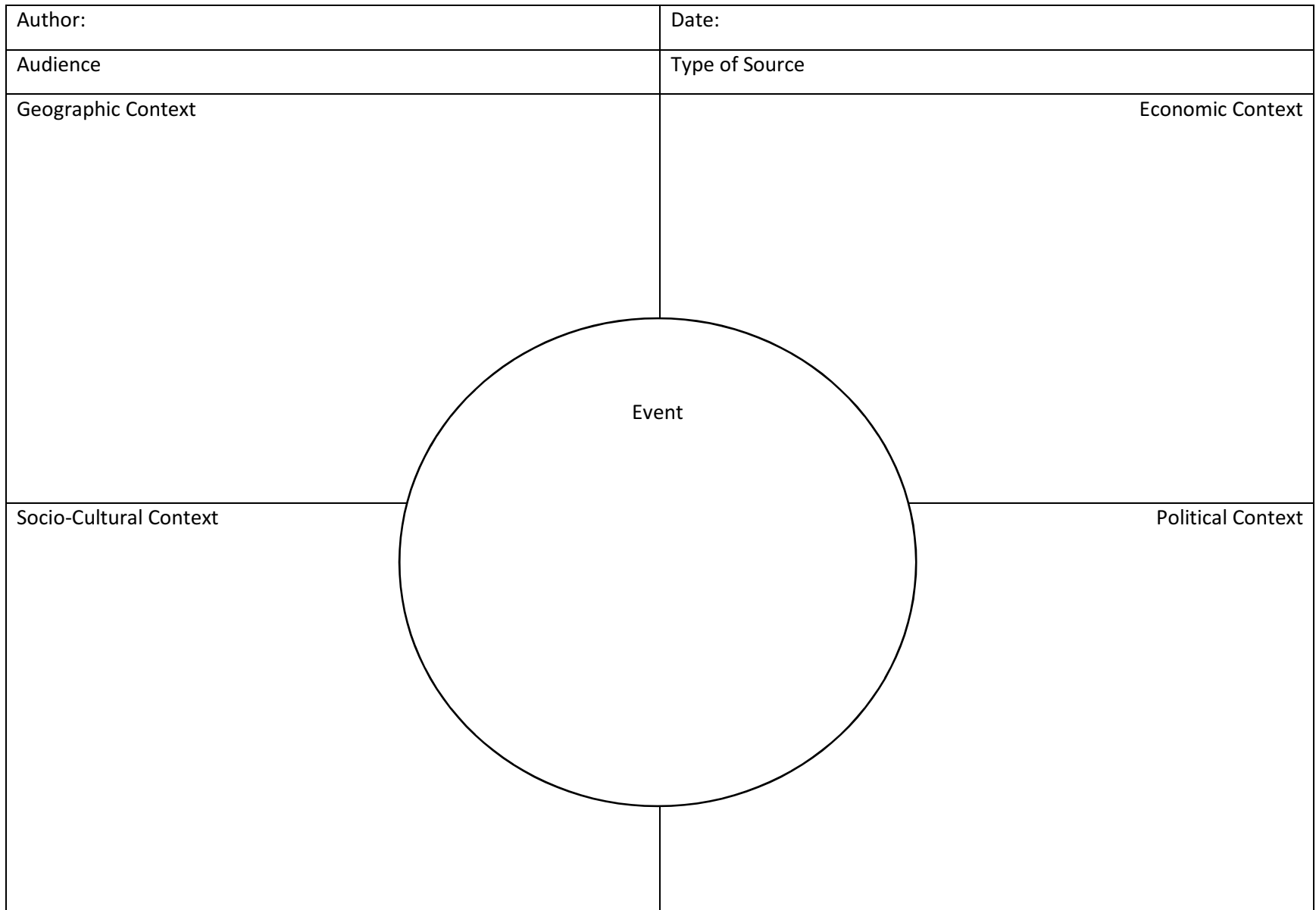
Primary sources

Why do you think the author said _____?

How do you think the author was impacted by _____?

How is _____ alike/different from _____?

If you had been _____, how would you have _____?



Activist

The *Activist* asks questions about relevance to increase comprehension. In this role, they should be focused on the “in my head” type of questions (see the Question and Answer Relationship Chart) that encourage conversation about different responses to the text.

Preparation

What are key theme(s) running through the text?

What experiences might the group bring to understand the text better?

What are important points of contact between the text and your group?

Discussion

Do you agree with....	Have you ever...
Why did the main character..	What are the reasons that...
What did they mean by...	If you could...
How did she/he feel when...	If you were going to...
Give the reasons why...	What are the pros & cons of..
What do you think...	Do you know anyone who...
What if...	How do you feel about...
What do you think will happen...	What is your favorite...why...
What did the author mean by...	What do you do when...
What did the character learn about...	What can be exciting about..
	What do you already know about....
	What would you do if...

Question Answer Relationship

In the text	In my head
Right There': Go	'Author and Me': Stop
<ul style="list-style-type: none"> • The answer can be found right there in the text. • Look on the line • For fact finding 	<ul style="list-style-type: none"> • The answer requires using previous knowledge with the text. • Look between the lines • For making inferences, determining purpose, and making predictions
'Think & Search': Slow down	On My Own': Connect
<ul style="list-style-type: none"> • The answer requires gathering information from different places in the text. • Look on several lines • For determining the main idea, summarizing, and analyzing text structure 	<ul style="list-style-type: none"> • The answer requires using my previous experience. • Look beyond the lines • For finding relevance

Advocate

The *Advocate* encourages all participants contribute to the discussion. In this role, they should check for completion of various tasks, monitor discussion for equal participation. In order to encourage participation they locate high-interest passages that could draw others into the discussion.

Preparation

Possible reasons for picking a passage to be shared aloud:

Good dialogue	Surprising	Tells us about the characters
Well-written	Figurative language	Funny
Confusing	Sets the mood	Thought provoking

Passage 1	Page and Paragraph
Why did you pick this passage?	
How will you share it with the group?	
Passage 2	Page and Paragraph
Why did you pick this passage?	
How will you share it with the group?	
Passage 3	Page and Paragraph
Why did you pick this passage?	
How will you share it with the group?	
Passage 4	Page and Paragraph
Why did you pick this passage?	
How will you share it with the group?	

Group Check

Name	Job	Preparation	Participation + = given for other contributions and cooperative behaviors - = given for interrupting, distracting and goofing off	Read Assignment + = appears to have read - = little if any proof of having read
	Organizer			
	Helper			
	Activist			
	Advocate			

Evaluation of our Group

What went well?

How can you improve?
