Differentiating Reading: One Teacher's Journey Implementing Literature Circles

Jenifer Rank
Illinois Wesleyan University

Robin Leavitt, Faculty Advisor

Follow this and additional works at: http://digitalcommons.iwu.edu/jwprc

Rank, Jenifer and Leavitt, Faculty Advisor, Robin, "Differentiating Reading: One Teacher's Journey Implementing Literature Circles" (2012). John Wesley Powell Student Research Conference. 31.
http://digitalcommons.iwu.edu/jwprc/2012/ESposters/31

This Event is brought to you for free and open access by The Ames Library, the Andrew W. Mellon Center for Curricular and Faculty Development, the Office of the Provost and the Office of the President. It has been accepted for inclusion in Digital Commons @ IWU by the faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.
©Copyright is owned by the author of this document.
DIFFERENTIATING READING:
ONE TEACHER’S JOURNEY IMPLEMENTING LITERATURE CIRCLES

Jenifer Rank and Robin Leavitt*
Educational Studies Department, Illinois Wesleyan University

For this self-study, I developed and implemented a literature circle unit in a fourth grade classroom using Roald Dahl books at a variety of reading levels during the three weeks of my full time student teaching. The goal of this study was to use a literature circle format as a means to reach the needs of all students with varying degrees of reading abilities and styles of learning. I collected data in the form of student work, student journals, video taped conversations with students, and my own field notes. By considering the journey of three specific students, an advanced student, a student performing at grade level, and a low performing student, I found literature circles were especially useful for reaching the needs of all students. The results highlight the importance of using a differentiated reading program, with literature circles as one such format.