ABSTRACT

This qualitative research study documents the observed and reported experiences of twelve regular education fourth grade students and their teacher as they participate in literature circles during their reading period at a small, K-8 elementary school. This study explores the possible correlations between students’ verbal participation and various grouping strategies during literature circles. Data was collected and analyzed through the use of surveys, interviews, student work, and participant observations. The study suggests that varying the grouping structure for literature circles has an effect on the rate of verbal participation for students. The study documents no significant change in the students’ ability to respond to literature through written response. The author documents changes in the students’ attitudes toward the concepts of cooperative learning and literature circles over a four-month period.