

# PRISONER B-3087

*an upper elementary  
reading unit*  
**THAT DIGS DEEPER**

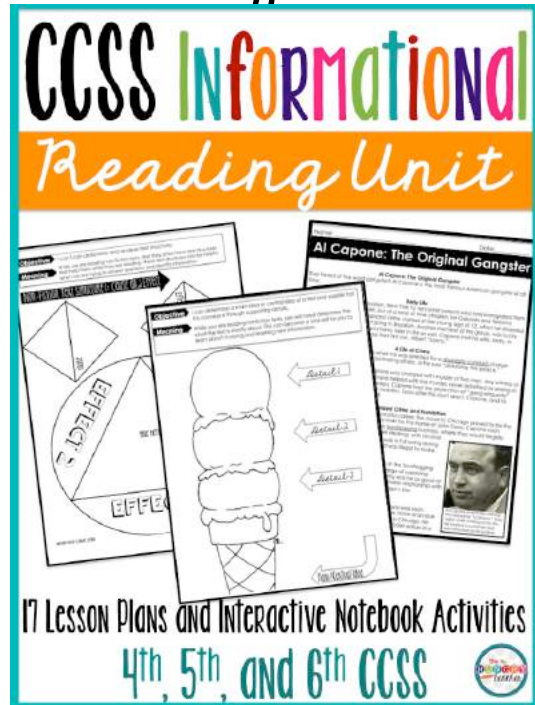
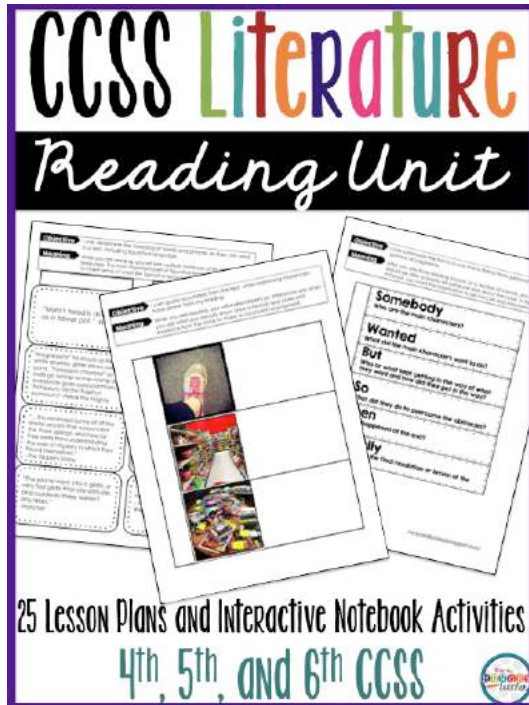


*fifth  
grade*

martina cahill- the hungry teacher

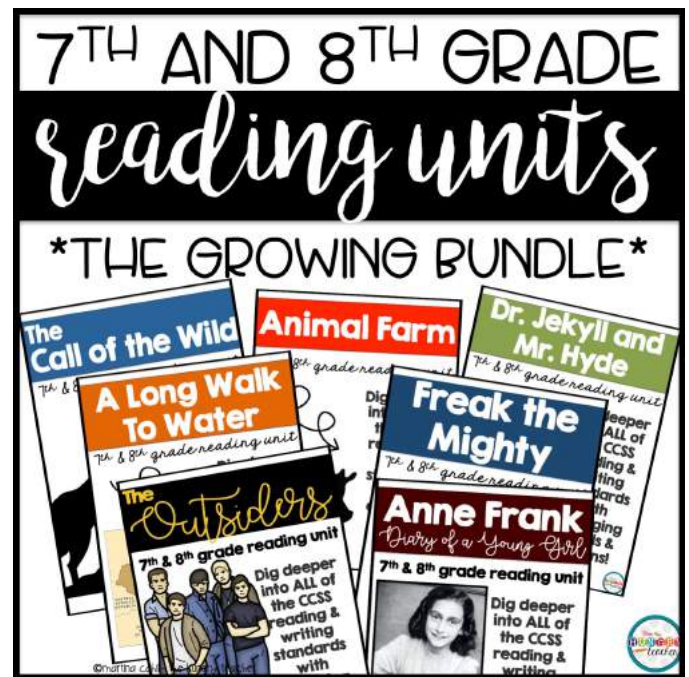
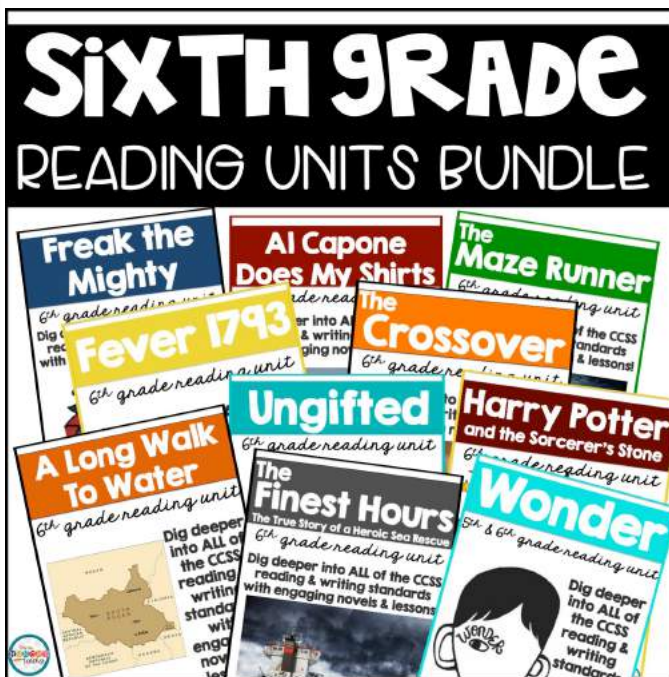


Also available in my store:



If you have purchased this literature unit, it is set up to teach with my 5<sup>th</sup> and 6<sup>th</sup> grade novel units. You will not need to purchase the 5<sup>th</sup> and 6<sup>th</sup> grade curriculum because you will already have this unit.

That being said, a great companion would be my growing bundle because you will have access to my novel units and all future 5<sup>th</sup> and 6<sup>th</sup> grade novel units I create. This also gives you flexibility to choose the units you want to teach with.





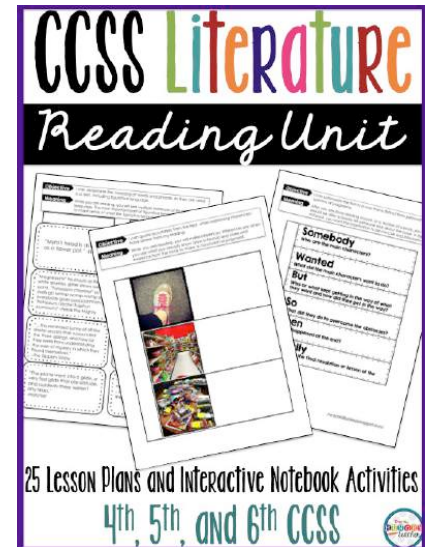
# The Vision

When I started these units, I was not so great at explaining my vision, and as a result I have gotten multiple questions about how it all works. I hope you will find the following information useful and you will see what I hope to accomplish with these units and the accompanying novel reading units.

Essentially though, know that my vision is, and always will be, about teaching with novels and getting students reading as many books as possible and really having meaningful conversations about each of them, so as to build a reading community. I choose books I LOVE with the hopes that they will end up loving books and reading just as much, if not more, as me.

## Where do I start and why?

I start with the reading literature unit. I start with this unit because I want my students to understand all the literary terms and questions I will be asking. I aligned this entire unit to the 10 CCSS Literature standards and all of my reading novel units are aligned to the exact same standards. That way when I ask the students, "What is the theme of the books, *Holes*?" students already know how to analyze our reading for theme. If they can't quite remember or need information on theme, they can go back to our previous notes to refresh their memory. Essentially their literature unit notes become their textbook or reference book.

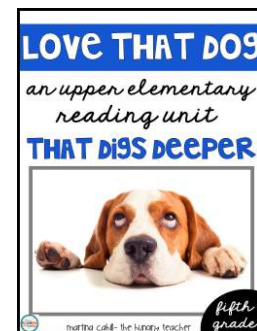
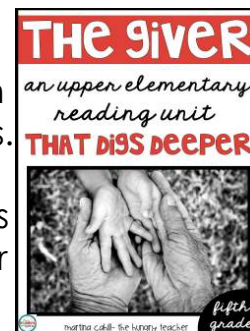
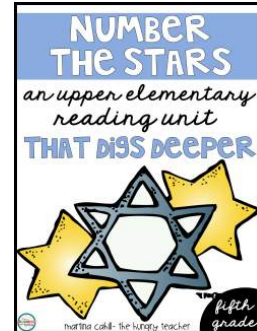
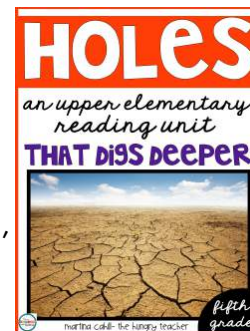


## What's next and why?

Next, I start with the literature novels (you can see my exact pacing guide on the front cover). At this point, my students should know all the vocabulary and literary terms I am asking about, in these novels, because we have learned each term in our literature unit.

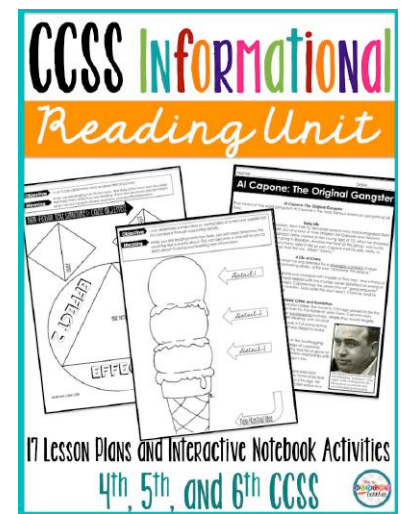
If you didn't teach the literature unit, NO BIG DEAL! You just may have to have mini-lessons about each concept as they come up in the novel reading units.

For example, if you ask them about point of view, you may need to explain what each point of view is before they are able to conduct a Socratic seminar and/or write their response that day.



## What's next and why?

After we have read four literature novels, I then head into the informational/non-fiction reading unit. This is designed so students become familiar with the non-fiction and informational terms, so we can head into our non-fiction reading. It's also great for allowing students to compare and analyze fiction and non-fiction. I aligned this entire unit to the 10 CCSS Information Reading standards and my Non-Fiction reading novel units are aligned to the exact same standards.



## What's next and why?

Next, I head into our non-fiction reading unit. My goal is to create more non-fiction, narrative non-fiction, and informational units. I know the importance of non-fiction, especially as our students head into upper elementary and middle school. I have just had some serious difficulty finding true upper elementary non-fiction novels, so please send ideas my way! I also make sure to do a historical fiction unit to get the best of both fiction and non-fiction.

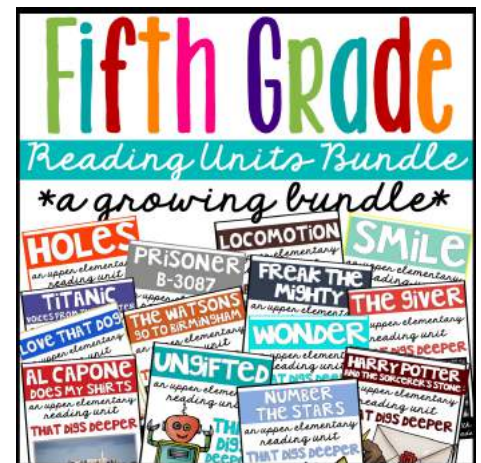
I then finish with whatever I have time for. In this case it is usually my favorite novels, that I wouldn't get to do otherwise.



## Why these novels?

First of all, I make sure to choose novels I love, but also that I know my students will love. Sometimes I do adjust based on my students (hence, the growing bundle, because sometimes I add new units as I make them.

More importantly though, I make sure my students are exposed to every single genre as appropriate for their grade levels.





# 5th Grade Reading Units

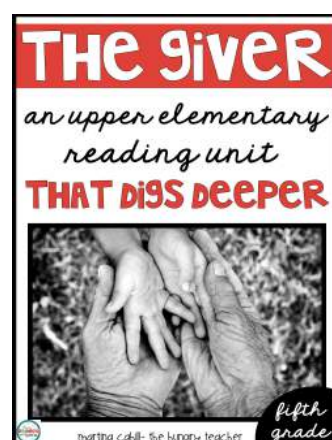
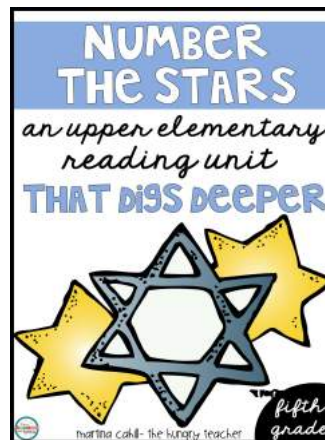
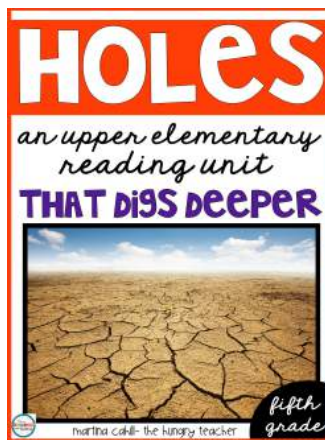
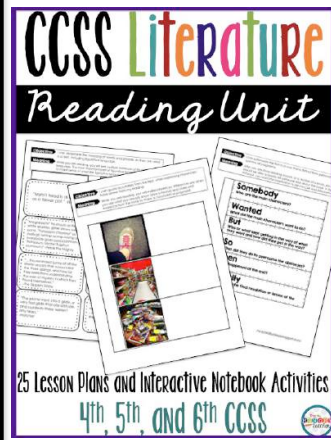
## Curriculum Pacing Guide

5 WEEKS

4 WEEKS

3 WEEKS

3 WEEKS

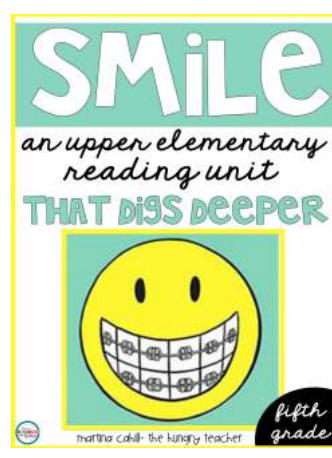
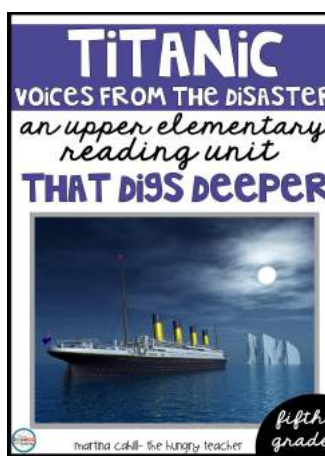
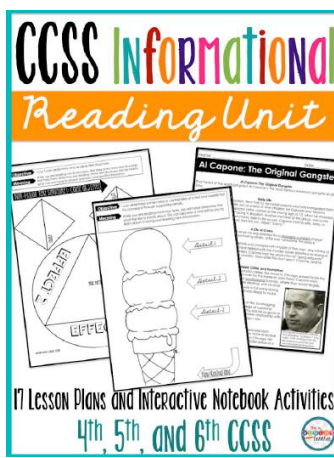
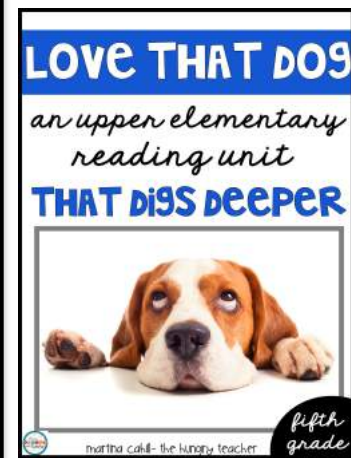


1 WEEK

3-4 WEEKS

3 WEEKS

1 WEEK

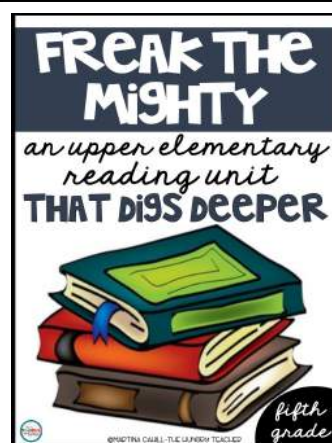
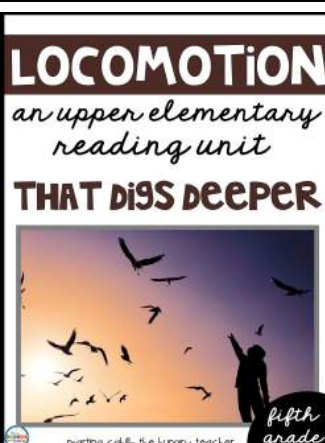
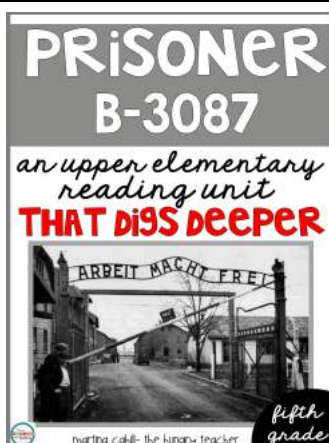
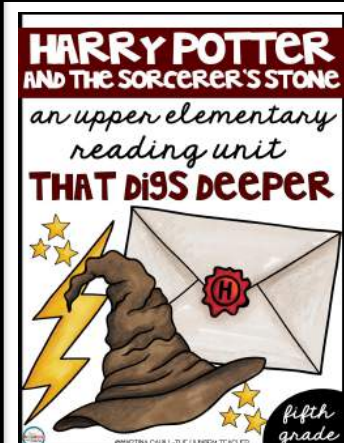


6 WEEKS

4 WEEKS

1 WEEK

3 WEEKS



# Table of Contents

Page #'s	Content
3-4	<ul style="list-style-type: none"><li>Using this resource in your classroom.</li></ul>
5-7	<ul style="list-style-type: none"><li>The Socratic Seminar: research base and strategy in practice.</li></ul>
8-9	<ul style="list-style-type: none"><li>Vocabulary: why you HAVE to stop!</li></ul>
10-12	<ul style="list-style-type: none"><li>Daily schedules and subject schedules.</li><li>Different reading workshop/set-up ideas.</li><li>Scripted lesson example from day one of <u>Holes</u> unit.</li></ul>
13	
14-15	
16-21	<ul style="list-style-type: none"><li>Student reading response notebook examples from Holes unit.</li></ul>
22-24	<ul style="list-style-type: none"><li>Common Core Standard alignment.</li></ul>
25-58	<ul style="list-style-type: none"><li>Unit lesson plans.</li></ul>
59-68	<ul style="list-style-type: none"><li>Reading response rubrics.</li></ul>

# The Socratic Seminar

The following information can all be found at [ReadWriteThink.org](https://www.readwritethink.org)

## **Research Basis**

Socratic seminars are named for their embodiment of Socrates' belief in the power of asking questions, prize inquiry over information and discussion over debate. Socratic seminars acknowledge the highly social nature of learning and align with the work of John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere.

Elfie Israel succinctly defines Socratic seminars and implies their rich benefits for students:

*The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. (89)*

Israel, Elfie. "Examining Multiple Perspectives in Literature." In *Inquiry and the Literary Text: Constructing Discussions in the English Classroom*. James Holden and John S. Schmit, eds. Urbana, IL: NCTE, 2002.

# Strategy in Practice

**Choosing a text:** Socratic seminars work best with authentic texts that invite authentic inquiry.

**Preparing the students:** While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar. Because seminars ask students to keep focusing back on the text, you may distribute sticky notes for students to use to annotate the text as they read.

**Preparing the questions:** Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie Israel recommends starting and ending with questions that relate more directly to students' lives so the entire conversation is rooted in the context of their real experiences.

**Establishing student expectations:** Because student inquiry and thinking are central to the philosophy of Socratic seminars, it is an authentic move to include students integrally in the establishment of norms for the seminar. Begin by asking students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

**Establishing your role:** Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures (e.g. "Maybe this is a good time to turn our attention back the text?" "Do we feel ready to explore a different aspect of the text?"). Resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers' interpretations or offer alternative views.

**Assessing effectiveness:** Socratic seminars require assessment that respects the central nature of student-centered inquiry to their success. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.



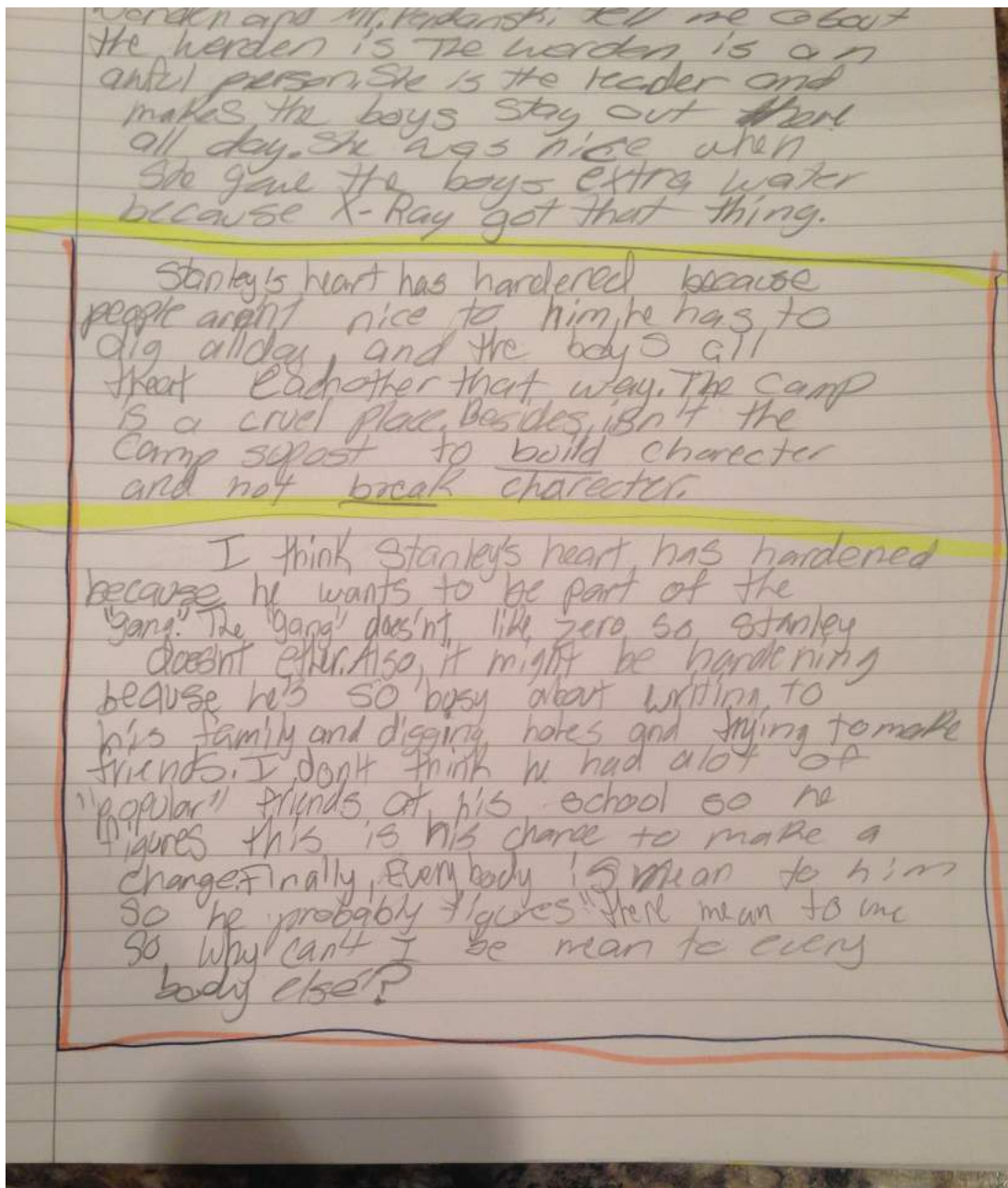
# Reading Notebook Examples

You will not be disappointed with the writing your students produce in their reader's notebooks. Their responses are the reason I love this form of teaching.

Any notebook will work. I have my kids write on a new page each day. After they write their first quick response, they draw a line underneath it. We then have our seminar, I chart their sharing, and then they re-write their response.

Here are some example of notebook responses.

Examples taken from my other reading units, Holes and Ungifted.



<i>Reading Literature Standard</i>	<i>Lessons</i>
<b>5.RL.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1, 2, 3, 10, 13, 14
<b>5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	1, 5, 6, 9, 11, 15
<b>5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	2, 3, 8, 10, 13, 15
<b>5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
<b>5.RL.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	6, 8, 14
<b>5.RL.6</b> Describe how a narrator's or speaker's point of view influences how events are described.	7, 12, 16
<b>5.RL.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	N/A
<b>5.RL.8</b> <i>(not applicable to literature)</i>	N/A
<b>5.RL.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Bonus
<b>5.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

<i>Writing Standard</i>	<i>Lessons</i>
<b>5.W.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, Bonus
<b>5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, Bonus
<b>5.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	7, 12, 16



<b>Standards</b>	<ul style="list-style-type: none"> <li>• <b>CCSS 5.RL.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• <b>CCSS 5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>• <b>CCSS 5.RL.4</b> Determine the meaning of words and phrases as they are used in a text.</li> <li>• <b>CCSS 5.W.1</b> Write opinion pieces on topics supporting a point of view with reasons and information.</li> <li>• <b>CCSS 5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul>
<b>Learning Target</b>	<ul style="list-style-type: none"> <li>• I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• I can determine a theme of a story, from details in the text, including how characters in a story respond to challenges.</li> </ul>
<b>Guiding Question</b>	<ol style="list-style-type: none"> <li>1. What can we infer about the narrator based on the first three paragraphs of this book?</li> </ol>
<b>Interpretive Question</b>	<ol style="list-style-type: none"> <li>1. When Uncle Moshe is upset, Yanek's father says, " Let them take everything. They cannot take who we are." What does this mean?</li> </ol>
<b>Hook Question</b>	<ol style="list-style-type: none"> <li>1. What do you know about Hitler?</li> </ol>
<b>Compre-hension Questions</b>	<ol style="list-style-type: none"> <li>1. What can we infer about the narrator based on the first three paragraphs of this book? Will this be a happy or sad story?</li> <li>2. What time frame does this family live in? How do you know?</li> <li>3. Who is Hitler and what does Yanek's family say he wants to do in Europe?</li> <li>4. "My uncles argued with him, but he was my father, so I believed him." Foreshadowing.</li> <li>5. How does Yanek feel about his father?</li> <li>6. What is happening at the end of chapter 1?</li> <li>7. "But of course she could say that. She wasn't a Jew." Why does the woman say the Germans were nice people and why does Yanek think this?</li> <li>8. What was life like for the Jews after the Germans had invaded their town?</li> </ol>

<b>Compre- hension Questions</b>	<p>9. Why is Yanek upset about the new rules for Jews?</p> <p>10. When Uncle Moshe is upset, Yanek's father says, " Let them take everything. They cannot take who we are." What does this mean?</p>
<b>Learning Period</b>	<ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Read chapters 1-2 together as a class.</li> <li>3. Cover important vocabulary while reading.</li> <li>4. Have students do a 5 minute quick write to the interpretive question.</li> <li>5. Students present their ideas in a Socratic Seminar.</li> <li>6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly.</li> </ol>
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Ask students to share their thinking aloud.</li> </ol>

Day 12 of 16		Prisoner B-3087		Chapter 22	
Standards	<ul style="list-style-type: none"><li>• <b>CCSS 5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li><li>• <b>CCSS 5.RL.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</li><li>• <b>CCSS 5.W.1</b> Write opinion pieces on topics supporting a point of view with reasons and information.</li><li>• <b>CCSS 5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li><li>• <b>CCSS 5.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li></ul>				
Learning Target	<ul style="list-style-type: none"><li>• I can describe how a narrator's or speaker's point of view influences how events are described.</li><li>• I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li></ul>				
Guiding Question	1. Why did so many prisoners only look out for themselves? Do you agree with their choices?				
Interpretive Question	1. Tell this chapter from the sick boy's point of view.				
Hook Question	1. Would you try to help others if you were in Yanek's position?				
Comprehension Questions	<ol style="list-style-type: none"><li>1. What does Yanek going back for the boy show us about Yanek?</li><li>2. Why did so many prisoners only look out for themselves?</li><li>3. What does the prisoner who helps Yanek show you about some of the prisoners? How does this reveal a theme of the book?</li><li>4. Why couldn't Yanek take the sick boy's bread?</li><li>5. What does Yanek realize about himself when the sick boy wakes up?</li><li>6. Was it worth carrying the boy to camp?</li></ol>				
Learning Period	<ol style="list-style-type: none"><li>1. Present the guiding question.</li><li>2. Read chapter 22 together as a class.</li><li>3. Cover important vocabulary while reading.</li><li>4. Have students do a 5 minute quick write to the interpretive question.</li><li>5. Students present their ideas in a Socratic Seminar.</li><li>6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly.</li></ol>				
Closing	1. Ask students to share their thinking aloud.				



# Reading Response Rubric (Reader's Notebook)

Name: \_\_\_\_\_

Date: \_\_\_\_\_


<i>Component</i>	<i>Trait</i>	<i>Score</i> 0-4
<b>Reading Literature</b> 5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>Reading Literature</b> 5.RL.10	Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	
<b>Opinion Writing</b> 5.W.1	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	
<b>Informative Writing</b> 5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Use precise language and domain-specific vocabulary to inform about or explain the topic.	
<b>Narrative Writing</b> 5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>Language</b> 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>Language</b> 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>Language</b> 5.L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.	
<b>Strength</b>		
<b>Goal</b>		
<b>Grade</b>		

Check out my other 6<sup>th</sup> grade reading resources:

## Freak the Mighty

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!




UNIT 2 OF 11

martha cahill - the hungry teacher

## Al Capone Does My Shirts

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!



UNIT 3 OF 11

martha cahill - the hungry teacher

## The Maze Runner

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!




UNIT 4 OF 11

martha cahill - the hungry teacher

## The Crossover

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!




UNIT 5 OF 11

martha cahill - the hungry teacher

## A Long Walk To Water

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!



UNIT 7 OF 11

martha cahill - the hungry teacher

## The Finest Hours

The True Story of a Heroic Sea Rescue

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!




UNIT 8 OF 11

martha cahill - the hungry teacher

## Harry Potter and the Sorcerer's Stone

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!



UNIT 9 OF 11

martha cahill - the hungry teacher

## Fever 1793

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!



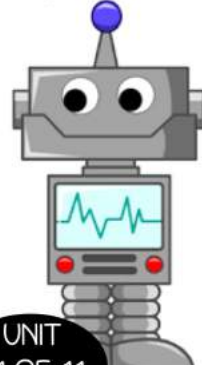
UNIT 10 OF 11

martha cahill - the hungry teacher

## Ungifted

6<sup>th</sup> grade reading unit

Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!



UNIT 11 OF 11


martha cahill - the hungry teacher

Teach with novels all year long!




Check out my 5<sup>th</sup> grade reading resources:

**LOVE THAT DOG**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**LOCOMOTION**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**THE GIVER**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**THE WATSONS  
GO TO BIRMINGHAM**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**HOLES**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**PRISONER  
B-3087**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**TITANIC**  
VOICES FROM THE DISASTER  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**WONDER**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**UNGIFTED**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**



martina cahill - the hungry teacher  
fifth grade

**FREAK THE  
MIGHTY**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**




martina cahill - the hungry teacher  
fifth grade

**HARRY POTTER  
AND THE SORCERER'S STONE**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**



martina cahill - the hungry teacher  
fifth grade

**AL CAPONE  
DOES MY SHIRT**  
an upper elementary  
reading unit  
**THAT DIGS DEEPER**



martina cahill - the hungry teacher  
fifth grade

Teach with novels all year long!



# 7<sup>th</sup> and 8<sup>th</sup> Grade Reading Units Coming this Summer and School Year 2016-2017:

## Freak the Mighty

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## Anne Frank Diary of a Young Girl

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## The Good Earth

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## The Call of the Wild

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## A Long Walk To Water

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## To Kill a Mockingbird

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## The Finest Hours

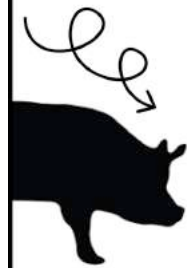
The True Story of a Heroic Sea Rescue  
7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## Animal Farm

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## The Crossover

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## Booked

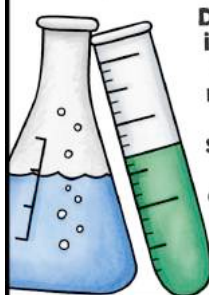
7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

## Dr. Jekyll and Mr. Hyde

7<sup>th</sup> & 8<sup>th</sup> grade reading unit



Dig deeper into ALL of the CCSS reading & writing standards with engaging novels & lessons!

# Teach with novels all year long!

fonts by:



# THANK YOU

Check out my store @

<https://www.teacherspayteachers.com/Store/Martina-Cahill-The-Hungry-Teacher>

For teaching ideas, freebies, and other fun stuff check out my blog, facebook page, and instagram.



[MRSCAHILLSCCLASS.BLOGSPOT.COM](http://MRSCAHILLSCCLASS.BLOGSPOT.COM)



[INSTAGRAM: @THEHUNGRYTEACHER5TH](https://www.instagram.com/thehungryteacher5th)



[FACEBOOK.COM/THEHUNGRYTEACHER/](https://www.facebook.com/thehungryteacher/)