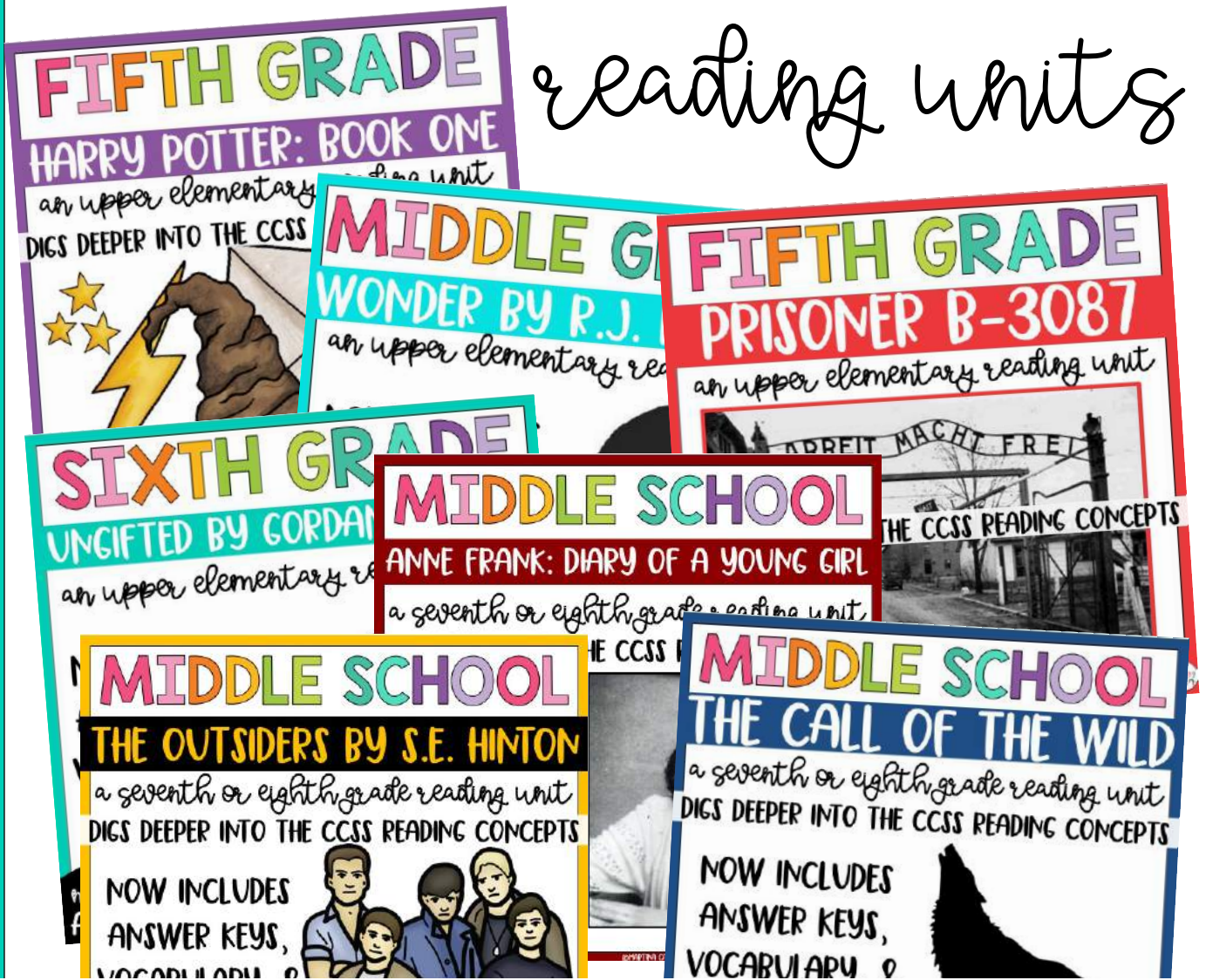


# the hungry TEACHER

reading units



THESE UNITS HAVE ALL GONE THROUGH HUGE UPDATES. THE FOLLOWING PAGES WALK YOU THROUGH THE UPDATES, THE UNITS THEMSELVES, FAQs, AND MORE!

ADD-ONS







# example of a lesson plan

DAY 2 OF 13		FREAK THE MIGHTY		CHAPTERS 3-4	
<b>Standards</b>	<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.</li> <li>• <b>CCSS 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.</li> <li>• <b>CCSS 5.W.1</b> Write opinion pieces on topics or texts, 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 explain how a series of chapters fit together to provide the overall structure of a particular story.</li> </ul>				
<b>Guiding Question</b>	<ol style="list-style-type: none"> <li>1. How does the author help us understand what Freak is saying? Evidence?</li> </ol>				
<b>Interpretive Question</b>	<ol style="list-style-type: none"> <li>1. What is the author's purpose of chapters 3 and 4? Evidence?</li> </ol>				
<b>Hook Question</b>	<ol style="list-style-type: none"> <li>1. What does the phrase "unexpected friendship" mean?</li> </ol>				
<b>Comprehension Questions</b>	<ol style="list-style-type: none"> <li>1. Why is Max surprised by how he feels about Freak?</li> <li>2. How does Freak treat Max? Why?</li> <li>3. How does Freak's language teach us about him?</li> <li>4. How does Freak make Max feel? Does he mean to? How do you know?</li> <li>5. Why doesn't Max tell Freak the truth about not wanting to read?</li> <li>6. Why does Max think that Gwen is afraid of him? What does this tell us about how Max feels about himself?</li> </ol>				
<b>Learning Period</b>	<ol style="list-style-type: none"> <li>1. Present the guiding question.</li> <li>2. Read chapters 3 and 4 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>				

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## EACH LESSON PLAN INCLUDES:

- 5<sup>TH</sup>, 6<sup>TH</sup>, 7<sup>TH</sup>, AND/OR 8<sup>TH</sup> GRADE CCSS LITERATURE AND WRITING STANDARDS.
- LEARNING TARGETS
- GUIDING, INTERPRETIVE, AND HOOK QUESTIONS.
- COMPREHENSION QUESTIONS (WITH SUGGESTED ANSWERS)
- LEARNING PERIOD LAYOUT
- CLOSING

# example of standards page

THE CCSS STANDARD ALIGNMENT IS INCLUDED IN EACH UNIT. THE WRITING STANDARDS ARE INCLUDED AND THEN LITERATURE OR INFORMATIONAL READING STANDARDS ARE INCLUDED BASED ON THE NOVEL'S GENRE.

6<sup>th</sup> Grade

Writing Standard	Lessons
6.W.1 Write arguments to support claims with clear reasons and relevant evidence.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13

READING LITERATURE STANDARD	LESSONS
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	3, 4, 9, 14, 15

7<sup>th</sup> Grade

6 <sup>th</sup> Grade Reading Literature Standard	Lessons
6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1, 2, 3, 4, 5
6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	5, 9, 11, 12

8<sup>th</sup> Grade

7 <sup>th</sup> Grade Reading Literature Standard	Lessons
7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1, 2, 3, 4, 5
7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide a summary of the text.	5, 9, 11, 12

8 <sup>th</sup> Grade Reading Literature Standard	Lessons
8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	1, 2, 3, 4, 5
8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	5, 9, 11, 12
8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	3, 7, 11
8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	1, 2, 3, 4, 5
8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	2, 4, 10
8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	1, 6, 12
8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	13
8.RL.8 (not applicable to literature)	N/A
8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	2, 8, 13
8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	1, 2, 3, 4, 5

EACH STANDARDS PAGE IS BROKEN DOWN BY GRADE, LESSON, AND STANDARDS. IF THE UNIT IS MADE FOR MULTIPLE GRADES, THERE IS A SEPARATE STANDARDS PAGE FOR EACH GRADE.



# what has been added or updated?

If you have owned these units for a long time, I am so sorry for the long overdue updates. I made them when I taught fifth grade and I just kept switching grades. I can say, I feel like it was worth the wait, because I added SO MANY new resources and components to each one.

## SUGGESTED ANSWERS AND SUGGESTED VOCABULARY

LESSON THREE	
Comprehension Questions Suggested Answer Keys	
<b>Questions</b> 1. What does the phrase spitting image mean? 2. Why do you think Max doesn't like to tell his grandmother how much he remembers from "way back then." 3. Why does Max defend Freak when Gram calls him a "poor boy?" 4. How does Freak help us understand what "spitting image" means later in the chapter? 5. What do we learn about Max's dad? Why do you think this is important to Max's story? 6. Why is Max crying at the end of the chapter? 7. What does Freak's reaction to Tony D., and his gang, tell you about him? 8. How does Max putting Freak on his shoulders, symbolize their friendship?	<b>Suggested Answers</b> 1. Spitting image means they look a lot alike. 2. He doesn't want his grandmother to know what he remembers about the bad things. 3. Max thinks people don't give Freak credit for how capable and smart he is because of his size. 4. Freak tells us. 5. We learn Max's dad is in prison. It lets us know why Max lives with his grandparents and why his dad isn't around. 6. Max is happy. 7. Freak isn't afraid of much. 8. Max and Freak complement each other physically and mentally so they are really like the perfect friendship.
Vocabulary Word Suggestions	
1. <b>mere (22)</b> : the smallest or slightest. 2. <b>depleted (24)</b> : use up the supply or resources of. 3. <b>expel (27)</b> : force out or eject (something), especially from the body. 4. <b>regurgitate (27)</b> : bring (swallowed food) up again to the mouth. 5. <b>alias (29)</b> : used to indicate that a named person is also known or more familiar under another specified name.	

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Each unit now has suggested answers for the comprehension questions. I have also added five suggested vocabulary words for each lesson.

Day 1 of 13	Out of the Dust			Pages 1-19
Common Core Standards	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	
	Literature: 1, 4, 6, 10 Writing: 1, 2	Literature: 1, 4, 6, 10 Writing: 1, 2	Literature: 1, 4, 6, 10 Writing: 1, 2	
<b>Learning Target</b>	<ul style="list-style-type: none"> <li>I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li> <li>I can write arguments to support claims with clear reasons and relevant evidence.</li> <li>I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>			
<b>Guiding Question</b>	1. What point of view is the story told from? Who is the narrator?			
<b>Interpretive Question</b>	1. How does Billie Jo telling the story, influence how the story is told? How would it be different if someone like her mother or father told the story?			
<b>Hook Question</b>	1. What do you know about the Dust Bowl?			
<b>Comprehension Questions</b>	1. How is this book's format unique? <i>It's written in verse (like poetry).</i> 2. Why do you think the author chose to write this book in verse? 3. What point of view is the story told from? Who is the narrator? <i>First person point of view. Billie Jo (daughter of a farmer who wanted a boy).</i> 4. How was Billie Jo Born? <i>In the kitchen of her parent's home because she came too fast for the doctor.</i> 5. How old will Billie Jo be when her new sibling is born? <i>14</i> 6. Why is Billie Jo upset about all the rabbits being killed by Mr. Noble and Mr. Romney? <i>They're basically killing for the sake of competition, and because the rabbits are eating stuff they shouldn't (but humans keep plowing up their food anyway).</i>			

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Some answer keys are a separate page found after the lesson, while others have them included right on the original lesson plan.

# what has been added or updated?

DISPLAY SLIDES FOR THE GUIDING AND INTERPRETIVE QUESTIONS.

## LESSON 12

### GUIDING QUESTION

Why do you think Jack leaves out all the stuff about Julian's story of him "snapping under the pressure of being Auggie's friend, Auggie having special needs, and the school board"? Does this show that it's sometimes okay to lie or withhold the truth? Why or why not?



Over the years, we found that students were asking, "What's the question again?" over and over again. For way too long I just put my lesson plan up on the overhead projector, so they could see the question.

Now we have added editable PowerPoint slides, PDF slides, or the JPEG picture versions to upload to Google classroom.

## LESSON 12

### INTERPRETIVE QUESTION

Write some of these sections from Julian's point of view. Be sure to include what you know about him and his mom in your point of view writing.



# what has been added or updated?

## DIGITAL NOTEBOOKS FOR STUDENTS



DATE:	RESPONSE #:	INTERPRETIVE QUESTION:
NOVEL:		
GUIDING QUESTION:		INTERPRETIVE QUESTION RESPONSE:
GUIDING QUESTION RESPONSE:		

Fillable Google Slides student reading response notebooks for digital and distance learning.

Students can type their reading responses and vocabulary work into the fillable boxes. Teachers can add or take away as many pages as needed and/or make a new digital "notebook" for each new unit.

DATE:	VOCABULARY		
NOVEL:			
Word (Pg. #) Part of Speech	Definition	Sentence	Illustration
Word (Pg. #) Part of Speech	Definition	Sentence	Illustration
Word (Pg. #) Part of Speech	Definition	Sentence	Illustration
Word (Pg. #) Part of Speech	Definition	Sentence	Illustration



# what has been added or updated?

## EDITABLE AND DIGITAL GRADING RUBRICS FOR TEACHERS

### Reading Response Rubrics

I used the rubric on the next page to periodically grade my students' reading response notebooks. I like this first one because it assessed their reading, writing, and language each time.

There are also some other rubrics for you to use if you wanted to focus on specific standards and subjects each time you graded them.

I checked them every two or three weeks during our unit, so it worked out to be three times during the reading of the book.

My teaching partner sometimes has her students grade each others, which I do occasionally. This is a great way for students to think about their audience and notice what you are looking for when you are grading.

<b>Rubric 1</b>	Great for when you collect reading notebooks and are grading them in general. Assesses reading, writing, and language standards all on one rubric (this is what I typically use).
<b>Rubric 2</b>	Great for assessing their argumentative writing skills.
<b>Rubric 3</b>	Great for assessing their informative/expository writing skills.
<b>Rubric 4</b>	Great for assessing their narrative writing skills.
<b>Rubric 5</b>	Great for assessing how they show growth in their writing each day.  This is perfect for this unit because the students do their quick write, get feedback and information from their peers, and then go back and write to make their writing better.
<b>Rubric 6</b>	Great for assessing students on the language standards and on their vocabulary.
<b>Rubric 7</b>	Great for assessing students' comprehension of literature.
<b>Rubric 8</b>	Great for assessing students' comprehension and analysis of informational texts.

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All eight reading response rubrics come in three versions:

1. PDF for easy printing
2. Editable PowerPoint version
3. Editable Google slides version. I insert these into students' digital notebook responses and grade in Google Slides.

### Reading Response Rubric (Reader's Notebook)

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

Component	Trait	Score 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.	

**Strength**

**Goal**

**Grade**

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### Reading Response Rubric (Reader's Notebook)

Component	Trait	Score 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.	
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<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.	

**Strength**

**Goal**

**Grade**

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# what has been added or updated?

## SMALL GROUP OR INDIVIDUAL CONFERENCE ANECDOTAL NOTES

**FOCUSED**  
*small group*

MONTH/WEEK: \_\_\_\_\_  
 UNIT: \_\_\_\_\_  
 TEXT: \_\_\_\_\_  
 SKILLS: \_\_\_\_\_  
 GRADE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

<i>intervention</i>	SKILLS AND ACTIVITIES TO USE:	STUDENTS:
<i>proficient</i>	SKILLS AND ACTIVITIES TO USE:	STUDENTS:
<i>enrichment</i>	SKILLS AND ACTIVITIES TO USE:	STUDENTS:

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Some anecdotal note catchers have been added for teachers.

One is for collecting notes while you are grading notebooks, doing quick checks, or observing Socratic Seminars.

Students who need support or enrichment can be placed in small groups based on skills you notice during these teaching practices. Or they can just help guide whole-class instruction.

If you do form small groups, then the second is for taking notes while conducting the small group lesson or individual conferences.

**SMALL GROUP**  
*instruction*

**WEEKLY ANECDOTAL**  
 M T W R F DATE: \_\_\_\_\_  
 GRADE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

<input type="checkbox"/> INTERVENTION <input type="checkbox"/> PROFICIENT <input type="checkbox"/> ENRICHMENT GROUP MEMBERS:	ACTIVITY/LESSON/TEACHING POINT  NOTES:	REFLECTION/NEXT TIME
<input type="checkbox"/> INTERVENTION <input type="checkbox"/> PROFICIENT <input type="checkbox"/> ENRICHMENT GROUP MEMBERS:	ACTIVITY/LESSON/TEACHING POINT  NOTES:	REFLECTION/NEXT TIME
<input type="checkbox"/> INTERVENTION <input type="checkbox"/> PROFICIENT <input type="checkbox"/> ENRICHMENT GROUP MEMBERS:	ACTIVITY/LESSON/TEACHING POINT  NOTES:	REFLECTION/NEXT TIME

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# frequently asked questions

## WHEN DO YOU ASK THE HOOK QUESTION? HOW DO YOU HAVE STUDENTS RESPOND?

- I ask the question before we start reading (verbally) just to get them "hooked" on the chapter(s). Sometimes I don't ask it.
- I don't make them write anything.

## DO YOU HAVE ASSESSMENTS?

- I think when teachers ask this, they are looking for a comprehension/summative assessment for the novels. These are simply not those kind of units. From a teaching philosophy standpoint, the novels are used as the tool that helps students dig deeper into literature and informational reading standards, plus the writing standards. The students have to understand and comprehend the novel in order to be able to discuss and write the reading responses. The rubrics are the assessments.

## WHAT IS THE DIFFERENCE BETWEEN THE CURRICULUM BUNDLES AND THE GROWING BUNDLES?

- The growing bundle only has the novel reading units. It does contain all my 5th grade reading units (14 of them) or my 6<sup>th</sup> grade reading units (10 of them). **Anytime I make a new reading unit, it will be added to the growing bundle.**
- The curriculum has 10 pre-selected reading units (all genres) but also 40 lessons to teach literature terms and informational terms as well. Some people get the growing bundle (to have more options for reading units) and then purchase the literature and informational units separately! **The curriculum does not get additional units added (it does get updates though!)**
- If you are looking for your reading lessons and materials done for the year, then the curriculum. If you want more flexibility, get the growing bundle and then get the informational and literature units later if you need them.

# frequently asked questions

## WHAT SHOULD I BE READING WHILE WE DO THE LITERATURE UNIT?

- Whatever you want! You could use a different read aloud novel that's not in the units, picture books, or even short films online. *Wonder* has been added as a "bonus" unit, so that could be your read aloud for this unit.
- The literature unit is meant to be the foundation for all the novel studies/reading units. You are using these to expose students to all the literature terms, while having them make their interactive notebooks examples.
- These notebooks kind of become like their own textbooks that they can reference the rest of the year.

## WHEN DO I ASK THE COMPREHENSION QUESTIONS?

- This is probably one of my most asked questions and I still don't have the perfect answer but this is my honest one: These are 100% included for teacher discretion. I rarely ask them and when I do ask them, I ask about one or two. I ask them during the read aloud and just have a couple students verbally answer.
- On the other hand, I have used some of these same novels and reading units for books clubs or literature circles, and in those instances, I use the comprehension questions to guide the discussion.

## WHEN DO I ASK THE GUIDING QUESTION?

- I ask the guiding question before we start reading that day. It's essentially to "guide" their thinking. I keep it displayed while I'm reading so they don't keep asking, "What was the question again?" The students then do a really quick write (3-5 minutes) after the read aloud to answer the question.

## WHEN DO I ASK THE INTERPRETIVE QUESTION?

- After the Socratic Seminar (students use their quick write from the Guiding Question to help them have a discussion with their classmates during the Seminar). While students are doing the Socratic Seminar you are writing discussions notes (more on that later) on the whiteboard. Then when you ask the interpretive questions, they use the notes to write the answer to their interpretive question.



# USING THIS RESOURCE IN YOUR CLASSROOM:

My first three years of teaching, I was a fifth grade teacher. I had 90 minutes for just my reading instruction. My fourth year of teaching, I was a sixth grade ELA teacher with just 90 minutes for both reading and writing. As I type this, I am going into my 8<sup>th</sup> year of teaching and my 5<sup>th</sup> year of teaching 7<sup>th</sup> and 8<sup>th</sup> grade ELA. I have 55 minutes class periods with each class.

I tell you this because I have changed how I do these reading units each time I have changed grade levels and I encourage you to find what works for you. I will give you break down of each, so you can see my general vision for these units, and I how I have made them work in grades 5 through 8.

## *in fifth grade:*

I did the entire lesson in my classroom. We read, did a quick write, the Socratic seminar, and then did a re-write. I also still did 40 minutes of small-group and independent reading in this time frame.

## *in sixth grade:*

I altered how I implemented these systems. We still did the reading in class, but we would usually have a Socratic seminar and then write or I would just ask the guiding or interpretive question and have them write.

## *in seventh and eighth grade:*

I again, changed how I implemented these units. Essentially this is always changing, depending on the needs of students, pacing, the novel, and other work. Some days we read the chapters in class and just had a class discussion. Other days, we read as a class, then had a Socratic Seminar (I leave my charting on the board) and then we write the response the next day. Other times, we read, then come to class ready for the Socratic seminar at the start of class, and would write, right after the discussion.

The following page has a lesson break-down for you to see as well.

## 5<sup>TH</sup> GRADE DAILY LESSON ROUTINE

5 min.	Status of the Class (Check-in with students to see what they are reading and what they plan to do for round one of Daily 5)
20 min.	Round one of Daily 5 •Students can read, write, listen to reading, or do word work.
20 min.	Read the novel study chapters out loud to the class
5 min.	Students answer the guiding or interpretive question (Sometimes I ask the guiding question and sometimes I ask the interpretive question and we rewrite). I really encourage them to try and find evidence from the text.
20 min.	Round two of Daily 5 •Students can read, write, listen to reading, or do word work
10 min.	Socratic Seminar <ul style="list-style-type: none"><li>• Present the interpretive question and have the students share their first writing responses and/or share what they would add</li><li>• Your job is to just write what they say on a chart or on the white board.</li></ul>
10 min.	Re-write their response by using the thinking of their classmates

## 6<sup>TH</sup> GRADE DAILY LESSON ROUTINE

10 min.	Bell ringer (Language Arts warm-up).
20 min.	Read the novel study chapters out loud to the class
10 min.	Students answer the guiding or interpretive question and/or Socratic Seminar. Sometimes, we would do the seminar, I would leave their thinking on the board, and then we would do our writing the next day.
20 min.	Round one of independent work •Students can read, write, or type
25 min.	Curriculum lesson (reading skills, writing skill/essay modeling, or grammar/language instruction).
20 min.	Round two of independent work •Students can read, write, or type

## 7<sup>TH</sup>/8<sup>TH</sup> GRADE DAILY LESSON ROUTINE

5 min.	Bell ringer (Language Arts warm-up).
20 min.	Read the novel study chapters out loud to the class or if assigned as homework we then go straight into the Socratic Seminar. We also discuss the vocabulary.
10 min.	Write response to guiding or interpretive questions in reading notebook.
15 min.	Reading time. Students can start their assigned reading or they have 15 minutes of silent reading time or time for book clubs.
5 min.	Closing, discussion, or exit ticket.

# THE SOCRATIC SEMINAR

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

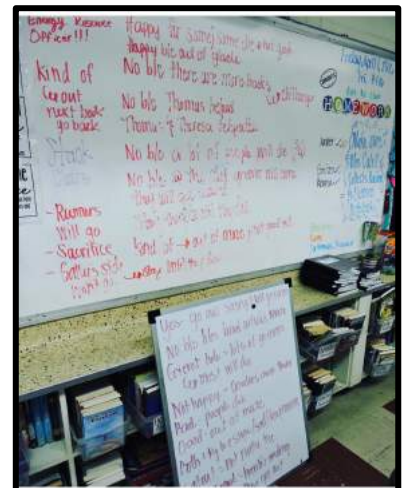
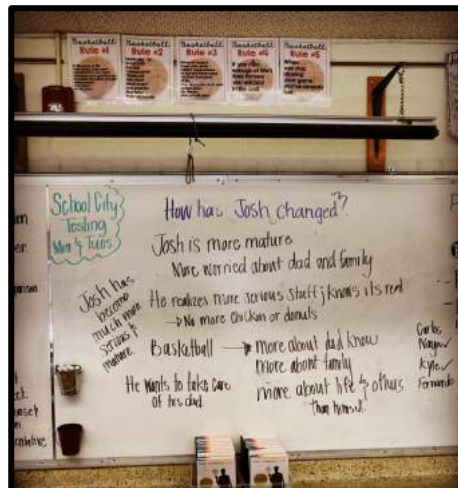
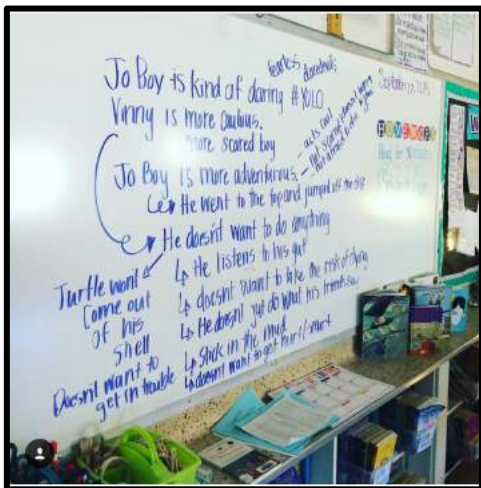
## Research Basis

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.

# SOCRATIC SEMINAR TIPS AND TRICKS

The Socratic Seminar approach is the backbone of the units, BUT it is not meant to consume your life and stress you out! I don't include it in every lesson, but I assure you I can no longer do a full-blown Socratic Seminar every class period.

## THE PURPOSE OF THE SOCRATIC SEMINAR

This can differ from class to class and teacher to teacher, but some of my main purposes for the Socratic Seminar are to:

- Have students hear each other's thinking
- Practice hearing and understanding different viewpoints
- Debating in a respectful manner
- Make students write stronger with stronger text evidence

It's not perfect from the start, and sometimes it can take forever in the beginning, but over time it becomes easier, faster, and better.

## REALISTIC FREQUENCY OF THE SOCRATIC SEMINAR

- When I taught fifth grade, we honestly did our Socratic Seminar 4-5 days a week in the midst of a reading unit. I had a lot of time because I was self-contained, and it was a really good way to get my students talking in an academic manner.
- When I went to middle school ELA (with 55-60 minutes class periods), during reading units my goal was once-twice a week. The point is that just because the Socratic Seminar questions are there, it doesn't mean you have to do one every single day.
- I also kept them super short and sweet in middle school ELA by keeping them low-key.
  - We didn't move desks, or get in a circle, etc.
  - We just had the discussion, I took notes, and then they would write.
  - Sometimes they would do the writing portion of the guiding questions, and some days they didn't.
  - Sometimes, their only writing was to the interpretive question.
  - When we didn't have a Socratic seminar, I would still just sometimes have them write a reading response for the interpretive question.
  - Sometimes we only did vocabulary and no seminar or other writing.
- The point to all of this is that I have provided enough questions and resources for you to do this every single day, but each standard is covered multiple times in multiple units, so it's not imperative that they do it all, all of the time.

# PICTURES OF MY WRITING DURING our socratic seminars

Jo Boy is kind of daring <sup>fearless daredevils</sup> #YOLO  
Vinny is more cautious.  
more scared boy

Jo Boy is more adventurous. <sup>acts cool</sup>  
↳ He went to the top and jumped off the cliff <sup>not scared doesn't worry to show</sup>  
<sup>not afraid to be</sup>

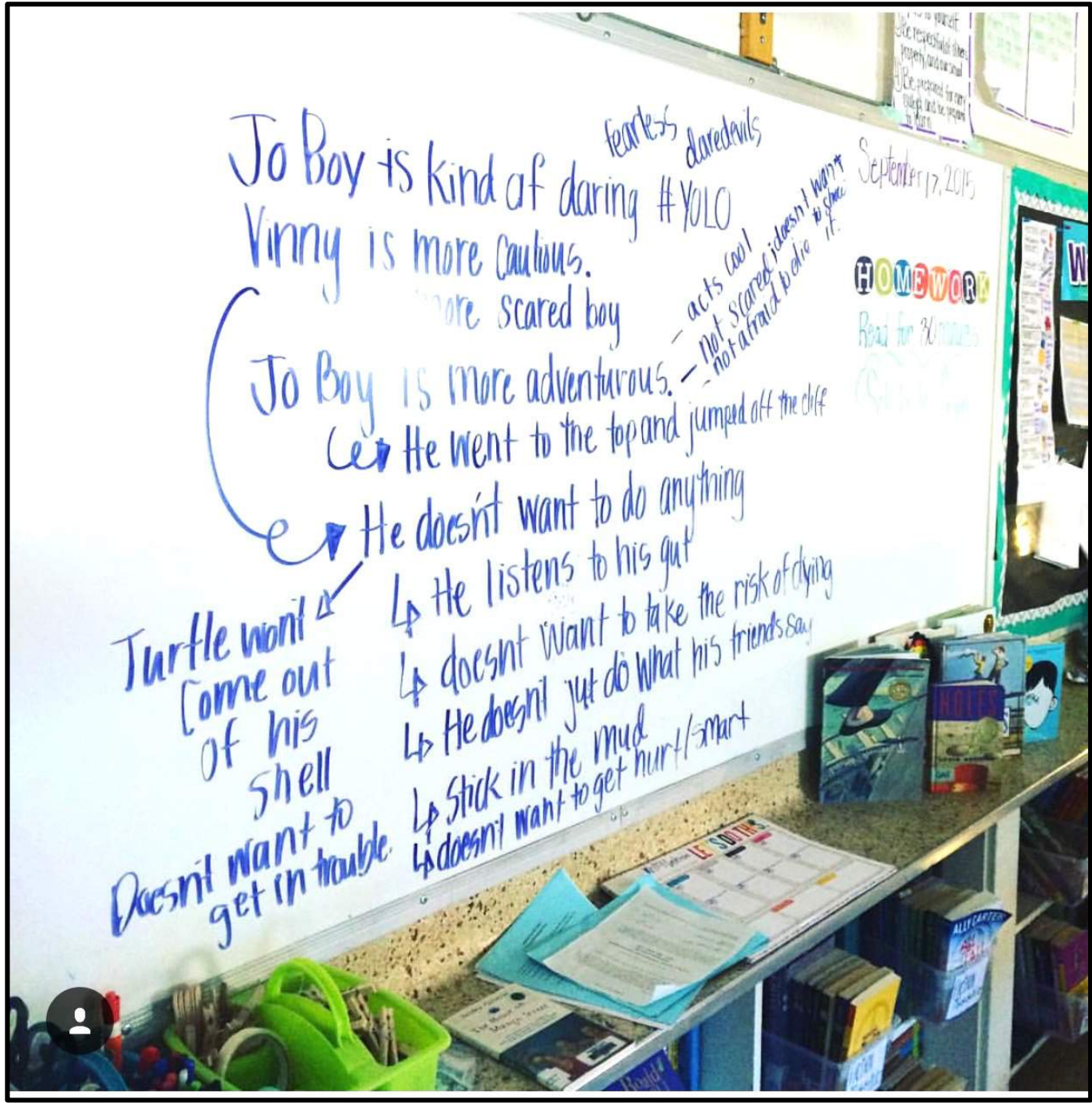
Turtle won't  
come out  
of his  
shell  
Doesn't want to  
get in trouble.

- ↳ He doesn't want to do anything
- ↳ He listens to his gut
- ↳ doesn't want to take the risk of dying
- ↳ He doesn't just do what his friends say
- ↳ Stick in the mud
- ↳ doesn't want to get hurt / smart

September 17, 2015

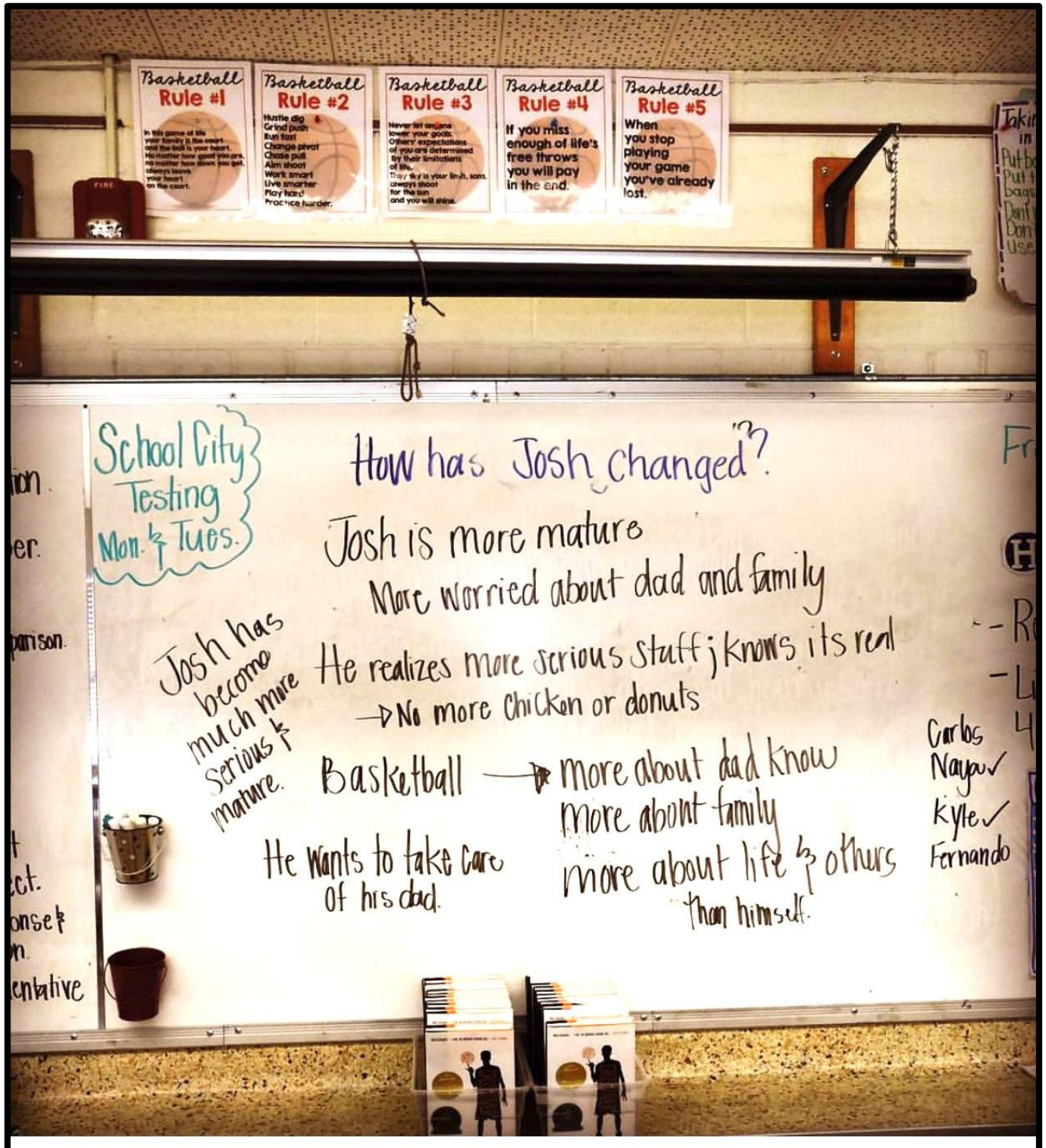
HOMEWORK

Read for 30 minutes



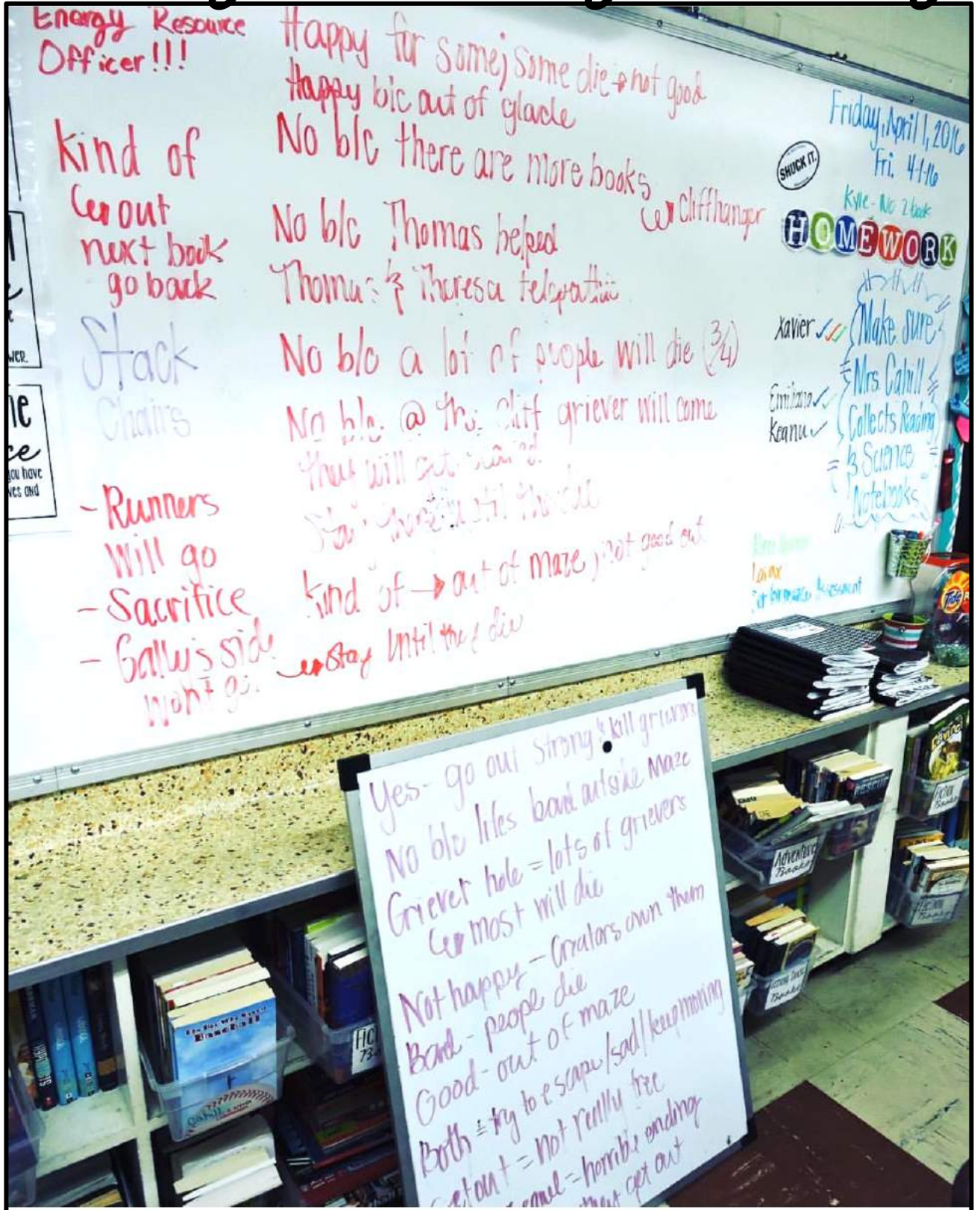


# PICTURES OF MY WRITING DURING our socratic seminars





# PICTURES OF MY WRITING DURING our socratic seminars



Energy Resource  
Officer!!!

Kind of  
Go out  
next book  
go back

Stack  
Chairs

- Runners  
Will go
- Sacrifice
- Gallus side  
might go.

Happy for some; some die - not good  
Happy b/c out of glade

No b/c there are more books

Cliffhanger

No b/c Thomas helped  
Thomas & Theresa telepathic

No b/c a lot of people will die (3/4)

No b/c @ this cliff griever will come  
You will get out

Stay until they die

Kind of -> out of maze not good out  
stay until they die

Friday, April 1, 2016  
Fri. 4-11p

SHUCK IT

Kyle - No 2 book

HOMEWORK

Xavier ✓

Emiliano ✓

Keanu ✓

Make sure

Mrs Cahill

Collects Reading

Science Notebooks

Lava  
for griever's basement

Yes - go out strong & kill griever  
No b/c lives bad outside maze  
Griever hole = lots of griever  
most will die  
Not happy - Creators own them  
Bad - people die  
Good - out of maze  
Both = try to escape/sad/keep moving  
Not really free  
horrible ending  
must get out



also available in my store:

# CCSS LITERATURE READING UNIT

25 lesson plans and interactive notebook activities

fourth-sixth GRADE

©MARTINA CAHILL - THE HUNGRY TEACHER

# CCSS INFORMATIONAL READING UNIT

17 lesson plans and interactive notebook activities

fourth-sixth GRADE

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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> grade novel units I create. This also gives you flexibility to choose the units you want to teach with. Or you can purchase the full year-long 5<sup>th</sup> grade curriculum.

# 5th grade novel reading ENTIRE YEAR CURRICULUM

INTRO TO LITERATURE 5 weeks	REALISTIC FICTION 4 weeks	HISTORICAL FICTION 3 weeks	SCIENCE FICTION 3 weeks
POETRY 1 week	INTRO TO NON-FICTION 3-4 weeks	NON-FICTION 3 weeks	GRAPHIC NOVELS 1 week
FANTASY 6 weeks	HISTORICAL FICTION 4 weeks	POETRY 1 week	REALISTIC FICTION 3 weeks

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# FIFTH GRADE reading units growing bundle

new digital ADD-ONS

NOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES

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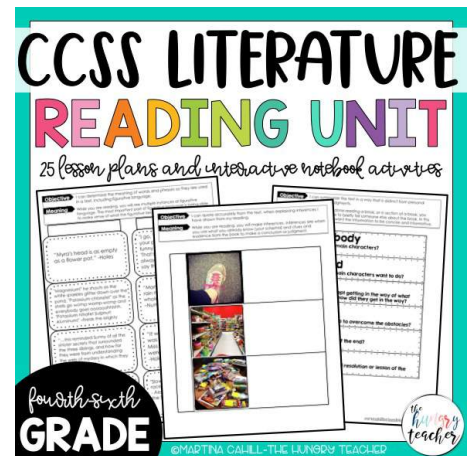
# the vision

When I started these units, I was not so great at explaining my vision, and as a result 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. choose books I LOVE with the hopes that they will end up loving books and reading just as much, if not more, as me.

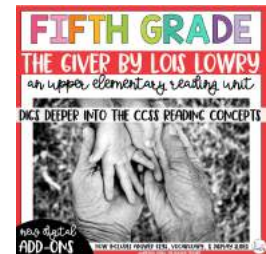
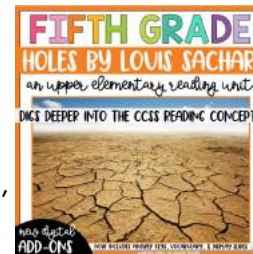
## where do I start and why?

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.

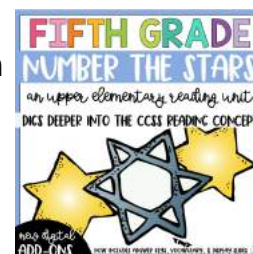


## what's next and why?

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.

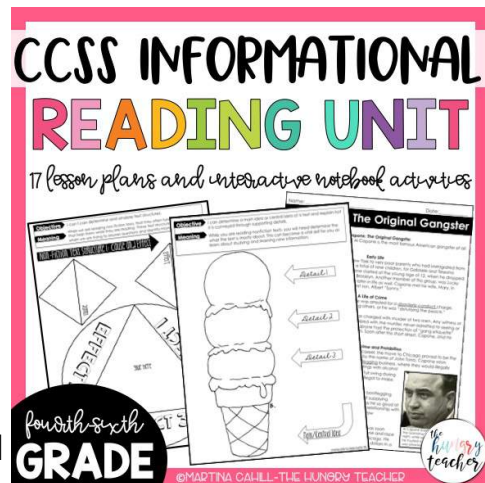


If you didn't teach the literature unit, NO BIG DEAL! You just may have to have mini-lessons about each concept as they come up in the novel reading units. For example, if you ask them about point of view, you may need to explain what each point of view is before they are able to conduct a Socratic seminar 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.





complete mapped out and paced curriculum

NO MATTER HOW YOU UTILIZE THE UNITS (INDIVIDUALLY, GROWING BUNDLE OR THE YEAR-LONG CURRICULUM) THE ENTIRE YEAR IS PACED OUT FOR YOU SO THAT STUDENTS GET TO EXPERIENCE ALL THE READING GENRES AND CCSS STANDARDS.

# 5th grade novel reading ENTIRE YEAR CURRICULUM

INTRO TO LITERATURE <b>5 weeks</b>	REALISTIC FICTION <b>4 weeks</b>	HISTORICAL FICTION <b>3 weeks</b>	SCIENCE FICTION <b>3 weeks</b>
			
POETRY <b>1 week</b>	INTRO TO NON-FICTION <b>3-4 weeks</b>	NON-FICTION <b>3 weeks</b>	GRAPHIC NOVELS <b>1 week</b>
			
FANTASY <b>6 weeks</b>	HISTORICAL FICTION <b>4 weeks</b>	POETRY <b>1 week</b>	REALISTIC FICTION <b>3 weeks</b>
			





# EXAMPLE OF A READING WORKSHOP IN MY CLASSROOM

*This is a scripted lesson of how a typical lesson goes. The script is aligned to day one's lesson plans. This is just to give you an idea of how I use this model of teaching.*

*Lesson taken from day one of my Holes unit.*

1. "All right readers, please get ready for today's reading of *Holes*."
  - Students will need their *Holes* books, their reader's notebooks, a pen/pencil, and I also provide sticky notes so they can mark in their books when needed.
2. "Today I am going to read chapters 1-3 and while I am reading I want you to be thinking about our guiding question while I am reading."
  - Students aren't really required to take notes or do anything other than follow along and think about our guiding question. However, I do not stop them if they are taking notes. Sometimes they will lose their place, but most students are so engaged in the reading that they will find their way back 😊.
3. "The guiding question I want you to think about is:  
What point of view is the story told from? Provide evidence when possible. Is there more than one? How does this influence how the story is being told?"
4. Read Chapters 1-3 as a class.
5. I stop at unknown or important vocabulary words as much as possible, and ask the students what they think the words mean. Or sometimes students stop me and ask me what the words mean.
  - There is SO MUCH research to support this, so if you feel like you don't have time for this... well you do. Trust me. Just stop and talk about the words.
6. After the reading ask students the interpretive question:
  - There is no wrong or write answer here, but I do stress, that no matter what they write, they must be able to support their answers with reasons, and when applicable, evidence.
7. "The interpretive question is:
  - Do you think Sachar made a good choice by telling it from this point(s) of view? Why or why not? Would another point of view make it more effective?"

## SCRIPTED LESSON CONTINUED ...

8. “You now have 4-5 minutes to write your initial response in your reader's notebook. Please write the date and today's chapters at the top of the page and begin writing right away.”

**NOTE: If you do not have a Daily 5 set-up, skip steps 9-10**

9. “All right readers, while you are finishing I am going to ask you what you are doing for the first round of Daily 5 and you may get started right away.”
8. Student go off to do their first round of Daily 5.
9. “We are now going to do our Socratic Seminar. Remember that your job as learners is to share your thinking while I chart your thinking. Remember the class norms we came up with as a class and to stick to them for the duration of the seminar.”
10. Restate the interpretative question:
  - Do you think Sachar made a good choice by telling it from this point(s) of view? Why or why not? Would another point of view make it more effective?”
13. Students will participate in the Socratic seminar. Chart their thinking on a white board, chart, chalkboard, etc. while they are sharing their thinking. Only chime in or question when you feel necessary and really allow students to have conversations about their reading.
14. After students have had enough time to share their thinking say,
  - “All right readers, please draw a line underneath your quick write and do your final write. This time I will give you 8-10 minutes to write your thinking about the interpretive question. Make sure to use the beautiful thinking of your classmates to enhance your response. Also, don't be afraid to look back at the text when necessary.”
15. After the ten minutes ask students, “Who would like to share their responses with the class?”
16. Allow students to share their revised responses.

**NOTE: If you do not have a Daily 5 set-up, skip steps 17**

17. Ask students what they are going to do for their second round of Daily 5.

# the reading response rubrics

Reading Response Rubric (Reader's Notebook)		
Component	Trait	Score 0-4
Reading Literature 5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Reading Literature 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.	
Opinion Writing 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.	
Informative Writing 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.	
Narrative Writing 5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
Language 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Language 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Language 5.L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.	
Strength		
Goal		
Grade		

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I have included eight different rubrics, but when I taught 5<sup>th</sup> and 6<sup>th</sup>, 90% of the time I used the Reading Response Rubric (pictured below).

When I taught 5<sup>th</sup> and 6<sup>th</sup> grade I only had 24-40 students. I would occasionally collect their notebooks (about every two weeks) and grade the last two weeks worth of reading responses. This rubric allowed me to assess all these skills.

I would then use the rubric to form small groups because I could see who needed to work on what skills.

I have included some formative anecdotal records for you to quickly jot down which students need to work on what.

In 7<sup>th</sup> and 8<sup>th</sup> grade, I use a lot of the other rubrics (about once a week) and picked one response of theirs to grade. I grade a focused set of standards. Sometimes I tell them to pick their "best" one and I grade that.

I also do a lot more quick checks because I can have 150 students, and there's no way I could keep up with it like I did in 5<sup>th</sup> and 6<sup>th</sup>. It's still super effective and I use the same note catcher pictured here to jot down students who need support.

I also have a blog post that explains how I grade it all super efficiently:

<https://thehungryteacherblog.com/2019/01/if-youve-been-following-me-for-awhile.html>

**FOCUSED**  
small group

MONTH/WEEK: \_\_\_\_\_  
 UNIT: \_\_\_\_\_  
 TEXT: \_\_\_\_\_  
 SKILLS: \_\_\_\_\_  
 GRADE: \_\_\_\_\_ PERIOD: \_\_\_\_\_

<i>intervention</i>	SKILLS AND ACTIVITIES TO USE:	STUDENTS:
<i>proficient</i>	SKILLS AND ACTIVITIES TO USE:	STUDENTS:
<i>enrichment</i>	SKILLS AND ACTIVITIES TO USE:	STUDENTS:

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# reading notebooks examples

THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS

Warden and Mr. Pendanski, tell me about  
the warden is. The warden is a n  
awful person. She is the leader and  
makes the boys stay out there  
all day. She was nice when  
she gave the boys extra water  
because X-Ray got that thing.

Stanley's heart has hardened because  
people aren't nice to him, he has to  
dig all day, and the boys all  
hate each other that way. The camp  
is a cruel place. Besides, isn't the  
camp suppost to build character  
and not break character.

I think Stanley's heart has hardened  
because he wants to be part of the  
"gang." The "gang" doesn't like zero so Stanley  
doesn't enter. Also, it might be hardening  
because he's so busy about writing to  
his family and digging holes and trying to make  
friends. I don't think he had alot of  
"popular" friends at his school so he  
figures this is his chance to make a  
change. Finally, everybody is mean to him  
so he probably figures "they're mean to me  
so why can't I be mean to every  
body else?"

# reading notebooks examples

THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS

mom, dad and old friends. He is with guys who are probably a lot different than his mom, dad and old friends. I think if I dig that much my heart would probably harden.

I think Stanley's heart has hardened because he's probably tired, hot and miserable. He might be under the weather from digging so much, I know I would be. He probably has some stress going on so he is not as soft. He also might be missing his family and friends.

He is getting tougher from digging holes. He also took the blame for taking Mr. Sir's sunflowers. He might want to part of the boy's group so he acts all tough.

I think if I had to dig that many <sup>holes</sup> my heart would probably harden.



# reading notebooks examples

THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS

I think you need determination and hard working. You have to have these to dig all those holes. I think Stanley has that trait although he could work harder on that.

I also think you need to be ready to take on a challenge. That also has to go for digging the holes. Stanley does pretty good at that. Stanley still wants a break though.

Lastly, I think you need bravery. To be able to dig holes, wonder around, and talk to the chief. Stanley definitely has that.

I think you need determination and hard working. You have to have those to dig all the gigantic holes. Stanley has those.

I also think you need to be ready to take on a challenge. Digging all those holes is probably very hard. ~~Stanley~~ <sup>that.</sup> can do that.

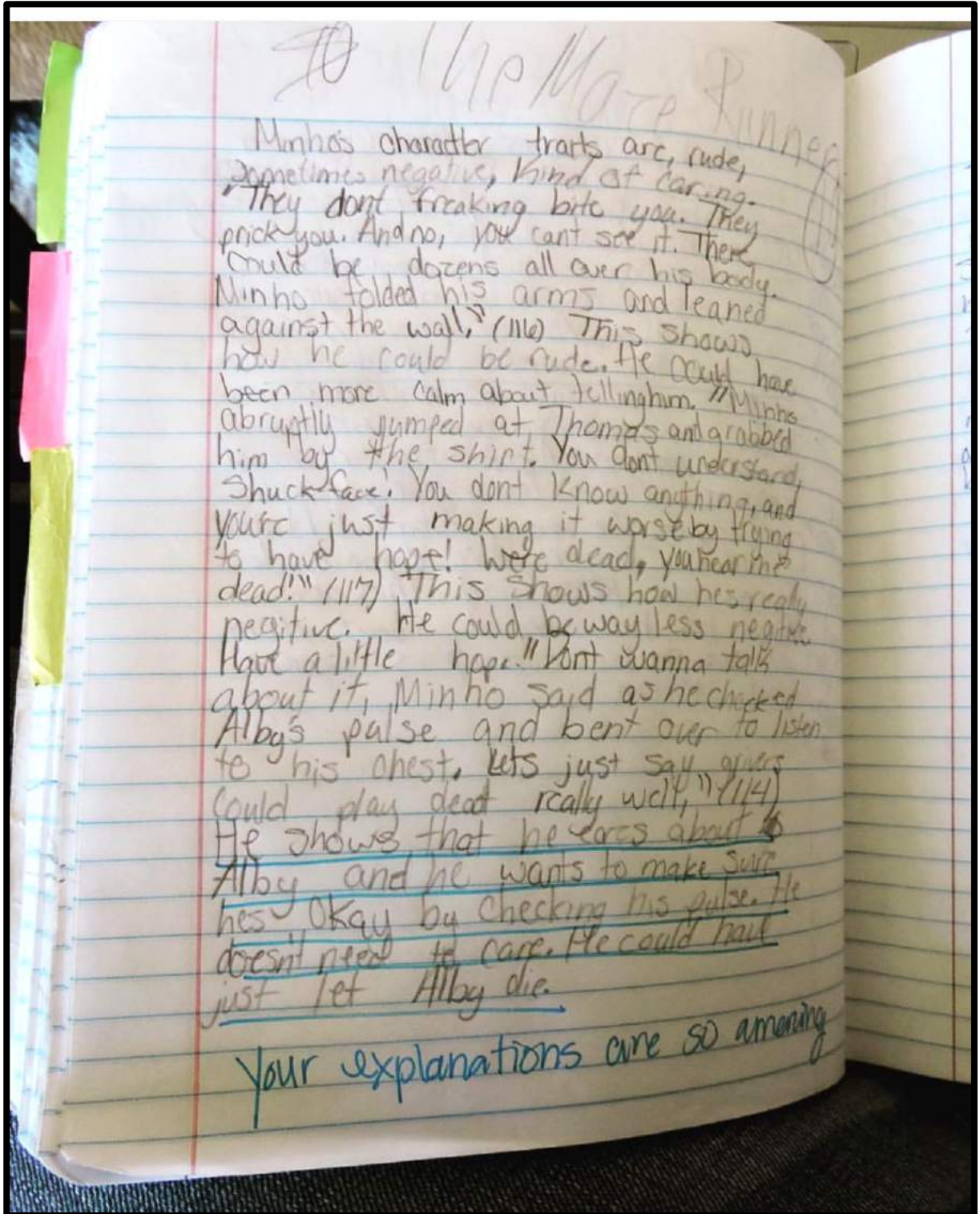
Another trait I think you have to <sup>have</sup> is determination. To dig and be done quick. Stanley can do that, but sometimes takes him longer than expected.

Two other character traits is kind and respectful. Of course that is ~~if~~ you don't want to get in more trouble than you already are. Stanley has done pretty good at that.



# reading notebooks examples

THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS

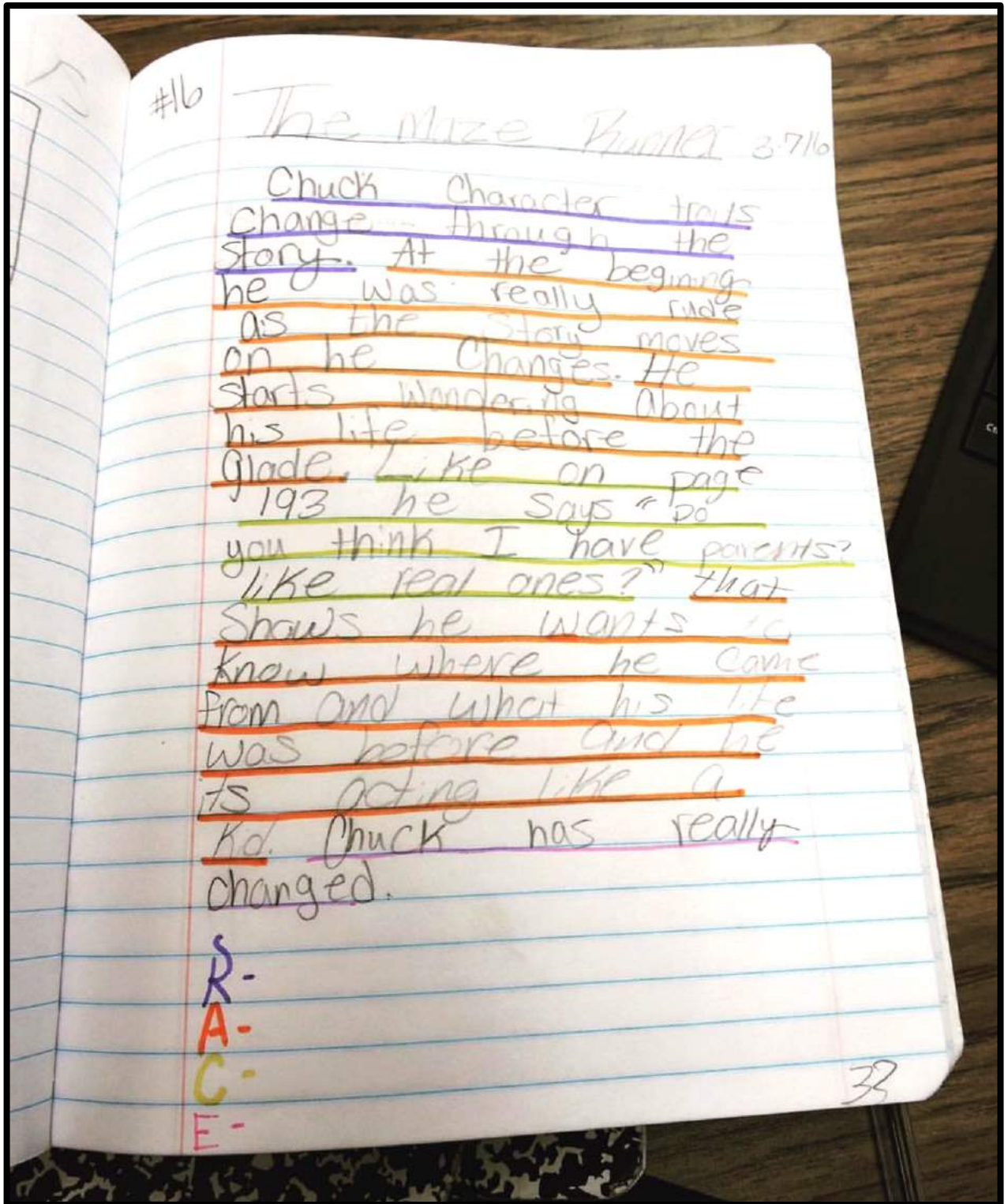


Minho's character traits are, rude, sometimes negative, kind of caring. They don't freaking bite you. They prick you. And no, you can't see it. There could be dozens all over his body. Minho folded his arms and leaned against the wall." (116) This shows how he could be rude. He could have been more calm about Tellinghim. "Minho abruptly jumped at Thomas and grabbed him by the shirt. You don't understand, Shuck-face. You don't know anything, and you're just making it worse by trying to have hope! We're dead, you hear me? dead!" (117) This shows how he's really negative. He could be way less negative. Have a little hope." Don't wanna talk about it, Minho said as he checked Alby's pulse and bent over to listen to his chest, lets just say, guys could play dead really well." (114) He shows that he cares about Alby and he wants to make sure he's okay by checking his pulse. He doesn't need to care. He could have just let Alby die.

Your explanations are so amazing

# reading notebooks examples

THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS

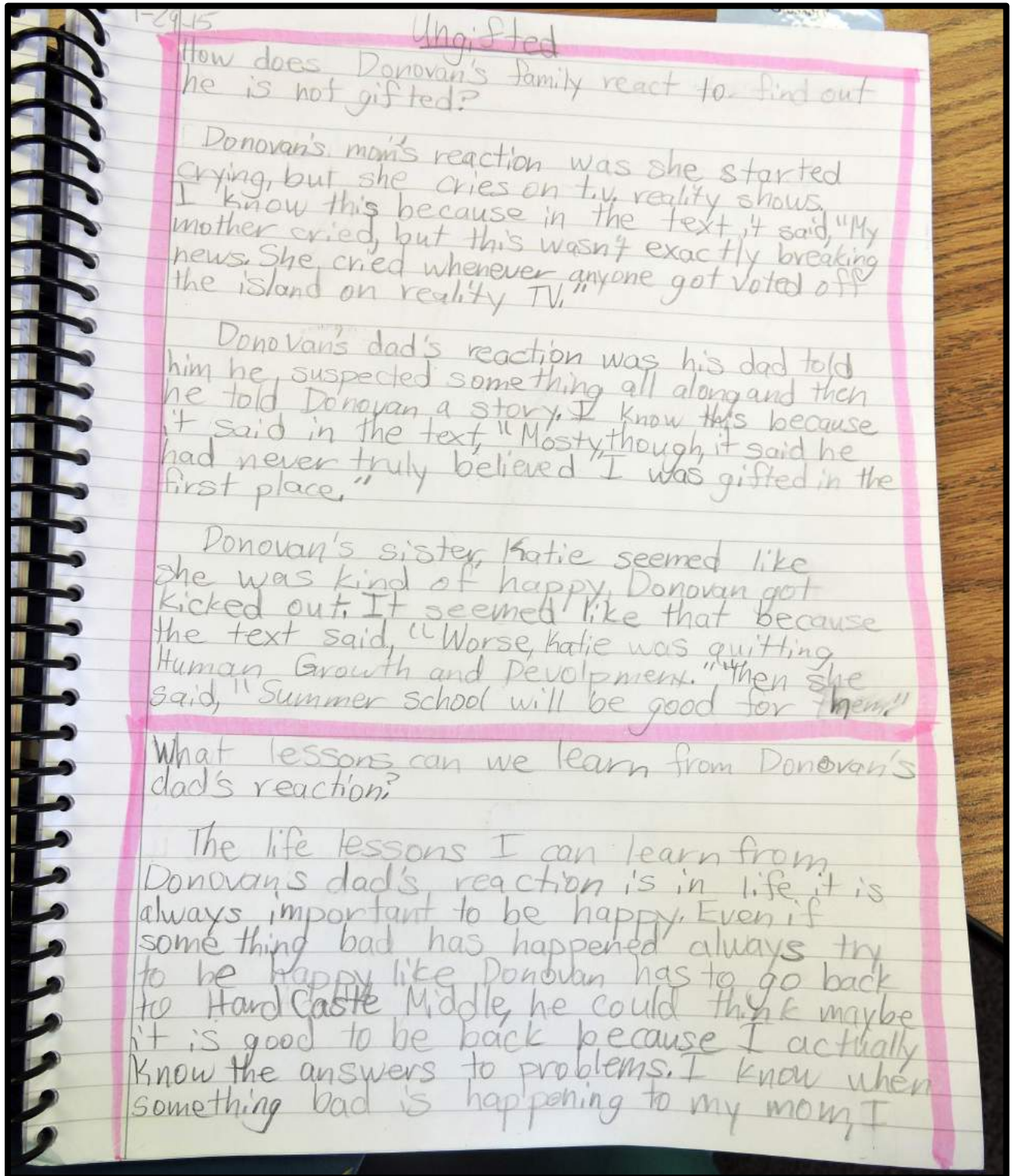


Sixth Grade: *The Maze Runner* by James Dashner



# reading notebooks examples

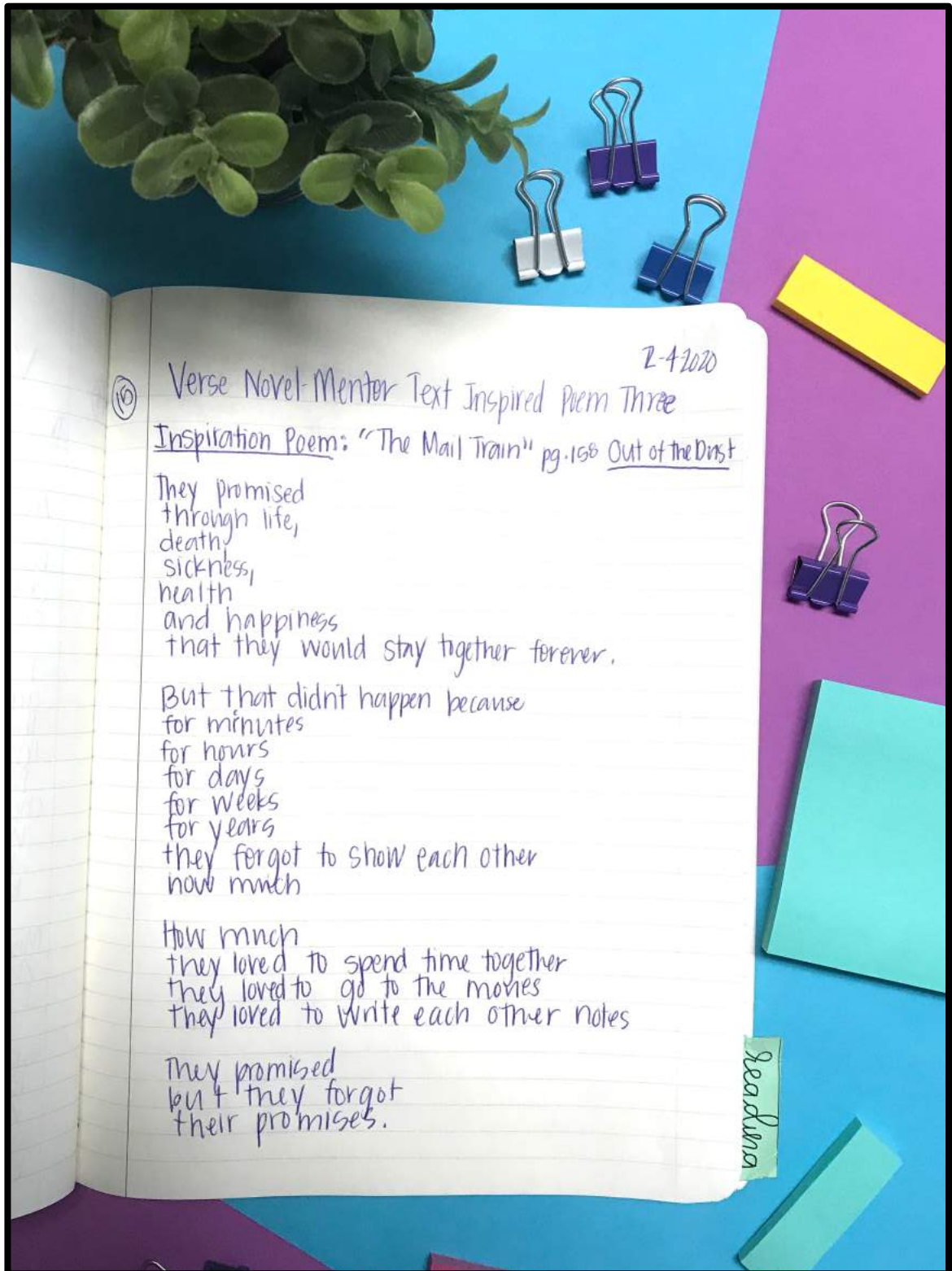
THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS





# reading notebooks examples

THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS



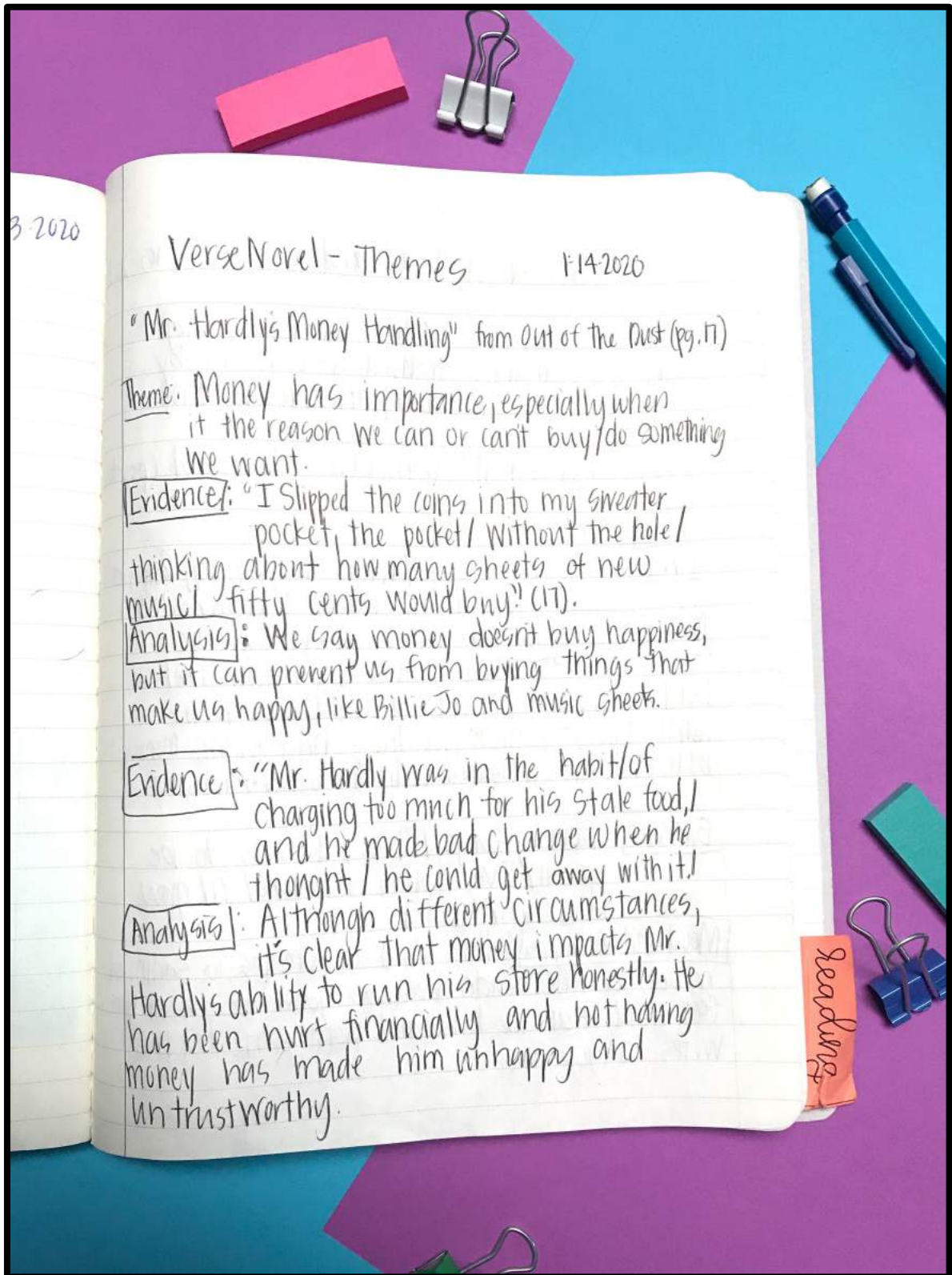
2-4-2020  
Verse Novel-Mentor Text Inspired Poem Three  
Inspiration Poem: "The Mail Train" pg. 156 Out of the Dust  
They promised  
through life,  
death,  
sickness,  
health  
and happiness  
that they would stay together forever.  
But that didn't happen because  
for minutes  
for hours  
for days  
for weeks  
for years  
they forgot to show each other  
how much  
How much  
they loved to spend time together  
they loved to go to the movies  
they loved to write each other notes  
They promised  
but they forgot  
their promises.

reading

Middle School: *Out of the Dust* by Karen Hesse

# reading notebooks examples

THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS



3 2020

## Verse Novel - Themes

1:14:2020

"Mr. Hardly's Money Handling" from *Out of the Dust* (pg. 17)

Theme: Money has importance, especially when it is the reason we can or can't buy/do something we want.

Evidence: "I Slipped the coins into my sweater pocket, the pocket / without the hole / thinking about how many sheets of new music / fifty cents would buy!" (17).

Analysis: We say money doesn't buy happiness, but it can prevent us from buying things that make us happy, like Billie Jo and music sheets.

Evidence: "Mr. Hardly was in the habit / of charging too much for his stale food, / and he made bad change when he thought / he could get away with it."

Analysis: Although different circumstances, it's clear that money impacts Mr. Hardly's ability to run his store honestly. He has been hurt financially and not having money has made him unhappy and untrustworthy.

Reading



# VOCABULARY INSTRUCTION

One of the newest and most requested updates to the units is suggested vocabulary. While I am reading aloud, I do try to stop and discuss words students might not know. As the year goes on, we get faster at reading, discussing, and writing. This allows me to do more explicit vocabulary instruction. When we are reading a novel, we just make a section for vocabulary and add words as we go. Somedays this means we add one word, and other days we can get through three-four words. We do vocab in the format below. I honesty just use Google to look up all the extra stuff.



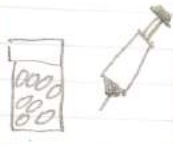
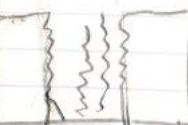

COLUMN ONE: THE WORDS AND PART OF SPEECH.

COLUMN TWO: THE DEFINITION

COLUMN THREE: THE WORDS' PRONUNCIATION

COLUMN FOUR: AN ILLUSTRATION OF THE WORD.

"Mammoth Shakes and Monster Waves" 1/5/16

rupture: (v)	to break open or burst	rŭp-čər							
gauge (tr. v)	measure or judge; to make an estimate	gāj	<table border="1"> <tbody> <tr> <td>1,467</td> <td>-1500</td> </tr> <tr> <td>+1,999</td> <td>+2000</td> </tr> <tr> <td colspan="2">3,500</td> </tr> </tbody> </table>	1,467	-1500	+1,999	+2000	3,500	
1,467	-1500								
+1,999	+2000								
3,500									
traumatize (tr. v)	upset or shock someone; cause mental or emotional pain	trō-mā-tīz'							
antibiotic (n)	a drug used in medicine to kill bacteria; cure infections	ān-tī-bī-ōt'īk							
degradation (n)	damage done to something in nature by weather or water	dēgrā-dā'shən							
magnitude (n.)	measure of energy released by an earthquake	māg-nī-tūd							



# OPTIONS FOR THE CLOSING OF THE LESSON

When I taught fifth grade I was self-contained and had my students all day. That meant that our reading block alone was 90 minutes. It worked that our closing was always sharing our writing/thinking. But as I moved to 6<sup>th</sup> grade Language Arts and had my kids for a total of 90 minutes, and then moved up even further to 7<sup>th</sup> and 8<sup>th</sup> grade Language Arts and had 55 precious minutes, I realized that my “closing” section needed a change.

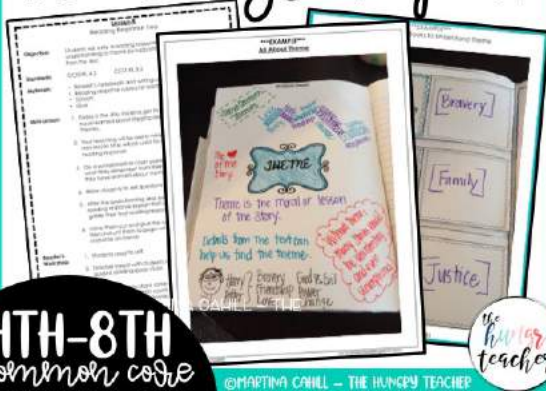
In general, I wanted my daily closing to be more varied and keep my students engaged. In the lesson I always just write, “Have students share their thinking aloud,” but these are some other activities I do for our closing:

1. **Vocabulary:** Instead of a Socratic seminar and the writing assignment I will ask students to find 4-5 interesting or unknown words while they (or I) are reading. They then fill out a vocab organizer {shown in the examples in the vocabulary section}. For the closing, I would have students share their words, and tell me what they think they mean based on context clues.
2. **Vocabulary Two:** Using the words I have preselected in the lessons, I have students write four of them, and then ask them to fill out the same vocabulary organizer shown in the examples on the previous pages. I want them to find the words while we are reading, and do the activity after.
3. **Peer editing, assessing, or conferencing:** Instead of writing a response I give students a rubric (found in the last pages of this resource) and tell them to assess each other based on the rubric. We then share what we learned from the sessions.
4. **Formative assessments:** This is where I might just do a quick check about broad topics like, “What is one theme of the story so far? Provide evidence.” This is for me to see if they understand the vocabulary we are discussing and who still might need help learning concepts like theme, point of view, plot, figurative language, etc.
5. **Summative assessments:** This is more like a comprehension test and I just pick one or two questions from the comprehension questions section of the lesson, ask the students, have them turn it in, and then I grade. In my opinion, this would only be applicable if students are reading the books for homework or in book clubs.

OTHER READING UNITS AVAILABLE IN MY STORE

# THEME UNIT

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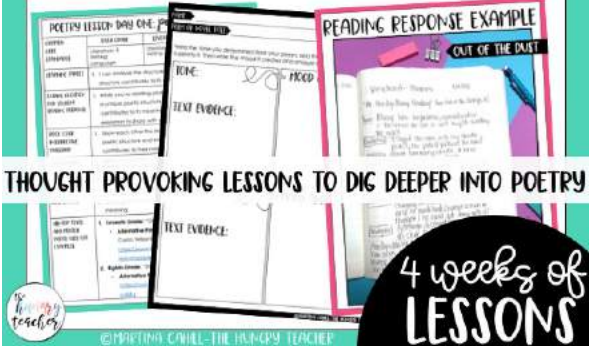
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COMMON CORE



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unit to use with any poems or verse novels



THOUGHT PROVOKING LESSONS TO DIG DEEPER INTO POETRY

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LESSONS

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# CHARACTER TRAITS

unit that digs deeper



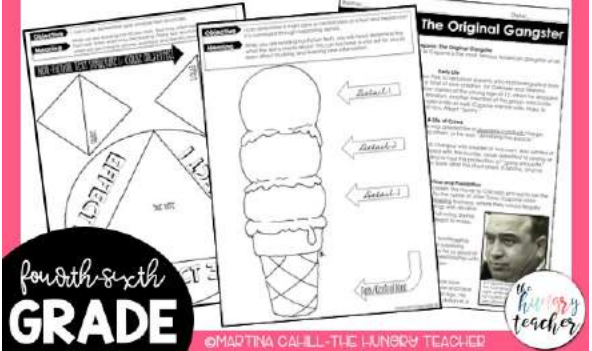
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# CCSS informational READING UNIT

17 lesson plans and interactive notebook activities



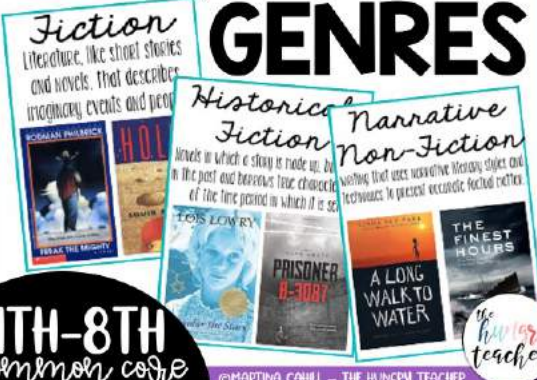
fourth-sixth  
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# GENRE UNIT

that digs deeper into  
GENRES



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# CCSS literature READING UNIT

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fourth-sixth  
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**DIGITAL MENTOR SENTENCES**

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STUDENTS TYPE ON SLIDES AND SUBMIT THROUGH GOOGLE CLASSROOM!

Root or affix	Example One	Example Two	Example Three

**whole year bundle**

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**DIGITAL MIDDLE SCHOOL ELA bell ringers**

STUDENTS TYPE ON SLIDES AND SUBMIT THROUGH GOOGLE CLASSROOM!

Root or Affix	Example One	Example Two

**whole year bundle**

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Complete the following number line.

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## LET'S MAKE A DEAL MYSTERY SUITCASE MATH review GAME

Complete the following number line.

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## MIDDLE GRADE

# ELA bell ringers



three  
FREE WEEKS



editable  
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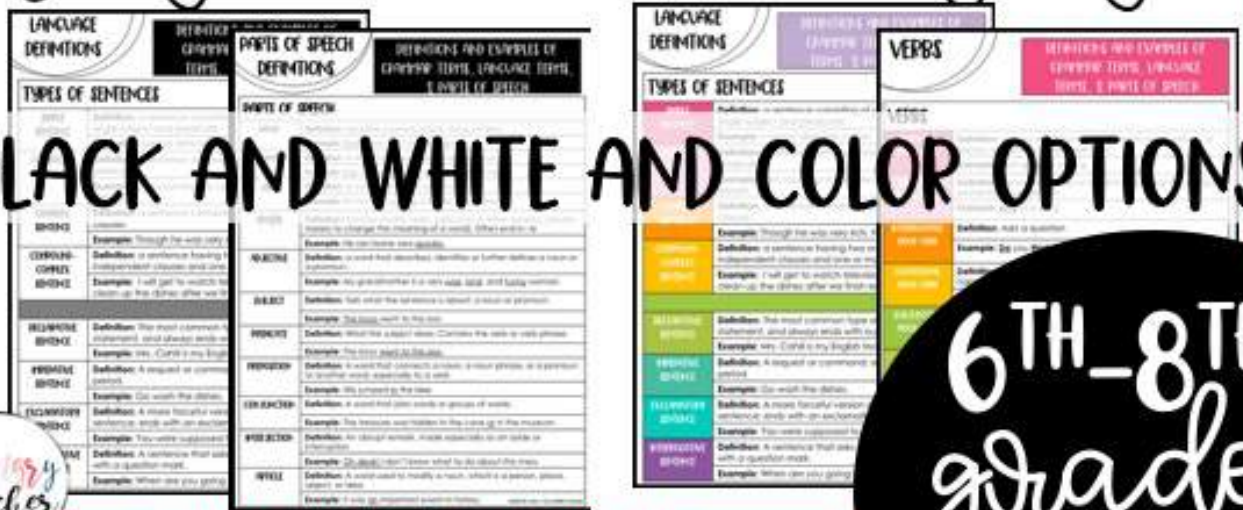
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