

the hungry

TEACHER

implementation guide

FIFTH GRADE

HARRY POTTER: BOOK ONE

an upper elementary reading unit
DIGS DEEPER INTO THE CCSS



MIDDLE GRADE

WONDER BY R.J.

an upper elementary reading unit

FIFTH GRADE

PRISONER B-3087

an upper elementary reading unit



SIXTH GRADE

UNGIFTED BY GORDAN

an upper elementary reading unit

MIDDLE SCHOOL

ANNE FRANK: DIARY OF A YOUNG GIRL

a seventh or eighth grade reading unit

THE CCSS READING CONCEPTS

MIDDLE SCHOOL

THE OUTSIDERS BY S.E. HINTON

a seventh or eighth grade reading unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

NOW INCLUDES
ANSWER KEYS,
VOCABULARY, &
DISPLAY SLIDES



new digital
ADD-ONS

MIDDLE SCHOOL

THE CALL OF THE WILD

a seventh or eighth grade reading unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

NOW INCLUDES
ANSWER KEYS,
VOCABULARY, &
DISPLAY SLIDES



new digital
ADD-ONS



fifth-eighth

SOCRATIC

SEMINAR UNITS

exclusive facebook group

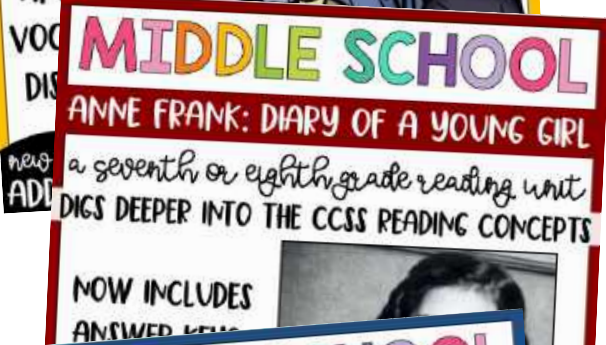
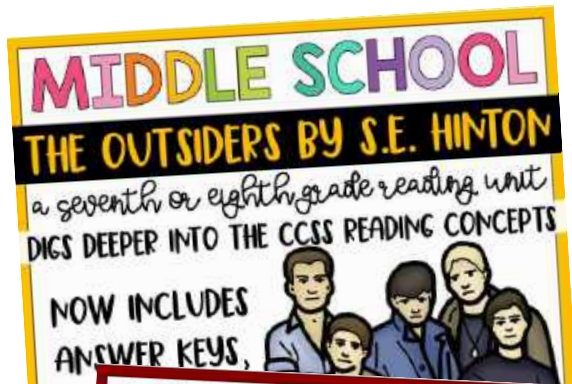


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the hungry

TEACHER

reading units



THESE UNITS HAVE ALL GONE THROUGH HUGE UPDATES. I HAVE ALSO STARTED CREATED SHORT STORY UNITS THAT FOLLOW THIS FORMAT, WHICH REQUIRED AN UPDATE TO THE LAYOUT AND STANDARD ALIGNMENT. THE FOLLOWING PAGES WALK YOU THROUGH THE UPDATES, THE UNITS THEMSELVES, FAQs, AND MORE!

ALL MY READING UNITS FOLLOWS THESE SAME LAYOUTS AND FORMATS. CLICK THE LINKS TO BE TAKEN TO THE BUNDLES AND TO THE INDIVIDUAL UNITS.

5th grade novel reading ENTIRE YEAR CURRICULUM

INTRO TO LITERATURE 5 Weeks	REALISTIC FICTION 3 weeks	HISTORICAL FICTION 3 weeks	SCIENCE FICTION 5 Weeks
CCSS LITERATURE READING UNIT	SIXTH GRADE	SIXTH GRADE	SIXTH GRADE
POETRY 3 weeks	INTRO TO NON-FICTION 2-3 weeks	NON-FICTION 3-4 weeks	GRAPHIC NOVELS
SIXTH GRADE	CCSS INFORMATIONAL READING UNIT	SIXTH GRADE	SIXTH GRADE
FANTASY 5 weeks	HISTORICAL FICTION 3 weeks	REALISTIC FICTION 3 weeks	BONUS UNIT 4 weeks
SIXTH GRADE	SIXTH GRADE	SIXTH GRADE	MIDDLE GRADE

new digital LESSONS & ADD-ONS

NOW INCLUDES DIGITAL LESSONS, ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES

THE MIDDLE GRADE TEACHERS

<https://bit.ly/3q1cd8>

SIXTH GRADE

reading units growing bundle

new digital ADD-ONS

NOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES

<https://bit.ly/36TQ3xL>

5th grade novel reading ENTIRE YEAR CURRICULUM

INTRO TO LITERATURE 5 weeks	REALISTIC FICTION 4 weeks	HISTORICAL FICTION 3 weeks	SCIENCE FICTION 3 weeks
CCSS LITERATURE READING UNIT	FIFTH GRADE	FIFTH GRADE	FIFTH GRADE
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
SIXTH GRADE	FIFTH GRADE	FIFTH GRADE	FIFTH GRADE

new digital ADD-ONS

NOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES

THE MIDDLE GRADE TEACHERS

<https://bit.ly/340x1nG>

FIFTH GRADE

reading units growing bundle

new digital ADD-ONS

NOW INCLUDES ANSWER KEYS, VOCABULARY, & DISPLAY SLIDES

<https://bit.ly/2W0stsO>

MIDDLE GRADE SHORT STORY AND SHORT NONFICTION TEXTS

5th and 6th short story socratic seminar unit
5th and 6th short article socratic seminar unit


MIDDLE GRADE

ELEVEN BY SANDRA CISMEROS

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY

freebie



short story COMPLETE UNITS

MIDDLE GRADE

FISH CHEEKS BY AMY TAN

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




short story COMPLETE UNITS

MIDDLE GRADE

THE EMPEROR'S NEW CLOTHES

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY



short story COMPLETE UNITS

MIDDLE GRADE

BLACK BLIZZARD

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




short story COMPLETE UNITS

MIDDLE GRADE

GROWING UP BY GARY SOTO

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




short story COMPLETE UNITS

MIDDLE GRADE

THESEUS AND THE MINOTAUR

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




short story COMPLETE UNITS

MIDDLE GRADE

THE BOY WHO CRIED WOLF

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




short story COMPLETE UNITS

MIDDLE GRADE

SOMETIMES A DREAM NEEDS A PUSH

5th and 6th short story socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




short story COMPLETE UNITS

MIDDLE GRADE

THE WRIGHT BROTHERS

5th and 6th short article socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




nonfiction COMPLETE MINI UNITS

MIDDLE GRADE

DIARY OF A TEENAGE REFUGEE

5th and 6th short article socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




nonfiction COMPLETE MINI UNITS

MIDDLE GRADE

THE DRIVE-IN MOVIES

5th and 6th short article socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




nonfiction COMPLETE MINI UNITS

MIDDLE GRADE

THE DUST BOWL

5th and 6th short article socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




nonfiction COMPLETE MINI UNITS

MIDDLE GRADE

SOMETIMES, HISTORY IS SADNESS

5th and 6th short article socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




nonfiction COMPLETE MINI UNITS

MIDDLE GRADE

RONALD REAGAN ON THE CHALLENGER DISASTER

5th and 6th short article socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY




nonfiction COMPLETE MINI UNITS

MIDDLE GRADE

MALALA YOUSAFZAI: A NORMAL YET POWERFUL GIRL

5th and 6th short article socratic seminar unit
DIGS DEEPER INTO THE CCSS READING CONCEPTS

INCLUDES DIGITAL COMPONENTS, ASSESSMENTS, ANSWER KEYS, AND SUGGESTED VOCABULARY



nonfiction COMPLETE MINI UNITS

example of a lesson plan

DAY 2 OF 13		FREAK THE MIGHTY		CHAPTERS 3-4	
Standards	<ul style="list-style-type: none"> • CCSS 5.RL.4 Determine the meaning of words and phrases as they are used in a text. • CCSS 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • CCSS 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • CCSS 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 				
Learning Target	<ul style="list-style-type: none"> • I can explain how a series of chapters fit together to provide the overall structure of a particular story. 				
Guiding Question	1. How does the author help us understand what Freak is saying? Evidence?				
Interpretive Question	1. What is the author's purpose of chapters 3 and 4? Evidence?				
Hook Question	1. What does the phrase "unexpected friendship" mean?				
Comprehension Questions	<ol style="list-style-type: none"> 1. Why is Max surprised by how he feels about Freak? 2. How does Freak treat Max? Why? 3. How does Freak's language teach us about him? 4. How does Freak make Max feel? Does he mean to? How do you know? 5. Why doesn't Max tell Freak the truth about not wanting to read? 6. Why does Max think that Gwen is afraid of him? What does this tell us about how Max feels about himself? 				
Learning Period	<ol style="list-style-type: none"> 1. Present the guiding question. 2. Read chapters 3 and 4 together as a class. 3. Cover important vocabulary while reading. 4. Have students do a 5 minute quick write to the interpretive question. 5. Students present their ideas in a Socratic Seminar. 6. Students return to their reading response notebooks and write their response adding more reasons to their paragraph expressing themselves clearly. 				
Closing	1. Ask students to share their thinking aloud.				

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EACH LESSON PLAN INCLUDES:

- 5TH, 6TH, 7TH, AND/OR 8TH 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.

6th 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

6th 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

7th 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 development over the course of a text; analyze its relationship to characters, setting, and plot.	5, 9, 11, 12

8th 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

7th Grade

7.W.1 Write relevant text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
7.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.
7.W.3 Write event-related text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8th Grade

8.W.1 Write relevant text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
8.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.
8.W.3 Write event-related text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

example of standards page

A NOTE ABOUT THE STANDARDS AND THE SHORT STORY UNITS:

When I create these units for novels, I make sure to spend at least one lesson on each standard, so that by the end of each novel, you have been able to dig deeply into each standard. Obviously, with these short stories, each one will focus on a few standards. However, if you use a good portion of the units, you will have dug deeper into each standard.

5th grade

WRITING STANDARD	LESSONS
5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	1, 3
5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	2
5.W.3 Write narratives to develop real or imagined experiences or events that relate to an individual, a family, or a community.	1

THE SHORT STORIES ARE OBVIOUSLY A SHORTER TEXT, SO NOT EVERY STANDARD WILL BE COVERED IN EACH UNIT. HOWEVER, IF YOU TEACH WITH MULTIPLE SHORT STORY UNITS, THEN ALL THE CCSS LITERATURE AND INFORMATIONAL READING AND CCSS WRITING STANDARDS WILL BE COVERED THROUGHOUT THE MULTIPLE UNITS.

A NOTE ABOUT THE STANDARDS AND THE SHORT STORY UNITS:

When I create these units for novels, I make sure to spend at least one lesson on each standard, so that by the end of each novel, you have been able to dig deeply into each standard. Obviously, with these short stories, each one will focus on a few standards. However, if you use a good portion of the units, you will have dug deeper into each standard.

6th grade

6 TH 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
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.	
6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
6.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 a specific word choice on meaning and tone.	1
6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	1
6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	2
6.RL.8 (not applicable to literature)	
6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	3
6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1, 2, 3

EXAMPLES FROM "ELEVEN" MINI UNIT

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	
Questions 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?	Suggested Answers 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. mere (22): the smallest or slightest. 2. depleted (24): use up the supply or resources of. 3. expel (27): force out or eject (something), especially from the body. 4. regurgitate (27): bring (swallowed food) up again to the mouth. 5. alias (29): used to indicate that a named person is also known or more familiar under another specified name.	

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 th Grade	7 th Grade	8 th 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	
Learning Target	<ul style="list-style-type: none"> 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. I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text. I can write arguments to support claims with clear reasons and relevant evidence. 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. 			
Guiding Question	1. What point of view is the story told from? Who is the narrator?			
Interpretive Question	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?			
Hook Question	1. What do you know about the Dust Bowl?			
Comprehension Questions	1. How is this book's format unique? It's written in verse (like poetry). 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? First person point of view, Billie Jo (daughter of a farmer who wanted a boy). 4. How was Billie Jo born? In the kitchen of her parent's home because she came too fast for the doctor. 5. How old will Billie Jo be when her new sibling is born? 14 6. Why is Billie Jo upset about all the rabbits being killed by Mr. Noble and Mr. Romney? 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).			

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 #: _____

NOVEL: _____

GUIDING QUESTION: _____

GUIDING QUESTION RESPONSE: _____

INTERPRETIVE QUESTION: _____

INTERPRETIVE 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

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 list 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.

Rubric 1	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).
Rubric 2	Great for assessing their argumentative writing skills.
Rubric 3	Great for assessing their informative/expository writing skills.
Rubric 4	Great for assessing their narrative writing skills.
Rubric 5	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.
Rubric 6	Great for assessing students on the language standards and on their vocabulary.
Rubric 7	Great for assessing students' comprehension of literature.
Rubric 8	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
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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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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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:

THE 100 CUBES - THE ULTIMATE TOOLBOX

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

THE 100 CUBES - THE ULTIMATE TOOLBOX

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 6th 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 8th year of teaching and my 5th year of teaching 7th and 8th 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.

5TH 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"> • Present the interpretive question and have the students share their first writing responses and/or share what they would add • Your job is to just write what they say on a chart or on the white board.
10 min.	Re-write their response by using the thinking of their classmates

6TH 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

7TH/8TH 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.

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 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:

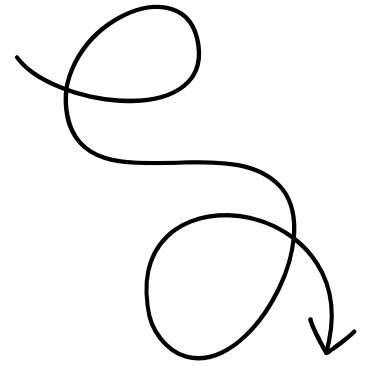
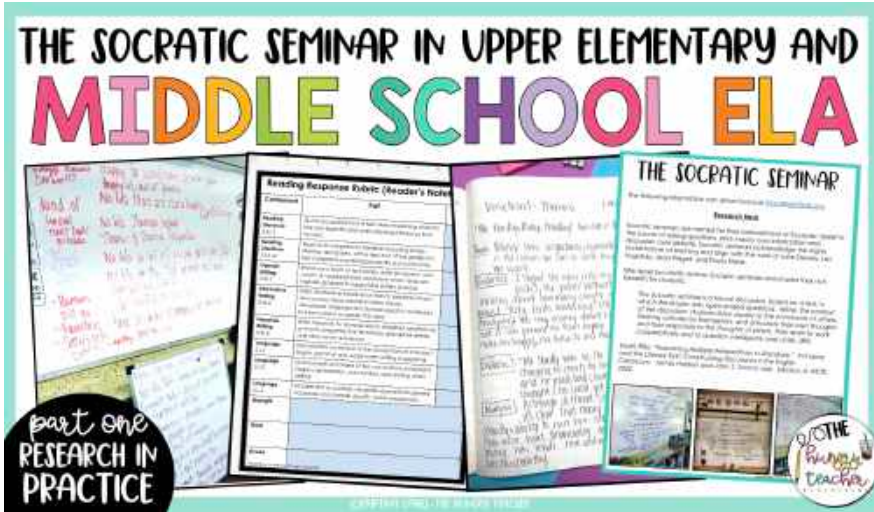
- Have students hear each others thinking
- Practice hearing and understanding different viewpoints
- Debating in a respectful matter
- Make students writing stronger with stronger text evidence

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.

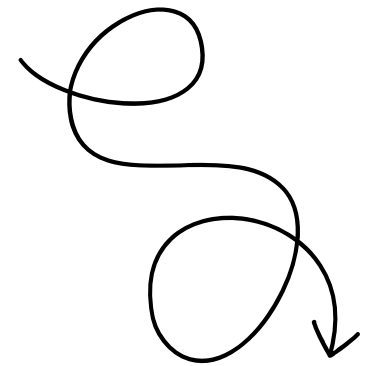
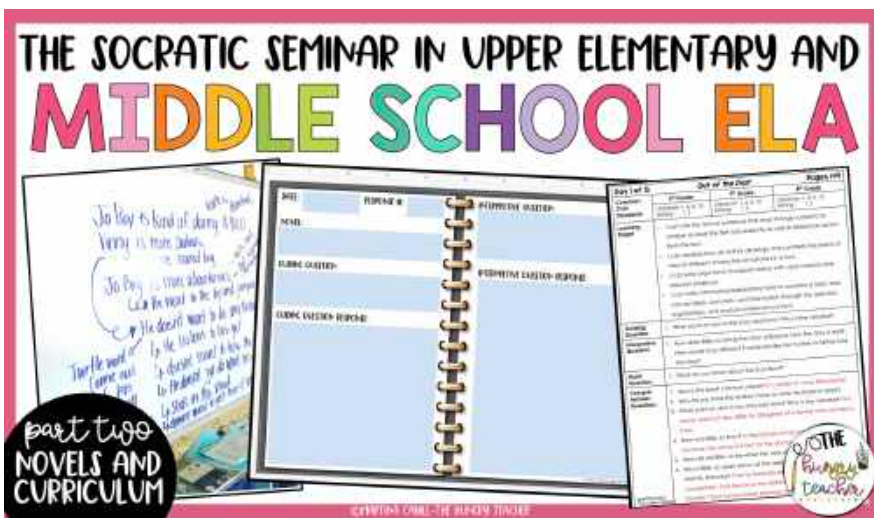
REALISTIC FREQUENCY OF THE SOCRATIC SEMINAR

- 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 circles, etc.
 - We just had the discussion, I took notes, and then they would write.
 - Somedays 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.
 - Somedays 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.

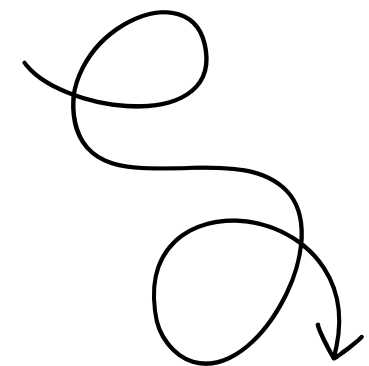
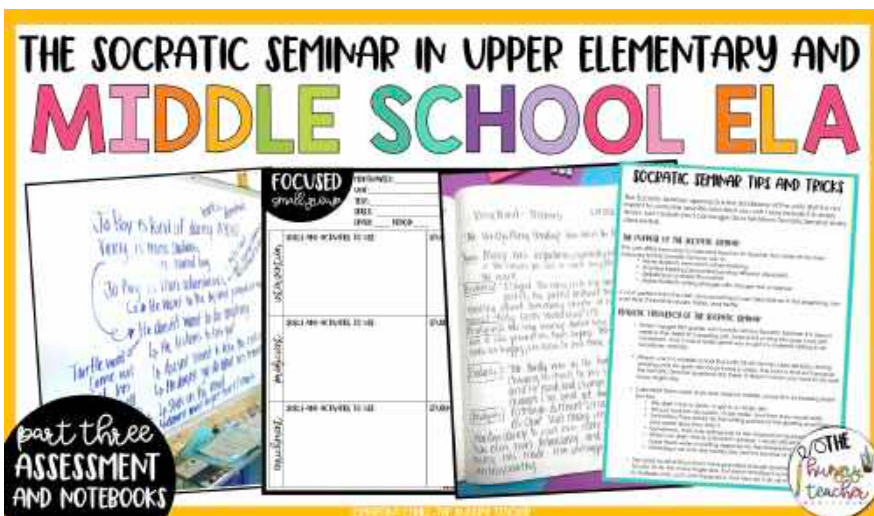
WANT MORE INFORMATION ON THE SOCRATIC SEMINAR?



<https://thehungryteacherblog.com/2017/01/the-socratic-seminar-middle-school-ela-student-discussions.html>



<https://thehungryteacherblog.com/2020/11/the-socratic-seminar-part-novels-and.html>



<https://thehungryteacherblog.com/2020/11/the-socratic-seminar-part-assessing.html>

PICTURES OF MY WRITING DURING our socratic seminars

Jo Boy is kind of daring ^{fearless daredevils} #YOLO
Vinny is more cautious.

Jo Boy is more adventurous. ^{more scared boy}
↳ He went to the top and jumped off the cliff

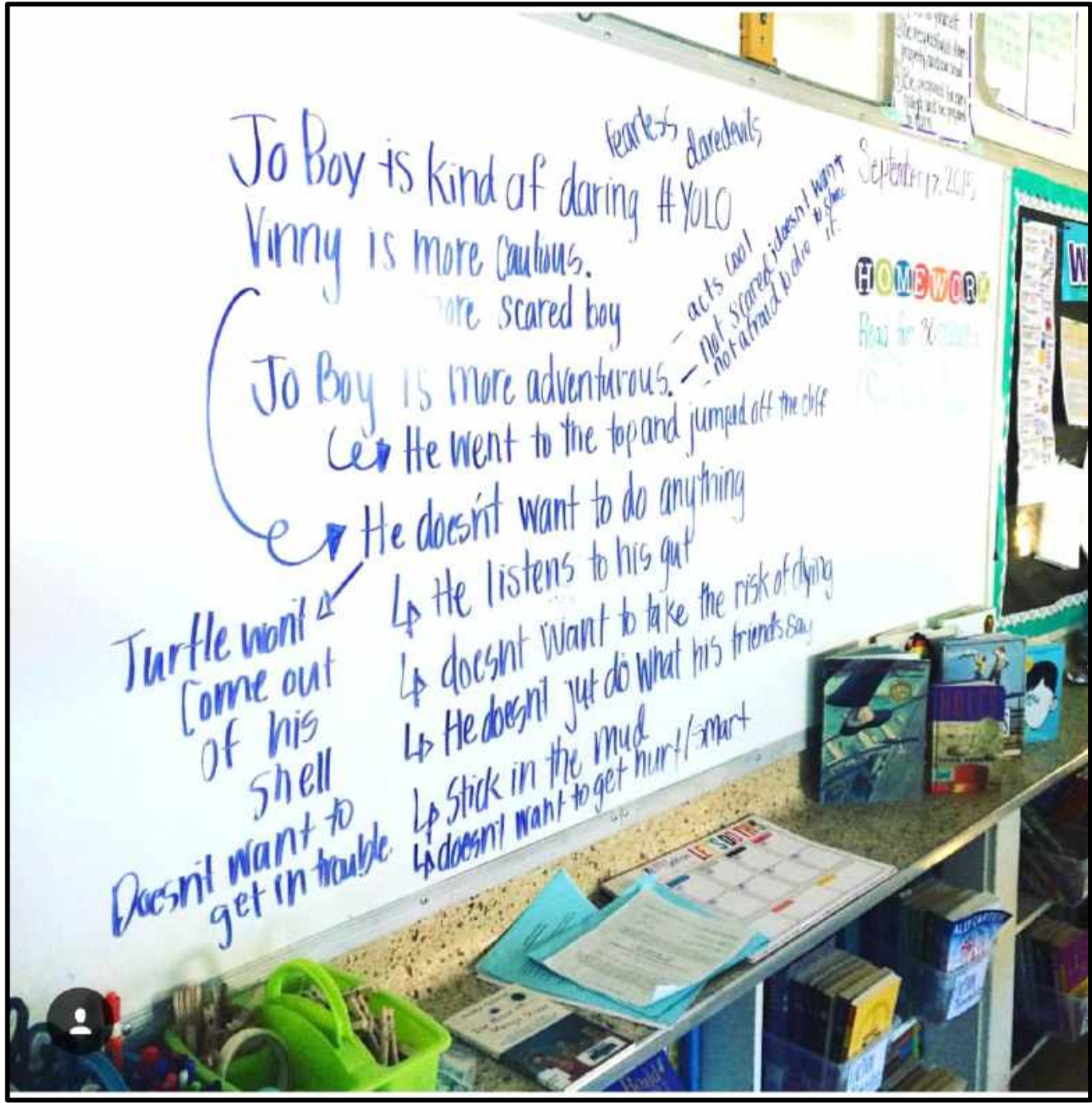
Turtle won't come out of his shell
↳ He doesn't want to do anything
↳ He listens to his gut
↳ He doesn't want to take the risk of dying
↳ He doesn't just do what his friends say
↳ Stick in the mud
↳ doesn't want to get hurt / smart

Doesn't want to get in trouble

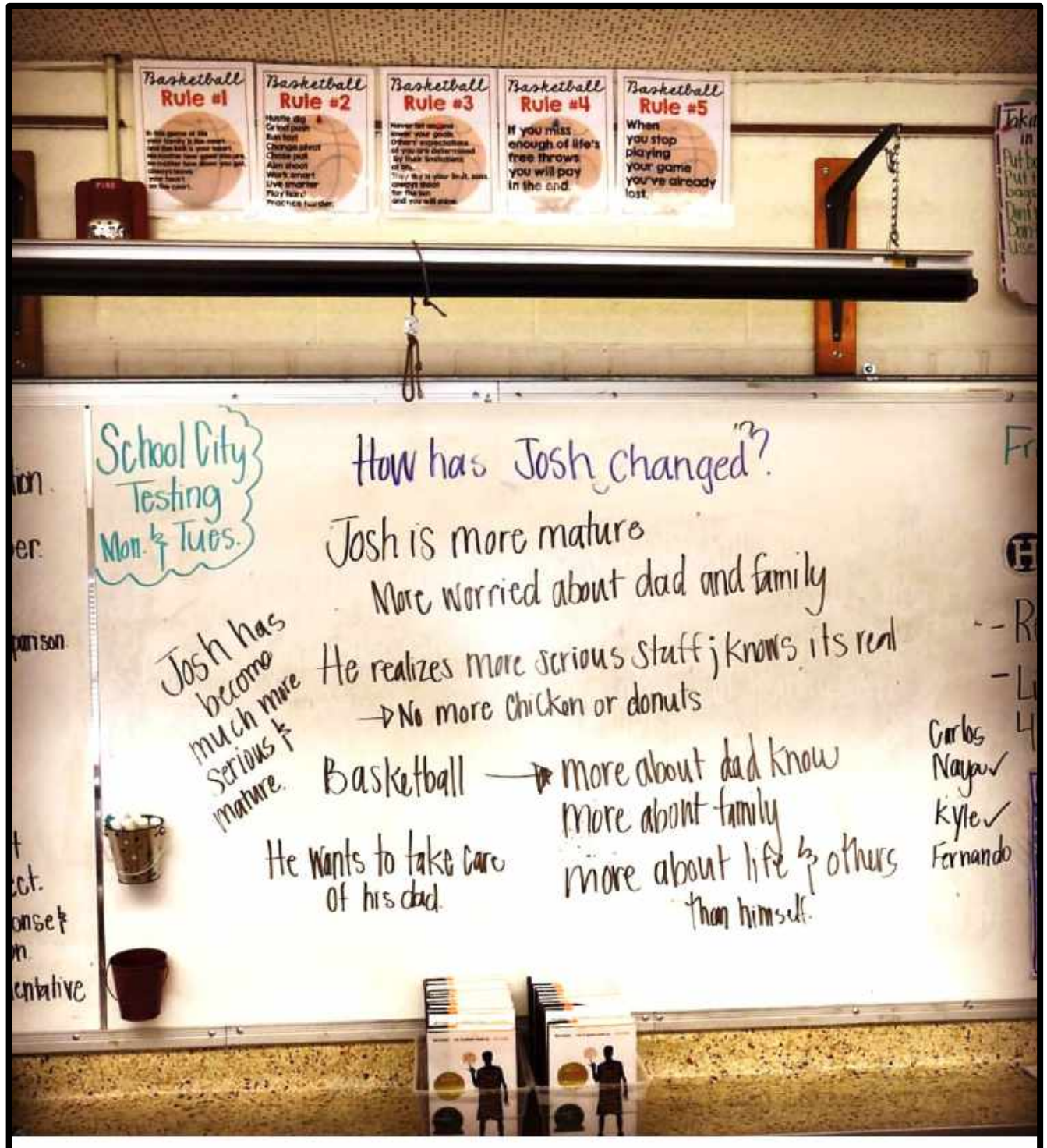
September 17, 2015

HOMEWORK

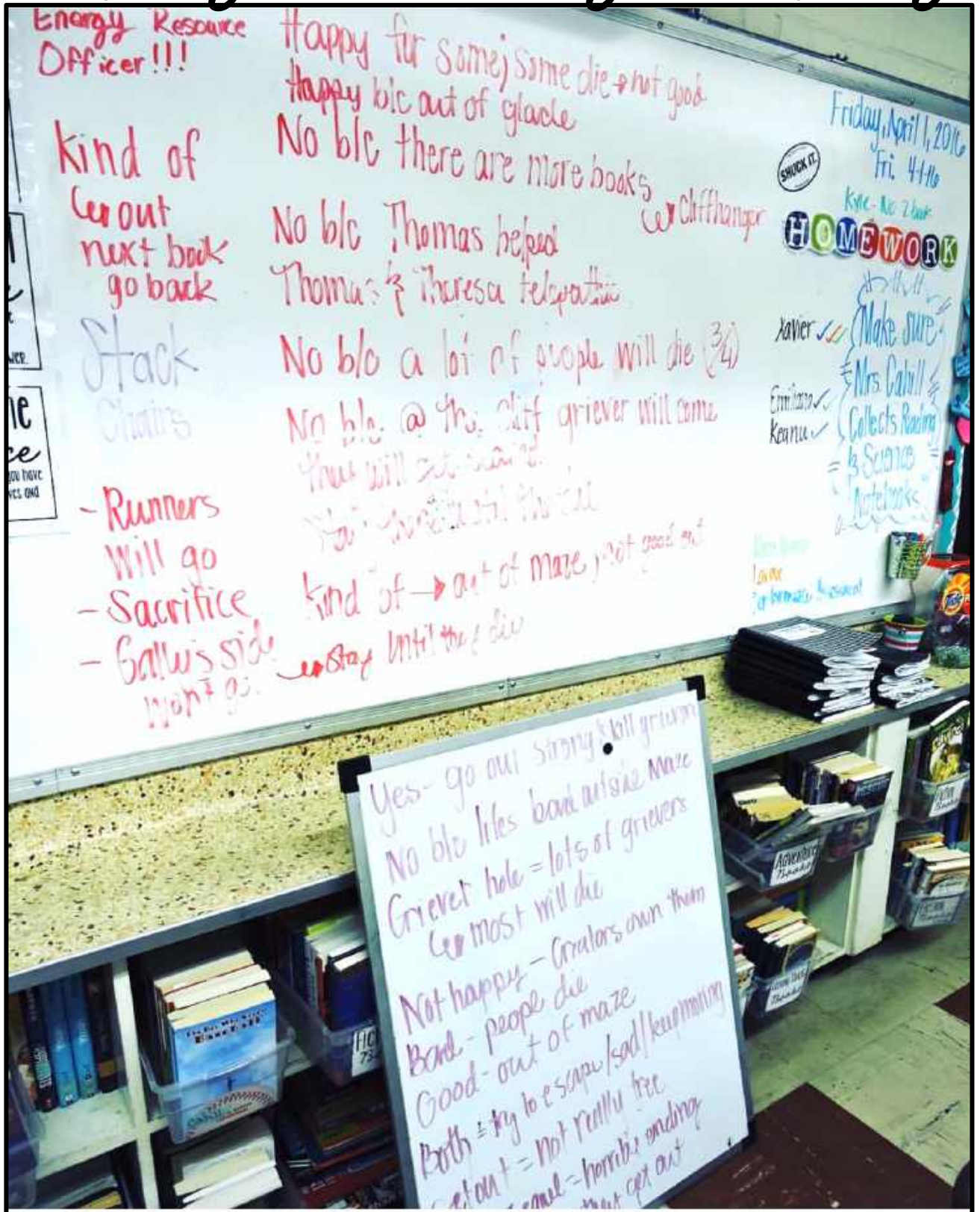
Read in 30 minutes



PICTURES OF MY WRITING DURING our socratic seminars



PICTURES OF MY WRITING DURING our socratic seminars



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 5th and 6th grade novel units. You will not need to purchase the 5th and 6th 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 5th 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 5th 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

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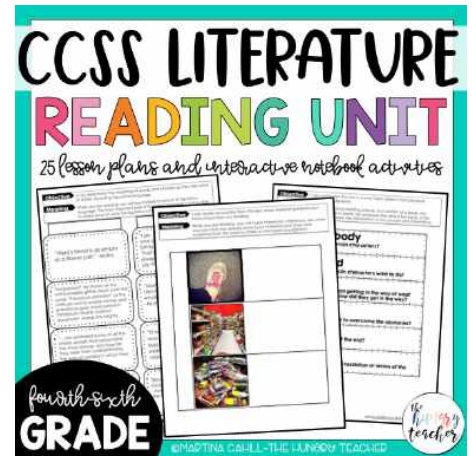
the vision

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.

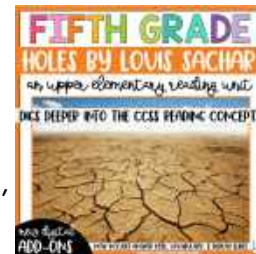
where do I start and why?

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.

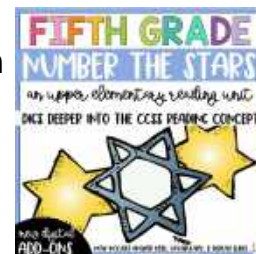


what's next and why?

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.

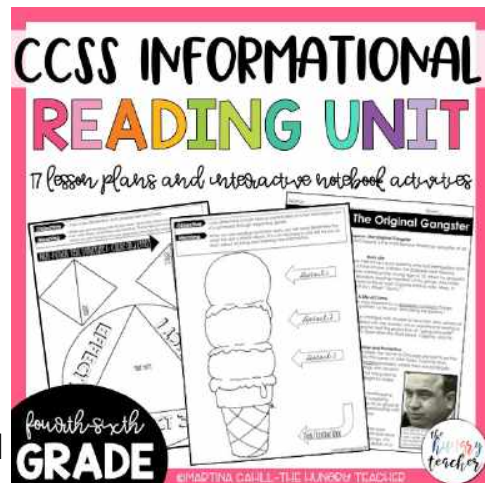


If you didn't teach the literature unit, NO BIG DEAL! You just may have to have mini-lessons about each concept as they come up in the novel reading units. For example, if you ask them about point of view, you may need to explain what each point of view is before they are able to conduct a Socratic seminar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

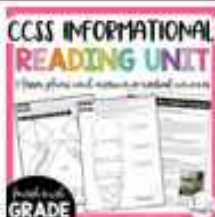


First of all, I make sure to choose novels I love, but also that I know my students will love. Sometimes I do adjust based on my students (hence, the growing bundle, because sometimes I add new units as I make them. More importantly though, I make sure my students are exposed to every single genre as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



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	Trail	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 5th and 6th, 90% of the time I used the Reading Response Rubric (pictured below).

When I taught 5th and 6th 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 7th and 8th 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 5th and 6th. 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: _____
intervention	SKILLS AND ACTIVITIES TO USE:	STUDENTS:
proficient	SKILLS AND ACTIVITIES TO USE:	STUDENTS:
enrichment	SKILLS AND ACTIVITIES TO USE:	STUDENTS:

THE HUNGRY TEACHER

reading notebooks examples

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

the warden is the warden is a n
andul 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
fight each other that way. The camp
is a cruel place. Besides, isn't the
camp supost 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 either. 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, Every body is mean to him
so he probably figures "well 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 ^{holes}, 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.

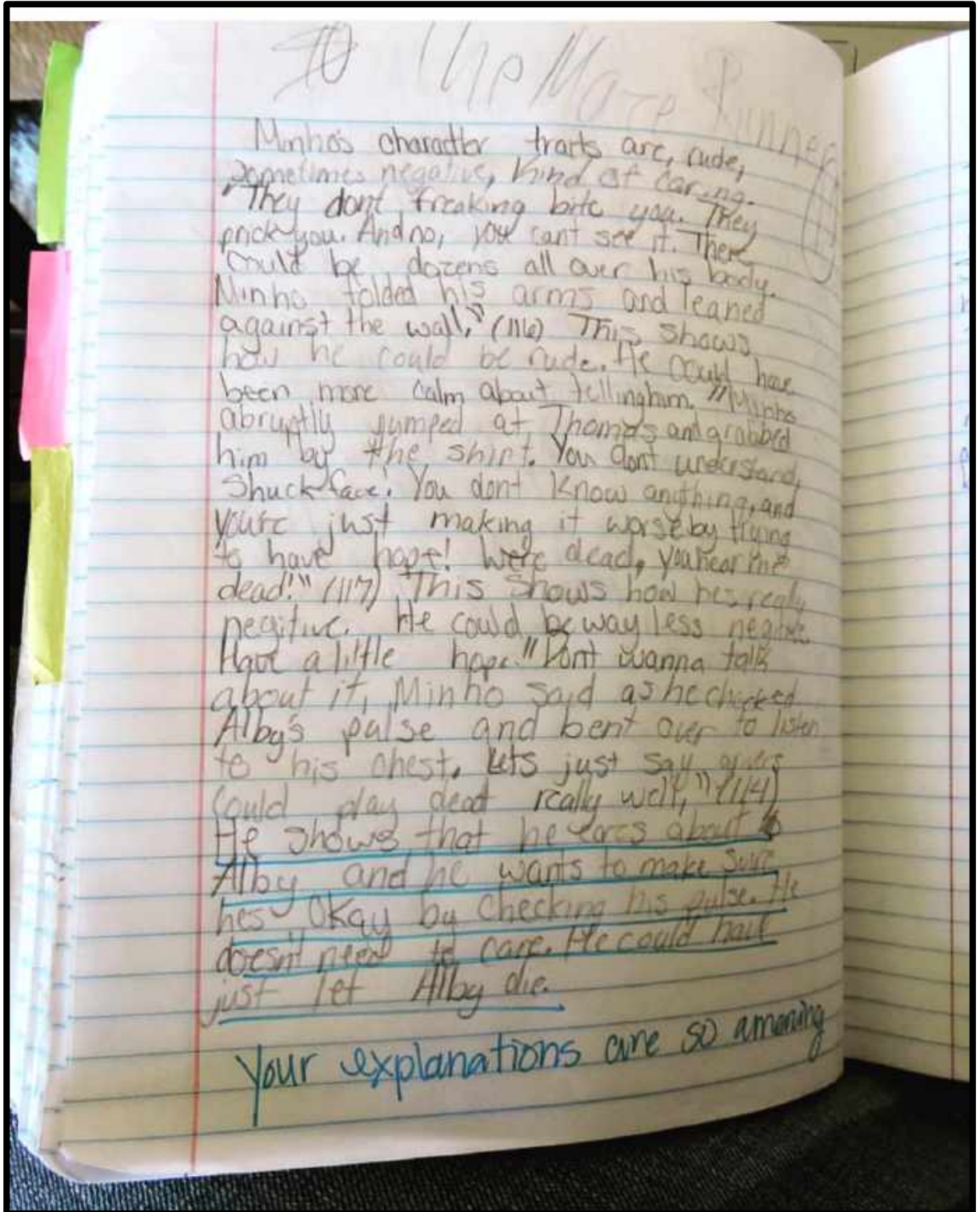
I also think you need to be ready to take on a challenge. Digging all those holes is probably very hard. ~~Stanley~~ ^{that,} Stanley can do that.

Another trait I think you have to ^{have} 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

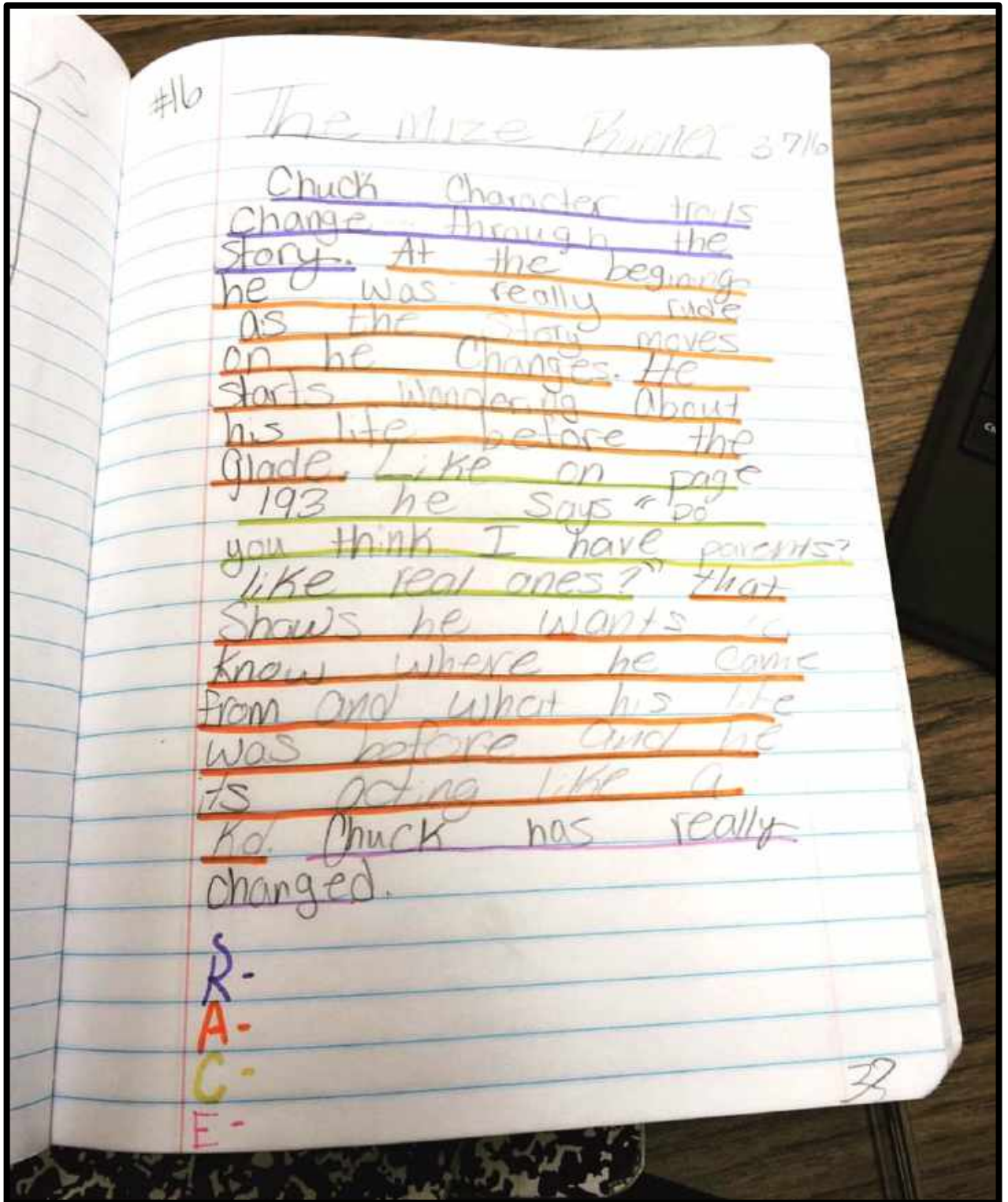
THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS



Sixth Grade: *The Maze Runner* by James Dashner

reading notebooks examples

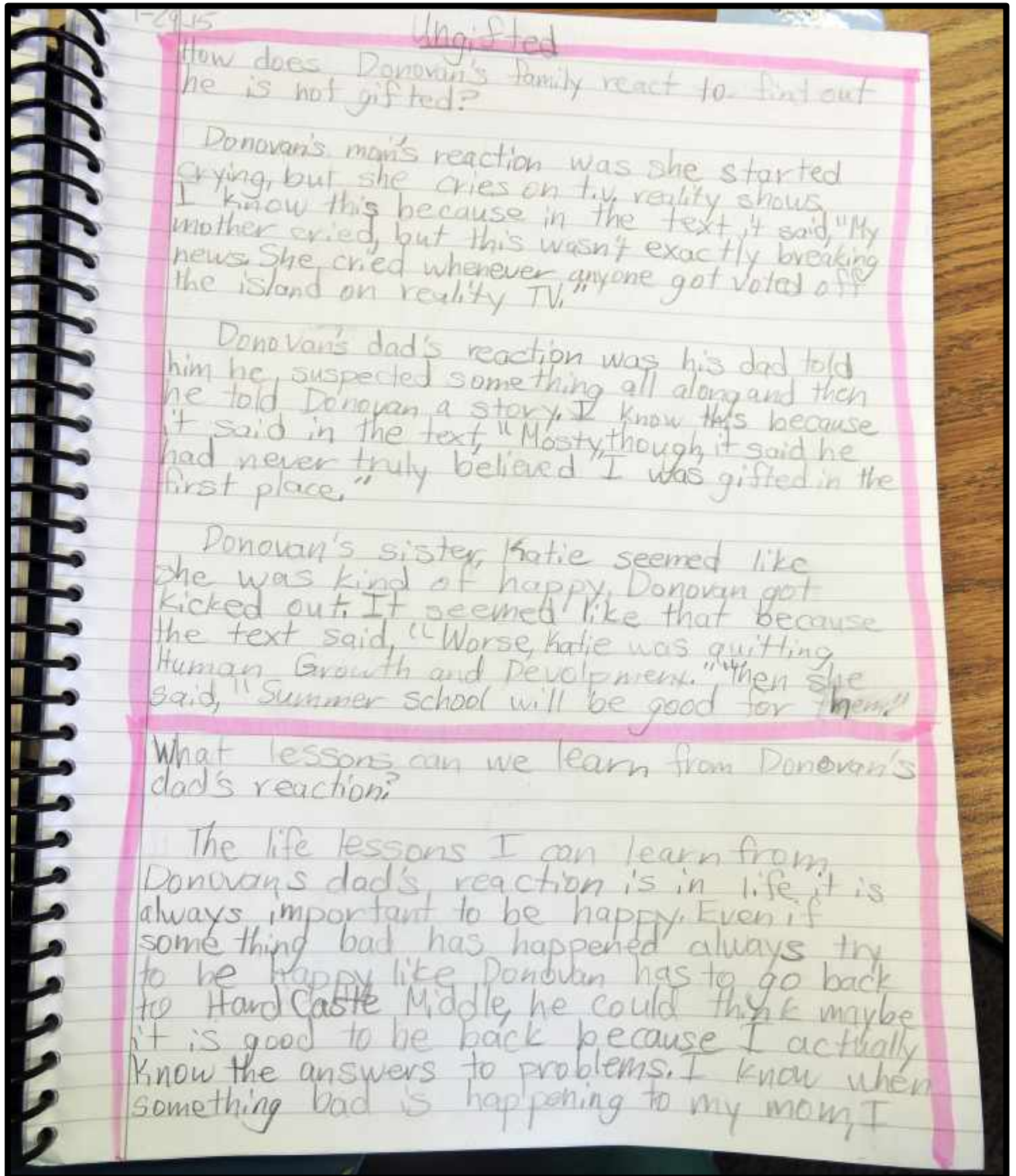
THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS



Sixth Grade: *The Maze Runner* by James Dashner

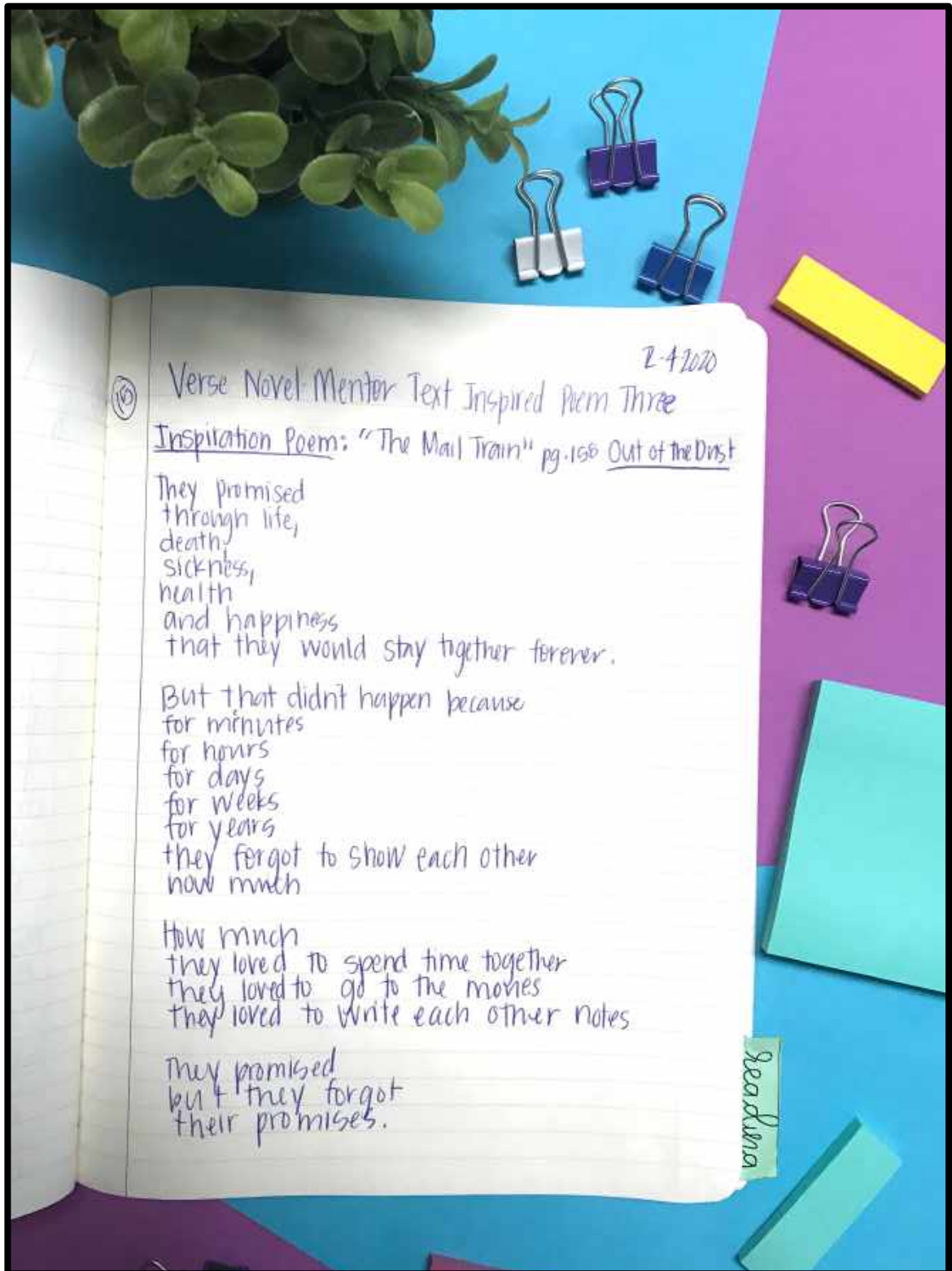
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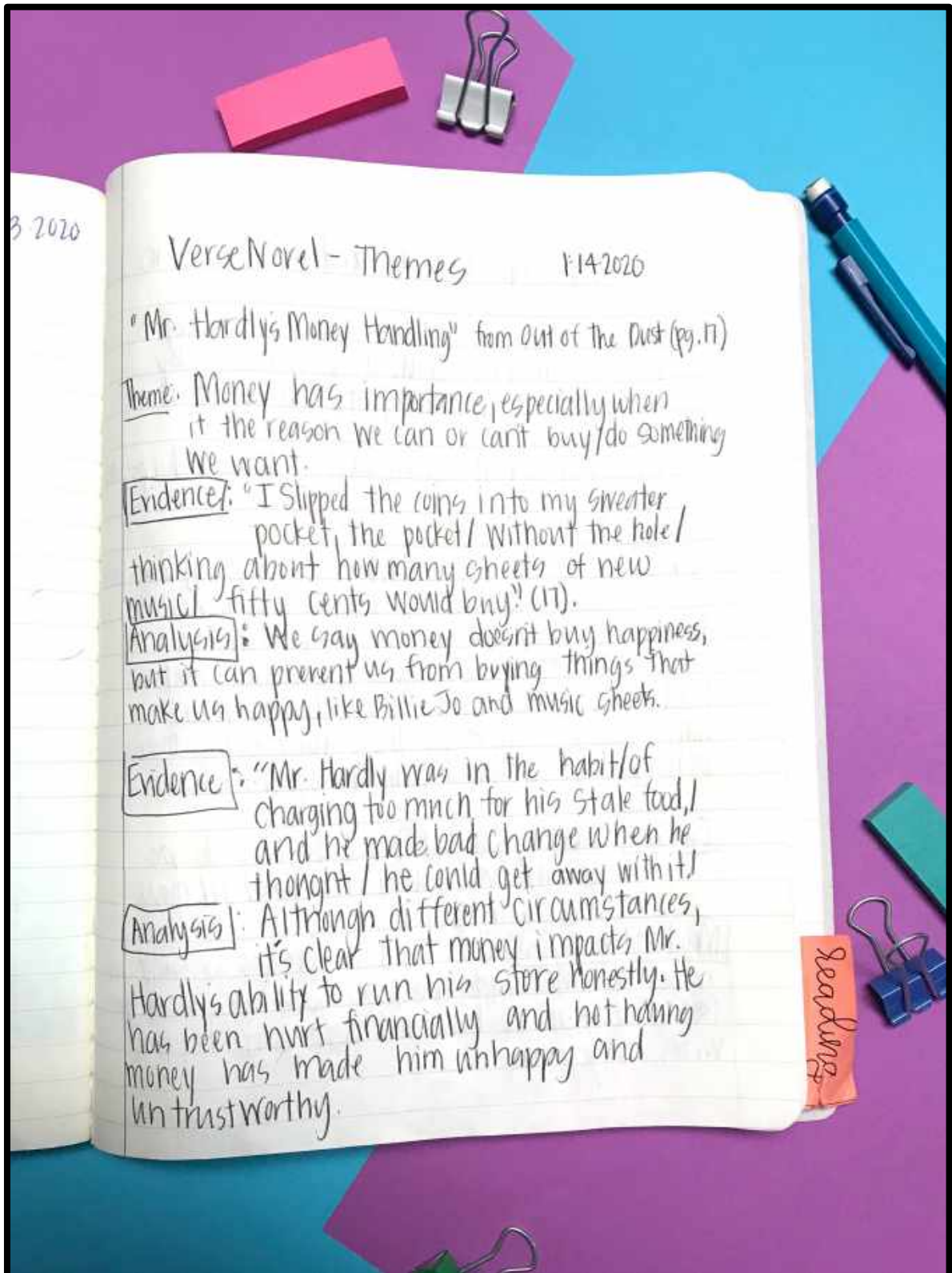
THE FOLLOWING EXAMPLES ARE REAL STUDENT EXAMPLES FROM SOME OF THE READING UNITS



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



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

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.




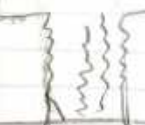

COLUMN ONE: THE WORDS AND PART OF SPEECH.

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"> <tr> <td>1,467</td> <td>-1500</td> </tr> <tr> <td>1,999</td> <td>12,000</td> </tr> <tr> <td colspan="2">3,500</td> </tr> </table>	1,467	-1500	1,999	12,000	3,500	
1,467	-1500								
1,999	12,000								
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-ō-tīk							
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 6th grade Language Arts and had my kids for a total of 90 minutes, and then moved up even further to 7th and 8th 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.

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CCSS LITERATURE

READING UNIT

exclusive 3 lesson freebie

Objective I can determine the meaning of words in a text, including figurative language.

Meaning While you are reading, you will see many figurative language. The most important part of figurative language is to make sense of what the figurative language means.

"Myra's head is as empty as a flower pot." -Holes

...that reminded Sunny of all the sinister secrets that surrounded the three siblings... and how far they were from understanding the truth of mystery in which they

Objective I can quote accurately from the text, which I have drawn from my reading.

Meaning While you are reading, you will make inferences. You use what you already know (your schema) and evidence from the text to make a conclusion.

Lesson 17
Best Students

Objective I can identify how a particular sentence or chapter fits into the overall structure of a text and explain how it fits into the structure of the text.

Meaning Author uses what's called an author's craft. Author's craft are the parts of the story that readers can't see but that the author uses to make the story better. Name, setting, or plot.

TEXT SECTIONS

Epilogue In addition to the end of a book, an epilogue is a short scene or a comment on the events that happen after the main story.	Foreword A short introduction to a book, typically by a person other than the author.	Synopsis An outline of the plot of a book, movie, or episode of a television show. On the back of books or inside the cover.
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AUTHOR'S CRAFT

SYNTAX The process by which the writer reveals the personality of a character.	PARALLEL STRUCTURE Repeating sentences or phrases to show passage of time.
ASSONANCE The repetition of vowel sounds in nearby words. It's used to reinforce the meaning of words or to set the mood.	IMAGERY Visually descriptive or figurative language to help readers visualize.
FORESHADOWING A warning or indication of a future event.	FLASHBACK A scene in a book set in time before the main story begins.

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