

4TH-6TH grade Theme POV Inference Summary VOCAB ETC.

LITERATURE UNIT

AN INTERACTIVE NOTEBOOK READING UNIT

LESSON 2 CITING AND QUOTING ACCURATELY

Objective: I can quote accurately from the text when explaining and

LESSON 9 CHARACTER TRAITS DAY

Objective: I can describe a character and analyze how they respond to challenges to make conclusions about their character traits.

ELEMENTS OF PLOT

CLIMAX
The particular point in a story where the highest point, the climax, is reached. It is the turning point of the story where the main characters...

POINT OF VIEW NOTES

Point of View: (narrator's position being told)

LESSON 7 SUMMARIZING

QUOTING, PARAPHRASING, AND SUMMARIZING

QUOTING: USING THE AUTHOR'S EXACT WORDS FROM THE TEXT.

- Remember: Put the author's exact words inside quotation marks.
- Use a quote when:
 - the author says something especially important
 - the exact wording helps prove your thinking
 - you need strong text evidence
- Example:
 - Original: The storm grew stronger as the family hurried toward shelter.
 - Quote: The author explains that "the storm grew stronger" as the family hurried toward shelter.

PARAPHRASING: PUTTING INFORMATION FROM THE TEXT INTO YOUR OWN WORDS WITHOUT CHANGING ITS MEANING.

- Remember: Do not just change one or two words. Explain the idea in a new way.
- Use a paraphrase when:
 - you want to explain an idea more simply
 - the exact words are not necessary
 - you want evidence to fit naturally into your response
- Example:
 - Original: The storm grew stronger as the family hurried toward shelter.
 - Paraphrase: The weather became more dangerous while the family rushed to find a safe place.

SUMMARIZING: EXPLAINING THE MOST IMPORTANT IDEAS OR EVENTS IN A SHORTER WAY.

- Remember: A summary leaves out small details and focuses on what matters most.
- Use a summary when:
 - you need to explain what happened in a larger section of text
 - you want to give the most important information quickly
 - all of the details are not necessary
- Example:
 - Original: The family noticed dark clouds, packed their belongings, hurried away from the campsite, and finally reached a shelter just before the storm began.
 - Summary: The family quickly found shelter after a dangerous storm.

READING GENRES

Genre
Definition: The categories of literature based on the content of the books.
Example: The book Harry Potter and the Sorcerer's Stone, is in the fantasy genre because it has characters like dragons, wizards, witches, and goblins.
Fiction
Definition: Literary genre, especially short stories and novels, that describes imaginary events and people.
Example: Holes, Freaky Friday, The Mice, The Boy Who Lived.

AUTHOR'S CLUES: PLOT

As you read a text pay attention to the author's clues to the plot.

AUTHOR'S CLUES: TONE

AUTHOR'S CLUES: TEXT STRUCTURE

The way an author structures their book often gives us clues to what will happen later. Are there cliffhangers, chapters, multiple points of view or great descriptions in the book?

EXAMPLE

GUIDING QUESTION:

Determine an inference you have made about the text and cite two to three pieces of THE BEST text evidence. Analyze your evidence.

Inference: (narrator's position being told)

Text Evidence: (narrator's position being told)

Analysis: (narrator's position being told)

Interpretation: (narrator's position being told)

Conclusion: (narrator's position being told)

Why direct: (narrator's position being told)

Why indirect: (narrator's position being told)

Why not keep: (narrator's position being told)

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LITERATURE CHARACTER TERMS

CHARACTER TRAITS
Definition: What the character is like on the inside. Determined by their actions, thoughts, words, and feelings.

CHARACTER SUBJECT
Definition: Describes a character through their feelings, actions, and dialogue.

When the author comes right out and tells you what to think about the character.

The leading character, or one of the characters in a novel or fictional text.

A character or a group of characters which stand in opposition to the main character.

Two-dimensional characters in that they are both complicated and do not

know a word's meaning, the author provides clues so we can infer the meaning on our own. For example, in

CHARACTERS

The author uses the clues to help us understand the characters and their actions and

READING RESPONSE

EXAMPLE RESPONSE

GUIDING QUESTION

Inference: Stanley is going to be blamed for something he didn't do at Camp Green Lake.

Text Evidence:

- Stanley was arrested for stealing.
- Clyde Livingston's shoes even though he didn't actually steal them.
- The adults at Camp Green Lake don't seem interested in whether the boys are telling the truth.
- The Warden has strict rules and punishes the boys quickly.

Analysis:
Because Stanley has already been blamed for something he didn't do, I think it will happen again. The adults at Camp Green Lake seem to assume the boys are guilty, so Stanley may get into trouble even if something isn't his fault.

Interpretation:
Stanley is going to be blamed for something he didn't do at Camp Green Lake.

Conclusion:
Stanley is going to be blamed for something he didn't do at Camp Green Lake.

Why direct:
Stanley is going to be blamed for something he didn't do at Camp Green Lake.

Why indirect:
Stanley is going to be blamed for something he didn't do at Camp Green Lake.

Why not keep:
Stanley is going to be blamed for something he didn't do at Camp Green Lake.

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PRINT AND DIGITAL

TEACH LITERATURE SKILLS IN A WAY STUDENTS CAN ACTUALLY USE WHILE READING

A complete 4th–6th grade literature unit with 24 ready-to-teach lessons that move students from direct instruction and modeling to real reading, discussion, and written analysis.

LESSON 2 CITING AND QUOTING ACCURATELY

Objective: I can quote accurately from the text when explaining and analyzing what the text says explicitly.

Meaning: While you are reading, you are looking for evidence to answer questions that have been asked or questions you might have. Once you find the answer, you need to cite the information correctly.

QUOTING AND CITING NOTES EXAMPLES

Quotes to rewrite an idea exactly as it appears in the text.
→ copied directly from the text
→ use quotation marks
→ credit the source of the quote

QUOTING, PARAPHRASING, AND SUMMARIZING QUICK NOTES

QUOTING:	
REMEMBER:	
USE A QUOTE WHEN:	

QUOTING AND CITING NOTES EXAMPLES

QUOTING, PARAPHRASING, AND SUMMARIZING

QUOTING: USING THE AUTHOR'S EXACT WORDS FROM THE TEXT.

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 - Summary: The family quickly found shelter before a dangerous storm.

INFERENCES

AUTHOR'S CLUES: PLOT

AUTHOR'S CLUES: TEXT STRUCTURE

As you read a text, author's tone (sarcastic)

The way an author structures gives us clues to later. Are there

WORD MEANINGS

When we don't know an author often provides the meaning on our own

CHARACTERS

characters'

PRACTICE 1

PRACTICE 2

PRACTICE 3

EXAMPLE RESPONSE

READING RESPONSE

Why do authors expect readers to make inferences instead of telling us everything directly? Explain your thinking using examples from your book.

INTERPRETIVE QUESTIONS

Holes

I think authors expect readers to make inferences because they want us to figure out the story on our own. They leave clues and make us think. For example, in Holes, Louis Sachar explains why the Warden wants to report anything unusual. The Warden makes me think the camp is something. The author explains directly, but the clues help when readers get to solve the mystery instead of having it explained to them.

READING RESPONSE

Determine an inference you have made about what will happen later in the plot of the text and cite two to three pieces of THE BEST text evidence to support that inference. Analyze your evidence.

GUIDING QUESTION

Holes

Inference: Stanley is going to be blamed for something he didn't do at Camp Green Lake.

Text Evidence:

- Stanley was arrested for stealing Clyde Livingston's shoes even though he didn't actually steal them.
- The adults at Camp Green Lake don't seem interested in whether the boys are telling the truth.
- The Warden has strict rules and punishes the boys quickly.

Analysis: Because Stanley has already been blamed for something he didn't do, I think it will happen again. The adults at Camp Green Lake seem to assume the boys are guilty, so Stanley may get into trouble even if something isn't his fault.

TEACHERS LIKE YOU HAVE SAID...



"I am obsessed with this resource! It has been such a **great way to teach my students all of the needed English standards without doubling my workload/ I love being able to align lessons with our novel study!**" - Alexandria R.



"This was a great resource to implement the standards and what I was teaching that day. It reinforced students **knowledge**. It was easy to upload onto google classroom and make it digital." -Nicole D.



"This is a wonderful resource for teachers and students. It is well put together. **It requires very little teacher prep and directions were concise.**" – Brittany F.



"This resource has great activities that are interactive and that keep the students engaged. **This is great for anyone, but especially a new teacher. The lessons are great and it is nice that everything you need is in one place.**" -Michaela C.



"A great reading resource that **requires higher-order thinking, collaboration, and accountability.** Loved it!" – Robin K.



This has been an amazing resource to use with my 6th grade reading class. **It is super straight forward, easy to implement, and my students understand it clearly. It has worked exceptionally well with the stories and novels we are reading in class and independently.** Thank you! -Zoe W.



"After using one of your other Novel Study Units I purchased this one. Amazing as always and kept the middle schoolers engaged with great resources." -Karie C.

ONE LITERATURE UNIT. 24 LESSONS. THE SKILLS READERS NEED ALL YEAR

Teach text evidence, inference, theme, summarizing, character analysis, plot, context clues, figurative language, tone and mood, point of view, author's craft, genre, multimedia, poetry, drama, traditional literature, mythology, and more.

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STOP TEACHING LITERATURE SKILLS IN ISOLATION

Students learn the skill, see it modeled, practice it together, and then apply the same thinking to authentic texts and their own reading.

Reader's Workshop: 4. Teacher meets with individual students and small groups for reading conferences and guided reading.

Closing: 1. Invite several students to share the event they selected and explain how the narrator's point of view influenced their understanding of that event.
2. Discuss how authors intentionally choose a point of view to control how it helps readers better understand the story.

Mini-Lesson: ✓ how it helps readers better understand the story

Holes
Ch. 45-47

7. Read several short mentor passages together. For each passage, identify the author's craft move and discuss how it contributes to the development of the plot, characters, setting, or theme.
8. Create an **Author's Craft Toolbox** anchor chart that students can

GUIDING QUESTION: Choose one example of author's craft from your reading today. How did the choice help develop the plot, characters, setting, or theme? Use evidence from the text to support your thinking.

EXAMPLE

LITERATURE
RESPONSE SEVENTEEN

OBJECTIVE I can analyze how a particular sentence or chapter overall structure of a text and contributes to the development of the theme, setting, or plot.

MEANING Authors have what is called an author's craft. Authors are the parts of the story that make up the structure. The author's use these to develop their stories' theme, setting, or plot.

Why story

imagerY OR sensory DETAILS

Mini-Lesson: 1. Ask students what they think an **author's craft** is. Explain that artists use different tools to create a painting, authors use writing techniques, or "craft moves," to create engaging stories and communicate meaning to readers.
2. Explain to students that throughout this unit they have already learned several examples of author's craft including foreshadowing, flashback, suspense, symbolism, word choice, and text structure.

Holes
Ch. 45-47

Interpretive Questions Why do you think the author chose this particular craft move instead of telling the story in a different way? How did that choice affect your experience as a reader?

LESSON 17

AUTHOR'S CRAFT

Objective: I can explain how authors make intentional choices to strengthen a story.

Standards: 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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.
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.

Materials: Lesson Seventeen Teaching Slides
A book you have read, a chapter from a book you're readings, or a picture you book you could read for this lesson.
Chart paper and chart markers
Reader's notebooks
Interactive notebook page for each student
Scissors
Glue
Markers, crayons, or colored pencils

Guiding Question Choose one example of author's craft from your reading today. How did the author's choice help develop the plot, characters, setting, or theme? Use evidence from the text to support your thinking.

AUTHOR'S CRAFT NOTES example

AUTHOR'S CRAFT	DEFINITION	PURPOSE
 IMAGERY OR SENSORY DETAILS	Visually descriptive or figurative language.	Appeals to the five senses: sight, sound, smell, taste, touch; gets the reader like they are there with you.
 CHARACTER DIALOGUE	Communication between two characters—spoken out loud; denoted by quotation marks.	Helps reveal character reveals relationships, show tension between characters, and move the story along.
 FORESHADOWING	An indication or hint of what is to come later in the story.	Create suspense, unease, a sense of dread, or a mark that this will not be as they seem.
 FLASHBACK	Move to a scene in a movie, novel, etc., that is set in a time earlier than the main story.	To help readers better understand present elements in the story more about a character.
 SUSPENSE	An uneasy feeling that a reader gets when they don't know what is going to happen next.	Heighten tension of dramatic scene. Characters they don't give away. Build up twist.
 SYMBOLISM	The use of symbols to represent ideas or qualities.	To add emotion; to secret language between the reader and author.
 WORD CHOICE (DICTION)	Word choice (diction) is the specific words an author chooses to communicate ideas and create a certain effect for the reader.	Instead of writing, "I ran down the street," an author might write "frightened dog barked the crowded street."
 TEXT STRUCTURE	The way authors organize the text: chapters, sections, sentences, diary, etc.	Focuses attention on concepts and relationships; anticipate what is to come.

READING RESPONSE

Choose one example of author's craft from your reading today. How did the author's choice help develop the plot, characters, setting, or theme? Use evidence from the text to support your thinking.

READING RESPONSE

Why do you think the author chose this particular craft move instead of telling the story in a different way? How did that choice affect your experience as a reader?

INTERPRETIVE QUESTION

Holes

Louis Sachar could have explained the history of Green Lake all at once, but instead he chose to use **foreshadowing** by revealing small pieces of information throughout the novel. This kept me wondering how the different stories were connected and made me want to keep reading to find the answers. When everything finally came together, the ending felt much more satisfying because I had been collecting clues along the way. Sachar's choice made the mystery stronger and helped me experience the story the same way Stanley did, discovering the truth little by little.

IMAGER

AUTHOR'S STYLE

CHARACTER DIALOGUE

FLASHBACK

SUSPENSE

SYMBOLISM

WORD CHOICE (DICTION)

TEXT STRUCTURE

Lessons 1–20 are designed to work alongside your class text. Teach the day's skill, model it during class reading, then give students opportunities to apply that same thinking to their own reading.

Objective:	• I can describe a character and analyze how they respond to challenges to make conclusions about their character traits.
Standards:	• 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). • 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • 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.

Materials:

- Lesson Eight Teaching Slides
- A book you have read, a chapter from a book you're readings, or a picture you book you could read for this lesson.
- Chart paper and chart markers
- Reader's notebooks
- Interactive notebook page for each student
- Scissors

1. Do characters reveal who they are more through what they say or through what they do? Explain your thinking using examples from your book.

1. Ask students what they know about the word character.
2. Explain to students that we are going to have an introduction to character traits.
3. Have students cut and glue their interactive notebook page into their reader's notebooks. Make sure they only put glue on the side flaps as we are literally going to cut down the middle of the paper in a second.
4. Select a character from the book of your choosing. I used Stanley from the book, *Holes*, because we were all familiar with this character. A picture book will work great here too! (Mr. Peabody's Apples is perfect for this).
5. Have students do a quick sketch of the character. Artistry doesn't matter here, if they know who they are drawing.
6. Show students **Lesson Eight Presentation** (found in another file) and take notes together as a class.
7. As a class, describe the character's physical traits on the outside, making sure to emphasize these are the character's physical traits.
8. Then... tell students to grab their scissors and literally cut their character down the middle. Now we are going to describe the character and what he/she is like on the inside, emphasizing that these are their character traits.

- Cover important vocabulary while reading.
- Show the students how to analyze this section of the novel and how to determine character traits by using evidence from the text.
- Remind students of the guiding question.

Tell students that they are responsible for doing the same with their independent reading novels today by displaying their reading response assignment with your projector. **Reading**

Response slides included in the Lesson Eight Presentation..

1. Students read to self.
2. Remind students that they are responsible for writing a reading response for their independent reading novels.
3. Teacher meets with students for conferences and groups for guided reading/book clubs.

1. Have students share their findings and/or reading responses.
2. Ask students the interpretive question to discuss as a class: Do characters reveal who they are more through what they say or through what they do? Explain your thinking using examples from your book.

CHARACTER TERMS

CHARACTER TRAITS
Definition: The traits that define a character's personality. Described by the author, the reader, or the character themselves. Includes thoughts, feelings, actions, and physical traits.

INDIRECT CHARACTERIZATION
Definition: When the author tells the reader what the character is like through their actions, thoughts, and feelings.

DIRECT CHARACTERIZATION
Definition: When the author tells the reader what the character is like directly.

PROTAGONIST
Definition: A character who is the main character in a story.

ANTAGONIST
Definition: A character who opposes the protagonist or the main character.

FLAT CHARACTER
Definition: Found in a lot of character development. Most characters are flat.

ROUND CHARACTER
Definition: A character who is more than just a name. They have a personality, a history, and a future.

STATIC CHARACTER
Definition: A character who does not change throughout the story.

DYNAMIC CHARACTER
Definition: A character who changes throughout the story.

FOIL CHARACTER
Definition: A character who is used to highlight the traits of another character.

POSITIVE AND NEGATIVE CHARACTER TRAITS

POSITIVE CHARACTER TRAITS	NEGATIVE CHARACTER TRAITS
Adaptable	Dynamic
Adventurous	Easy-going
Affectionate	Organized
Compassionate	Patient
Confident	Persistent
Caring	Personable
Curious	Protective
Decisive	Responsible
Determined	Selfish
Empathetic	Sensitive
Enthusiastic	Stubborn
Energetic	Talented
Extroverted	Timid
Friendly	Unfriendly
Generous	Unkind
Gracious	Unpleasant
Happy	Unhappy
Kind	Unkind
Loving	Unloving
Nice	Unpleasant
Optimistic	Pessimistic
Polite	Rude
Responsible	Unresponsible
Selfish	Unselfish
Sensitive	Insensitive
Stable	Unstable
Strong	Weak
Successful	Unsuccessful
Talented	Untalented
Unfriendly	Unfriendly
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YOU'RE NOT JUST GETTING ACTIVITIES. YOU'RE GETTING THE LESSON.

Each lesson includes direct instruction through teaching slides, teacher modeling, guided practice, and materials students can reference as they read.

LESSON 10 PLOT

Objective: I can describe how a particular story's plot unfolds, as well as how the characters respond or change as the plot moves toward a resolution, and can analyze how a particular part of the book fits into the overall structure of a text and contributes to the development of the plot.

Standards: CLIMAX The particular point in the story where the highest point, or the turning point, occurs. It is the point of greatest tension in the story.

Materials: A story with a clear plot structure.

Elements of Plot

CLIMAX The particular point in the story where the highest point, or the turning point, occurs. It is the point of greatest tension in the story.

EXPOSITION The exposition is the introduction to a story, including the primary characters' names, setting, the mood, and time.

Elements of Plot Notes Example

Objective: I can describe how a particular story's plot unfolds, as well as how the characters respond or change as the plot moves toward a resolution, and can analyze how a particular part of the book fits into the overall structure of a text and contributes to the development of the plot.

Meaning: While you are reading, a good story will go through phases: i.e. building up the characters and the setting, then an action scene or exciting incident, then after that build up and action, it will work its way to a resolution. The story is called the plot and it can reveal the characters, themes and character traits.

Plot is the bold sequence of events in the story.

Stanley runs away to find Zero and they make it to the top of God's Thumb.

Zero runs away.

Stanley gets sent to Camp Green Lake.

We learn about Stanley.

Rising Action - Introduction to necessary details.

The plot reveals themes like friendship, perseverance, determination, growing up, home, family, justice etc.

How does the plot reveal character traits/character transformations?

Stanley and Zero both go through transformations that show us their character traits like determined, brave, and selfless.

LESSON 14 MOOD AND TONE

Objective: I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; and I can understand the different between line and mood.

Standards: 5.L.1.1-5.L.1.4

Materials: A story with a clear mood and tone.

MOOD: THE ATMOSPHERE OF A PIECE OF WRITING, IT'S THE EMOTIONS A SELECTION AROUSES IN A READER.

TONE: THE AUTHOR'S ATTITUDE TOWARD A SUBJECT

TONE

Admiring
Aloof
Aggressive
Arrogant
Appreciative
Assured
Awestruck
Bitter
Boiling
Brash
Calm
Casual
Cheerful
Cold
Complicit
Confiding
Confused
Consoling
Critical
Cynical
Deliberate
Depressed
Desperate

TONE AND MOOD NOTES EXAMPLE

Objective: I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; and I can understand the different between line and mood.

Meaning: While you are reading, there is a tone and a mood of the text. Identify the tone and mood and it will help you analyze the meaning of the text.

Mood - Reader
Mood is the feeling created for the reader by a text.

Mood Words: gloomy, mysterious, eerie, creepy, comical, scary, sad.

MOOD WORDS

Aggravated	Gloomy	Nauseated	Content	Jealous	Scared
Amused	Grateful	Nervous	Cynical	Jovial	Serious
Annoyed	Grumpy	Depressed	Lethargic	Somber	Surprised
Anxious	Heartbeat	Awed	Brooding	Indifferent	
Apathetic	Hoppy				
Apprehensive	Hypnotic				

TONE

An attitude of a writer or speaker toward a subject or person.

TONE WORDS

Admiring	Encouraging	Manipulative	Cold	Happy	Persuasive
Aloof	Enthusiastic	Melancholy	Complicit	Harsh	Polignant
Aggressive	Euphoric	Miserable	Confiding	Haughty	Quiet
Arrogant	Excited	Modest	Confused	Hesitant	Romantic
Appreciative	Fearful	Modest	Consoling	Humble	Sarcastic
Assured	Fervent	Naive	Critical	Hollow	Sentimental
Awestruck	Friendly	Negative	Cynical	Horrific	Serious
Bitter	Flippant	Nervous	Deliberate		
Boiling	Frivolous				
Brash	Giddy				

Elements of Plot: Exposition

Exposition is the introduction to a story, including the primary characters' names, the setting, the mood, and time.

Plot term used to describe the events that make up a story or the main part of a story.

LESSON 15 POINT OF VIEW 1/2

Objective: I can identify and explain the different points of view.

POINT OF VIEW

Definition: The narrator's position in relation to the story being told.

Example: first person, second person, third person, narrative.

POINT OF VIEW NOTES EXAMPLE

Point of View: (in fictional writing) the narrator's position in relation to a story being told.

First Person Narrative Point of View: the narrative is told from the perspective of a narrator speaking directly about himself or herself. *Maniac Texts: Ghost, Freak the Mighty, The Outsiders*

Second Person Point of View: uses the pronoun "you" to address the reader. *Maniac Texts: A Series of Unfortunate Events*

Third Person Limited Point of View: the outside narrator only knows the thoughts and feelings of one character. *Maniac Texts: The Maze Runner*

Third Person Omniscient Point of View: the outside narrator knows all the thoughts and feelings of all the characters in the story. *Maniac Texts: Harry Potter and the Sorcerer's Stone*

POINT OF VIEW

First Person - The narrator is a character in the story.

Second Person - The narrator is addressing the reader as "you".

Third Person - The narrator is outside the story, talking about the characters.

FIRST-PERSON POINT OF VIEW

The narrative is told from the perspective of a character in the story.

THIRD-PERSON POINT OF VIEW

In the third person point of view, the narrator tells the story from outside the characters.

THIRD-PERSON LIMITED

The outside narrator only knows the thoughts and feelings of one character.

THIRD-PERSON OMNISCENT

The outside narrator knows all the thoughts and feelings of all the characters.

SECOND-PERSON POINT OF VIEW

The second person point of view uses the pronoun "you" to address the reader. This narrative voice implies that the reader is either the protagonist or a character in the story, and the events are happening to them.



Daily Guiding Questions help students apply the skill while reading. Interpretive Questions push them to explain, analyze, discuss, and support their thinking with evidence.

NAME: _____

LITERATURE
RESPONSE FIVE

NAME: _____

LITERATURE
RESPONSE FIVE

GUIDING QUESTION:

Determine one possible theme from your two to three of the BEST pieces of text evidence supports your theme.

INTERPRETIVE QUESTION:

How do the characters' choices help read Explain your thinking using examples from _____

GUIDING QUESTION:

Determine one possible theme from your reading today. Support your thinking with two to three of the BEST pieces of text evidence and explain how the evidence supports your theme.

INTERPRETIVE QUESTION:

How do the characters' choices help readers understand the theme of a story? Explain your thinking using examples from your book.

LESSON 5 **GUIDING QUESTION**

Determine one possible theme from your reading today. Support your thinking with two to three of the BEST pieces of text evidence and explain how the evidence supports your theme.

INTERPRETIVE QUESTION:

How do the characters' choices help readers understand the theme of a story? Explain your thinking using examples from your book.

READING RESPONSE

Determine one possible theme from your reading today. Support your thinking with two to three of the BEST pieces of text evidence and explain how the evidence supports your theme.

EXAMPLE RESPONSE

GUIDING QUESTION

How do the characters' choices help readers understand the theme of a story? Explain your thinking using examples from your book.

LESSON 5 **INTERPRETIVE QUESTION**

How do the characters' choices help readers understand the theme of a story? Explain your thinking using examples from your book.

READING RESPONSE

Determine one possible theme from your reading today. Support your thinking with two to three of the BEST pieces of text evidence and explain how the evidence supports your theme.

EXAMPLE RESPONSE

INTERPRETIVE QUESTION

How do the characters' choices help readers understand the theme of a story? Explain your thinking using examples from your book.

NAME: _____

EXAMPLE

LITERATURE

RESPONSE TEN

GUIDING QUESTION:

Identify one important plot event from your reading today. Explain why it is important to the story and support your thinking with evidence from the text.

One important plot event is when Stanley finds Zero on top of the mountain. This event changes the story because Stanley refuses to give up on his friend, even after everyone else believes Zero is gone.

One piece of evidence is that Stanley carries Zero up the mountain when Zero is too weak to walk on his own. Even though Stanley is exhausted, he keeps going because he wants to save Zero.

Another piece of evidence is that Stanley and Zero find water and wild onions after reaching the top. This helps them regain their strength and gives them hope that they can survive.

One important plot event because it changes the direction of the story. Instead of trying to survive separately, Stanley and Zero now have a chance to work together and continue their journey.

INTERPRETIVE QUESTION:

NAME

EXAMPLE

LITERATURE
RESPONSE EIGHTEEN

GUIDING QUESTION:

What genre is your reading today? How do the characteristics of that genre influence the events, characters, setting, or conflicts in the story?

Holes is a realistic fiction novel with elements of mystery. The characters are believable, and the events could mostly happen in real life, even though some parts seem unusual. Because the novel includes mystery elements, Louis Sachar slowly reveals clues about Camp Green Lake and Kate Barlow instead of explaining everything at the beginning. The genre keeps readers asking questions and encourages them to continue reading to discover how all of the different storylines connect.

INTERPRETIVE QUESTION:

WRITING PROMPT QUESTION		LITERATURE RESPONSE TEN
NAME: _____		
GUIDING QUESTION:	How does the conflict, or the theme, affect the characters? Early on, the characters are happy and loyal, but later they turn on each other and help others in the direction of the rebellion.	
Identify one important plot event from your reading today. Explain why it is important to the story and support your thinking with evidence from the text.		
INTERPRETIVE QUESTION:		
How can one event in the plot change a character, the conflict, or the theme of a story? Explain your thinking using examples from your book.		

NAME _____		LITERATURE RESPONSE EIGHTH		same theme or not? Explain	
GUIDING QUESTION:		What genre is your reading today? How do the characteristics of that genre influence the events, characters, setting, or conflicts in the story?		Because _____	

INTERPRETIVE QUESTION:		Think about the theme or topic in your reading today. How might that same theme or topic be presented differently if the story were written in another genre? Explain your thinking.		_____	

LESSON 10 GUIDING QUESTION

Identify one important event in the story that changes a character, the conflict, or the theme of a story? Explain your thinking using examples from your book.

READING RESPONSE

EXAMPLE RESPONSE

GUIDING QUESTION

How can one event in the plot change a character, the conflict, or the theme of a story? Explain your thinking using examples from your book.

READING RESPONSE

How can one event in the plot change a character, the conflict, or the theme of a story? Explain your thinking using examples from your book.

EXAMPLE RESPONSE

INTERPRETIVE QUESTION

How can one event in the plot change a character, the conflict, or the theme of a story? Explain your thinking using examples from your book.

One important plot event is when Stanley finds Zero on top of the mountain. This event changes the story because Stanley refuses to give up on his friend, even after everyone else believes Zero is gone. The evidence is that Stanley...

Even though everyone else is going to give up on Zero, Stanley is not.

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LESSON 18 **INTERPRETIVE QUESTION**

READING RESPONSE

Think about the theme or topic in your reading.

EXAMPLE RESPONSE

INTERPRETIVE QUESTION

How does the theme of friendship in *Holes* relate to the theme of realism in *Realistic Fiction*?

One theme in *Holes* is that friendship is important. In *Realistic Fiction*, the characters are realistic and the events could mostly happen in real life, even though some parts seem unusual. Because the novel includes mystery elements, Louis Sachar slowly reveals clues about Camp Green Lake and Kate Barlow instead of explaining everything at the beginning. The genre keeps readers asking questions and encourages them to continue reading to discover how all of the different storylines connect.

LESSON 18 **GUIDING QUESTION**

READING RESPONSE

What genre is your reading today? How do the characteristics of that genre influence the events, characters, setting, or conflicts in the story?

EXAMPLE RESPONSE

GUIDING QUESTION

What genre is your reading today? How do the characteristics of that genre influence the events, characters, setting, or conflicts in the story?

Holes is a realistic fiction novel with elements of mystery. The characters are believable, and the events could mostly happen in real life, even though some parts seem unusual. Because the novel includes mystery elements, Louis Sachar slowly reveals clues about Camp Green Lake and Kate Barlow instead of explaining everything at the beginning. The genre keeps readers asking questions and encourages them to continue reading to discover how all of the different storylines connect.

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SHOW STUDENTS WHAT A STRONG READING RESPONSE ACTUALLY LOOKS LIKE

Included example responses give you concrete models for explaining thinking, using text evidence, and analyzing literature.

NAME: _____
LITERATURE
RESPONSE NINETEEN

GUIDING QUESTION:
 Choose one scene from today's text. How did reading the scene yourself compare to listening to it? What did you notice or understand differently in each version? Use specific evidence from the text to support your thinking.

INTERPRETIVE QUESTION:
 Choose one important scene from today's text. How did listening to the audio version change your understanding of that scene's mood, tone, or meaning? Would your understanding have been different if you had only read or only listened? Explain using evidence from the text.

NAME: **EXAMPLE**
LITERATURE
RESPONSE NINETEEN

GUIDING QUESTION:
 Choose one scene from today's text. How did reading the scene yourself compare to listening to it? What did you notice or understand differently in each version? Use specific evidence from the text to support your thinking.
Example Response (The Giving Tree)
 One scene that stood out to me was when the tree offered the boy her apples. When I read the story myself, I focused on the illustrations and noticed that the tree looked happy to help him. When I listened to the audio version, the narrator's gentle voice made the scene feel more emotional. I noticed the kindness and generosity of the tree more while listening, but I paid closer attention to the pictures and details while reading. Experiencing the scene both ways helped me better understand the relationship between the boy and the tree.
Example Response (Holes)
 One scene that stood out to me was when Stanley carried Zero up the mountain. While reading the chapter, I imagined how difficult the climb was and pictured the setting in my own mind. When I listened to the audiobook, the narrator's slower pacing and serious voice made the scene feel even more suspenseful. I noticed Stanley's determination more while listening because of the emotion in the narrator's voice. Reading helped me visualize the setting, while listening helped me better understand the mood of the scene.

INTERPRETIVE QUESTION:
 Choose one important scene from today's text. How did listening to the audio version change your understanding of that scene's mood, tone, or meaning? Would your understanding have been different if you had only read or only listened? Explain using evidence from the text.
Example Response (The Giving Tree)
 When I listened to the ending of *The Giving Tree*, the narrator's slow, gentle voice made the scene feel much sadder than when I first read it silently. While reading, I mostly noticed that the tree had given everything she had to the boy. Listening helped me notice how lonely the tree seemed and made the ending feel more emotional. If I had only read the story, I might not have thought as much about the mood. Listening helped me understand the author's message about generosity and sacrifice more deeply.
Example Response (Holes)
 When I listened to the scene where Stanley and Zero discover the suitcase, the narrator's excited voice and dramatic pauses made the moment feel more suspenseful than when I read it silently. While reading, I focused on what happened next and the clues that connected to the rest of the novel. Listening made me pay more attention to the excitement and relief the characters were feeling. Both experiences helped me understand the scene, but the audiobook made the emotions and tension stand out in a different way.

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AUDIO VERSION NOTES example

OBJECTIVE: I can compare and contrast the experience of reading a story or poem to listening to or viewing an audio version of the text, including contrasting what I "see" and "hear" when reading the text to what I perceive when they listen.
MEANING: Sometimes we have the ability to listen to books that we have read and the whole meaning, tone, and mood of the text can change based on who is reading the text.

READING VS. LISTENING QUICK NOTES

WHEN COMPARING A TEXT TO AN AUDIO VERSION...

- 1. READ FIRST:** Pay attention to what you imagine as you read.
 - ✓ How do you imagine the characters' voices?
 - ✓ What tone and mood do you notice?
 - ✓ Which words or moments stand out?
 - ✓ Where do you naturally pause, slow down, or speed up?
- 2. LISTEN CLOSELY:** Notice the choices the narrator makes.
 - **Voice** — How do the characters sound?
 - **Expression** — What emotions do you hear?
 - **Pacing** — Where does the narrator speed up, slow down, or pause?
 - **Emphasis** — Which words or phrases stand out?
 - **Volume** — When does the narrator get louder or quieter?
- 3. COMPARE:** Think about what changed between the two experiences.
 - What did you notice differently?
 - What stood out more in each version?
 - Did you understand a character or event differently?
 - Did the tone or mood feel different?
- 4. ANALYZE THE EFFECT:** Don't stop at what was different. Explain why the difference matters.
 The narrator _____, which made _____ seem/feel _____. This helped me understand _____.

READ → LISTEN → COMPARE → ANALYZE

BOOK	AUDIO

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READING VS. LISTENING

WHEN COMPARING A TEXT TO AN AUDIO VERSION...

- 1. READ FIRST:** Pay attention to what you imagine as you read.
 - ✓ How do you imagine the characters' voices?
 - ✓ What tone and mood do you notice?
 - ✓ Which words or moments stand out?
 - ✓ Where do you naturally pause, slow down, or speed up?
- 2. LISTEN CLOSELY:** Notice the choices the narrator makes.
 - **Voice** — How do the characters sound?
 - **Expression** — What emotions do you hear?
 - **Pacing** — Where does the narrator speed up, slow down, or pause?
 - **Emphasis** — Which words or phrases stand out?
 - **Volume** — When does the narrator get louder or quieter?
- 3. COMPARE:** Think about what changed between the two experiences.
 - What did you notice differently?
 - What stood out more in each version?
 - Did you understand a character or event differently?
 - Did the tone or mood feel different?
- 4. ANALYZE THE EFFECT:** Don't stop at what was different. Explain why the difference matters.
 The narrator _____, which made _____ seem/feel _____. This helped me understand _____.

READ → LISTEN → COMPARE → ANALYZE

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THE SAME CORE SKILLS—WITH GRADE-LEVEL EXPECTATIONS BUILT IN

The unit aligns the lessons to 4th-, 5th-, and 6th-grade Reading Literature standards, so you can see exactly where each skill fits at your grade level.

4TH GRADE READING LITERATURE STANDARD	LESSONS
4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	2, 3, 4
4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	5, 6, 7, 8, 9
4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's	8, 9, 10

5TH GRADE 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.	2, 3, 4
5.RL.2 Determine a theme of a story, drama, or poem from details in the	5, 6, 7, 8, 9

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.	2, 3, 4
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, 6, 7, 8, 9
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.	8, 9, 10
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.	11, 12, 13, 14, 17
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.	17, 21, 22
6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	15, 16
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.	19, 20
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.	18, 23, 24
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, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21, 24

4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	15, 16
5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	15, 16
6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	15, 16

POINT OF VIEW	
	POINT OF VIEW Definition: The narrator's position in relation to the story being told. Example: first person, second person, third person, narrative.
	NARRATOR Definition: A person who narrates (tells something), especially a character who recounts the events of a novel. Example: In <i>Freak the Mighty</i> , the narrator is the boy, because the story is narrated by time.
	FIRST-PERSON Point of view Definition: First person narrator tells us about what's happening. Example: <i>Freak the Mighty</i> is a first person point of view, because the narrator is the boy.
	THIRD-PERSON Point of view Definition: In third-person point of view, the narrator tells us about what's happening. Example: <i>The Maze Runner</i> is a third-person point of view.
	THIRD-PERSON LIMITED Point of view Definition: The narrator only knows the thoughts and feelings of one character. Example: <i>Harry Potter and the Chamber of Secrets</i> .
	THIRD-PERSON OMNISCIENT Point of view Definition: A point of view that tells the story from the perspective of all the characters and events. Example: <i>Little Women</i> .
	SECOND-PERSON Point of view Definition: The narrator tells the story using the word "you" to address the audience. Example: <i>The Hunger Games</i> .

POINT OF VIEW NOTES EXAMPLE	
	Point of View: (in fictional writing) the narrator's position in relation to a story being told. First Person Narrative Point of View: the narrative is told from the perspective of a narrator speaking directly about himself or herself. <i>Mentor Texts:</i> <i>Ghost</i>, <i>The Outsiders</i>. Third Person Limited Point of View: the narrator only knows the thoughts and feelings of one character. <i>Mentor Texts:</i> <i>The Maze Runner</i>. Third Person Omniscient Point of View: the narrator knows all the thoughts and feelings of all the characters in the story. <i>Mentor Texts:</i> <i>Harry Potter and the Sorcerer's Stone</i>.

READING RESPONSE

How does the narrator's point of view influence the way events are described in your reading today? What might readers understand differently if the story were told from another point of view?

READING RESPONSE

What point of view is used in your reading today? What evidence from the text helped you identify the point of view?

GUIDING QUESTION

The story I read today is told in **third-person limited** point of view. I know this because the narrator uses the character's name instead of "I" or "me," but the reader only learns the thoughts and feelings of one character. The narrator explains what the main character is thinking, but never tells what the other characters are thinking. Those clues helped me determine that the story is written in third-person limited rather than first person or third-person omniscient.

LESSON 15 POINT OF VIEW I/2	
Objective:	I can identify and explain the different points of view.
Standards:	4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. 6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
Materials:	- Lesson Fifteen Teaching Slides - A book you have read, a chapter from a book you're reading, or a picture you book you could read for this lesson. - Chart paper and chart markers - Reader's notebooks - Interactive notebook page for each student - Scissors - Glue - Markers, crayons, or colored pencils
Guiding Question	What point of view is used in your reading today? What evidence from the text helped you identify the point of view?
Interpretive Questions	How does the narrator's point of view influence the way events are described in your reading today? What might readers understand differently if the story were told from another point of view?

AND THE HARD-TO-FIT LITERATURE STANDARDS ARE COVERED, TOO

Dedicated lessons on poetry, drama, traditional literature, and Greek mythology give students explicit practice with standards that may not naturally come up in a class novel.

LESSON 21 POEM STRUCTURES

- Objective:**
- I can identify, explain, and analyze the structural elements of poetry.
 - I can analyze how the overall structure of a poem contributes to the development of the theme, setting, or plot (6th grade CCSS).

- Standards:**
- 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

POEM STRUCTURES NOTES EXAMPLE

Objective: I can identify, explain, and analyze the structural elements of poetry. I can analyze how the overall structure of a poem contributes to the development of the theme, setting, or plot (6th grade CCSS).

Meaning: Poetry has several structural elements that are unique to the writing genre. These structures can contribute to the development of the theme, setting, or plot.

Structure: Poetry has several structural elements that are unique to the writing genre. These structures can contribute to the development of the theme, setting, or plot.

Verse: A line of poetry.

Stanza: A group of lines of poetry that are related by a common theme or subject.

Meter: The sound and feel of a poem, created by the pattern of accented and unaccented syllables.

POETRY TERMS

VERSE	Definition: A single line of poetry.	I have always loved coffee. It pretty much completes me. It helps me to keep going. With it I am all knowing.
RHYTHM	Definition: The sound and feel created by the pattern of accented and unaccented syllables usually repeated in a poem.	He watched all night, he watched all night. Till he grew pale and lean. From "The Early Show" to "The Late Late Show" And all the shows between.
STANZA	Definition: An arrangement of a certain number of lines, usually four or more, forming a division of a poem; separate by a space. The paragraph of poetry.	I have always loved coffee. It pretty much completes me. It helps me to keep going. With it I am all knowing.
METER	Definition: Meter is a stressed and unstressed syllabic pattern in a verse, or within the lines of a poem; a poetic device that serves as a sound pattern for the verses; gives poetry a rhythmic and melodious sound.	If music be the food of love, play on; Give me excess of it, that, surfeiting, The appetite may sicken, and so die. That strain again! It had a dying fall: O, it came o'er my ear like the sweet sound That breathes upon a bank of violets...

LESSON 22 DRAMA STRUCTURES

- Objective:**
- I can identify and explain the structural elements of drama.
 - I can explain how scenes fit together to create the overall structure of a drama.
 - I can analyze how a scene contributes to the development of the theme, setting, or plot. (6th Grade Standard)

- Standards:**
- 4.RL.5 Explain major differences between poems, drama, and prose.

DRAMA STRUCTURES NOTES EXAMPLE

Objective: I can refer to the element of drama when writing or speaking about a text. I can explain how scenes fit together to create the overall structure of a drama and how it contributes to the theme, setting, or plot (6th grade CCSS).

Meaning: Drama has specific structures that are unique to the writing genre. These structures can contribute to the development of the theme, setting, or plot.

Structure: Drama has specific structures that are unique to the writing genre. These structures can contribute to the development of the theme, setting, or plot.

Cast of Characters: The group of people who are assigned the parts in a play.

Setting: The time, place, and mood of the drama.

Act: A division of a play.

Scene: A division of an act.

Stage Directions: An instruction written into the script of a play, indicating stage actions, movements of performers, or production requirements.

Dialogue: The exchange of spoken words between two or more characters in a book, play, or other written work.

DRAMA TERMS

DRAMA	PROPS
A drama is a written work that tells a story through action and speech and is acted out.	A prop is an object used on stage or screen by actors during a performance or screen production.
CAST	CREW
The actors in a play, film, or television show.	Crew of workers who move scenery or handle props in a theatrical production.
SETTING	THEATRE
Refers to the place or places where the story occurs, which is different from the place of the performance.	Theatre, also spelled theater, is an art concerned almost exclusively with live performances in which the action is precisely planned to create a coherent and significant series of drama.
ACT	STAGE
Each act is a group of scenes that form an important part of the story. An act is a way to divide an entire play, or other drama.	The stage (sometimes referred to as the deck in stagecraft) is the designated space for the performance of productions.
SCENE	SET
One of the subdivisions of a play; a division of an act presenting continuous action in one place.	Scenery and props designed and arranged for a particular scene in a play.
STAGE DIRECTIONS	AUDIENCE
An instruction written into the script of a play, indicating stage actions, movements of performers, or production requirements.	The people who watch the performance.
DIALOGUE	DRAMATIC IRONY
Dialogue is the exchange of spoken words between two or more characters in a book, play, or other written work.	When we have more information about the circumstances than a character.

LESSON 23 TRADITIONAL LITERATURE

- Objective:**
- I can compare and contrast how traditional stories from different cultures develop similar themes, topics, and patterns of events.

TRADITIONAL LITERATURE NOTES EXAMPLE

Objective: I can compare and contrast how traditional stories from different cultures develop similar themes, topics, and patterns of events.

Meaning: Traditional literature is a type of literature that has been passed down from generation to generation. Each type of traditional literature tends to have a single theme, topic, and pattern of events.

Structure: Traditional literature is a type of literature that has been passed down from generation to generation. Each type of traditional literature tends to have a single theme, topic, and pattern of events.

TRADITIONAL LITERATURE

- FABLES**
- Short stories that teach a lesson or moral, often using animals that talk and act like people.
- Example:** The Boy Who Cried Wolf (Teaching that liars are not believed even when telling the truth)

- Stories passed down through generations that often reflect the beliefs, traditions, or culture of a group of people.

- Example:** The Green Frog - A Korean traditional folktale about listening to parents

- FAIRYTALES**
- Traditional stories that usually include magic, imaginary characters or creatures, and challenges that characters must overcome
- Example:** Cinderella

- Stories passed down over time that are often based on a real person, place, or event but include details that may be exaggerated or fictional.
- Example:** King Arthur and the Knights of the Round Table

- LEGENDS**
- Stories about a clever character who uses tricks or wit to solve problems, get what they want, or outsmart others.

- TRICKSTER TALES**
- Traditional stories that a supernatural beings are culture's beliefs.
- Example:** Zeus and Hera

- FOLKTALES**
- Stories passed down through generations that reflect the beliefs, traditions, or culture of a group of people.

- LEGENDS**
- Stories passed down over time that are often based on a real person, place, or event but include details that may be exaggerated or fictional.

- FAIRYTALES**
- Traditional stories that usually include magic, imaginary characters or creatures, and challenges that characters must overcome

- LEGENDS**
- Stories passed down over time that are often based on a real person, place, or event but include details that may be exaggerated or fictional.

- TRICKSTER TALES**
- Stories about a clever character who uses tricks or wit to solve problems, get what they want, or outsmart others.

- Example:** Anansi the Spider (West African tales where the small spider tricks larger animals).

- Example:** King Arthur and the Knights of the Round Table

LESSON 24 MYTHOLOGY

- Objective:**
- I can compare and contrast how traditional stories from different cultures develop similar themes, topics, and patterns of events.

Greek MYTHOLOGY CHARACTERS

ZEUS	god of the sky and thunder
POSEIDON	god of the seas
ATHENA	goddess of wisdom and war
HADES	god of the underworld
ARTEMIS	goddess of the hunt

Greek MYTHOLOGY TERMS

PANDORA'S BOX	A temptation that leads to trouble.
MIDAS TOUCH	Someone who is successful at all he or she does.
ACHILLES' HEEL	A person's weak or vulnerable point.
TROJAN HORSE	Someone or something that is used to hide what is true or real in order to trick or harm an enemy.
HERCULEAN TASK	A difficult or intense task.
NARCIS	A person in love with

TROJAN HORSE

Someone or something that is used to hide what is true or real in order to trick or harm an enemy.

ODYSSEY

A long adventure journey.

ZEUS

god of the sky and thunder

ATHENA

goddess of wisdom and war

HADES

god of the underworld

The Start Here Implementation Guide walks you through pacing, class novels, independent reading, and how the pieces of the unit work together.

The collage features a variety of educational materials for Socratic Seminars:

- Top Left:** A "note to teacher" section with a Socratic Seminar template. It includes fields for Name, Period, Date, and a table with columns for Discussion, Analysis, Evidence, Preparation, and Listening. Below this is a "LESSON 8 CHARACTER TRAITS DAY 1" section with an objective, standards, and a mini-lesson.
- Top Center:** A section titled "The Hungry Teacher novel study units" with a list of "What's Included in Every Unit" such as 12 fully planned Socratic Seminar-aligned lessons, guiding and interpretive question slides, student reading notebooks, and mini anchor charts.
- Top Right:** A "SOCRATIC SEMINAR PREPARATION" section with a table for Sixth, Seventh, and Eighth Grade. Below it is a "SOCRATIC SEMINAR NORMS EXAMPLES" section.
- Middle Left:** A "CLASS PERIOD BREAKDOWN" section with a table for Time, Subject, and Purpose + Examples. Below this is a "Scripted Lesson Example" for "The Maze Runner" by James Dashner.
- Middle Center:** A "Novel Study Reading Response Examples" section showing examples for "Middle School: Out of the Dust" by Karen Hesse, "The Maze Runner" by James Dashner, and "Holes" by Louis Sachar.
- Middle Right:** A "Transition to Discussion" section with a list of steps for after students have written the interpretive question.
- Bottom Left:** A "The Socratic Seminar RESEARCH BASIS" section with a list of steps for the seminar process.
- Bottom Center:** A "SOCRATIC SEMINAR NORMS" section with a list of norms for the seminar.
- Bottom Right:** A "SOCRATIC SEMINAR NORMS" section with a list of norms for the seminar.

BUILT TO SUPPORT EVERY STUDENT FROM THINKING TO WRITING

Students use structured reference pages, guided responses, and clear rubrics to build understanding, participate in discussions, and improve their writing over time

CHARACTER TERMS
CHARACTER TRAITS: Definition: What the character is like inside. Determined by their actions.
POSITIVE AND NEGATIVE TRAITS: POSITIVE CHARACTER TRAITS: NEUTRAL CHARACTER TRAITS: NEGATIVE CHARACTER TRAITS

DETERMINING THE MEANING
CLUE: Punctuation Clues
EXPLANATION: Sometimes you can tell the meaning of a word by looking at the punctuation clues or the style of the word.

FIGURATIVE LANGUAGE
SIMILE: Definition: Compares two unlike things using "like" or "as."
METAPHOR: Definition: Comparing two things that are not alike as if they were alike.
HYPERBOLE: Definition: Comparing two things that are not alike to suggest they have something in common.
ONOMATOPOEIA: Definition: Words that imitate the sound they represent.

ELEMENTS OF PLOT
The particular point in a story at which the conflict or tension hits its sharpest point. The climax is the most exciting point of the story.

MOOD: THE ATMOSPHERE OF A PIECE OF WRITING
POINT OF VIEW: THE AUTHOR'S ATTITUDE TOWARD THE SUBJECT
GENRE: THE CATEGORIES OF LITERATURE
FICTION: LITERATURE THAT IMAGINES A WORLD THAT DOES NOT EXIST

READING VS. LISTENING
WHEN COMPARING A TEXT TO AN AUDIO VERSION...
1. READ FIRST: Pay attention to what you imagine as you read.

DRAMA TERMS
Drama: A play or a story that is acted out on stage or screen.
Props: An object used on stage or screen to represent something.
Cast: A group of actors who perform in a play or movie.

Greek Mythology Characters
ZEUS: god of the sky and thunder
POSEIDON: god of the seas
ATHENA: goddess of wisdom and war
ARTEMIS: goddess of the hunt and the moon
APOLLO: god of the sun, music, and poetry
HERA: goddess of marriage and the family
HESTIA: goddess of the hearth and domestic life
DEMETER: goddess of agriculture and the harvest
HERMES: messenger of the gods
DIONYSUS: god of wine, theater, and fertility
APHRODITE: goddess of love and beauty
HEPHAESTUS: god of fire and craftsmanship

Greek Mythology Terms
PANDORA'S BOX: A temptation that leads to trouble.
MIDAS TOUCH: Someone who is successful at all he or she does.
ACHILLES' HEEL: A person's weak or vulnerable point.
TROJAN HORSE: Someone or something that is used to hide what is true or real in order to trick or harm an enemy.
HERCULEAN TASK: A difficult or intense task.

TRADITIONAL LITERATURE
FABLES: Short stories that teach a lesson or moral.
FOLKTALES: Stories passed down through generations that are often based on the beliefs, traditions, or culture of a group of people.
FAIRYTALES: Traditional stories that usually involve imaginary characters or creatures that characters must overcome.

DIFFERENTIATED RUBRICS FOR EACH GRADE LEVEL

EDITABLE CHECKLISTS FOR TRACKING PROGRESS

THE OUTSIDERS LESSON 1
CUDING QUESTION: What separates the Socs and the Greasers?

THE OUTSIDERS LESSON 1
CUDING QUESTION: Determine the point of view from which the story is told.

RL.6 POINT OF VIEW READING RESPONSE
READING LITERATURE: POINT OF VIEW
WRITING: Write a response with a thesis statement and supporting evidence.
LANGUAGE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL.4 MOOD & TONE READING RESPONSE
READING LITERATURE: MOOD AND TONE
WRITING: Write a response with a thesis statement and supporting evidence.
LANGUAGE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL.1 READING RESPONSE
READING LITERATURE: ANALYZING THEME
WRITING: Write a response with a thesis statement and supporting evidence.
LANGUAGE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL.2 READING RESPONSE
READING LITERATURE: ANALYZING THEME
WRITING: Write a response with a thesis statement and supporting evidence.
LANGUAGE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL.5 READING RESPONSE
READING LITERATURE: ANALYZING THEME
WRITING: Write a response with a thesis statement and supporting evidence.
LANGUAGE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL.7 READING RESPONSE
READING LITERATURE: ANALYZING THEME
WRITING: Write a response with a thesis statement and supporting evidence.
LANGUAGE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL.3 READING RESPONSE
READING LITERATURE: ANALYZING THEME
WRITING: Write a response with a thesis statement and supporting evidence.
LANGUAGE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SIXTH GRADE LITERATURE READING RESPONSES
COMMON CORE READING, WRITING, AND LANGUAGE

FOURTH GRADE LITERATURE READING RUBRIC
FOURTH GRADE LITERATURE READING RUBRIC

FIFTH GRADE LITERATURE READING RUBRIC
FIFTH GRADE LITERATURE READING RUBRIC

TEACHER CHECKLISTS
TEACHER CHECKLISTS

PRINTABLE EDITABLE DIGITAL

VISUAL REFERENCE PAGES FOR KEY CONCEPTS

SIX DIFFERENT VERSIONS OF EACH, INCLUDING: NB-SIZED, FULL-SIZED, FULL COLOR, BLACK AND WHITE, AND DIGITAL

FLEXIBLE FOR ANY CLASSROOM SETUP

Use this unit in print, digital, or blended settings with ready-to-use slides, student interactive notebooks, and response notebooks.

DIGITAL STUDENT
NOTEBOOK

STUDENT NOTEBOOK LIT INB

File Edit View Insert Format Slide Arrange Tools Extensions Help

1 2 3 4 5 6 7

OBJECTIVE I can identify and explain the different points of view.

MEANING While you are reading books, they will be told from a variety of points of view. Stories can be told from a narrator, who isn't in the story, a narrator who is in the story, and the point of view can even change while you are reading. The point of view definitely influences how the story and events are described, so it's important to be able to identify each.

Type here

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FIRST-PERSON POINT OF VIEW

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SECOND-PERSON POINT OF VIEW

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THIRD-PERSON LIMITED POINT OF VIEW

Type here

THIRD-PERSON OMNISCIENT POINT OF VIEW

LESSON FIFTEEN

LESSON SIXTEEN

STUDENT NOTEBOOK LIT INB

File Edit View Insert Format Slide Arrange Tools Extensions Help

1 2 3 4 5 6 7

OBJECTIVE I can compare and contrast texts in different genres in terms of their approaches to similar themes and topics.

MEANING Readers often have a genre of reading that they like. That's okay! But, we will read from a variety of genres during our units of study.

GENRES

DYSTOPIAN Type here

MYSTERY Type here

MYTHOLOGY Type here

HORROR Type here

BIOGRAPHY Type here

AUTOBIOGRAPHY Type here

LITERATURE RESPONSE ELEVEN

GUIDING QUESTION Choose one unfamiliar word or phrase from your reading today. Using the context around the word, explain what you think it means and identify which type of context it is.

Type here

INTERPRETIVE QUESTION Why do you think authors sometimes choose difficult or unfamiliar words instead of easier ones? How can those word choices affect the reader's understanding of a text?

GOOGLE SLIDES TEACHING PRESENTATIONS

TRADITIONAL LITERATURE

READING RESPONSE

What genre is your reading today? How do the characteristics of that genre influence the events, characters, setting, or conflicts in the story?

EXAMPLE RESPONSE

GUIDING QUESTION Holes is a realistic fiction novel with elements of mystery. The characters are believable, and the events could mostly happen in real life, even though some parts seem unusual. Because the novel includes mystery elements, Louis Sachar slowly reveals clues about Camp Green Lake and Kate Barlow instead of explaining everything at the beginning. The genre keeps readers asking questions and encourages them to continue reading to discover how all of the different storylines connect.

EASY TO ASSIGN AND USE IN GOOGLE CLASSROOM

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