

Idaho Core Teacher Network Unit Plan Template

Unit Title: Jerry Spinelli Literature Circles

Created By: Britney Barton

Subject: English/Reading

Grade: 6th

Estimated Length (days or weeks):

Unit Overview (including context): In order to practice and independently demonstrate the reading, writing, and speaking and listening skills students have learned throughout the year, they will be participating in Literature Circles. For this, students will read either *Stargirl* or *Wringer*, both books by YAL author Jerry Spinelli. Both of these novels incorporate similar themes, such as conformity, bullying, and friendship, and therefore students will also participate in a variety of whole-class reading and writing assignments that explore these themes in a larger context. Because I have block classes and teach the same group of students for both English and Reading, this unit will take place in both of these classes. The reading journals completed by students in preparation for their literature circle discussions will help students to consider the essential questions for the unit, as they will identify passages and sub-questions that relate to the themes addressed in the EQs. These journals will be used as evidence in both the literature circle discussions, as well as in the culminating activities. Building on the work students complete in their literature circles, the first culminating activity for this will be a whole-class Socratic Seminar with both novel groups responding the essential questions for this unit. This activity will act as brainstorming/pre-writing for their final literary analysis essays. These literary analysis essays will focus on analyzing one of the themes addressed by the EQ's in the novels.

Unit Rationale (including Key Shift(s)): The key shift this unit addresses is shift four, which states that students will collaborate effectively for a variety of purposes while also building independent literacy skills. I believe that the literature circle format is the perfect way to address both the collaboration component of this shift, as well as allowing students to display independent literacy skills. Furthermore, because this is something we will be doing 4th quarter, I think this is a great way to tie in all of the skills we have learned throughout the year into one, cohesive unit. In addition to providing students a chance to demonstrate proficiency in the areas of reading, writing, and speaking and listening, the themes, characters, and concepts explored in this unit will help connect students to the content, as they are themes that are relevant to their own lives.

Targeted Standards:

- Focus Standard:
RL.6.10
- Content Standards (if applicable):
RI.6.9, RI.6.1, RI.6.2, RI.6.3, W.6.9, SL.6.1, SL.6.4, L.6.6

Essential Question(s)/Enduring Understandings:

1. How can being different be dangerous?
2. When is it ok to different, and when should you follow the crowd?
3. How much do norms control us, and how much do we control/create/contribute to the norms?

Measurable Outcomes:

Learning Goals:

- Students will identify and make inferences about implicit or explicit themes. (DOK 3)
- Students will locate information to support central ideas. (DOK 2)
- Students will explain and connect ideas using supporting evidence. (DOK 3)

4. What is bullying, and who is accountable for the actions of bullies?
5. What makes somebody feel like they have the power to be themselves?

- Students will use evidence to support inferences. (DOK 3)
- Students will synthesize information within one source or text. (DOK 3)
- Students will synthesize information across multiple texts. (DOK 4)
- Students will write a multi-paragraph composition in the form of a literary analysis. (DOK 3)
- Students will apply internal consistency of text organization and structure in composing literary analyses. (DOK 3)
- Students will use evidence to support inferences made in writing. (DOK 3)
- Students will connect, compare, and analyze how common themes are explored throughout a variety of texts. (DOK 4)

Student-Friendly Learning Targets:

- I understand how to identify themes in novels.
- I understand how to identify main ideas in texts and support them with evidence from my reading.
- I understand how to make presumptions about plot and characters using evidence from my reading.
- I understand how to combine information from one or multiple texts in order to summarize main ideas or themes.
- I understand how to write an analysis for a book that I have read in a clear and organized way.
- I understand how to use examples from my reading to support topics and claims discussed in my writing.
- I understand how to compare a common theme found in multiple different texts.

Success Criteria:

- I will be using three different rubrics for part of my success criteria. The first two rubrics will be used to evaluate the literature circle discussions—one will be self-evaluation, and one will be group-evaluation. The third will be a rubric to evaluate the final literary

		<p>analysis essay.</p> <ul style="list-style-type: none"> ▪ Success Criteria Statements: ▪ I can read independently. ▪ I can identify important passages, themes, and character and plot development as I read. ▪ I can ask questions about my reading that are open-ended and create active thought and discussion. ▪ I can discuss a book in an academic manner with my peers. ▪ I can write a literary analysis about the novel I read that is focused on theme.
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Summative Assessment:

- Summative Assessment Description: Students will compose a theme literary analysis essay.
- Depth of Knowledge (DOK) Explanation: For this essay, students will be required to construct a multi-paragraph essay, make inferences and draw conclusions from their reading of a text, and cite evidence to support those conclusions. All of these tasks would be categorized under the level 3 depth of knowledge, which is the strategic thinking level.
- Rubric or Assessment Guidelines: Students will use a Smarter Balanced-based literary analysis rubric to guide and self-assess their writing.

Central Text: *Stargirl/Wringer*

Text Complexity Analysis:

- Quantitative:
590L/690L
- Qualitative:
Moderately complex due to figurative language and more complex and subtle themes.
- Reader-Task:

In order to increase the complexity, students will be completing the reading independently, and will complete “reading journals” for each section of reading they do. For these journals, students will complete an analysis of the following:

- ✓ Key/Important Passages

- ✓ Character Development
- ✓ Plot Development
- ✓ Theme and “Real World” Connections
- ✓ Vocabulary

In addition, students will create discussion questions in preparation for their literature circle seminar (as we will be calling them). Furthermore, each student will take turn being the lit circle leader, and they will be tasked with facilitating the literature circle discussions (our discussions will be formatted similar to Socratic Seminars, which students will have participated in before).

Other materials/resources (including images and videos):

“All Summer in a Day” Ray Bradbury (Short Story), Jerry Spinelli Author Interview (video clip), “The Road Not Taken” Robert Frost (poem), “Parenting a Bully: What are the Responsibilities?” (non-fiction article), “White House Conference Tackles Bullying” (newspaper article), “How Authors Convey the Theme” (informational text)

Instructional Sequence

Frontloading/Anticipatory Set

Lesson plan or outline: See Academic Vocabulary Lesson (Integrated Literacy Lesson)—Lesson 1

Lesson Explanation: This unit is adapted for a block schedule. Thus, each lesson is meant for a 90 minute block.

Activity/Strategy	Texts and Resources	Sequencing and Scaffolding	Formative Assessments	Targeted Vocabulary	Instructional Notes
<p><u>Lesson 1:</u> Frontloading Activities: Academic Vocabulary Sort and Label Essential Question/Author Introduction</p>	<p>Academic Vocabulary Cards Jerry Spinelli Interview Video Link: https://www.youtube.com/watch?v=Fv8uUevERTE&playnext=1&list=PL49D31D12D1F752D8&feature=results_main</p>	<p>DOK Level: 1 & 2 Composing to Plan (Frontloading) Student Groupings: Small Group and Whole Group</p>	<p>Final concept circles with titles and explanations (L.6.6)</p>	<p>Academic: 1. Collaborate 2. Contribute 3. Engage 4. Elaborate 5. Enhance 6. Articulate 7. Describe 8. Respond 9. Infer 10. Analyze 11. Examine 12. Probe</p>	<ul style="list-style-type: none"> • Students will be given academic vocabulary cards with the word on one side and the definition on the other in order to connect with the academic vocabulary presented (see Appendix 1) • After reading the words and definitions, students will categorize these terms into groups based on similarities • Students will continue with the deep-processing of these words by putting their grouped words into concept circle, assigning circle of words a title, and explaining their

				13. Acquire 14. Search 15. Compile 16. Cite 17. Synthesize 18. Reference	relationship. <ul style="list-style-type: none"> Before being introduced to the essential questions for this unit, students will view short video interview with Jerry Spinelli (See link provided), the author of <i>Stargirl</i> and <i>Wrinker</i>. Based on the interview, students will make predictions about potential themes that may emerge in Spinelli’s writing based on his interview.
<u>Lesson 2:</u> “All Summer in a Day” Close Reading	“All Summer in a Day” by Ray Bradbury	DOK Level: 2 & 3 Composing to Plan/Composing to Practice Student Groupings: Independent and Small Group	Marking the text/annotation Text Dependent Questions responses (RL. 6.1, 6.2, 6.3)	Academic: 1. Connotation Content: 1. Crime	<ul style="list-style-type: none"> Students will read “All Summer in a Day” by Ray Bradbury (See Appendix 2), marking the text/annotating as they do so. During the first read-aloud, students will circle words or phrases that are unfamiliar to them. During the second read, students will be asked to go back through independently to highlight parts of the text that explicitly or implicitly reveal Margot as being “different.” Finally, students will put into groups to answer the text dependent questions and complete the final reading prompt (see instructional notes). These will be the same groups students will have for their literature circles. <p>Below are the text-dependent questions and culminating writing prompt:</p> <ol style="list-style-type: none"> What does the reader learn about Margot’s character in this passage? What does the author imply about

					<p>Margot's character?</p> <p>2. Bradbury carefully chooses his words. Connotation means the emotional feeling attached to a word. What is the connotation of the word “crime” as it is used in this passage and how does this word choice impact the reader’s view of Margot and the other children?</p> <p>3. Differences between people often cause conflict. How does Margot contribute the conflict she is having with the other children in this passage?</p> <p>Final Culminating Task: Students will answer the question “How is being different dangerous for Margot?”</p> <ul style="list-style-type: none"> • After responding to and discussing these questions in their groups, students will come together for a final reflection on their collaboration. As a class, we will make a list on the board on what “To Do” and “Not to Do” when working in a group. These will serve as both a reminder and guidelines for the literature circle group work and discussions to come.
<p><u>Lesson 3:</u> Literature Circle Reading Journal Section 1</p>	<p><i>Stargirl</i> and <i>Wrinker</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Plan and Composing to Practice</p>	<p>Reading Journals/ Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)</p>	<p>Content: Vocabulary identified by students in Reading Journals</p>	<ul style="list-style-type: none"> • Students will begin their Lit. Circle novels, reading the first assigned section (pages 1-47 in <i>Stargirl</i>/1-54 in <i>Wrinker</i>). • While reading, students will complete reading journals. These

		Student Groupings: Independent			<p>reading journals, which will include the Word Walls, will help them prepare for their first Literature Circle discussion (See Appendix 3). In these journals, students will record dialectical journal entries (two column notes with meaningful passages from the text on one side, and responses and analysis of those passages on the other) that relate to the essential questions for the unit. The last part of these journals will give students the task of creating questions that they can use during their literature circle discussions. (Note: The students in this class have already had practice keeping dialectical journals, so they are familiar with this system. If students are not familiar with dialectical journals, it would be important to practice this skill beforehand.)</p> <ul style="list-style-type: none"> • Students will complete reading and reading journals independently • Given the independent requirements of this task, the teacher can provide students who need extra support with teacher-selected passages to analyze for their journals, and/or sentence frames for completing the analysis of each passage.
Lesson 4: Finish Literature Circle Reading Journal 1	<i>Stargirl</i> and <i>Wringer</i> (Literature Circle focus texts)	DOK Level: 2 & 3 Composing to Plan and Composing to Practice	Reading Journals/Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)	Content: Vocabulary identified by students in Reading Journals	<ul style="list-style-type: none"> • Continue Literature Circle preparation/reading journals for section one. Students will complete reading and reading journals independently. • Students who complete their journals

		Student Groupings: Independent	Reading Journals will be graded using a rubric; this will be assessed by the teacher, as well as by students in order to give feedback for areas that need improvement.		and reading early will complete a self-analysis of their reading journals, using the rubric provided (See Appendix 4). As they review the rubric, they will make changes and additions as needed.
<u>Lesson 5:</u> Literature Circle Discussions	<i>Stargirl</i> and <i>Wrinker</i> (Literature Circle focus texts)	DOK Level: 2 & 3 Composing to Draft Student Groupings: Small Groups	Self and Peer-Assessment Rubrics (SL 6.1, 6.4)	Academic: 1. Collaborate 2. Contribute 3. Engage 4. Elaborate 5. Enhance 6. Articulate 7. Describe 8. Respond 9. Infer 10. Analyze 11. Examine 12. Probe 13. Acquire 14. Search 15. Compile 16. Cite 17. Synthesize 18. Reference	<ul style="list-style-type: none"> • Students will get into their assigned groups to participate in their first Literature Circle Discussions • In order to assist and support students with the discussion, students will have accountable talk-stem sheets (See Appendix 5), as well an opening question provided by the teacher. Each group will also be assigned a leader to help make sure the discussion moves forward and the each person participates. • An option to help facilitate the participation of every student is to give students talking chips. These constitute the number of times each student must participate, and they must use by the end of the discussion. This will also help make sure there is equal opportunity among participants. If all talking chips have been used, students will redistribute them and continue.

					<ul style="list-style-type: none"> As students discuss, they will adding to their reading journals as necessary, as these will be the evidence used in the final Socratic Seminar, as well as their final literary analysis essay. At the end of the discussions, students will fill out self and peer-assessment rubrics (See Appendix 6). The peer-assessments will be filled out as a group.
Activity/Strategy	Texts and Resources	Sequencing and Scaffolding	Formative Assessments	Targeted Vocabulary	Instructional Notes
<p><u>Lesson 6:</u> Non-Fiction Close Read/ Philosophical Chairs Debate</p>	<p>“Parenting a Bully: What are the Responsibilities?”</p>	<p>DOK Level: 3 & 4</p> <p>Composing to Draft/ Composing to Transfer</p> <p>Student Groupings: Whole Group and Independent</p>	<p>Marking the Text/ Annotations</p> <p>Text-Dependent Questions (RI. 6.9)</p> <p>Philosophical Chairs Reflection (SL 6.1, 6.4)</p>	<p>Content: Responsibilities</p>	<ul style="list-style-type: none"> Students will participate in a close reading of the non-fiction article “Parenting a Bully: What are the Responsibilities?” (See Appendix 7) Before reading, students will complete a quick write, answering the question “What does it mean to be <u>responsible</u> for something or someone?” As they read the article, students mark the text/annotate, identifying claims and evidence. After reading, students will responds to text-dependent questions, as well as a final writing prompt that relates this article to the literature circle novels. <p>Text Dependent Questions:</p> <ol style="list-style-type: none"> The word responsibilities can be found in the title of this article. What is a synonym for this term? <ol style="list-style-type: none"> Select a passage that provides context clues for the meaning of this term.

					<p>2. What advice does the author of this article give to parents of bullies? 2b. Select a passage that best demonstrates the advice this author is giving.</p> <ul style="list-style-type: none"> Finally, students will participate in a debate activity called Philosophical Chairs, where they take a side on whether or not they think parents should be responsible if their kids are bullies, and provide evidence and reasoning for their claims. This activity will end with students completing a written summary of the arguments heard in this activity, as well as an evaluation/reflection of their participation and thoughts on the activity itself (See Appendices 8, 9, and 10).
<p><u>Lesson 7:</u> Literature Circle Reading Journals Section 2</p>	<p><i>Stargirl</i> and <i>Wringer</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Plan and Composing to Practice</p> <p>Student Groupings: Independent</p>	<p>Reading Journals/Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)</p>	<p>Content: Vocabulary identified by students</p>	<ul style="list-style-type: none"> Students will begin reading the second assigned section (pages 48-105 in <i>Stargirl</i>/ 55-108 in <i>Wringer</i>). While reading, students will complete reading journals. These reading journals, which will include the Word Walls, will help them prepare for their first Literature Circle discussion. In these journals, students will record dialectical journal entries (two column notes with meaningful passages from the text on one side, and responses and analysis of those passages on the other) that relate to the essential questions for the unit. The last part of these journals will give students the task of creating questions that they

					<p>can use during their literature circle discussions.</p> <ul style="list-style-type: none"> • Students will complete reading and reading journals independently. • Given the independent requirements of this task, the teacher can provide students who need extra support with teacher-selected passages to analyze for their journals, and/or sentence frames for completing the analysis of each passage.
<p><u>Lesson 8:</u> Finish Literature Circle Reading Journals Section 2</p>	<p><i>Stargirl</i> and <i>Wrinker</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Plan and Composing to Practice</p> <p>Student Groupings: Independent</p>	<p>Reading Journals/Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)</p>	<p>Content: Vocabulary identified by students</p>	<ul style="list-style-type: none"> • Continue Literature Circle preparation: Read section two in each novel (pages 48-105 in <i>Stargirl</i>/ 55-108 in <i>Wrinker</i>). Complete reading journals. Students will complete reading and reading journals independently. • Students who complete their journals and reading early will complete a self-analysis of their reading journals, using the rubric provided. As they review the rubric, they will make changes and additions as needed.
<p><u>Lesson 9:</u> Character Sketches</p>	<p><i>Stargirl</i> and <i>Wrinker</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Practice</p> <p>Student Groupings: Independent and Small Group</p>	<p>FAST Character Sketches (RL. 6.1, 6.2, 6.3, W.6.9)</p>		<ul style="list-style-type: none"> • In their Literature Circle Groups, students will complete a “FAST Character Sketch” (See Appendix 11) for the main characters in their novels. • Each student will create their own rough draft, and then the final draft will be put together by the group on a larger poster so that they can present their character sketches to the rest of the class.
<p><u>Lesson 10:</u> Literature Circle</p>	<p><i>Stargirl</i> and <i>Wrinker</i> (Literature Circle</p>	<p>DOK Level: 2 & 3</p>	<p>Self and Peer-Assessment</p>		<ul style="list-style-type: none"> • Students will get into their assigned groups to participate in their second

Discussions	focus texts)	Composing to Draft Student Groupings: Small Groups	Rubrics Academic Vocab Review/Assess ment (SL 6.1, 6.4)		<p>Literature Circle Discussions</p> <ul style="list-style-type: none"> • In order to assist with the discussion, students will have accountable talk-stem sheets, as well an opening question provided by the teacher. Each group will also be assigned a leader to help make sure the discussion moves forward and the each person participates. • As another way to help facilitate participation of every student, students will be given talking chips that they must use by the end of the discussion. This will also help make sure there is equal opportunity among participants. • As students discuss, they will adding to their reading journals as necessary, as these will be the evidence used in the final Socratic Seminar, as well as their final literary analysis essay. • At the end of the discussions, students will fill out self and peer-assessment rubrics. The peer-assessments will be filled out as a group.
Activity/Strategy	Texts and Resources	Sequencing and Scaffolding	Formative Assessments	Targeted Vocabulary	Instructional Notes
<u>Lesson 11:</u> “The Road Not Taken” Theme Recreation	“The Road Not Taken” Robert Frost (poem),	DOK Level: 1, 2 & 3 Composing to practice Student Groupings: Independent and Partner	Word Impression Activity Recreation activity (RL.6.10, W.6.9)	Content: 1. diverge 2. wood 3. undergrowth 4. fair 5. claim 6. wear 7. tread	<ul style="list-style-type: none"> • Students will complete a pre-reading vocabulary activity called “Word Impression.” They will be given a list of vocabulary words from the poem, with definitions. After some time to review these words, students will divide a paper into two columns and write potential lines from the poem using the words provided in the left

				<p>8. sigh 9. age 10. hence</p>	<p>column. In the right column, students will ask questions about the lines they created, and we will discuss these as a class before reading the poem.</p> <ul style="list-style-type: none">• Students will do a close-read of Robert Frost’s poem “The Road Not Taken,” (See Appendix 12) answering the following text-dependent close reading questions as they go:<ol style="list-style-type: none">1. What is the setting of this poem?2. The speaker of the poem wishes that he or she did not have to make a choice between the roads. What lines from the poem support this statement?3. Based on the information in the poem, why might the second road have “wanted wear” and been “grassy?”4. The word “diverged” means “went in different directions.” What line in the poem provides a clue to the meaning of “diverged”?5. According to the speaker, what has made “all the difference”?6. The speaker says that the second road has “perhaps the better claim.” Explain what the speaker means; support your answer with evidence from the text.• After reading the poem and responding to the questions, students will complete a “Recreation” (See Appendix 13) in which they list significant words and phrases, identify the theme of the poem, and
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					<p>then “recreate” that theme in a new format.</p> <ul style="list-style-type: none"> • After completing the recreation, students will write a paragraph on the back comparing this poem with the themes, characters, and/or situations they are seeing in their novels.
<p><u>Lesson 12:</u> Literature Circle Reading Journals Section Three</p>	<p><i>Stargirl</i> and <i>Wringer</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Plan and Composing to Practice</p> <p>Student Groupings: Independent</p>	<p>Reading Journals/Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)</p>	<p>Content: Vocabulary identified by students</p>	<ul style="list-style-type: none"> • Students will begin their Lit. Circle novels, reading the third assigned section (pages 106-138 in <i>Stargirl</i>/ 109-158 in <i>Wringer</i>). • While reading, students will complete reading journals. These reading journals, which will include the Word Walls, will help them prepare for their first Literature Circle discussion. In these journals, students will record dialectical journal entries (two column notes with meaningful passages from the text on one side, and responses and analysis of those passages on the other) that relate to the essential questions for the unit. The last part of these journals will give students the task of creating questions that they can use during their literature circle discussions. • Students will complete reading and reading journals independently. • Given the independent requirements of this task, the teacher can provide students who need extra support with teacher-selected passages to analyze for their journals, and/or sentence frames for completing the analysis of each passage.

<p><u>Lesson 13:</u> Literature Circle Reading Journals</p>	<p><i>Stargirl</i> and <i>Wringer</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Plan and Composing to Practice</p> <p>Student Groupings: Independent</p>	<p>Reading Journals/Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)</p>	<p>Content: Vocabulary identified by students</p>	<ul style="list-style-type: none"> • Continue Literature Circle preparation: Read section three in each novel (pages 106-138 in <i>Stargirl</i>/ 109-158 in <i>Wringer</i>). Complete Reading Journals. • Students who complete their journals and reading early will complete a self-analysis of their reading journals, using the rubric provided. As they review the rubric, they will make changes and additions as needed.
<p><u>Lesson 14:</u> Literature Circle Discussions</p>	<p><i>Stargirl</i> and <i>Wringer</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Draft</p> <p>Student Groupings: Small Groups</p>	<p>Self and Peer- Assessment Rubrics</p> <p>Academic Vocab Review/ Assessment (SL 6.1, 6.4)</p>		<ul style="list-style-type: none"> • Students will get into their assigned groups to participate in their third Literature Circle Discussions • In order to assist with the discussion, students will have accountable talk-stem sheets, as well an opening question provided by the teacher. Each group will also be assigned a leader to help make sure the discussion moves forward and the each person participates. • As another way to help facilitate participation of every student, students will be given talking chips that they must use by the end of the discussion. This will also help make sure there is equal opportunity among participants. • As students discuss, they will adding to their reading journals as necessary, as these will be the evidence used in the final Socratic Seminar, as well as their final literary analysis essay. • At the end of the discussions, students will fill out self and peer-

					assessment rubrics. The peer-assessments will be filled out as a group.
<u>Lesson 15:</u> Song Theme Comparison	Songs: “Cool Kids” “Fly” “Mean” “Be Yourself” “Believe in Me” “Try” “Brave” “The Middle” “Don’t Laugh at Me” “Fighter”	DOK Level: 1, 2, & 3 Composing to Practice; Composing to Draft Student Groupings: Independent	Mandala Brainstorming Mandalas (RI.6.9, W.6.9)		<ul style="list-style-type: none"> Students will read and listen to songs related to the themes in the literature circle novels and essential questions. (See Appendices 14-23) During this time, students will keep mandala Brainstorming charts (See Appendix 24) which will help them gather the items they will include on their mandalas. Students will then use their note catchers to create mandalas (See Appendix 25) that serve as a graphic representation of the themes and topics covered in the songs. On the back of their mandalas, students will write a paragraph explaining how these songs relate to themes, characters, and our situations in the novels they are reading.
Activity/Strategy	Texts and Resources	Sequencing and Scaffolding	Formative Assessments	Targeted Vocabulary	Instructional Notes
<u>Lesson 16:</u> “White House Conference Tackles Bullying” Non-Fiction Author Say/Do	“White House Conference Tackles Bullying” (newspaper article)	DOK Level: 2 & 3 Composing to Practice Student Groupings: Independent, Whole-Group, Partner	Pre-Reading Vocabulary Prediction Marking the Text/Paragraph Chunking Author Say/Do (RI 6.9, W.6.9)	Content: 1. Bullying 2. Convenes 3. Dispel 4. Adversely 5. Resonates 6. Bystanders 7. Summit	<ul style="list-style-type: none"> Before reading, students will review the eight selected content-vocabulary words and definitions. Based on that information, they will predict what they think the article might be about. Students will be completing a close reading of the non-fiction article “White House Conference Tackles Bullying.” (See Appendix 26) During the first read-aloud, students will highlight any claims made in the article. During the second read, students will

					<p>go back through independently and summarize each paragraph in the left margin (that is what the author is “saying”).</p> <ul style="list-style-type: none"> • During the third read, students will go back through the article with a partner, and identify the stylistic or technical choice the author is making, such as citing expert opinion, in each paragraph in the right margins (that is what the author is “doing”). • Students will be provided a word bank to help them complete the analysis of what the author is “doing” technically or stylistically. (See Appendix 27)
<p><u>Lesson 17:</u> Literature Circle Reading Journals Section 4 (Finish Novels)</p>	<p><i>Stargirl</i> and <i>Wringer</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Plan and Composing to Practice</p> <p>Student Groupings: Independent</p>	<p>Reading Journals/Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)</p>		<ul style="list-style-type: none"> • Students will begin reading the last assigned section (pages 139-186 in <i>Stargirl</i>/ 159-228 in <i>Wringer</i>). • While reading, students will complete reading journals. These reading journals, which will include the Word Walls, will help them prepare for their first Literature Circle discussion. In these journals, students will record dialectical journal entries (two column notes with meaningful passages from the text on one side, and responses and analysis of those passages on the other) that relate to the essential questions for the unit. The last part of these journals will give students the task of creating questions that they can use during their literature circle discussions. • Students will complete reading and reading journals independently.

					<ul style="list-style-type: none"> Given the independent requirements of this task, the teacher can provide students who need extra support with teacher-selected passages to analyze for their journals, and/or sentence frames for completing the analysis of each passage.
<p><u>Lesson 18:</u> Literature Circle Reading Journals Section 4 (Finish Novels)</p>	<p><i>Stargirl</i> and <i>Wrinker</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2 & 3</p> <p>Composing to Plan and Composing to Practice</p> <p>Student Groupings: Independent</p>	<p>Reading Journals/Word Walls (RL. 6.1, 6.2, 6.3, 6.10, L 6.6)</p>		<ul style="list-style-type: none"> Finish section four of novels, and complete reading journals. Students who complete their journals and reading early will complete a self-analysis of their reading journals, using the rubric provided. As they review the rubric, they will make changes and additions as needed.
<p><u>Lesson 19:</u> Final Literature Circle Socratic Seminar</p>	<p><i>Stargirl</i> and <i>Wrinker</i> (Literature Circle focus texts)</p>	<p>DOK Level: 2, 3, & 4</p> <p>Composing to Draft; Composing to Transfer</p> <p>Student Groupings: Small Group and Whole Group</p>	<p>Final Word Wall</p> <p>Final Discussion Rubric</p> <p>Socratic Seminar Note Catchers</p> <p>(SL 6.1, 6.4)</p>	<p>Content: Selected Word Wall Words</p>	<ul style="list-style-type: none"> Before beginning their final literature circle discussions students will meet with their literature circle groups to create their “Final Word Wall” and Author Word Choice Analysis based on the individual word walls they have collected. They will choose 10 words that best exemplify the author’s style and word choice, and will write a paragraph explaining how these words demonstrate the author’s style and tone. The final Literature Circle Discussions will take the form of a whole-class Socratic Seminar. In this, students will discuss the five essential questions, using evidence from their novels, as well as the other texts we have read. This will allow students to hear from other novel

					<p>groups. The note catcher students will keep during the seminar (See Appendix 28) will serve as the evidence they will use (in addition to their reading journals) for their final literary analysis.</p> <ul style="list-style-type: none">• I will use the inner/out circle format for my Socratic Seminar because of the number of students in each of my blocks (approximately 30 in each). The inner circle will lead the discussion, while the out circle will take notes on things they hear that are of interest to them, questions they have, and comments they wish to make in response to their peers. Sometime during the seminar, the outer circle students will post at least three of the items in their notes for the inner circle to contemplate. For posting, there will be a digital option using smart phones (either Twitter or Today's Meet depending on the amount of students who have Twitter handles) as well as non-digital option (using markers on the white board). The important thing will be that posts are able to be viewed by the inner circle as way to further their conversation. Half way through the seminar, participants will switch places so that each person participates in both the inner and outer circle.• At the end the seminar, students will complete a final 3-2-1 reflection (Appendix 29), in which they reflect on their own participation, as well as
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Activity/Strategy	Texts and Resources	Sequencing and Scaffolding	Formative Assessments	Targeted Vocabulary	Instructional Notes
<p><u>Lesson 20:</u> “How Authors Convey the Theme”</p>	<p>“How Authors Convey the Theme” (informational text)</p>	<p>DOK Level: 2, 3, & 4</p> <p>Composing to Practice; Composing to Draft; Composing to Transfer</p> <p>Student Groupings: Independent and Partners</p>	<p>Elaboration Graphic Organizer for Informational Text</p> <p>Theme Graphic Organizer for Lit. Circle Novel (W.6.9)</p>	<p>Academic: Theme</p>	<p>identify similarities and differences between the two novels discussed.</p> <ul style="list-style-type: none"> Students will read the informational text “How Authors Convey the Theme.” (See Appendix 30) After reading, students will fill out an elaboration graphic organizer (See Appendix 31(a)), on which they will identify the components necessary to identify theme. After reading this text, students will partner with somebody who read the same novel as them and fill out another graphic organizer (See Appendix 31(b)) in order to identify the themes of their selected novel, using the information from the informative text as their guide. This will help them formulate their thesis for their literary analysis essay.
<p><u>Lesson 21:</u> Literary Analysis Essay Pre-Writing</p>	<p><i>Stargirl/Wringer</i></p>	<p>DOK Level: 2, 3, & 4</p> <p>Composing to Draft</p> <p>Student Groupings: Independent</p>	<p>Pre-Writing Template (W.6.9)</p>	<p>Academic:</p> <ol style="list-style-type: none"> Pre-Writing Thesis Topic Sentences/ Controlling Ideas Transitions Textual Evidence Citation 	<ul style="list-style-type: none"> Students will complete their pre-writing template for their literary analysis essay (See Appendices 32 and 33). Their thesis should include the theme identified in the last session, and they will identify specific textual evidence to support the main points of their analysis. Sentence frames for the thesis and topic sentences of this essay will be included in the pre-writing organizer in order to provide students will additional support.

<p><u>Lesson 22:</u> Literary Analysis Essay Drafting</p>	<p><i>Stargirl/Wringer</i></p>	<p>DOK Level: 2, 3, & 4 Composing to Draft Student Groupings: Independent</p>	<p>Rough-Draft Feedback (W.6.9)</p>	<p>Academic: 1. Drafting 2. Thesis 3. Topic Sentences/ 4. Controlling Ideas 5. Transitions 6. Textual Evidence 7. Citation</p>	<ul style="list-style-type: none"> • Using their pre-writing templates, students will begin work on the rough draft of their literary analysis essays using Google Docs. • As students are composing their drafts, I will be viewing their documents in Google Drive, to give them feedback and support as they are composing.
<p><u>Lesson 23:</u> Literary Analysis Essay Drafting</p>	<p><i>Stargirl/Wringer</i></p>	<p>DOK Level: 2, 3, & 4 Composing to Draft Student Groupings: Independent</p>	<p>Rough-Draft Feedback (W.6.9)</p>		<ul style="list-style-type: none"> • Students will complete literary analysis essay rough drafts. • As students are composing their drafts, I will be viewing their documents in Google Drive, to give them feedback and support as they are composing.
<p><u>Lesson 24:</u> Literary Analysis Peer Revision</p>	<p><i>Stargirl/Wringer</i></p>	<p>DOK Level: 2, 3, & 4 Composing to Final Draft Student Groupings: Independent and Partner</p>			<ul style="list-style-type: none"> • Students will share their essays with other peers using Google Drive. They will provide suggestions for revision using the comment function on Drive based on checklists and rubrics provided.
<p><u>Lesson 25:</u> Literary Analysis Essay Editing and Publishing</p>	<p><i>Stargirl/Wringer</i></p>	<p>DOK Level: 2, 3, & 4 Composing to Final Draft Student Groupings: Independent</p>	<p>Final Literary Analysis Essays (W.6.9)</p>	<p>Academic: 1. Editing 2. Revising 3. Thesis 4. Topic Sentences/ 5. Controlling Ideas 6. Transitions 7. Textual</p>	<ul style="list-style-type: none"> • Students will revise, edit, and publish their final drafts using the rubric provided (See Appendix 34) • Before turning in their final draft for assessment, students will complete a self-assessment using the rubric provided, and citing evidence for each of the five categories.

				Evidence 8. Citation	
<p><u>Lesson 26:</u> Final Assessment /Reflection</p>		<p>DOK Level: 4</p> <p>Composing to Transfer</p> <p>Student Groupings: Independent and Whole Group</p>	<p>Final Reflection Silent Conversation (RL.6.10)</p>		<ul style="list-style-type: none"> • As a way to wrap up the unit, students will complete a final self-assessment and self-reflection on the entirety of the unit. Reflection questions will relate to both the tasks and processes of the unit, as well as the overarching skills and concepts. • Students will respond to the reflection questions using the “Silent Conversation” format. For this, 7 different questions are posted on sheets of butcher paper (See Appendix 35) and put in the center of desks/tables. Students are put into groups of 4-5 and circulate throughout the room responding to each of the 7 questions by writing on butch paper; during this time, they also respond to their peers comments and responses. All conversation happens through writing during this portion of the Silent Conversation protocol. • Accountable talk stems will be provided as way to support students in writing higher-level responses. • At the end of the silent conversations, groups of students will return to their original question to review and summarize the conversations that took place on their paper, highlighting the similarities and major takeaways from each. They will then share these out loud with the whole group.

Total Instructional Weeks: Approximately 5 (with block sessions)

Integrated Literacy Mini-Lesson

When will the mini-lesson occur in the unit? :

This will be one of my frontloading units—before we begin the novels and literature circles.

Mini-lesson focus (academic vocabulary, word study, grammar in context, etc.):

Academic Vocabulary

Mini-lesson outline or lesson plan:

Literature Circle Vocabulary Lesson

Academic (Tier II) Vocabulary:

Before starting the literature circles, students will complete a vocabulary activity assessing Tier II Academic Vocabulary specifically related to the “mental operations” they will be asked to perform as they prepare for and participate in the Literature Circles. The words students will review were taken from Marzano’s Cognitive Verbs list; they are listed below:

19. Collaborate
20. Contribute
21. Engage
22. Elaborate
23. Enhance
24. Articulate
25. Describe
26. Respond
27. Infer
28. Analyze
29. Examine
30. Probe
31. Acquire
32. Search
33. Compile

- 34. Cite
- 35. Synthesize
- 36. Reference

For the connecting stage, students will be given note cards with the word on one side and the definition on the other. After having some time to read through these as a group, students will move to the organizing stage by putting the words in to like groups. Students will continue with the deep-processing of these words by putting their grouped words into concept circles and assigning each a title and explaining their relationship. Finally, these terms will be reviewed throughout the literature circle as part of the self-assessment phase where students will identify which of these mental operations they used; this will be part of their self-evaluations.

Domain Specific (Tier III) Vocabulary:

The Tier III vocabulary instruction for each novel will be an embedded part of the reading process. While reading, students will keep a “Word Catcher” on which they will record a certain number of new or unfamiliar vocabulary words from their reading. Students will be asked to use context clues or other resources to come up with definitions for each word in order to build familiarity. Finally, students will analyze how these words effect and/or impact the text (RL 6.4).

Mini-assessment:

Students will assess how the academic vocabulary looks “in action” during their literature circles by completing at three column graphic organizer, answering the questions (What does it mean? What does it sound like? What does it look like?)

Close Reading Activity

When will the close reading activity occur in the unit?

The close reading activity will occur before starting our novels as a way to practice the literature circle procedures and format.

Text Excerpt

Excerpt from Ray Bradbury’s “All Summer in a Day”

He gave her a shove. But she did not move; rather she let herself be moved only by him and nothing else. They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about

Text-Dependent Questions

4. What does the reader learn about Margot’s character in this passage? What does the author imply about Margot's character?
5. Bradbury carefully chooses his words. Connotation means the emotional feeling attached to a word. What is the connotation of the word “crime” as it is used in this passage and how does this word choice impact the reader’s view of Margot and the other children?

the sun and the summer did her lips move as she watched the drenched windows. And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and had long since forgotten the color and heat of it and the way it really was.

But Margot remembered.

"It's like a penny," she said once, eyes closed.

"No it's not!" the children cried.

"It's like a fire," she said, "in the stove."

"You're lying, you don't remember!" cried the children.

But she remembered and stood quietly apart from all of them and watched the patterning windows.

6. Differences between people often cause conflict. How does Margot contribute the conflict she is having with the other children in this passage?

Final Culminating Task: Students will answer the question "How is being different dangerous for Margot?"

Scaffolds and Extensions

UDL Components:

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value and authenticity
- 7.3 Minimize threats and distractions
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and communication
- 8.4 Increase mastery-oriented feedback
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Support for students who are ELL, have disabilities or read well below grade level text band:

For students who need accommodations because of the independent nature of the reading and reading journals, I will provide teacher-selected passages and/or passage analysis frames for the reading journals.

The groupings of this unit also allow for additional support. Because students will often be working in groups or partners for the literature circle discussions and other activities, I will be able to "level" students in a

Extensions for advanced students:

The group approach of the literature circles will also allow for advanced students to take on more of a leadership role, and I can specifically assign those students who are on the advanced end as leaders in their respective groups. Students who complete assignments early will be given opportunities for self-assessment and improvement, and can be assigned as peer-buddies for struggling students.

way that students can help support each other. Additionally, students will be able to have additional time before or after school as needed.

One area of concern could potentially be the completion of the reading independently. If this presents an issue, I will allow opportunities for partner reading and/or group read-alouds or choral reads.