

Scaffolding Full-length Texts in a Middle School Classroom to Promote Reading
Engagement

by

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Project Summary

This project is an English Language Arts curriculum unit designed to answer the question: *How can teachers scaffold a full-length text in order to increase reading accountability and engagement from students in a middle school setting?* In order to best support middle school aged students' reading stamina and engagement, I decided to create a unit in which students would be tasked with reading a full-length memoir while also being supported in their reading through the implementation of collaborative Literature Circles. The unit is a narrative and speaking unit that is highly focused on critical discussion of the text. The unit uses several memoirs from authors with diverse backgrounds to engage students in critical thinking about the experiences and perspectives of others. These focuses are the basis for the three essential questions of the unit: Why is it important to develop strong independent reading skills and how do we do it? How can we engage in a critical discussion of a text? How does reading about different perspectives impact and inform us?

The unit culminates in a socratic seminar in which students are tasked with demonstrating their understanding of the characters within their memoirs through academic conversations based in analysis of the text. This summative assessment is an exhibition of the discussion and close reading skills students will have been practicing within their Literature Circle weekly discussions. The other major performance tasks within this unit are the Reading Plan, which is updated by students during each lesson and contains small reading tasks prompting critical thinking around the text, and the group Book Talk presentation that is meant to complement the socratic seminar.

This curriculum was developed using the Understanding by Design (UbD) method of backwards design to first create desired student results and the assessments that will be used to demonstrate learning outcomes (Wiggins & McTighe, 2011). The project begins with the overall unit design with desired outcomes, evidence and assessments, and a learning plan. The unit then breaks down into week-by-week overviews with each week containing the individual lesson plans. I planned this unit with my students and school in mind. For that reason, it follows a block schedule with two 90-minute lessons and one 45-minute lesson per week. The lesson plans are further broken down into the following elements: Materials, Introduction, Body, and Closing. Within the Materials sections links to all supporting documents—including worksheets, slides, assessments, videos, and rubrics—can be found.

This unit is meant to serve middle school students with a diverse range of reading skills and confidence. In order to serve this purpose, several main scaffolds are built into the unit to ensure reading support for students. These scaffolds include opportunities for discussion and collaboration, sentence stems, graphic organizers, and breaking down learning into small chunks. Major scaffolds are marked with an asterisk in the weekly overviews.

Ultimately, this unit gives students an opportunity to build a steady routine around reading while also challenging them to develop a critical understanding of their chosen texts. Students will learn about not only the experiences of the people in their chosen memoirs, but get to hear about the stories of several diverse individuals and will use these understandings to engage in academic discussions with their peers.

Title of Unit	Non-Fiction Storytelling		
Time Frame	6 weeks (two 90 minute lessons + one 45 minute lesson per week)		
Subject	English Language Arts	Grade Level	7-8
Developed By	Elizabeth Vandergon		

Stage 1 – Desired Results			
<p>ESTABLISHED GOALS</p> <p>R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</p> <p>R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts</p> <p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p> <p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant,</p>	Transfer		
	<i>Students will be able to independently use their learning to...</i>		
	Students will be able to independently use their learning to efficiently and effectively read and comprehend extensive texts independently and will be able to engage in a critical discussion of the text.		
	Meaning		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<i>Students will understand that...</i>		
	<ul style="list-style-type: none"> • All individuals have unique experiences and voices. • Culture, experiences, age, ethnicity, gender, sexual orientation, and socioeconomic status can all impact our understanding of the world around us. • Discussion can lead to a better understanding of the text. 	<ul style="list-style-type: none"> • How does reading about different perspectives impact and inform us? • Why is it important to develop strong independent reading skills and how do we do it? • How can we engage in a critical discussion of a text? 	
	Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>	
	<ul style="list-style-type: none"> • The skills necessary to create a solid reading plan for an extensive text. • The methods for participating in a critical discussion of a text. • How learning about different voices and experiences can shift our own perspectives and understandings. 	<ul style="list-style-type: none"> • How to create tangible plans and goals for reading extensive texts. • How to participate in a critical discussion of a text. 	

<p>A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p>		
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Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence	
<p><u>Capstone Unit Rubrics and Points Breakdown</u></p> <p>Effective comprehension of a literary text</p> <p>Effective use of claim, evidence, reasoning to analyze the text</p> <p>Active and effective participation in discussions as a listener and speaker using academic language in order to exchange ideas on diverse stories and perspectives</p>	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> ● Reading Plan Students will create a comprehensive reading plan within the literature circles that includes a break-down of the number of pages they need to read and dates when they need to have read them by. They will have to check in with their groups on their progress each week, and conduct reflections on their progress. ● Group Presentation Each group will create either a google slides or video presentation “book” talk to present to the rest of class that includes information about the author, main characters, plot, themes, and their own responses to the book. ● Socratic Seminar All students will participate in a socratic seminar to discuss and compare the experiences of the authors in their respective books. Students will be given guiding questions and must use their critical understandings of their books to create claims, present evidence, and explain their reasoning. <hr/> <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Reading Checks ● Weekly Group Discussions ● Peer Evaluations ● Evaluative Checks on Reading Plan ● Student Pre and Post Reading Survey 	

Stage 3 – Learning Plan

<p><i>Summary of Key Learning Events and Instruction</i></p> <p>Day 1: Pre-Survey, Danger of a Single Story Pre-Reading Discussion, Book Introduction and Choices</p> <p>Day 2: Create Groups, Reading Plans Framework and Agreements</p> <p>Day 3: Group Reading, Reading Plan Check-off with Teacher</p> <p>Day 4: Reading Reflection, Close Reading Practice</p> <p>Day 5: Group Roles Introduction, Group Work</p> <p>Day 6: Reading Check 1, Discussion Framework Introduction</p> <p>Day 7: Discussion ONE, Discussion Reflection and Peer Evaluation, SSR</p> <p>Day 8: SSR, CER Activity, Reading Check Two</p> <p>Day 9: Vocabulary Quizzes, New Group Roles</p>	
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Day 10: Group Work Time, Discussion TWO
Day 11: SSR, Book Talk and Socratic Seminar Introduction
Day 12: Reading Check 3, Vocabulary Quizzes, Group Work
Day 13: Turn in Reading Plans, Group Work Time, Discussion THREE
Day 14: Book Talk Planning
Day 15: Book Talk Work Time, Present Book Talks
Day 16: Socratic Seminar Pre-Work
Day 17: Socratic Seminar Group Prep, Socratic Seminar Part One
Day 18: Socratic Seminar Part Two, Unit Reflection

WEEK ONE		
Day One (90 min)	Day Two (90 min)	Day Three (45 min)
<p>Objectives: Make Book Choices, Danger of a Single Story Group Discussion</p> <p>Quickwrite: What can we learn from other people's stories and experiences?</p> <p>Danger of a Single Story Whole Group Discussion*: Why should we learn about other people's experiences? What are memoirs?</p> <p>Pre-Survey: Students will take the pre-reading survey on reading comfort and engagement</p> <p>Book Choices: Students choose their top three choices.</p> <p>Closing: Review upcoming lesson.</p>	<p>Objectives: Create Literature Circle Groups and Reading Plans</p> <p>Quickwrite: What is collaboration? Give three examples of times when you have collaborated with another person.</p> <p>Whole Group Discussion*: What are the benefits of collaborating? Then groups are organized.</p> <p>Reading Plans*: Modeled by the teacher first, then groups work together to create a reading plan for their book.</p> <p>Pre-Reading Activity: Anticipatory Guides and Conversations</p> <p>Closing: Exit-ticket: Make two predictions about your book.</p>	<p>Objectives: Begin Reading, Teacher Check-off on Reading Plans</p> <p>Turn and Talk: Share with your neighbor one way you can support another student while they read aloud.</p> <p>Group Reading*: Groups take turns and read the first chapter of the book aloud.</p> <p>Reading Plan Check-off: Teacher checks-in and approves each group's reading plan and keeps a copy of each.</p> <p>Closing: Review reading expectations for the weekend.</p>

Day One Lesson Plan	
<i>Desired Results</i>	
<p>Content Standard(s) (based on MN ELA Standards):</p> <p>R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</p> <p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p>	
<p>Understanding(s)/ goal(s):</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> • They will be responsible for reading a full-length text, in this case a memoir. • They will be collaborating with others to create a reading plan to 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does reading about different perspectives impact and inform us? • Why is it important to develop strong independent reading skills and how do we do it? • How can we engage in a critical discussion of a text?

<p>ensure their accountability for their reading.</p> <ul style="list-style-type: none"> • Reading about different people’s experiences and stories can help us to widen our perceptions of the world and create connections between ourselves and others. 	
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<p>Student objectives (outcomes):</p> <ul style="list-style-type: none"> • Students will be able to define memoir. • Students will be able to understand how to create a reading plan and strategies to stick with the plan.

Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Whole Group Discussion: Students will be prompted to think about why it is important to learn about other people’s stories and experiences and introduced to memoirs and autobiographies. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Text Selection: Students will choose their top three choices of memoirs. • Pre-Survey: Students will complete a pre-reading survey regarding their feelings about reading.
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Learning Plan

<p>Materials:</p> <p>Google Slides Non-Fiction Storytelling Worksheet The Danger of a Single Story TedTalk - https://www.youtube.com/watch?v=D9Ihs241zeg Pre-Reading Survey</p> <p>Activities and Tempo:</p> <p>Introduction: (5-7 minutes)</p> <p>Begin class with a warm up to access prior knowledge. Quickwrite Prompt: What can we learn from other people’s stories and experiences?</p> <p>Have students Pair-Share an example with a neighbor.</p> <p>Body: (80 minutes)</p> <p>(5-10 minutes) Let students know that in this unit they will be reading a memoir or autobiography within a literature circle. Explain that a literature circle is a way for peers to collaborate and support each other while reading in order to create opportunities to engage in discussion around a text, build connections, and deepen understanding of a text.</p> <p>Inform students that they will demonstrate their learning through the unit through an ongoing reading plan, group discussions and presentations, and a socratic seminar.</p> <p>(10 minutes) Handout Worksheet One, “Non-Fiction Storytelling”, or have students pull it up digitally.</p>
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Define memoir and autobiography for students and have them fill in the definitions on their worksheet.

- You can use the slides provided or create your own.

(20 minutes) Tell students that they will be watching a TedTalk about telling a person's story. Invite them to reflect on their responses to the quickwrite while they watch.

(20 minutes) After viewing, give students an opportunity to respond to the discussion prompts in writing. Then use the questions and the quickwrite prompt to guide a whole class discussion.

(20 minutes) Wrap up the discussion and transition students to talking about their reading task for the unit. Tell them that there will be seven different memoirs and autobiographies to choose from for this unit. Present the different texts to students. Have students choose their top three choices and collect their responses.

- The suggested texts for this unit are:
 - *I am Malala* by Malala Yousafzai
 - *The Distance Between us (Young Readers)* by Reyna Grande
 - *The Late Homecomer* by Kao Kalia Yang
 - *I Will Always Write Back* by Caitlin Alifirenka, Liz Welch, and Martin Ganda
 - *Warriors Don't Cry* by Selma Patillo Beals
 - *Born a Crime (Young Readers)* by Trevor Noah
 - *We Should Hang Out Sometime* by Josh Lundquist
- Different texts can be swapped out to fit the individual needs of your classroom
- *When Stars are Scattered* by Omar Mohamed and Victoria Jamieson is a non-fiction graphic novel that can be used for EL students or struggling readers

Closing: (5-10 minutes)

After students have chosen their top three choices, give students the pre-reading survey. After they have taken it, let students know that in the next lesson they will be given a reading plan to help them stay organized and accountable with their reading throughout the unit. Let them know they will also find out their literature circle groups in the next class.

Day Two Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

Understanding(s)/ goal(s):

Students will understand that:

- Reading plans can help them organize and stay on top of their reading tasks.

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

- Collaboration can lead to better learning opportunities and a deeper understanding of the text.

Student objectives (outcomes):

- Students will be able to collaboratively create a reading plan for their book.
- Define collaboration and understand the benefits of literature circles.

Assessment Evidence

Performance Task(s):

- Collaboration Whole Group Discussion*
- Reading Plan*

Other Evidence:

- Quickwrite
- Exit Ticket

Learning Plan

Materials:

[Reading Plan Example](#)

[Reading Plan Template](#)

Activities and Tempo:

Introduction:

(10-15 minutes)

Begin class with a warm up to access prior knowledge.

Quickwrite Prompt: What is collaboration? Give three examples of times when you have collaborated with another person.*

Have students Pair-Share with a neighbor.

Move students into a whole group discussion about the benefits of collaboration. Record student answers on a poster or document so they can be put up somewhere in the classroom during the unit.

Body:

Lit Circles*: (15 minutes)

Using students' top choices from the previous class, break students into their Literature Circles.

Once students are given groups, have students move so they are sitting in their groups and each member has a copy of their chosen book. Have groups introduce themselves by playing an icebreaker game i.e. Two Truths and a Lie.

Reading Plan: (45 minutes)

After group introductions, transition into explaining the reading plan to students:

Explain that having reading goals can help create accountability for each group member and creates clear expectations for reading. Creating a reading plan can also help reading to feel less overwhelming because the reading is broken down into manageable chunks. Additionally, explain to students that they will be updating their reading plan every class period and it will be turned in at the end of the unit as a summative assignment.

Walk students through the Reading Plan Expectations by showing them the Reading Plan Model. Groups will need to break down their books into 10 “readings” (one reading due for each class period). The first “reading” will be Chapter 1 of their books which will be read together during the next lesson. Students can break down the remainder of the book and decide how many chapters they need to read for each “reading”. Books must be finished by Day 12 of the unit.

Groups should create their reading plans together and follow the same plan. This way groups can check-in with one another and reflect on their progress as well as engage in the group discussions.

The independent component of the reading plan is for students to decide how they will complete each “reading”. Explain to students that all readers are unique and we all have different attention spans and stamina for reading. Then tell them that they need to make a plan for when and where they will complete their readings outside of school. Will they read 20 pages at a time, or read for 30 minutes? Will they be in the bedroom or living room? How will they avoid distractions such as the phone or TV?

Once the reading plan has been explained and modeled, groups can begin working to create their own reading plans. While students work, the teacher should be actively checking in with each groups’ progress and will check off the reading plans as groups finish. Groups should also create a “teacher copy” of their reading plans for the teacher to keep on file.

Closing: (5 minutes)

Exit Ticket: Have students write down two predictions about their books.

Remind students that Reading Plans must be finished by the next lesson if they were not finalized during this lesson.

Day Three Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

Understanding(s)/ goal(s):

Students will understand that:

- Reading plans can help them organize and stay on top of their reading tasks.
- Collaboration can lead to better learning opportunities and a deeper understanding of the text.

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to read the first chapter of their books aloud in small groups.

Assessment Evidence

Performance Task(s):

- Group reading of first chapters

Other Evidence:

- Turn and Talks
- Reading Plan Check Offs (cont)

Learning Plan

Materials:

Lit Circle Texts

[Reading Plans](#)

Activities and Tempo:

Introduction: (5 minutes)

Turn and Talk: Share with your neighbor one way you can support another student while they read aloud.

Body: (25-30 minutes)

Have students move into their Literature Circles. If possible, have them continue to sit in the same areas as the previous lesson to make transitions more efficient. Once in groups, review expectations for reading aloud in their groups. Explain that reading aloud can help with reading comfort, fluency, and confidence. Explain that all readers are unique and at different places and it is okay to make mistakes or not know different words. Talk to students about how they can be supportive of other group members when they are reading by staying quiet, following along with the text, and demonstrating active listening.

Before groups begin reading, have them place their reading plans out on their desks so that the teacher can check off on any plans that were not finalized the lesson prior.

Then, allow groups time to read. If they finish the first chapters, instruct them to continue reading.

Closing: (5-10 minutes)

Have students fill out the reading reflection for Reading 1 in their Reading Plans.

Hand out post-it notes, or cut up construction paper for students to use as bookmarks. Have groups review the expectations for Reading 2 which will be due during the next lesson.

WEEK TWO		
Day Four (90 min)	Day Five (90 min)	Day Six (45 min)
<p>Objectives: First Reading Reflection, Open-Ended Questions and Close Reading Practice</p> <p>Warm Up: Update Reading Plan and Complete Reflection</p> <p>First Reading Reflection*: Students update their reading in the Reading Plan and write a reflection on their first independent reading. Students then share reflection with the group.</p> <p>Close Reading and Open-Ended Questions Practice*: Students will practice close reading and creating open ended questions about the text.</p> <p>Closing: Review reading expectations for next class.</p>	<p>Objectives: Group Roles Introduction, SSR, Group Work Time</p> <p>Warm Up: Update Reading Plan</p> <p>SSR: Students will be given consistent time to read their books independently.*</p> <p>Group Roles Introduction*: Roles are introduced with models and examples given to students. Groups choose their first roles and begin work.</p> <p>Group Work: Students will be given time to work on their group roles.</p> <p>Closing: Review reading expectations for next class.</p>	<p>Objectives: Reading Check One, Introduce Discussion Framework</p> <p>Reading Check One: Students will be asked to submit evidence of reading by completing a reading check. This is an independent assignment.</p> <p>Discussion Framework Introduction*: Teacher will scaffold discussion by giving students an outline and sentence stems to follow. The teacher will model for the whole class.</p> <p>Closing: Review reading expectations for the weekend.</p>

Day Four Lesson Plan	
<i>Desired Results</i>	
Content Standard(s) (based on MN ELA Standards):	
R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	
R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts	
R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	
LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	
Understanding(s)/ goal(s):	Essential Question(s):

<p>Students will understand that:</p> <ul style="list-style-type: none"> • Reading plans can help them organize and stay on top of their reading tasks. • Close readings of a text can lead to greater comprehension, critical thinking, and discussion of a text. 	<ul style="list-style-type: none"> • How does reading about different perspectives impact and inform us? • Why is it important to develop strong independent reading skills and how do we do it? • How can we engage in a critical discussion of a text?
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<p>Student objectives (outcomes):</p> <ul style="list-style-type: none"> • Students will be able to critically read a passage from their text. • Students will be able to create open-ended questions about their chosen passage.
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Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Close reading whole group and small group practice • Open-ended question assignment • SSR 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Group reading reflection and check-in
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Learning Plan

Materials:

Lit Circle Texts
[Reading Plans](#)
[Open-Ended Question Stems](#)

Activities and Tempo:
Introduction: (15 minutes)

Give students time to update their reading plans and check off their reading.

Have students complete the reading reflection for Reading 2 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Have students share their reflections with their groups and instruct them to strategize about any challenges that they encounter. Instruct groups to raise their hands if they would like teacher input.

Body:

(40-45 minutes)

As a whole group, explain that close reading asks students to deepen their understanding by exploring details and asking questions about the text. Show students the example passage from *The Outsiders* and read it together as a group. Then give students 2-3 minutes to write down anything that stands out to them. Tell them to consider the setting, any characters mentioned, emotions, figurative language, dialogue, imagery, etc. Have students Pair-Share with a neighbor about what they wrote down/noted.

As a class, discuss what things from the passage stood out to students. Provide examples if students get stuck.

Hand out the open-ended question stems and explain to students that one way we can practice thinking critically about a text is to ask open-ended questions, or questions that do not have a simple yes or no answer. Model how they could create an open-ended question for *The Outsiders* passage.

Next, have students brainstorm in pairs three open-ended questions they could ask about the passage. Have them use a lined-sheet of paper to record their questions. Next, have each pair hand their questions to another group to answer. Give the pairs 5-7 minutes to respond to the questions. Have several groups share their questions and responses.

Preview the next lesson by letting students know that forming and responding to open-ended questions will be a part of their discussion process in their literature circles.

(25 minutes)

Tell students that it is important to set aside time during the week to read and this week you will be providing time for them in class to start the next section of their reading or catch up on their reading if they have fallen behind. Let students know the expectations for SSR: the room should be silent, all students should be reading, students should remain seated and raise their hands if they have questions. Set a timer on the board for 20 minutes and allow students to read.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have groups review the expectations for Reading 3 which will be due during the next lesson.

Day Five Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

Understanding(s)/ goal(s):

Students will understand that:

- It is important to set aside time to complete independent reading
- They are responsible for specific work within their groups

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to independently read their books for 20 minutes.
- Students will be able to understand their group roles and complete their section of the group work to prepare for their group discussions.

Assessment Evidence

Performance Task(s):

- SSR
- Group Roles Work

Other Evidence:

- Reading Task
- Group Check-ins

Learning Plan

Materials:

Lit Circle Texts

[Reading Plans](#)

[Group Roles Packets](#)

Activities and Tempo:

Introduction: (5 minutes)

Give students time to update their reading plans and check off their reading.

Have students complete the reading task for Reading 3 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Body:

(25 minutes)

Remind students that it is important to set aside time during the week to read and this week you will be providing time for them in class to start the next section of their reading or catch up on their reading if they have fallen behind.

Remind students of the expectations for SSR: the room should be silent, all students should be reading, students should remain seated and raise their hands if they have questions. Set a timer on the board for 20 minutes and allow students to read.

(15-20 minutes)

Transition students into the next section of the lesson by letting them know that they will be applying what they have read into their group work today. Explain to students that an important part of collaboration is that everyone contributes. In their groups, each student will be responsible for a portion of the group's learning and critical thinking of the text. Explain that this group work will be how they prepare for the discussions which will be explained during the next lesson. Also let them know that the discussions will be their opportunity to practice and prepare for the final summative, the socratic seminar.

Walk through the group roles document and fully explain the requirements for each group role. Model examples of each group role by referencing a text with which students are familiar (I use *The Outsiders*). Give time for students to ask questions and address any confusion. Have students do a thumbs up, thumbs down to gauge understanding.

Tie the group roles back to the close reading activity from the lesson prior. Let students know that they will need to create open-ended questions as part of their group discussions.

(30 minutes)

Once you feel students are comfortable with the group roles, have them split into their Literature Circle groups and determine which members will be completing which roles for the first discussion. Then hand out the packets and allow students the remainder of the class to work on their roles.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have groups review the expectations for Reading 4 which will be due during the next lesson.

Day Six Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Understanding(s)/ goal(s):

Students will understand that:

- Discussion can lead to a better understanding of the text.

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to follow the discussion framework in order to participate in their own discussion in the subsequent lesson.

Assessment Evidence

Performance Task(s):

- Reading Check

Other Evidence:

- Group Check-ins
- Teacher check-ins for understanding
- Reading Task

Learning Plan

Materials:

Lit Circles Texts

[Group Roles Packets](#)

[Reading Plans](#)

[Reading Check One](#)

[Discussion Sentence Stems Examples](#)

Activities and Tempo:

Introduction: (5 minutes)

Give students time to update their reading plans and check off their reading.

Have students complete the reading task for Reading 4 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Body:

(10-15 minutes)

Have students complete their first reading check to ensure student accountability with their independent reading.

If students do not pass the reading check, set up an individual conference time with those students to check-in on their progress on the book or any challenges they may be facing. Also consider contacting home to make sure students are sharing their reading expectations and needs with guardians.

(10-15 minutes)

Using the Discussion Framework laid out within the Group Roles Packet, walk students through the process they will follow to complete their first discussion during the following lesson and model as needed. Explain that discussion is one of the best ways readers are able to gain a better understanding of the text because it allows for the sharing of ideas and can provide opportunities to discover new ideas and understandings through collaboration.

Provide students with sentence stems to aid their discussions. An example is provided in the materials of the lesson. Model different ways to use them within a discussion.

Show students the Discussion Rubric so they understand the discussion expectations. Allow students time to ask questions and address any confusion.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have groups review the expectations for Reading 5 which will be due during the next lesson.

WEEK THREE		
Day Seven (90 min)	Day Eight (90 min)	Day Nine (45 min)
<p>Objectives: Discussion One, Discussion Reflection and Peer Evaluation</p> <p>Warm Up: Update Reading Plan</p> <p>Discussion One*: Groups will complete their first reading discussion</p> <p>Discussion Reflection and Peer Evaluation</p> <p>SSR</p> <p>Closing: Review reading expectations for next class.</p>	<p>Objectives:, Reading Check Two, CER Practice, SSR</p> <p>SSR</p> <p>Reading Check Two: Students will be asked to submit evidence of reading by completing a reading check. This is an independent assignment.</p> <p>CER Practice*: Students will use the CER framework and graphic organizer to make a claim about their memoir</p> <p>Warm Up: Update Reading Plan</p> <p>Closing: Review reading expectations for next class.</p>	<p>Objectives: Vocabulary Quizzes, Determine New Group Roles, Group Work Time</p> <p>Warm Up: Update Reading Plan</p> <p>Vocab Quizzes: Each group will take the vocabulary quiz created by the Vocab Coaches</p> <p>New Group Roles: Groups will choose new roles and begin their group work</p> <p>Closing: Review reading expectations for the weekend.</p>

Day Seven Lesson Plan	
<i>Desired Results</i>	
<p>Content Standard(s) (based on MN ELA Standards):</p> <p>R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</p> <p>R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts</p> <p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p> <p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p>	
<p>Understanding(s)/ goal(s):</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> • Collaboration can allow students to learn from one another 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does reading about different perspectives impact and inform us? • Why is it important to develop strong independent reading skills and how do we do it?

<ul style="list-style-type: none"> • Discussion can lead to a better understanding of the text. 	<ul style="list-style-type: none"> • How can we engage in a critical discussion of a text?
<p>Student objectives (outcomes):</p> <ul style="list-style-type: none"> • Students will be able to follow the discussion framework in order to participate in their own discussion and elevate their critical understanding of the text. • Students will be able to read independently for 20 minutes. 	
<p><i>Assessment Evidence</i></p>	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Discussion One • Discussion Reflection and Peer Evaluation • SSR 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Reading Task
<p>Learning Plan</p>	
<p>Materials:</p> <p>Lit Circles Texts Group Roles Packets Reading Plans Discussion Reflection and Peer Evaluation Discussion Sentence Stems Examples</p> <p>Activities and Tempo: <i>Introduction: (5 minutes)</i></p> <p>Give students time to update their reading plans and check off their reading.</p> <p>Have students complete the reading task for Reading 5 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.</p> <p>Body:</p> <p>(35-40 minutes) Let students know that they will be engaging in their first of three literature circles discussions of their memoir. Quickly review the discussion framework and expectations and remind them to use the sentence stems as needed. Let students know that they should check-in with the teacher when they have completed their discussion.</p> <p>Also let students know that after their discussions they will be receiving a reflection and peer evaluation. Explain that it is important to be honest in the peer evaluation because it is an important part of collaboration for all group members to be contributing equally. This is an opportunity for students to reflect both on their own participation and work as well as that of their peers.</p> <p>While groups are holding their discussions, the teacher should be circling the room and checking that all group members are participating. This is part of the grading rubric for the discussions.</p> <p>(5-10 minutes) When groups finish, the teacher must check-off each group member’s work so that they can receive points for the discussion. Then students should be given the Discussion Reflection and Peer Evaluation worksheet.</p> <p>(25 minutes)</p>	

Remind students that it is important to set aside time during the week to read and this week you will be providing time for them in class to start the next section of their reading or catch up on their reading if they have fallen behind. Remind students of the expectations for SSR: the room should be silent, all students should be reading, students should remain seated and raise their hands if they have questions. Set a timer on the board for 20 minutes and allow students to read.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have Vocabulary Coaches turn in their quizzes so that copies can be made for Lesson Nine.

Have groups review the expectations for Reading 6 which will be due during the next lesson.

Day Eight Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

Understanding(s)/ goal(s):

Students will understand that:

- Claims about a text must be supported with evidence and reasoning.

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to follow the claim, evidence, reasoning framework in order to demonstrate their critical thinking of a text.
- Students will be able to read independently for 20 minutes.

Assessment Evidence

Performance Task(s):

- CER Practice Paragraph
- Reading Check

Other Evidence:

- Reading Task

Learning Plan

Materials:

Lit Circles Texts

[Group Roles Packets](#)

[Reading Plans](#)

[Reading Check Two](#)

[CER Slides](#)

[CER Graphic Organizer](#)

Activities and Tempo:***Introduction: (5 minutes)***

Give students time to update their reading plans and check off their reading.

Have students complete the reading task for Reading 6 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Body:

(25 minutes)

Remind students that it is important to set aside time during the week to read and this week you will be providing time for them in class to start the next section of their reading or catch up on their reading if they have fallen behind.

Remind students of the expectations for SSR: the room should be silent, all students should be reading, students should remain seated and raise their hands if they have questions. Set a timer on the board for 20 minutes and allow students to read.

(10-15 minutes)

Have students complete their second reading check to ensure student accountability with their independent reading.

If students do not pass the reading check, set up an individual conference time with those students to check-in on their progress on the book or any challenges they may be facing. Also consider contacting home to make sure students are sharing their reading expectations and needs with guardians.

(35-40 minutes)

Transition into talking about CER by introducing the CER slides and having students take notes on CER. Once students have completed their notes, have them practice CER by asking them to make a claim about a character trait/quality of the main character/author of their memoir. Use the example graphic organizer provided to model for students what theirs should look like.

Explain that this format is what they should be using when they respond to the discussion questions during their group discussions and during the Socratic Seminar.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have groups review the expectations for Reading 7 which will be due during the next lesson.

Day Nine Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

Understanding(s)/ goal(s):

Students will understand that:

- Increasing their vocabulary can make them stronger readers

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to determine the definition of their vocabulary words and identify the word based on the context of a sentence.

Assessment Evidence

Performance Task(s):

- Vocabulary Quizzes
- Group Work

Other Evidence:

- Reading Tasks

Learning Plan

Materials:

Vocabulary Quizzes

[Group Roles Packets](#)

[Reading Plans](#)

Lit Circles Texts

Activities and Tempo:***Introduction: (5 minutes)***

Give students time to update their reading plans and check off their reading.

Have students complete the reading task for Reading 7 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Body:

(10 minutes)

Let students know they will be taking a vocabulary quiz based on the words chosen by the Vocabulary Coaches. Give each group their quizzes.

(20 minutes)

Hand out new Group Roles Packets and tell students that they will be choosing new group roles and will begin preparing for their second group discussion. Students may not repeat roles. Once groups have chosen their new roles they may spend the remainder of the time working on their role.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have groups review the expectations for Reading 8 which will be due during the next lesson.

WEEK FOUR		
Day Ten (90 min)	Day Eleven (90 min)	Day Twelve (45 min)
<p>Objectives: Group Work Time, Discussion Two, Discussion Reflection and Peer Evaluation</p> <p>Warm Up: Update Reading Plan</p> <p>Group Work Time</p> <p>Discussion Two*: Groups will complete their second reading discussion</p> <p>Discussion Reflection and Peer Evaluation</p> <p>Closing: Review reading expectations for next class.</p>	<p>Objectives: Sustained silent reading, Introduce Group Presentations and Socratic Seminar, Groups Start Presentation Planning</p> <p>Warm Up: Update Reading Plan</p> <p>SSR</p> <p>Introduce Group Presentations and Socratic Seminar</p> <p>Book Talk Presentation Work Time</p> <p>Closing: Review reading expectations for next class.</p>	<p>Objectives: Reading Check Three, Vocabulary Quizzes, New Group Roles, Group Work Time</p> <p>Warm Up: Update Reading Plan</p> <p>Reading Check Three</p> <p>Vocabulary Quiz Two</p> <p>Group Work Time: Groups will choose their final group roles and begin work</p> <p>Closing: Finish Books over the weekend!</p>

Day Ten Lesson Plan	
<i>Desired Results</i>	
<p>Content Standard(s) (based on MN ELA Standards):</p> <p>R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</p> <p>R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts</p> <p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p> <p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p>	
<p>Understanding(s)/ goal(s):</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> • Collaboration can allow students to learn from one another • Discussion can lead to a better understanding of the text. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does reading about different perspectives impact and inform us? • Why is it important to develop strong independent reading skills and how do we do it? • How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to follow the discussion framework in order to participate in their own discussion and elevate their critical understanding of the text.

Assessment Evidence**Performance Task(s):**

- Discussion Two
- Discussion Reflection and Peer Evaluation

Other Evidence:

- Reading Task

Learning Plan**Materials:**

[Group Roles Packets](#)

[Reading Plans](#)

Lit Circles Texts

[Discussion Reflection and Peer Evaluation](#)

[Discussion Sentence Stems Examples](#)

Activities and Tempo:***Introduction: (5 minutes)***

Give students time to update their reading plans and check off their reading.

Have students complete the reading reflection for Reading 8 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Body:

(20-30 minutes)

Give students time at the beginning of the lesson to work on the group roles for Discussion Two. Instruct groups to review each group member's new role and begin working.

(35-40 minutes)

Let students know that they will be engaging in their second of three literature circles discussions of their memoir. Quickly review the discussion framework and expectations and remind students to use discussion sentence stems. Let students know that they should check-in with the teacher when they have completed their discussion.

Also let students know that after their discussions they will be receiving a reflection and peer evaluation. Explain that it is important to be honest in the peer evaluation because it is an important part of collaboration for all group members to be contributing equally. This is an opportunity for students to reflect both on their own participation and work as well as that of their peers.

While groups are holding their discussions, the teacher should be circling the room and checking that all group members are participating. This is part of the grading rubric for the discussions.

(5-10 minutes)

When groups finish, the teacher must check-off each group member's work so that they can receive points for the discussion. Then students should be given the Discussion Reflection and Peer Evaluation worksheet.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have Vocabulary Coaches turn in their vocabulary quizzes.

Have groups review the expectations for Reading 9 which will be due during the next lesson.

Day Eleven Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Understanding(s)/ goal(s):

Students will understand that:

- It is important to set aside time to read independently
- They must complete a group presentation of their memoir
- They must participate in a socratic seminar with their group

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to read independently for 20 minutes.
- Students will be able to understand the expectations of the group presentation.
- Students will be able to understand the expectations of the socratic seminar.

Assessment Evidence

Performance Task(s):

- SSR

Other Evidence:

- Reading Task

Learning Plan

Materials:

Lit Circle Texts

[Group Roles Packets](#)

Reading Plans

Socratic Seminar Assignment and Rubric

Book Talk Assignment and Rubric

Activities and Tempo:

Introduction: (5 minutes)

Give students time to update their reading plans and check off their reading.

Have students complete the reading task for Reading 9 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Body:

(25 minutes)

Tell students that it is important to set aside time during the week to read and this week you will be providing time for them in class to start the next section of their reading or catch up on their reading if they have fallen behind. Let students know the expectations for SSR: the room should be silent, all students should be reading, students should remain seated and raise their hands if they have questions. Set a timer on the board for 20 minutes and allow students to read.

(25-30 minutes)

Remind students that the two remaining summative assessments for this unit are a group presentation and a socratic seminar. The weekly group discussions as well as the close reading and CER practice have all been in preparation for the socratic seminar.

Review both the Group Presentation Book Talk assignment and the Socratic Seminar assignment with the class. Let students know that they will be given time later in the unit to prepare with their group for the socratic seminar.

The focus for the remainder of this lesson will be the group presentation. Show students the Book Talk with the Book Talk Checklist and Rubric. Explain that they will be able to use the information gained during the Book Talks to help prepare for their arguments during the Socratic Seminar.

(30 minutes)

Let students know their groups will be presenting their book talks the following week. Give groups the reminder of the lesson to begin creating their Book Talk.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have groups review the expectations for Reading 10 which will be due during the next lesson.

Day Twelve Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R2 Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Understanding(s)/ goal(s):

Students will understand that:

- Increasing their vocabulary can make them stronger readers

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to determine the definition of their vocabulary words and identify the word based on the context of a sentence.

Assessment Evidence

Performance Task(s):

- **Vocabulary Quiz**
- **Reading Check**

Other Evidence:

- Reading Task

Learning Plan

Materials:

Lit Circle Texts

[Group Roles Packets](#)

[Reading Plans](#)

Activities and Tempo:

Introduction: (5 minutes)

Give students time to update their reading plans and check off their reading.

Have students complete the reading task for Reading 10 in their Reading Plans. Students should be instructed to respond fully to the prompts using complete sentences. Allow about 5 minutes for students to write.

Body:

(10 minutes)

Let students know they will be taking a vocabulary quiz based on the words chosen by the Vocabulary Coaches. Give each group their quizzes.

(10 minutes)

Have students complete their final reading check to ensure student accountability with their independent reading.

If students do not pass the reading check, set up an individual conference time with those students to check-in on their progress on the book or any challenges they may be facing. Also consider contacting home to make sure students are sharing their reading expectations and needs with guardians.

(15 minutes)

Hand out new Group Roles Packets and tell students that they will be choosing new group roles and will begin preparing for their final group discussion. Students may not repeat roles. Once groups have chosen their new roles they may spend the remainder of the time working on their role.

Closing: (5 minutes)

Preview the upcoming lesson with students. Let students know they will have the weekend to finish up their memoirs if they have fallen behind. The Reading Plan will be turned in during the following lesson.

WEEK FIVE		
Day Thirteen (90 min)	Day Fourteen (90 min)	Day Fifteen (45 min)
<p>Objectives: Turn in Reading Plan, Group Work Time, Discussion Three</p> <p>Warm Up: Students Finish and Submit Reading Plan</p> <p>Group Work Time</p> <p>Discussion Three*: Student will participate in their final group discussion</p> <p>Final Discussion Reflection and Peer Evaluation</p> <p>Closing: Preview Upcoming Lesson</p>	<p>Objectives: Presentation Planning</p> <p>Warm Up: Post-Reading Survey</p> <p>Book Talk Presentation Planning: Students will be given time to create their Book Talks</p> <p>Closing: Preview Upcoming Lesson</p>	<p>Objectives: Finish Presentation Planning, Present Book Talks</p> <p>Warm Up Quickwrite: What did you like about working in literature circles? What were the challenges?</p> <p>Finish Presentation Planning</p> <p>Present Book Talks: All groups will present their book talks to the class. Audience members will record notes to be used in the Socratic Seminar.*</p> <p>Closing: Preview Upcoming Lesson</p>

Day Thirteen Lesson Plan	
<i>Desired Results</i>	
<p>Content Standard(s) (based on MN ELA Standards):</p> <p>R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts</p> <p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p> <p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p>	
<p>Understanding(s)/ goal(s):</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> • Collaboration can allow students to learn from one another • Discussion can lead to a better understanding of the text. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How does reading about different perspectives impact and inform us? • Why is it important to develop strong independent reading skills and how do we do it? • How can we engage in a critical discussion of a text?
<p>Student objectives (outcomes):</p> <ul style="list-style-type: none"> • Students will be able to follow the discussion framework in order to participate in their own discussion and elevate their critical understanding of the text. 	

Assessment Evidence

Performance Task(s):

- Discussion Three
- Discussion Reflection and Peer Evaluation

Other Evidence:

Learning Plan

Materials:

Lit Circle Texts

[Group Roles Packets](#)

[Reading Plans](#)

[Discussion Reflection and Peer Evaluation](#)

[Discussion Sentence Stems Examples](#)

Activities and Tempo:

Introduction: (5 minutes)

Have students review and turn in their Reading Plans. All students should now be finished with their memoirs.

Body:

(20-30 minutes)

Give students time at the beginning of the lesson to work on the group roles for Discussion Two. Instruct groups to review each group member's new role and begin working.

(35-40 minutes)

Let students know that they will be engaging in their final of three literature circles discussions of their memoir. Quickly review the discussion framework and expectations and remind students to use their discussion sentence stems. Let students know that they should check-in with the teacher when they have completed their discussion.

Also let students know that after their discussions they will be receiving a reflection and peer evaluation. Explain that it is important to be honest in the peer evaluation because it is an important part of collaboration for all group members to be contributing equally. This is an opportunity for students to reflect both on their own participation and work as well as that of their peers.

While groups are holding their discussions, the teacher should be circling the room and checking that all group members are participating. This is part of the grading rubric for the discussions.

(5-10 minutes)

When groups finish, the teacher must check-off each group member's work so that they can receive points for the discussion. Then students should be given the Discussion Reflection and Peer Evaluation worksheet.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Have Vocabulary Coaches turn in their vocabulary quizzes.

Day Fourteen Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Understanding(s)/ goal(s):

Students will understand that:

- Creating a Book Talk will allow peers to understand and engage with each group's memoir.
- It is important not to tell a single story of a person.

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to work collaboratively to create a Book Talk to convince others to read their chosen memoir.
- Students will be able to understand and think critically about the experiences and perspectives of others.

Assessment Evidence

Performance Task(s):

- Book Talk Presentations

Other Evidence:

- Post-Reading Survey

Learning Plan

Materials:

Lit Circle Texts

[Book Talk Assignment and Rubric](#)

[Post-Reading Survey](#)

Activities and Tempo:

Introduction: (5 minutes)

Have students complete the Post-Reading Survey to evaluate any changes in reading perceptions throughout the unit.

Body:

(10-15 minutes)

Review the Book Talk assignment rubric and expectations with students. Let them know that their groups will be presenting their Book Talks during the following lesson. Additionally, let students know that they will be expected to take notes during the presentations, so that they can use the information about the other memoirs during the Socratic Seminar.

(60 minutes)

Give students the remainder of the class to create and finish their Book Talks.

Closing: (5 minutes)

Preview the upcoming lesson with students.

Day Fifteen Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Understanding(s)/ goal(s):

Students will understand that:

- The Book Talk presentations are an opportunity to learn about the perspectives and experiences of different people
- The Book Talk presentations are an opportunity to prepare for the upcoming Socratic Seminar

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to collaboratively present their findings from their memoir while demonstrating strong analysis of their main characters and a deep understanding of the text.
- Students will be able to take notes on each character in order to compare and contrast them during the Socratic Seminar.

Assessment Evidence

Performance Task(s):

- Book Talk Presentations

Other Evidence:

- Audience Notes
- Quickwrite

Learning Plan

Materials:

Lit Circle Texts

[Book Talk Assignment and Rubric](#)

[Book Talk Notes Graphic Organizer](#)

Activities and Tempo:***Introduction: (5 minutes)***

Quickwrite: What did you like about working in literature circles? What were the challenges?

Body:

(20-30 minutes)

Give students a final opportunity to finish the Book Talk presentations and practice running through the presentation with their group. Remind students that all group members must participate.

(50-60 minutes)

Before beginning, review audience expectations with the class. Let students know that they need to take notes during each presentation and hand out the Book Talk Notes graphic organizer. Let students know that they can use this graphic organizer during the Socratic Seminars.

Have groups present their Book Talks.

Closing: (5 minutes)

Preview the upcoming lesson with students.

WEEK SIX		
Day Sixteen (90 min)	Day Seventeen (90 min)	Day Eighteen (45 min)
<p>Objectives: Socratic Seminar Group Prep</p> <p>Warm Up: Show students an example Socratic Seminar and have them discuss what they notice</p> <p>Socratic Seminar Assignment and Rubric Review</p> <p>Socratic Seminar Group Prep*: Give students time to prepare and fill out their pre-work guides</p> <p>Closing: Preview upcoming lesson</p>	<p>Objectives: Socratic Seminar Group Prep, Socratic Seminar Part One</p> <p>Warm Up: Tell students the order of the small group seminars</p> <p>Socratic Seminar Group Prep*: Give students time to prepare and fill out their planning guides</p> <p>Socratic Seminar Part One: Student will participate in the formal socratic seminar in groups of 4-6 (one student from each literature circle)</p> <p>Closing: Reflect on first seminar</p>	<p>Objectives: Socratic Seminar Part Two, Closing</p> <p>Warm Up: Tell students the winners from the previous day</p> <p>Socratic Seminar Part Two: Student will participate in the formal socratic seminar in groups of 4-6 (one student from each literature circle)</p> <p>Closing: Students will complete a written reflection on the unit.</p>

Day Sixteen Lesson Plan	
<i>Desired Results</i>	
<p>Content Standard(s) (based on MN ELA Standards):</p> <p>R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts</p> <p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p> <p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p>	
<p>Understanding(s)/ goal(s):</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> Filling out their graphic organizer will help them prepare their analysis for the Socratic Seminar. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How does reading about different perspectives impact and inform us? Why is it important to develop strong independent reading skills and how do we do it? How can we engage in a critical discussion of a text?
<p>Student objectives (outcomes):</p> <ul style="list-style-type: none"> Students will be able to work collaboratively to analyze and compare characters in preparation of the Socratic Seminar. 	

Assessment Evidence

Performance Task(s):

- Socratic Seminar Group Prep

Other Evidence:

- Turn and Talk

Learning Plan

Materials:

Lit Circle Texts

[Socratic Seminar Assignment and Rubric](#)

[Socratic Seminar Pre-work](#)

[Book Talk Notes Graphic Organizer](#)

Activities and Tempo:

Introduction: (5-10 minutes)

Show students an example of a Socratic Seminar, such as this example from Youtube:

<https://www.youtube.com/watch?v=oG64GWpE9Jo>

Have them respond with a Turn and Talk: What are two things that you noticed students doing in the video?

Body:

(5-10 minutes)

Hand out the Socratic Seminar Pre-Work graphic organizer to students and explain that in order to prepare for the Socratic Seminar they will have to analyze the main characters from their memoirs by determining their main character traits, finding textual evidence to support the traits, and analyzing how these traits could apply to the potential questions asked during the discussion.

Encourage students to use their notes from the Book Talks and to talk to peers from other literature circles to compare and contrast their main character with those from other groups. This will allow them to have stronger arguments during the Socratic Seminar.

(60-70 minutes)

Give students the remainder of the lesson to work on filling out their pre-work graphic organizer.

Closing: (5 minutes)

Preview the upcoming lesson with students. Remind them that their pre-work needs to be done for the next class period. Let them know that you will tell them the order of the Socratic Seminar small groups at the beginning of the next class.

Day Seventeen Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Understanding(s)/ goal(s):

Students will understand that:

- The Socratic Seminar is an opportunity to demonstrate their knowledge of their characters and their critical thinking skills.

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to persuasively make claims about their character supported by evidence and analysis.
- Students will be able to engage in an academic discussion with peers

Assessment Evidence

Performance Task(s):

- Socratic Seminar

Other Evidence:

- Audience Voting

Learning Plan

Materials:

Lit Circle Texts

[Socratic Seminar Assignment and Rubric](#)

[Socratic Seminar Pre-Work](#)

[Book Talk Notes Graphic Organizer](#)

[Discussion Sentence Stems Examples](#)

Activities and Tempo:

Introduction: (5 minutes)

Let students know their Socratic Seminar groups and the order in which they will be presenting.

Body:

(15-20 minutes)

Give students some time to finalize their pre-work and organize their materials. They will need their Socratic Seminar Pre-Work, the Book Talk Notes Graphic Organizers, and a print out of example discussion sentence stems.

(5-10 minutes)

Open the Socratic Seminar by having students arrange the room so that the small group presenters are at the center with the remainder of the class around them in a circle. Examples of what the setup should look like can be found online.

Review with audience expectations and hand out a voting card. Tell the audience that during each small group discussion they will be voting for the student that they believe best presented their argument.

(50 minutes)

Have the first group sit in the center of the room. Review the Socratic Seminar Rubric and expectations one final time and begin the Socratic Seminar giving each group 10 minutes. Whichever groups are not able to go during this lesson, will present in the following lesson.

Closing: (5 minutes)

Have students put materials and furniture back in their original places. Let students know that they will be finishing the Socratic Seminar during the following lesson.

Have audience members turn in their voting slips.

Day Eighteen Lesson Plan

Desired Results

Content Standard(s) (based on MN ELA Standards):

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts

R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Understanding(s)/ goal(s):

Students will understand that:

- The Socratic Seminar is an opportunity to demonstrate their knowledge of their characters and their critical thinking skills.
- This unit has allowed them to consider the perspectives and experiences of others, practice their speaking, analysis, and discussion skills, and given them solid independent reading strategies.

Essential Question(s):

- How does reading about different perspectives impact and inform us?
- Why is it important to develop strong independent reading skills and how do we do it?
- How can we engage in a critical discussion of a text?

Student objectives (outcomes):

- Students will be able to persuasively make claims about their character supported by evidence and analysis.
- Students will be able to engage in an academic discussion with peers
- Students will be able to reflect on their learning

Assessment Evidence

Performance Task(s):

- Socratic Seminar

Other Evidence:

- Unit Reflection
- Audience Voting

Learning Plan

Materials:

Lit Circle Texts

[Socratic Seminar Assignment and Rubric](#)

[Socratic Seminar Pre-Work](#)

[Discussion Sentence Stems Examples](#)

[Book Talk Notes Graphic Organizer](#)

[Unit Reflection](#)

Activities and Tempo:

Introduction: (1-2 minutes)

Tell students the winners from the audience votes during the previous lesson.

Body:

(5 minutes)

Open the Socratic Seminar by having students arrange the room so that the small group presenters are at the center with the remainder of the class around them in a circle. Examples of what the setup should look like can be found online.

Review with audience expectations and hand out a voting card. Tell the audience that during each small group discussion they will be voting for the student that they believe best presented their argument.

(25-30 minutes)

Have the first group sit in the center of the room. Review the Socratic Seminar Rubric and expectations one final time and begin the Socratic Seminar giving each group 10 minutes. Whichever groups are not able to go during this lesson, will present in the following lesson.

Closing: (5-10 minutes)

Have students complete the unit reflection.

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