



VOLUME 1

MIDDLE SCHOOL
TEACHER'S GUIDE

Novel Study

Orphan

Archetype

For the Read Side by Side Reading Program

The Secret Garden

The False Prince

Anne of Green Gables

Oliver Twist

Sarah Collinge

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Welcome to the Middle School Teacher’s Guide for the Orphan Archetype, Volume 1!

This unit is the first volume in a series of six or ten volumes for middle school! Specific grade levels have not been assigned to the units, allowing schools the flexibility to design their own curriculum sequence to best meet the needs of their students.

Each middle-school unit is built around a single character archetype—common across literature. Students will study one archetype throughout each unit, in both the whole-class and small-group lessons. As students read, they will think about the protagonist’s character arc and how the plot and character work together to create the story.

This first unit brings together books with an orphan as the main character and includes a whole class title to be used in the read-aloud portion and differentiated titles to be used in the book club portion. I recommend that the read-aloud title always be used ahead of the book club titles. This is because the read-aloud title will be used as an anchor text; it will introduce students to the text type and skills necessary for reading the book club titles with confidence and competence.

The novels for this unit are:

- *The Secret Garden*, by Frances Hodgson Burnett,
- *The False Prince*, by Jennifer A. Nielsen,
- *Anne of Green Gables*, by Lucy Maud Montgomery, and
- *Oliver Twist*, by Charles Dickens.

The book *The Secret Garden* has been selected as a classic introduction to English literature. Students will be drawn into the story immediately through the dramatic opening scene and the author’s use of descriptive language. The book introduces students to many elements commonly found in classic books, the books that inspired Frances Hodgson Burnett. Book club texts for this unit reinforce the same skills elements and themes while introducing students to popular series books and classic literature.

Throughout the read-aloud and book club lessons, you will find outside text lessons. These lessons incorporate articles, videos, and other diverse media to provide background knowledge. While reading *The Secret Garden*, students will learn about Frances Hodgson Burnett’s inspiration for writing the book and the influences that shaped her writing, including:













- the genres: horror and love,
- the setting of the English moors,
- the Yorkshire dialect, and
- poems of the Bronte Sisters.

Before starting, lay the groundwork to optimize your success by taking the following steps:

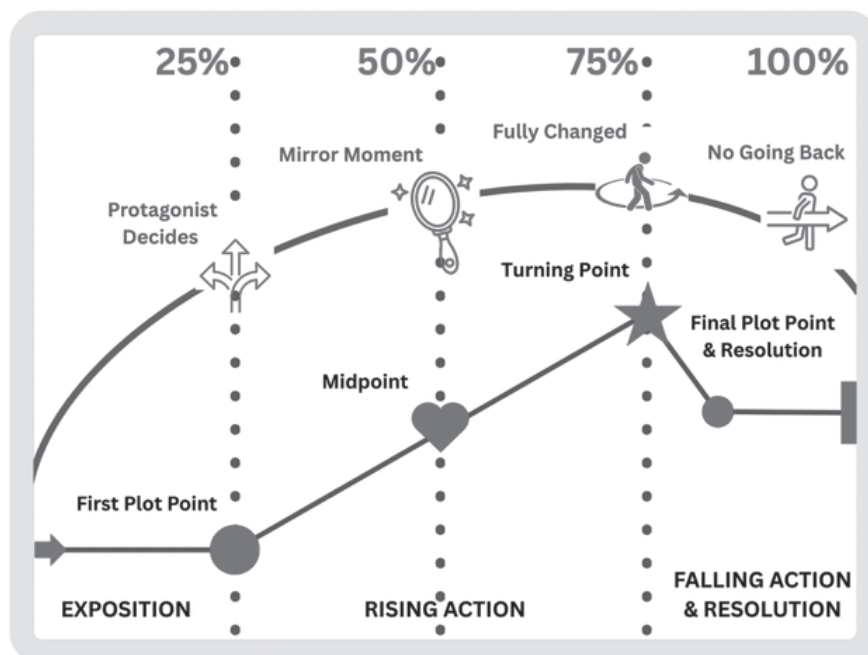
- get to know the CIA approach and how it has been elevated for middle school,
- purchase and prepare student books,
- set up your schedule,
- prepare for student engagement,
- plan for assessments, and
- input daily lessons into your plan book.

The CIA Approach

All lessons in the unit will explicitly teach the CIA (Collect-Interpret-Apply) approach—a text-structure approach to comprehension in which the reader divides the book into quadrants and reads the text using an explicit plan of action. This approach is designed to help readers overcome the feeling of being overwhelmed as they begin to read longer texts. It is also meant to increase students’ understanding of complex texts by helping readers see patterns in the text that will point them to authors’ messages or themes. If students have had the benefit of the *Read Side by Side Reading Program* in grades 3–6, this will be a “habit of mind” as they enter seventh grade.

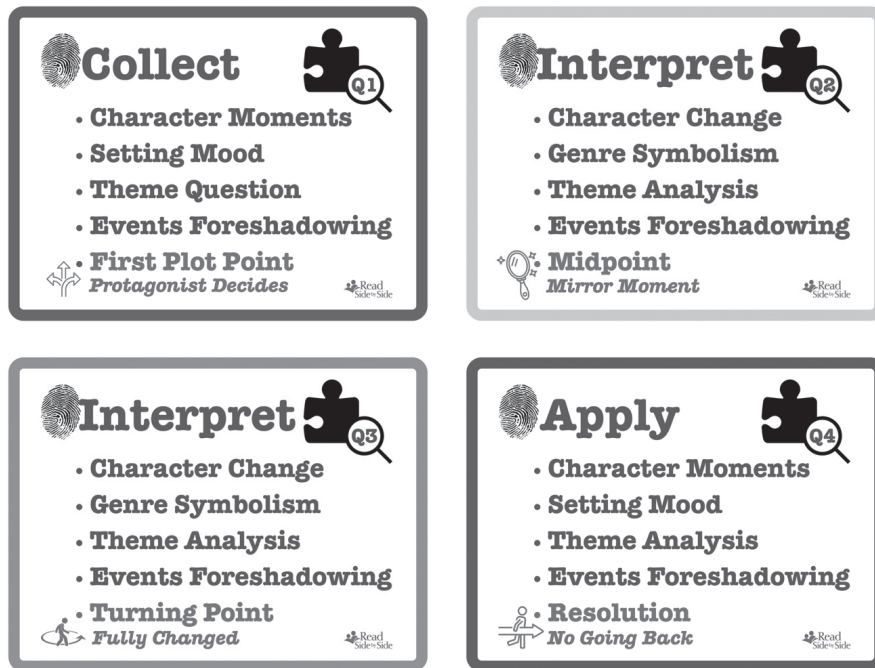
C COLLECT CRITICAL INFORMATION	I INTERPRET THE TEXT	A APPLY TO YOUR LIFE	
 During this quadrant of text readers . . . <ul style="list-style-type: none">Name the important characters and infer character traitsName and visualize the settingThink about the problem and important eventsUse comprehension strategies to monitor comprehension	 During this quadrant of the text readers . . . <ul style="list-style-type: none">Use comprehension strategies to get to deeper thinkingRecognize key repeated words/phrasesStart to think about possible lines of thinking	 During this quadrant of the text readers . . . <ul style="list-style-type: none">Look for evidence to support a line of thinking	 During this quadrant of the text readers . . . <ul style="list-style-type: none">Continue to look for evidence to support a line of thinkingConfirm and revise predictionsThink about problem/solution/resultsEvaluate how the author ties up all the loose endsConsider how the book will impact his/her life
 Readers read slowly and often reread.	 Readers increase their speed a little bit and reread less.	 Readers increase their speed even more and rarely, if ever, reread.	 Readers read without interruption to the end.
 At the end of the first quarter, readers stop and summarize to check comprehension and make sure they have the story in their head.	 At the end of the second quarter, readers stop and name a line of thinking .	 At the end of the third quarter, readers . . . <ul style="list-style-type: none">find the turning pointconsider how the turning point reveals the author's messagepredict how the book will end	 At the end of the book, readers confirm or reject their predictions and evaluate the author's ending. Then readers reflect on their reading: <ul style="list-style-type: none">summarizesynthesizeevaluate

To elevate the *Read Side by Side Reading Program* for middle school, the program will continue to teach this CIA approach while turning students' attention toward analytical reading. Students will not only pay attention to and analyze the important events of the plot line, but they will also pay attention to how the protagonist changes and analyze the character's arc.



*This classroom poster shows the plot line and character arc divided into four quadrants.
(posters available at shop.readsidebyside.com)*

1. In the first quadrant, readers collect critical information, paying attention to the story elements. They focus on the character moments that reveal the protagonist's strengths and weaknesses and the events that foreshadow the first plot point (where the protagonist decides).
2. In the second quadrant, readers interpret the text and how the protagonist is changing. They focus on the author's craft and the events that foreshadow the midpoint or "mirror moment" (where the protagonist sees their true self reflected).
3. In the third quadrant, readers continue to interpret the text and how the protagonist is changing. They focus on the author's craft and the events that foreshadow the turning point (where the protagonist is fully changed).
4. In the fourth quadrant, readers apply the text to their life. They think about the author's central message and evaluate it. They notice how character moments demonstrate a complete change in the protagonist. They focus on the important events that foreshadow the resolution (where the protagonist proves they will not go back to their former self).



*An example of a middle-school CIA bulletin board displayed above the classroom library.
(posters available at shop.readsidebyside.com)*

Analytical Reading

Analytical reading is the third of four levels of reading outlined by Mortimer J. Adler and Charles Van Doren in their book *How to Read a Book*. These stages, outlined in order, are

1. elementary reading,
2. inspectional reading,
3. analytical reading, and
4. comparative reading.

Elementary reading is defined as “basic reading” or “learning to read the words on the page.” This stage of reading is taught explicitly in the primary grades (K–2) when students are building their foundational skills and increasing their reading fluency.

As students transition from the primary to the intermediate grades (3–6), reading shifts toward *inspectional reading*. This level of reading is defined as “carefully observing the text looking for clues as to the book’s central message or theme.” Inspectional reading is foundational to the *Read Side by Side Reading Program* for grades 3–6 when students learn to “read like detectives.”

Now, as students transition to middle school, reading shifts again toward *analytical reading*. Thomas C. Foster refers to this analytical stage of reading as “reading like a professor.” In this stage of reading, the reader must pay attention to symbol and pattern. This type of reading is more thorough. The analytical reader “asks many questions of the text, in an organized fashion.” This type of thinking requires

- observation,
- memory,
- imagination, and
- an intellect trained in analysis and reflection (Adler and Van Doren, 14).

Analytical reading requires experience and an accumulation of preexisting knowledge. Analytical reading can be modeled and guided by the teacher in the intermediate grades; students typically don't have enough experience and knowledge to practice it independently. When students engage in a wide reading of literature throughout elementary school, they are then ready to engage in the work of analytical reading in middle school. Their accumulation of knowledge and the sheer volume of reading have readied them.

Comparative reading is the last stage of reading and is the most complex and taxing. In this level of reading, “the reader reads many books and places them in relation to one another and to the subject about which they will revolve” (Adler and Van Doren, 20). Some say this is the most rewarding of all reading activities (and I agree!). I have scaffolded this stage for middle school by carefully selecting books in relation to one another for each unit in the program. I hope that eventually students will be able to do this work on their own—in high school or in college.

Student Books

The lessons in this teacher guide refer to the following:

- The 2024 paperback edition of *The Secret Garden*, written by Frances Hodgson Burnett and published by Fingerprint Classics. This book is an appropriate read-aloud title for 7th–8th-grade students.
- The 2012 paperback edition of *The False Prince*, written by Jennifer A. Nielsen and published by Scholastic. This book is an appropriate book club book for students reading at a 6th-grade reading level.
- The 2022 paperback edition of *Anne of Green Gables*, written by Lucy Maud Montgomery and published by Union Square Kids. This book is an appropriate book club book for students reading at a 7th-grade reading level.
- The 1994 abridged paperback edition of *Oliver Twist*, written by Charles Dickens and published by Puffin Classics. This book is an appropriate book club book for students reading at a 9th-grade reading level.

Each student will need a copy of *The Secret Garden* to participate in lessons. The teacher will read aloud to students, modeling fluency and comprehension skill. As the teacher reads, students will follow along in their own copy of the text, participate in discussion, and take notes. The read-aloud is a necessary precursor to the book club portion of the curriculum.

For the book club instruction, each student will need a copy of one of the three titles (*The False Prince*, *Anne of Green Gables*, or *Oliver Twist*). Although Lexile levels are provided for each title, I recommend matching students to the book club texts by interest. Begin by selecting which of the three titles to allow your students to choose from; seventh-grade teachers may choose to use only the two lower titles, whereas eighth-grade teachers may choose to offer all three. Begin by sharing information about each book and give students time to preview them. Then ask students to pick a first- and second-choice title, and place students in groups accordingly. Adjust as needed to accommodate their reading level, reading stamina, and skill. (This lesson is provided for you on day 22.)

It is quite possible that you will not need to use all three novels. In fact, it is possible that all students might choose to read the same book. Be prepared to be flexible.

Text Analysis

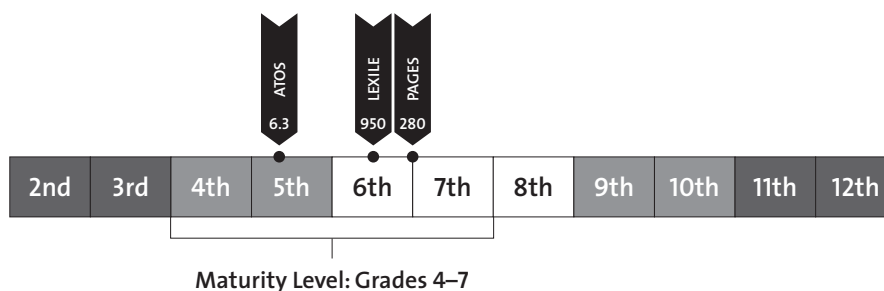
A text complexity analysis for each title is provided and uses the following grade-level quantitative measures recommended by the *Common Core State Standards*:

	ATOS (CCSS)	LEXILE (CCSS)	PAGE COUNT
2nd Grade	3.0–4.0	420–580	32–80
3rd Grade	4.0–5.0	580–740	80–150
4th Grade	5.0–6.0	740–830	150–200
5th Grade	6.0–7.0	830–925	200–250
6th Grade	7.0–8.0	925–970	250–300
7th Grade	8.0–9.0	970–1000	300–350
8th Grade	9.0–10.0	1000–1050	350–400
9th Grade	10.0–11.0	1050–1120	400–450
10th Grade	11.0–12.0	1120–1185	450–500
11th Grade	12.0–13.0	1185–1285	500–550
12th Grade	13.0–14.0	1284–1385	550–600+

Page counts in the chart above reference the average number of pages in books written for that grade level.

The Secret Garden Text Complexity

The Secret Garden is a classic novel that provides a beautiful introduction to English literature. It is a rebirth story, with mature themes of illness, death, healing, growth, belonging, love, and transformation. We recommend this book as a read-aloud for grades 6–8.



QUALITATIVE ANALYSIS—SUBSTANTIALLY COMPLEX (11/15)

Story Elements

- 1—Dynamic Characters/Extensive Character List
- 1—Sophisticated/Varied Setting
- 1—Multiple Themes
- 1—Mature Themes

Text Structure

- 1—Manipulations of Time/Gaps in Time
- 0—Manipulations of Sequence
- 0—Multiple Plots
- 0—Multiple Points of View

Language Conventionality and Clarity

- 1—Figurative Language
- 1—Historical Language
- 1—Unfamiliar Language/Dialect
- 1—Domain Specific Vocabulary

Knowledge Demands: The text assumes the reader has:

- 1—Content/Literary Knowledge
- 1—Cultural Knowledge
- 0—Extensive Life Experience

QUANTITATIVE ANALYSIS—6TH GRADE

ATOS: 6.3

Lexile: 950

READER AND TASK CONSIDERATIONS—7TH GRADE

Page Count: 280

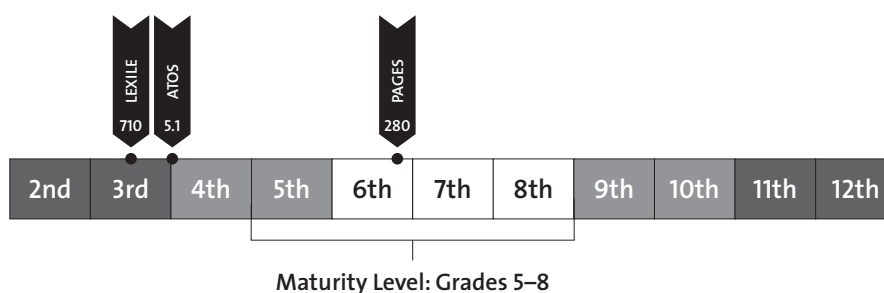
Stamina Level: 7 hours

Maturity Level: Grades 4–7

* Other reader and task demands will be determined locally.

The False Prince Text Complexity

The False Prince is the first book in a high-interest series for teens. Set in the past, the book is a rebirth story exploring the themes of deception, loyalty, belonging, love, and resilience. We recommend this book for 6th–8th-grade students reading at a 6th-grade reading level.



QUALITATIVE ANALYSIS—MODERATELY COMPLEX (8/15)

Story Elements

- 0—Dynamic Characters/Extensive Character List
- 0—Sophisticated/Varied Setting
- 1—Multiple Themes
- 1—Mature Themes

Text Structure

- 1—Manipulations of Time/Gaps in Time
- 1—Manipulations of Sequence
- 1—Multiple Plots
- 0—Multiple Points of View

Language Conventionality and Clarity

- 1—Figurative Language
- 0—Historical Language
- 0—Unfamiliar Language/Dialect
- 1—Domain Specific Vocabulary

Knowledge Demands: The text assumes the reader has:

- 0—Content/Literary Knowledge
- 1—Cultural Knowledge
- 0—Extensive Life Experience

QUANTITATIVE ANALYSIS—4TH GRADE

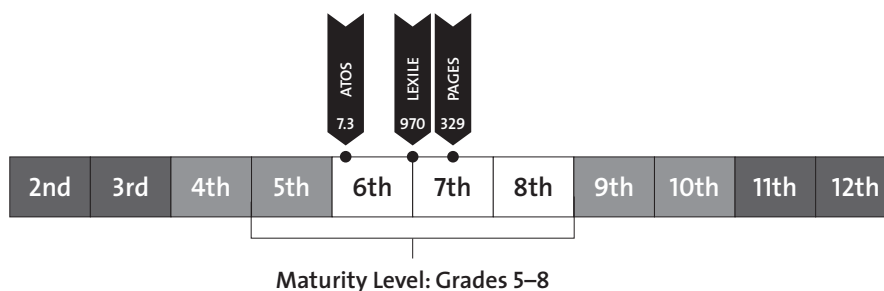
ATOS: 5.1
Lexile: 710

READER AND TASK CONSIDERATIONS—6TH GRADE

Page Count: 342
Stamina Level: 8.5 hours
Maturity Level: Grades 5–8
* Other reader and task demands will be determined locally.

Anne of Green Gables Text Complexity

Anne of Green Gables is the first book in a series for teens. Set in the past, the book is a rebirth story exploring the themes of friendship, kindness, belonging, imagination, and resilience. We recommend this book for 6th–8th-grade students reading at a 7th-grade reading level.



QUALITATIVE ANALYSIS—MODERATELY COMPLEX (9/15)

Story Elements

- 1—Dynamic Characters/Extensive Character List
- 0—Sophisticated/Varied Setting
- 1—Multiple Themes
- 1—Mature Themes

Text Structure

- 1—Manipulations of Time/Gaps in Time
- 0—Manipulations of Sequence
- 0—Multiple Plots
- 1—Multiple Points of View

Language Conventionality and Clarity

- 1—Figurative Language
- 0—Historical Language
- 0—Unfamiliar Language/Dialect
- 1—Domain Specific Vocabulary

Knowledge Demands: The text assumes the reader has:

- 1—Content/Literary Knowledge
- 1—Cultural Knowledge
- 0—Extensive Life Experience

QUANTITATIVE ANALYSIS—6TH GRADE

ATOS: 7.3

Lexile: 970

READER AND TASK CONSIDERATIONS—7TH GRADE

Page Count: 329

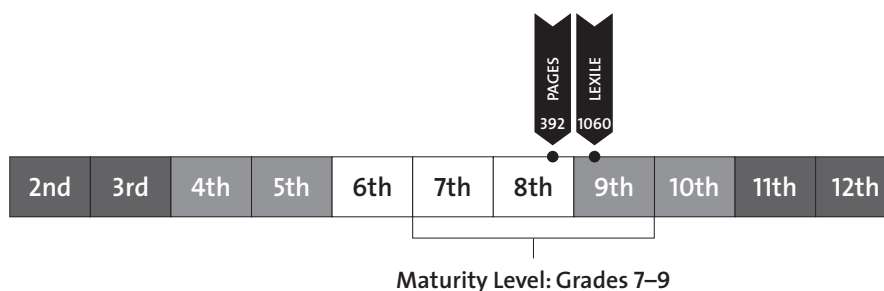
Stamina Level: 8 hours

Maturity Level: Grades 5–8

* Other reader and task demands will be determined locally.

Oliver Twist Text Complexity

Oliver Twist is a wonderful introduction to the works of Charles Dickens. This book is recommended for mature readers due to the mature themes of poverty, crime, death, belonging, love, and resilience. We recommend this book for 7th–9th-grade students reading at a 9th-grade reading level.



QUALITATIVE ANALYSIS—SUBSTANTIALLY COMPLEX (15/15)

Story Elements

- 1—Dynamic Characters/Extensive Character List
- 1—Sophisticated/Varied Setting
- 1—Multiple Themes
- 1—Mature Themes

Text Structure

- 1—Manipulations of Time/Gaps in Time
- 1—Manipulations of Sequence
- 1—Multiple Plots
- 1—Multiple Points of View

Language Conventionality and Clarity

- 1—Figurative Language
- 1—Historical Language
- 1—Unfamiliar Language/Dialect
- 1—Domain Specific Vocabulary

Knowledge Demands: The text assumes the reader has:

- 1—Content/Literary Knowledge
- 1—Cultural Knowledge
- 1—Extensive Life Experience

QUANTITATIVE ANALYSIS—9TH GRADE

Lexile: 1060

READER AND TASK CONSIDERATIONS—8TH GRADE

Page Count: 392

Stamina Level: 8 hours

Maturity Level: Grades 7–9

* Other reader and task demands will be determined locally.

Matching Students to the Book Club Texts

If you choose to use your nationally normed assessment data (*MAP Reading Growth Test*, *iReady*, *Star Assessment*, or others) to match students to the book club texts, we recommend using the students' percentile scores and follow these suggestions:

- Students who score at the 75th percentile or higher will read the high-level title.
- Students who score between the 74th and 30th percentile will read the mid-level title.
- Students who score below the 30th percentile will read the low-level title.

When using data from standardized tests, consider these placements to be tentative. Further experience with students might cause you to move them up to a more challenging text or down to an easier book. It is not just the level of the book that matters; the student's reading stamina and interest in the book should also be considered. Students who have a difficult time keeping up with assignments during the read-aloud may be more successful in the lower book club title.

Keep book club groups small, with no group larger than eight students. This ensures that each student gets a chance to share during book club meetings. I also recommend assigning each student in the group a partner. The partner will be someone they can go to for help during the daily work time and serve as an accountability partner for keeping up with daily assignments.

Schedule

Read-aloud and book club lessons have the following daily lesson structure, to fit within 55 minutes:

Read-Aloud—55 Minutes

Entry Task—10 minutes
Vocabulary Lesson—5 minutes
Read-Aloud Lesson—20 minutes
Scaffolded Work Time—20 minutes
Homework: Complete unfinished assignments.

Book Club—55 Minutes

Entry Task (Must-Do/May-Do)—5 minutes
Mini Lesson—10 minutes
Scaffolded Work Time—40 minutes
Homework: Complete unfinished assignments.

As the daily lesson structure shifts from the read-aloud lesson to the scaffolded work time, or from the book club mini lesson to the scaffolded work time, teachers will choose which level of scaffolding from the list (most to least) will be most appropriate for students:

- Complete the assignment together, as a class, with the teacher guiding.
- Complete the assignment in partners or groups.
- Complete the assignment independently.
- Complete the assignment outside of class.

Homework can be assigned daily for students who do not finish the assignments in class. If you would prefer not to assign homework, consider scheduling a couple days for students to catch up on assignments throughout the unit.

Student Engagement

Daily lessons will increase student engagement through the following routines:

- entry tasks,
- vocabulary exercises,
- book discussions,
- taking notes, and
- writing in response to reading: text-dependent questions and formal written analyses.

Entry Task

The most evidence-based reading skill proven to increase student comprehension is paraphrasing. When paraphrasing a text, the reader must synthesize what was read and rephrase the text using their own vocabulary. It is considered a crucial reading skill because it demonstrates the reader's ability to understand the material being read.

To help students develop this skill, each lesson will begin with an entry task. This entry task will provide two direct quotes from the text. Students will evaluate which of the two important quotes is most powerful, and then paraphrase the quote by rewriting it in their own words. Both quotes are strong examples; students may select either quote to paraphrase.

This daily entry task will provide a list of ten or twelve most-important passages that can be used as a tool for composing an analytical essay at the conclusion of each book.

Sample Entry Task:

1. Provided are two direct quotes pulled from the front pages. Choose the quote that most effectively summarizes the book. Put the quote in your own words by paraphrasing.

A: *"After discovering a hidden garden, Mary Lennox's life takes a magical turn as she befriends a spirited boy named Colin, and together they unlock the wonders of nature and the healing powers of friendship"* (blurb).

B: *"The Secret Garden narrates the story of Mary Lennox, a contrary, aggressive, and unloved ten-year-old who goes to live with her uncle after her parents' death"* (p. 4).

In your own words/paraphrase:

***The Secret Garden* tells the story of an unloved ten-year-old girl, Mary Lennox, who goes to live with her uncle after her parents die of cholera.**

Before starting the unit, either photocopy the *Student Entry Task* booklet, one for each student, or provide students the electronic version.

Vocabulary

Throughout the unit, students will study key vocabulary. They will learn that some words in the book are more important than others. These are the words that repeat across a text, words that are used both literally and figuratively. Students will learn to notice the key repeated words in the text and use the context to determine the meaning or the shifts in meaning.

Vocabulary lessons will require the use of an online dictionary. I suggest the Merriam-Webster online dictionary and thesaurus. I like this resource because it is easy to toggle between the dictionary and thesaurus from the home screen. This online dictionary also provides other helpful tools including both academic and kid-friendly definitions.

To conduct the vocabulary exercise, teachers will use the following 10-minute routine:

1. Circle the prefix, box the suffix, underline the root.
2. Write other forms of the word.
3. Read the context where the word is found in the text.
4. Read the definition (Merriam-Webster online dictionary).
5. Write a student-friendly definition using a vocabulary stem.
6. Read a list of synonyms (Merriam-Webster online thesaurus).
7. Choose several strongly matched synonyms.
8. Write a complex sentence using the target word. (The sentence should connect to your personal life.)

Sample Vocabulary Exercise:

<u>Transformative</u>				Adjective
Forms of the Word:	Transform	Transforming	Transformed	Transformation
Context:	“The Secret Garden follows the <u>transformative</u> journey of young girl and is a timeless story of hope, resilience, and miracles!” (blurb)			
Definition:	<u>Transformative</u> means <i>causing lasting change</i> such as . . . discovering your life’s passion.			
Synonyms:	Alter	Convert	Make Over	Rebirth
Complex Sentence: (After _____.)	After attending her first year of college, my sister came back <u>transformed</u> into a more confident person.			

At the beginning of the year, I recommend conducting the vocabulary routine together as a whole class. Later in the year, it is possible that the vocabulary routine could be incorporated into the entry task; students might work on the vocabulary routine with a partner or independently.

Before starting the unit, either photocopy the *Vocabulary* booklet, one for each student, or provide students the electronic version.

Must-Do/May-Do

When students move from the read-aloud novel to the book club novel, students will find these same paraphrasing and vocabulary tasks within the must-do/may-do list. A different must-do/may-do list is provided for each of the three book club titles. Before starting the book club lessons, you will want to photocopy the must-do/may-list for each student in each group.

Students will use the list as an entry task at the beginning of the reading block and/or as a task list to keep them working while the teacher is meeting with groups on the book club meeting days. The must-do tasks provided on the list include:

1. paraphrasing important quotes and
2. selecting words from the text to look up in the dictionary and thesaurus.

The may-do tasks provided on the list include:

3. fluency practice (phrase-cued reading),
4. reading “outside text” nonfiction articles, and
5. writing in response to reading.

Discussion

Collaboration while reading has been proven to be one of the highest motivators. Moreover, discussing the text in partners or groups is an effective way to keep students engaged in their learning. Throughout the read-aloud and book club lessons, turn and talk will be used to increase collaboration and provide support from peers.

I suggest pairing students with an assigned partner, ensuring that one of the partners is slightly higher in reading level than the other. Students will stay with the same partner for the duration of each book. This will allow students the opportunity to grow their thinking across the text.

Throughout the 3–6 program, lessons incorporate turn and talk stems to increase academic conversation. Students are taught to share their thinking using the share stem and respond to each other’s thinking using the response stems. This share and respond structure will not be directly referenced in the middle-school lessons. However, this structure can be easily added for students who need the extra scaffolding. I suggest using the following turn and talk stems throughout the lessons as appropriate:

Share Stem:	When the book said _____ I was thinking _____ because _____. This helps me understand _____.
Response Stems:	<ul style="list-style-type: none"> • I agree/disagree with you because . . . • I am also thinking . . . • It sounds like you are saying . . .

Throughout the book club portion of the unit, students will participate in formal book club meetings. These meetings will occur once students have finished reading quadrants 1, 3, and 4. Book club meetings provide an opportunity for students to meet with their peers and their teacher to discuss the book and respond to one another’s thinking. The bulk of the book club meeting will be teacher facilitated, with an option for student-led discussion at the conclusion. Teachers can anticipate spending about 15–20 minutes meeting with each group.

Taking Notes

Taking notes while reading is a skill Adler and Van Doren encourage, even for adult readers. They argue that taking notes helps the reader stay engaged with the text, prevents the reader from falling asleep or getting distracted, and encourages thinking and remembering. A strategy for taking notes is outlined in their book, focusing on

- important details and story elements,

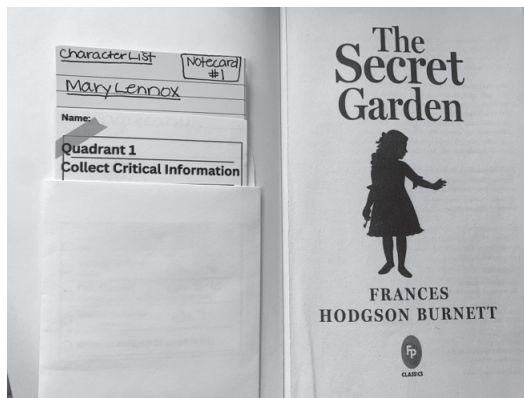
- the sequence of events or points,
- the repetition of key words and phrases,
- 10–12 most important passages, and
- a one-sentence summary of each chapter.

These suggestions for taking notes are used throughout the lessons. Instead of annotating the text, I suggest using vertically ruled note cards that will fit into a library pocket. I like this method of taking notes for middle-school students (rather than using a composition book) because it makes the reading experience more portable and like real-world reading habits.

If you choose to use this method for taking notes, you will need to purchase

- vertically ruled note cards (5" x 3") and
- library pockets (self-adhesive).

These items can be purchased from Amazon.com, and each student will need about ten note cards per book. Stick a library pocket to the inside of the front cover of each student novel. Students will keep note cards in the pocket.



A novel with a library pocket affixed to the inside of the front cover and note cards placed in the pocket.

Text-Dependent Questions

Text-dependent questions build students' comprehension skill by requiring them to identify textual evidence to support their thinking. Students will practice this skill daily as they read; for each reading assignment, students will respond to short-answer, analytical questions.

I recommend that students compose their answers to these text-dependent questions in a Word or Google document. This will make it easy for them to use the content of their answers to compose the analytical essay. Students will simply copy and paste the ideas they want to use.

Text-dependent questions will align to the CIA (Collect-Interpret-Apply) approach with the same questions being used repetitively for each book. This repetition is intentional; it will help readers create a habit of analytical thinking.

For each reading assignment, there are two text-dependent questions. If it is difficult for students to complete both questions in the time given, consider making the second question a bonus question.

Sample Text-Dependent Question

How does the setting contribute to the mood of the story?

The setting contributes to the gloomy and mysterious mood of the story in several ways. The house is big and mysterious with 100 locked rooms. The moor is gloomy, rainy, windy, and wild, adding to the feeling that something mysterious will take place.

Is the setting a positive or negative environment for the protagonist, or both? Explain.

I think the setting of the story is both positive and negative for Mary. It is positive because Mary will learn to dress herself and to play outdoors. It is negative because she will continue to be neglected of attention.

Written Analysis

Writing in response to reading facilitates reading comprehension and reveals text connections. Throughout the unit, students will be prompted to stop at the end of each quadrant of reading, where they will synthesize their thinking by writing two or three analytical paragraphs. These paragraphs will later combine to create a seven-paragraph analytical essay. A writing frame is provided to support students' success, as well as a checklist for grading the final piece. Samples of student writing are provided in the appendix.

Assessment Tools

The units in this program are aligned to the CCSS for grades 7–10. The standards at each grade level have been combined and edited to create a common list to meet the demands of 10th-grade reading. Teachers can adjust the rigor of the standards (up or down) by assigning a book club novel to match a student's reading level. A complete list of standards taught in the units is provided in the appendix.

Daily assignments will capture students' skill in practicing these standards. For each of the daily assignments, assessment tools are provided. You will be formally grading the following student assignments:

- entry tasks,
- vocabulary exercises,
- must-do/may-do responses,
- reading guides that are used as quizzes at the end of each quadrant,
- responses to text-dependent questions, and
- analytical writing.

Entry tasks, vocabulary exercises, must-do/may-do activities, and participating in book club meetings will be graded using a 2-point scale:

0 = no response

1 = partial response

2 = complete response

Note cards and text-dependent questions will be graded using a 3-point scale:

0 = no response

1 = partial response

2 = complete response

3 = wow!

Grading sheets for these assignments are provided in the appendix, and all assessments and assessment tools can be downloaded from readsidebyside.com/ms-resources.

Scope and Sequence: *The Secret Garden*

DAY	TITLE	CCSS	E.T.	VOCABULARY	ASSIGNMENT
1	Classify Book	4, 5, 9	NA	NA	Read the front pages and respond to questions.
2	Mark Text	3, 5	1	1. Transformative	Read “The Orphan Character Archetype” and respond to questions.
3	Character Analysis	3, 4	2	2. Resilience	Read chapters 1–2 and respond to questions.
4	Setting Analysis	3, 4, 6	3	3. Neglected	Read chapters 3–4 and respond to questions.
5	Plot Analysis	1, 3, 4	4	4. Yorkshire Dialect	Read chapters 5–6 and respond to questions.
6	Theme Analysis	1, 2, 3, 4	5	5A. Locked 5B. Wuthering	Read chapter 7 and respond to questions. Take the quadrant 1 quiz.
7	Written Analysis	1, 2, 3	NA	NA	Write a two-paragraph analysis of quadrant 1.
8	Symbolism and Genre	1, 4, 5, 9	NA	NA	Read chapters 8–9 and respond to questions.
9	Plot Analysis	1, 3, 4	6	6. Contrary	Read chapters 10–12 and respond to questions.
10	Theme Analysis	1, 2, 3, 4	7	7. Recovered	Read chapter 13 and respond to questions. Take the quadrant 2 quiz.
11	Symbolism and Genre	1, 4, 5, 9	8	8. Encouraging	Read chapters 14–16 and respond to questions.
12	Plot Analysis	1, 3, 4	9	9. Amused	Read chapters 17–19 and respond to questions.
13	Theme Analysis	1, 2, 3, 4	10	10. Tender	Read chapter 20 and respond to questions. Take the quadrant 3 quiz.

14	Written Analysis	1, 2, 3, 5, 9	NA	NA	Write a three-paragraph analysis of quadrants 2 and 3.
15	Style Analysis	2, 4, 9	NA	NA	Read poetry and respond to questions.
16	Plot Analysis	1, 3	NA	NA	Read chapters 21–24 and respond to questions.
17	Plot Analysis	1, 2, 3	NA	NA	Read chapters 25–27 and respond to questions.
18	Written Analysis	1, 2, 3, 5, 9	NA	NA	Write a two-paragraph analysis of quadrant 4.
19	Analytical Essay	NA	NA	NA	Combine your written analysis into one seven-paragraph analytical essay.
20–21	Movie	7	NA	NA	Take notes while watching a production of the book <i>The Secret Garden</i> .

Scope and Sequence: *Book Clubs*

DAY	TITLE	CCSS	ASSIGNMENT 1. THE FALSE PRINCE, 2. ANNE OF GREEN GABLES, 3. OLIVER TWIST
22	Classify and Choose a Book	4, 5, 9	All: Pick a first- and second-choice book.
23	Character Analysis	3, 4	1. Read chapters 1–2 and respond to questions. 2. Read chapters 1–2 and respond to questions. 3. Read chapters 1–2 and respond to questions.
24	Setting Analysis	3, 4, 6	1. Read chapters 3–6 and respond to questions. 2. Read chapters 3–4 and respond to questions. 3. Read chapters 3–4 and pp. 402–3 and respond to questions.
25–26	Plot Analysis	1, 3, 4	1. Read chapters 7–12 and respond to questions. 2. Read chapters 5–8 and respond to questions. 3. Read chapters 5–8 and respond to questions.
27	Theme Analysis	1, 2, 3, 4	1. Read chapters 13–14 and respond to questions. 2. Read chapters 9–10 and respond to questions. 3. Read chapters 9–10 and respond to questions. All: Take the quadrant 1 quiz.
28–29	Book Club Meetings	1, 2	All: Must-Do/May-Do List.
30	Written Analysis	1, 2, 3	Write a two-paragraph analysis of quadrant 1.
31–32	Symbolism and Genre	1, 4, 5, 9	1. Read chapters 15–20 and respond to questions. 2. Read chapters 11–14 and respond to questions. 3. Read chapters 11–15 and respond to questions.
33–34	Plot Analysis	1, 3, 4	1. Read chapters 21–27 and respond to questions. 2. Read chapters 15–17 and respond to questions. 3. Read chapters 16–20 and respond to questions.

35	Theme Analysis	1, 2, 3, 4	<ol style="list-style-type: none"> 1. Read chapters 28–29 and respond to questions. 2. Read chapters 18–19 and respond to questions. 3. Read chapter 21 and respond to questions. <p>All: Take the quadrant 2 quiz.</p>
36–37	Plot Analysis	1, 3, 4	<ol style="list-style-type: none"> 1. Read chapters 30–34 and respond to questions. 2. Read chapters 20–24 and respond to questions. 3. Read chapters 22–26 and respond to questions.
38–39	Theme Analysis	1, 2, 3, 4	<ol style="list-style-type: none"> 1. Read chapters 35–41 and respond to questions. 2. Read chapters 25–28 and respond to questions. 3. Read chapters 27–31 and respond to questions. <p>All: Take the quadrant 3 quiz.</p>
40–41	Book Club Meetings	1, 2	All: Must-Do/May-Do List.
42	Written Analysis	1, 2, 3, 5, 9	All: Write a three-paragraph analysis of quadrants 2 and 3.
43–44	Plot Analysis	1, 3	<ol style="list-style-type: none"> 1. Read chapters 42–49 and respond to questions. 2. Read chapters 29–33 and respond to questions. 3. Read chapters 32–35 and respond to questions.
45–46	Plot Analysis	1, 3	<ol style="list-style-type: none"> 1. Read chapters 50–54 and respond to questions. 2. Read chapters 34–38 and respond to questions. 3. Read chapters 36–39 and respond to questions.
47–48	Book Club Meetings and Written Analysis	1, 2, 3, 5, 9	All: Write a two-paragraph analysis of quadrant 4. Publish a seven-paragraph analytical essay.
49–50	Culminating Project		All: Work in your book club groups to produce a poster and present the poster to the class.

Read-Aloud Lesson Plans

The Secret Garden

NOTE: The lessons for *The Secret Garden* give page references to the Fingerprint Classics paperback edition published in 2024.

C

Collect Critical Information

Analyze the story elements:

- Characters (character moments),
- Setting (mood),
- Main Events (first plot point), and
- Theme (thematic question).



In the first quadrant, readers read slowly and often reread to monitor comprehension.



After finishing the first quadrant, readers stop to check their understanding. They write a two-paragraph analysis.

Days 1–7, Chapters 1–7

DAY 1, CLASSIFYING A BOOK AND AUTHOR BIOGRAPHY

In this lesson . . . you will be teaching students a set of steps for classifying a book before reading. This will include reading the title, cover, publisher's blurb, table of contents, and front/back pages.

Standards practiced in this lesson include but are not limited to

- Word Choice/Vocabulary (R4)
- Text Structure/Genre (R5)
- Influences/Intertextuality (R9)

To prepare for this lesson . . . Copy the list of text-dependent questions for *The Secret Garden* for each student. Also copy the seven basic novel types for students. These resources can be downloaded from <https://www.readsidebyside.com/MS-resources>.

Student assignments:

1. Take notes while reading (note card #1).
2. Read the author biography (front pages) and respond to questions.

For these assignments, choose which levels of scaffolding from the list (most to least) will be most appropriate for students:

- Complete the assignment together as a class, with the teacher guiding.
- Complete the assignment in partners or groups.
- Complete the assignment independently.
- Complete the assignment outside of class.

Lesson Introduction:

Today we will be starting a new literature unit! We will be reading the book *The Secret Garden*, by Frances Hodgson Burnett. As we read the book together, you will learn to read analytically and thoroughly.

After we have finished the book together, you will practice all the same analytical reading strategies again, this time in a book you will read on your own. In this way, you will learn to make analytical reading a habit of mind. These skills of habit will benefit you beyond middle school—in high school, college, and life!

Teach:

In our lesson today, we will learn how to classify a book before reading.

WHO, WHAT, and WHEN:

Good readers know what kind of book they are reading and determine this very early in the reading process, typically before they begin reading the book (Adler and Van Doren, 60).

WHY:

Knowing what kind of a book you will be reading will aid you in several ways:

- It will help focus your attention on what is important.
- It will activate your memory, allowing you to classify this book with other books you have read.
- It will draw your attention to symbols and patterns found throughout this book and across literature.

WHERE and HOW:

How do good readers determine the type of book they are reading? They follow several simple steps and make them a reading habit.

Today we will practice these steps together:

1. Read the title(s) and observe the cover.
2. Read the publisher's blurb.
3. Skim the table of contents.
4. Read the front pages and/or back pages.

As we do this we will

- determine what type of novel this is (from the list of Seven Basic Novel Types), and
- pay attention to key words and phrases that allude to the novel type.

We will use the list of Seven Basic Novel Types (provided at the end of this lesson).



Discuss: *What do you know about each of these novel types?
Can you think of a book or movie as an example of each?*
Turn and talk with a partner.

OR

Play Novel Type Bingo!

(This game is provided at the end of the lesson.)

Model and Guide:

Watch me as I model how I classify the book before reading. Notice how I look for relevant details in the title, cover, publisher's blurb, table of contents, and front and back pages.

1. Title and Cover

The title of the book *A Secret Garden* provides a clue to the novel type. Gardens are a place where plants grow and life begins. The cover shows plants, trees, leaves, flowers, and butterflies. All these clues make me think that this novel will fit into the novel type of rebirth.

Also on the cover is a quote from the book, "Being alive is Magic—being strong is the Magic. The Magic is in me—the magic is in me."

In the rebirth novel type, the protagonist undergoes a transformation and ends up a better person as a result.



Discuss: *Do you think this novel type is rebirth?
Why or why not?*

Turn and talk with a partner.

2. Publisher's Blurb

On the back of the book, the publisher has provided a blurb or summary. This will give us further clues to what type of book this is.

Blurb

After discovering a hidden garden, Mary Lennox's life takes a magical turn as she befriends a spirited boy named Colin, and together they unlock the wonders of nature and the healing power of friendship.

The Secret Garden follows the transformative journey of a young girl and is a timeliness story of hope, resilience, and miracles!



Discuss: *What do you think this book will be about?*
Turn and talk with a partner.

Model and Guide (continued):

3. Table of Contents

Now we will skim the table of contents looking for key words and phrases that point to the novel type—rebirth. (Model skimming the table of contents.)

I am noticing some key phrases in the chapter titles that support this thinking:

- *Key to the Garden,*
- *Nest Building,*
- *Live Forever-and Ever-and Ever, and*
- *In the Garden.*



Discuss: *How do these phrases allude to the text type—rebirth?*

4. Front Pages

Title Page

The title page indicates that this book is published by Fingerprint Classics. According to Forbes, classic books are those that have stood the test of time, capturing readers' attention generation after generation. Other books published by Fingerprint Classics include:

- *The Wizard of Oz,*
- *Black Beauty,*
- *A Christmas Carol,*
- *Robin Hood,*
- *Doctor Dolittle,*
- *Peter Pan,*
- *The Call of the Wild,* and
- *Alice in Wonderland,* to name a few.



Discuss: *What do you think defines a classic book?
What classic books have you read or know of?*

Author Biography

At the front of this book, the publisher provides us with a brief biography of the author. Learning about the author before reading the book can help us learn more about his or her life, point of view, and inspiration for writing the book. Even when the publisher does not provide a brief biography, it may be helpful to find one online to read before starting a book.

Assignment:

Read the biography to answer these questions:

- What details about the author's life are noteworthy or interesting?
- What key events in the author's life may have inspired this book?

(Hand out the list of text-dependent questions for *The Secret Garden*.)

Seven Basic Novel Types:

1. **Overcoming the Monster:** The protagonist must defeat an antagonist that threatens them and the wider world.

Example(s): _____

2. **Rags to Riches:** The protagonist achieves something they lack, loses what they've gained, and then gets it back again.

Example(s): _____

3. **The Quest:** The protagonist must set out in pursuit of a treasure, place, or other goal, overcoming challenges along the way.

Example(s): _____

4. **Voyage and Return:** The protagonist travels to a strange new place, experiences hardships and makes discoveries, and then returns home with lessons learned.

Example(s): _____

5. **Comedy:** The protagonist experiences a series of lighthearted or confusing events, and the story resolves into a happy ending.

Example(s): _____

6. **Tragedy:** The protagonist has a central trait or flaw or has made a mistake resulting in catastrophe.

Example(s): _____


7. **Rebirth:** The protagonist undergoes a transformation and ends up a better person as a result.

Example(s): _____

(Booker, 2004)

Novel Type Bingo

Move around the room and ask students if they know a book or movie for one of the novel types on your bingo board. Write the name of the book or movie in the space and have the students sign their initials in the spaces. Continue to fill the board until it is full or the time runs out. **Rule:** Each student is only allowed to sign one space on your board.

Comedy	The Quest	Rags to Riches
Rebirth	FREE SPACE 	Voyage and Return
Overcoming the Monster	Tragedy	Comedy

Text-Dependent Questions, *The Secret Garden*

Answer each text-dependent question completely and thoroughly. Use key vocabulary, complex sentence structure, and give attention to grammar and spelling to receive three points (Wow!).

Grading Scale:

- 0 = no response
- 1 = partial response
- 2 = complete response
- 3 = wow!

Quadrant 1

Day 1: Read the biography and respond to questions.

- What details about the author's life are noteworthy or interesting?
- What key events in the author's life may have inspired this book?

Day 2: Read the article "The Orphan Character Archetype" and respond to questions.

- What are common characteristics of the orphan archetype?
- Why does the orphan archetype resonate with readers?

Day 3: Read chapters 1–2 and respond to questions.

- Which scene best dramatizes the personality of the protagonist?
- What strengths and weaknesses are revealed in this scene?

Day 4: Read chapters 3–4 and respond to questions.

- How does the setting contribute to the mood of the story?
- Is the setting a positive or negative environment for the protagonist, or both? Explain your answer.

Day 5: Read chapters 5–6 and respond to questions.

- Which scene from the book foreshadows a change in the protagonist? What change does this scene foreshadow?
- Which scene from the book foreshadows the first plot point? What do you predict will happen at the first plot point?

Day 6: Read chapter 7 and respond to questions.

- Which event at the end of the first quadrant causes the protagonist to make a decision? What decision is or will be made?
- How do you predict the protagonist's world will change?

Quadrant 2

Day 8: Read chapters 8–9 and respond to questions.

- How does the setting of the story change after the first plot point?
- What symbolism does the author use throughout the book? How does the symbolism point to the genre and/or theme?

Day 9: Read chapters 10–12 and respond to questions.

- After the first plot point, what does the protagonist want? What does the protagonist need?
- What truth about the protagonist do you think will be revealed at the midpoint? Which scene from quadrant 2 foreshadows this?

Day 10: Read chapter 13 and respond to questions.

- What is the mirror moment or midpoint? What truth is revealed at the mirror moment?
- What is the author's central message? How does the midpoint reveal it?

Quadrant 3

Day 11: Read chapters 14–15 and respond to questions.

- How does the setting of the story change after the midpoint?
- What symbolism does the author use throughout the book? How does the symbolism point to the genre and/or theme?

Day 12: Read chapters 16–18 and respond to questions.

- How has the protagonist changed across the story? What has caused this change?
- What do you think will happen at the turning point?

Day 13: Read chapter 19 and respond to questions.

- What is the turning point? How does it reveal the author's central message?
- Rewrite the answer to each of the thematic questions making them general rather than specific to the story.

Day 15: Read the poem *Unknown* by Frances Hodgson Burnett (p. 207 of *The Secret Garden*) and respond to questions. Then, name the poem.

- What three images of the sky are described in the poem?
- What do you think the author of the poem is saying about time?

Quadrant 4

Day 16: Read chapters 21–24 and respond to questions.

- How has the mood of the story changed from the beginning of the book to now?
- How does the final plot point prove that the protagonist will not go back to their old self?

Day 17: Read chapters 25–27 and respond to questions.

- How does the author resolve the plot? Are you satisfied with the ending?
- Which characters have changed in the story and how?

Questions	Points (0–3)
1	
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15	

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25	
26	
27	
28	
29	
30	
Total (90):	

DAY 2, MARKING THE TEXT AND OUTSIDE TEXT: *THE ORPHAN CHARACTER ARCHETYPE*

In this lesson . . . you will be teaching students to divide the book into quadrants and read using the CIA (Collect-Interpret-Apply) approach. This will include learning about the plot and character arcs. This lesson will also introduce the orphan archetype.

Standards practiced in this lesson include but are not limited to

- Story Elements (R3)
- Text Structure/Genre (R5)

To prepare for this lesson . . . hang the quadrant posters and plot-line poster where they will be visible to the students. Provide the “Read Like a Professor” bookmark for each student. Download and print the

- entry task packet,
- vocabulary exercises packet, and
- article “The Orphan Character Archetype.”

Prepare to play the game “Four Quadrants” (*optional*). These resources can be downloaded from <https://www.readsidebyside.com/MS-resources>.

Student assignments:

1. Entry task 1.
2. Vocabulary 1: *transformative*.
3. Read the article “The Orphan Character Archetype” and respond to questions.

For these assignments, choose which levels of scaffolding from the list (most to least) will be most appropriate for students:

- Complete the assignment together as a class, with the teacher guiding.
- Complete the assignment in partners or groups.
- Complete the assignment independently.
- Complete the assignment outside of class.

Entry Task 1:

(Students will complete the entry task independently in the first 5 minutes of class.)

Vocabulary 1 Mini Lesson:

1. Our target vocabulary word today is transformative.

- Box the suffix: -ive.
- Underline the root: transform.



Discuss: *What other forms of the word can you think of?*

2. Yesterday we saw this word present itself in the blurb for *The Secret Garden*. It is a word that helped us to classify the novel type as a rebirth story.

From the blurb:

“The Secret Garden follows the transformative journey of a young girl and is a timeliness story of hope, resilience, and miracles!”

The word transformative is an adjective. In the sentence from the text, the word is used to describe Mary’s journey of personal growth.

3. Let’s look up the word *transformative* using an online dictionary (Merriam-Webster) and write a definition.

Transformative means causing lasting change
such as _____.



Discuss: *What example might you provide for this definition?*

Turn and talk with a partner.

4. Now let’s look at synonyms of the word in the online thesaurus (Merriam-Webster).



Discuss: *What words from the list best align?*

Turn and talk with a partner.

Assignment: Write a complex sentence to help you remember the meaning of the word transformative or one of its forms. (After _____, _____.)

Lesson Introduction/Connect:

Yesterday, you learned that good readers classify a book before reading. They determine the novel type and learn a little bit about the book and the author before reading.



Discuss: *What interesting details did you learn about Frances Hodgson Burnett? What events from her life may have inspired the book?*

Turn and talk with a partner.

Teach:

In our lesson today, we will learn how to divide the book into quadrants before reading.

WHO, WHAT, and WHEN:

Good readers pay attention to *where* they are in the book and use different strategies accordingly.

WHY:

Knowing the story structure helps the reader know what is most important to pay attention to or think about. Knowing where you are and what to think about will aid you in several ways:

- It will help focus your attention on what is important.
- It will help you recognize when you have lost focus and need to reread.
- It will keep you interested and engaged with the text.

WHERE:

How do good readers mark the text before reading? They divide the text into four quadrants.

Today we will practice these steps together:

1. Determine the total number of pages in the book (subtracting front and end pages).
2. Divide that number by four.
3. Use sticky notes to divide the text into four quadrants.
4. Adjust these divisions if needed, to mark the end of a chapter.

We will be dividing the book approximately every 68 pages. Please use sticky notes to mark pages:

- 68
- 134
- 204

Teach (continued):

HOW:

The Plot and Character Arcs

Every story has a plot or story arc. The plot is composed of the interrelated series of events that create a story. Every story has a character arc, which is the change the character will go through in the story. The protagonist (main character) will start out one way, learn a lesson, and (probably) end in a better place. The major events of the plot revolve around the character's actions. The character drives the plot, and the plot molds the character.

As we get ready to read the first quadrant of *The Secret Garden*, let's prepare to think about what will happen in the plot and character arc. Hand out the first quadrant note-card sleeve.

Quadrant 1

The first quadrant of the text is the exposition of the plot and the beginning of the character arc. Here the author introduces the reader to the characters and reveals the strengths and weaknesses of the protagonist through one (or more) **character moments**. The author also introduces the setting of the story and sets the **mood** of the story. The mood is the general feeling or atmosphere that a piece of writing creates in the reader. Important events and details in the first quadrant of the book will foreshadow the **first plot point**, the place in the text where the protagonist makes a decision that initiates change (*refer to the quadrant 1 poster and plotline poster*).

Quadrants 2 and 3

The second and third quadrants of the text are the rising action and the high point of the character arc. Readers pay attention to the **change** in the protagonist. They analyze the author's craft including **symbolism** and **theme**. They look for the events that foreshadow the **mirror moment** and the **turning point**. At the mirror moment, the protagonist sees their true self reflected, and at the turning point the protagonist has fully changed. The book's central **theme** is fully revealed to the reader (*refer to the quadrants 2 and 3 posters and plotline poster*).

Quadrant 4

The fourth quadrant of the text is the falling action and resolution of the plot and the character arc. This is the place where the author brings the story to a close, resolving the major conflicts. **Character moments** in the final quadrant point to a complete change in the protagonist, and the setting reveals a change in the mood. Readers look for the events that foreshadow the **final plot point** and the **resolution** (*refer to the fourth quadrant poster and plotline poster*).



Discuss: *Is this CIA approach new or familiar?*

Turn and talk with a partner.

Model and Guide:

Character Archetype

Orphan

This novel study will focus on the character archetype of an orphan. *The Secret Garden* opens with Mary Lennox being orphaned by her parents and moving from India to her uncle's estate in England.

Authors use character archetypes like the orphan to help them create relatable, interesting, and believable plots. Character archetypes represent universal patterns of human nature. Today we will learn about the orphan archetype to help prepare for recognizing Mary's character arc in the book *The Secret Garden*.

Assignment:

1. Entry task 1.
2. Vocabulary 1: *transformative*.
3. Read the article "The Orphan Character Archetype" and respond to questions.
 - What are common characteristics of the orphan archetype?
 - Why does the orphan archetype resonate with readers?

CIA

Collect-Interpret-Apply



Read like a professor!

- ① Divide the number of pages in the book by four.
- ② Put sticky notes in the book to mark the quadrants.
- ③ Read using the CIA approach!



ReadSideBySide.com

Collect

- Character Moments
- Setting Mood
- Theme Question
- Events Foreshadowing
- First Plot Point
Protagonist Decides

Interpret

- Character Change
- Genre Symbolism
- Theme Analysis
- Events Foreshadowing
- Midpoint
Mirror Moment

Interpret

- Character Change
- Genre Symbolism
- Theme Analysis
- Events Foreshadowing
- Turning Point
Fully Changed

Apply

- Character Moments
- Setting Mood
- Theme Analysis
- Events Foreshadowing
- Resolution
No Going Back



ReadSideBySide.com

DAY 3, CHARACTER ANALYSIS

In this lesson . . . you will be teaching students to note important details about the characters and identify the character moments.

Standards practiced in this lesson include but are not limited to

- Story Elements (R3)
- Word Choice/Vocabulary (R4)

Student assignments:

1. Entry task 2.
2. Vocabulary 2: *Resilience*.
3. Take notes while reading (note card #1).
4. Read chapters 1–2 and respond to questions.

For these assignments, choose which levels of scaffolding from the list (most to least) will be most appropriate for students:

- Complete the assignment together as a class, with the teacher guiding.
- Complete the assignment in partners or groups.
- Complete the assignment independently.
- Complete the assignment outside of class.

Entry Task 2:

(Students will complete the entry task independently in the first 5 minutes of class.)

Vocabulary 2 Mini Lesson:

1. Our target vocabulary word today is **resilience**.

- Box the suffix: -ence.
- Underline the root: resil+e.



Discuss: *What other forms of the word can you think of?*

2. We have seen this adjective come up in the blurb and in the article about the orphan archetype. It is a word that helps us better understand the strengths of the protagonist.

From the blurb:

"The Secret Garden follows the transformative journey of young girl and is a timeless story of hope, resilience and miracles!"

From the article:

"Despite their circumstances, [orphan characters] often possess an inner resilience that's as heartening as it is inspiring."

3. Let's look up the word *resilience* using an online dictionary (Merriam-Webster) and write a definition.

Resilience is an ability to *recover from or adjust easily to change or misfortune* such as . . .



Discuss: *Which example might you provide for this definition?*

Turn and talk with a partner.

4. Now let's look at synonyms of the word in the online thesaurus (Merriam-Webster).



Discuss: *Which words from the list best align?*

Turn and talk with a partner.

Assignment: Write a complex sentence to help you remember the meaning of the word resilience, or one of its forms. (Even though _____, _____.)

Lesson Introduction/Connect:

Yesterday you learned to divide the book into quadrants to draw your attention to the plot and character arcs. You learned to read using the CIA (Collect-Interpret-Apply) approach.

You also learned about the character archetype of the orphan.



Discuss: *What are some common characteristics of the orphan archetype? What books or movies come to mind that have an orphan as the protagonist?*
Turn and talk with a partner.

Teach:

Today we will be starting quadrant 1 of the book *The Secret Garden*. In quadrant 1, readers collect critical information about the book. They pay attention to the important story elements: character, setting, and plot.

In our lesson today, we will learn how to analyze the important characters as we read.

WHO, WHAT, and WHEN:

Good readers note the important characters and identify the character moments. They do this in the first part of quadrant 1.

WHY:

Noting the important characters and creating a list will help you in several ways:

- It will help focus your attention on what is important.
- It will help you recognize when you have lost focus and need to reread.
- It will keep you interested and engaged with the text.
- The list will become a reference tool that you can refer to whenever you forget who a character is.

WHERE and HOW:

Authors introduce the protagonist to the reader right away—and they only have one chance to make a first impression. In the first event of the story, the author must introduce the protagonist and make them appealing to the reader. *And* the author must accomplish this while keeping the plot moving forward. Not everything about the protagonist needs to be introduced in the first scene; the author may use a series of characteristic moments to reveal or introduce the protagonist's

- name,
- gender,
- age,
- nationality,
- job,
- physical characteristics, and
- personality—strengths and weaknesses.

Teach (continued):

Other characters will be introduced throughout the first quadrant of the story, and good readers pay attention to details about these characters. Today we will be reading chapters 1–2 of *The Secret Garden*. As we read, we will be writing down information about the protagonist, Mary Lennox, on the front of note card #1. We will write down information about the supporting characters on the back of note card #1.



Notes: Label the front of note card #1, Character List.
Write Mary Lennox's name at the top of the card.

Model:



Begin reading chapter 1 of *The Secret Garden*, starting on page 7.

Stop after: “*So if Mary had not chosen to really want to know how to how to read books, she would never have learned her letters at all*” (p. 8).

This first part of chapter one reveals a *backstory*; it tells about Mary's life before coming to Misselthwaite Manor and why she was such a disagreeable, sour-looking child.

We can write several details about her on the front of note card #2 including:

- Disagreeable, sour
- Thin, yellow, sickly
- Tyrannical, selfish



Notes: Add these notes to the front of note card #1.

Guide:



Continue reading chapter 1 of *The Secret Garden*.

Stop after: “It was true that there was no one in the bungalow but herself and a little rustling snake” (p. 12).

This section of the text reveals the first character moment—a dramatic scene that reveals details about the protagonist, her strengths and weaknesses.



Discuss: Which details about Mary’s personality and character archetype are revealed in this scene?

Turn and talk with a partner.



Notes: Add details about Mary Lennox to the front of note card #1.

Guide:



Continue reading chapter 2 of *The Secret Garden*.

Stop after: “Colonel McGrew said he nearly jumped out of his skin when he opened the door and found her standing by herself in the middle of the room” (p. 17).



Discuss: Which details about Mary’s personality and character archetype are revealed in this scene?

Turn and talk with a partner.



Notes: Add details about Mary Lennox to the front of note card #1.

Guide:

Another important character is introduced in this chapter, Archibald Craven.



Discuss: Who is Archibald Craven and what details have you learned about him?

Turn and talk with a partner.



Notes: Add details about Archibald Craven to the back of note card #1.

Assignment:

1. Entry task 2.
2. Vocabulary 2: *Resilience*.
3. Take notes while reading (note card #1).
4. Read chapters 1–2 and respond to questions.
 - Which scene best dramatizes the personality of the protagonist?
 - Which strengths and weaknesses are revealed in this scene?

Note card #1 (Front):

Character List	Note card #1
<u>Mary Lennox</u>	
• disagreeable,	
• sour,	
• thin,	
• yellow,	
• sickly,	
• tyrannical,	
• selfish,	
• self-absorbed,	
• spoiled,	
• neglected,	
• an orphan.	

Note card #1 (Back):

<u>Archibald Craven</u>
• Mary's uncle
• A hunchback
• Isolates himself
<u>Mrs. Medlock</u>
• Housekeeper