



# **3<sup>RD</sup>** **GRADE**

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## **VOLUME 3.4**

# **Historical Fiction**

## ***Glory Be***

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with Bethany Robinson



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First Printing October 2014  
Second Printing October 2017

ISBN: 978-1-59849-231-6  
Library of Congress Control Number: 2013918143

Printed in the United States of America

Design: Soundview Design Studio

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Seattle, Washington 98105  
206-860-4900  
[www.peanutbutterpublishing.com](http://www.peanutbutterpublishing.com)

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## Welcome to the C. I. A. Unit of Study for the book *Glory Be* by Augusta Scattergood

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*Glory Be* is a historical fiction text depicting what life was like in a small Mississippi town during Freedom Summer, 1964. This book connects well with C. I. A. Unit of Study, Biography—*Martin Luther King Jr.*, 3.3. Students will rely on background knowledge of Martin Luther King Jr. and the civil rights movement as they read *Glory Be*.

*Glory Be* is a challenging text for third-graders because it demands a great deal of background knowledge about this time in history. Throughout the unit of study, students will have an opportunity to extend their understanding through outside texts. The picture book *Freedom Summer* by Deborah Wiles will be used to activate students' background knowledge. Additional articles included in this unit of study will be used to extend students' understanding of this time period.

Finally, this unit of study is also designed to teach students the predictable elements of historical fiction. They will learn the importance of analyzing the main character and her interactions with the setting. In addition, students will consider how the message in *Glory Be* has significance for and influence on our lives today.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy immersing yourself in this beautifully written book. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Glory Be*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

# Glory Be Unit of Study—Distribution of Standards

Distribution of Common Core State Standards, <i>Glory Be</i> , 3.4																																	
Reading Standards for Literature (RL)																																	
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33						
Key Ideas and Details																																	
#1 Read closely Monitor comprehension Support thinking	X			X	X	X		X	X	X		X	X		X	X	X	X	X	X			X	X			X						
#2 Determine theme Author's message Summarize											X		X			X	X	X	X		X	X		X		X							
#3 Story elements	X	X		X	X	X		X	X	X	X	X	X	X		X	X						X										
Craft and Structure																																	
#4 Author's craft Intertextuality																																	
#5 Text structure Genre Compare multiple genres	X	X				X						X										X											
#6 Point of view Author's perspective														X								X		X									
Integration of Knowledge																																	
#7 Connect to other representations of the topic																																	
#8 (N/A to literature)																																	
#9 Compare/contrast themes across 1 genre																																	
By the end of the year, read and comprehend literature in the grades 2-3 text complexity band proficiently with scaffolding as needed.																																	

## Distribution of Common Core State Standards, *Glory Be*, 3.4

Reading Standards for Information (RI)																															
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33				
Key Ideas and Details																															
#1 Read closely Monitor comprehension Support thinking			X				X																								
#2 Main idea Details Summarize																															
#3 Sequence Cause and effect			X				X																								
Craft and Structure																															
#4 Author's craft																															
#5 Text structure Compare/Contrast Problem/Solution Cause/Effect																															
#6 Point of view Author's perspective																															
Integration of Knowledge																															
#7 Connect to other representations of the topic (visual, oral)																															
#8 Explain author's use of reasons/evidence																															
#9 Integrate on 1 topic																															
By the end of the year, read and comprehend informational texts in the grades 2-3 text complexity band proficiently with scaffolding as needed.																															

### Distribution of Common Core State Standards, *Glory Be*, 3.4

Writing Standards (W)																											
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
<b>Text Types and Purposes</b>																											
#1 Opinion piece													X														
#2 Expository piece										X												X			X		X
#3 Narrative piece																											
<b>Production and Distribution</b>																											
#4 Write clearly Organize Task, purpose, audience										X			X									X			X		X
#5 Strengthen writing Writing process																											X
#6 Produce and publish Use technology																											X
<b>Research</b>																											
#7 Investigate different aspects of one topic																											
#8 Recall information Gather information Take notes/categorize	X			X	X	X		X	X	X	X	X		X				X			X				X	X	X
#9 Draw evidence																		X	X		X	X			X		
<b>Range of Writing</b>																											
#10 Extended time																											X
#10 Short time											X			X								X			X		



### Distribution of Common Core State Standards, *Glory Be*, 3.4

Language Standards (L)																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33	
Conventions																												
#1 Grammar and usage																												
#2 Capitalization, punctuation, and spelling																												
Knowledge of Language																												
#3 Convey ideas precisely Formal English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Vocabulary																												
#4 Monitor meaning of unknown words: Context Morphemes Reference materials	X		X	X	X	X	X		X				X		X	X		X	X	X	X							
#5 Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	X		X	X	X	X	X		X				X		X	X		X	X	X	X							
#6 Acquire and use grade-level vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

### Distribution of Common Core State Standards, *Glory Be*, 3.4

Speaking and Listening Standards (SL)																													
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33		
Comprehension and Collaboration																													
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#3 Identify reasons and evidence given by speaker																												X	
Presentation																													
#4 Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
#5 Present with media																													
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

## Glory Be Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> There are multiple themes throughout the book, increasing the complexity of the text. Themes include human rights, freedom, peace, love vs. hate, and right vs. wrong. The central theme students will focus on throughout the book is that it is right to stand up against injustices.</p> <p><b>Structure</b> This historical fiction story is told chronologically. What makes the novel's structure complex is the genre itself, which requires a great deal of background knowledge, in this case about U.S. history and the civil rights movement. Readers will have to separate fact from fiction as they read.</p> <p><b>Language Conventionality and Clarity</b> Much of the vocabulary in this text is inferred. This vocabulary is both high level and domain specific. Figurative as well as historical language and dialect adds depth to the text.</p> <p><b>Knowledge Demands</b> Students will need to have a great deal of background knowledge about the time period.</p>	<p>The Lexile level for <i>Glory Be</i> is 680 based on word frequency and sentence length. This is in the middle range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.</p>
	<p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

## DAY 4, CHARACTER LIST—CHAPTERS 1–2, PP. 1–7

### Mini-Lesson

**Vocabulary Routine:** *rumor* (L 4, 5)

The word ‘rumor’ means *a statement that may not be true*.

### Instructional Read-Aloud

**In these chapters...** Glory and her best friend, Frankie, are going to the community pool to swim. Frankie mentions that he hopes the pool is still open, because he heard from his father that it might close for repairs. Frankie tells Glory it is a secret, but Glory doesn’t believe him. When Glory and Frankie get to the pool, the pool is still open.

**In this lesson...** you will be modeling how readers use details in the story to understand important characters. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. Because the list will be used in this way, it is very important that all students keep a copy of this list in their reader’s notebooks.

#### Learning Targets:

Read closely to monitor comprehension (RL 1)

Show understanding of story elements (RL 3)

- Character traits

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers think about what they know about the time period when reading historical fiction.

## Teach:

*Today I am going to teach you...*

...that good readers use details in the story to help them understand important characters.

Watch me as I model how I stop to identify the important characters in our story.

Also notice how I use clues in the story to help me think about each character.

You are each going to make a character list in your reader's notebook as we read chapter 1. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Today we will be using this stem for turn and talk:

When the book said\_\_\_\_\_, I was thinking \_\_\_\_\_.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



**Begin reading chapter 1 of *Glory Be*, starting on page 1.**

## Model:



**Stop after:** “Frankie was always saying stuff that sounded like it came straight from his World Book Encyclopedia.” (p. 2)

This first chapter introduces us to an important character in the book, Frankie. Frankie is Glory's best friend.

**When the book said** that Frankie had been Glory's best friend since they hunted doodlebugs together in the backyard, **I was thinking** that they have probably been best friends since they were real little—like in kindergarten.

(Model adding Frankie, and information about him, to the character list.)

Now it will be your turn to identify important characters. As I read, pay attention to details in the story and use those details to help you think about each character.

## Guided Practice:



**Stop after:** “And what was the big secret anyhow?” (p. 3)

In this first chapter we also learn a little bit about the main character of the book, Glory. What did you learn about Glory?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding Glory and information about her to the character list.)

In this next section of the text, we are going to learn details about another character in our story, Glory’s dad.

## Guided Practice:



**Stop after:** “We sat down on the grass.” (p. 5)

We learned some information about Glory’s dad. What did you learn about Glory’s dad?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding Glory’s dad and information about him to the character list.)

In this next section of the text, we are going to learn details about Glory’s sister, Jesslyn.

## Guided Practice:



**Stop after:** “We got us some spying to do.” (p. 7)

We learned some information about Glory’s sister, Jesslyn. What did you learn about Jesslyn?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_.

(Model adding Jesslyn and information about her to the character list.)

## Link:

*Today and every day when you read...*

...I want you to use details in the story to help you identify the important characters and their character traits.

The following list is a sample showing what your co-created list *might* look like:

## Character List

Frankie

- Glory's best friend
- wears glasses

Glory

- 12 years old (in 12 days)
- loves to swim

Glory's dad

- the preacher

Jesslyn

- Glory's older sister
- on the pep squad
- fed up with Glory

## Instructional Read-Aloud

**In these chapters...** Laura and Glory are going to play kick the can. Glory wants Frankie to stay and play too, but Frankie says that if he does, J.T. will tell his father he was playing with a Yankee and he will get in trouble.

The next day, Frankie apologizes to Glory for refusing to play with her the night before. He says that his dad would be mad if he was playing with a Yankee or playing with someone who was nice to a Yankee. Glory is still upset but agrees to go with him to watch the football players practice. While they are at the school watching the practice, Frankie informs Glory that the pool has been closed to keep the colored people from swimming in the pool. Glory is angry and says, “it’s not right for some stupid committee of old people to decide who swims in a pool and who doesn’t.”

**In this lesson...** you will be modeling how good readers infer character traits. In quadrant 2, readers focus on the main character and infer character traits based on the character’s actions, words, and feelings.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits

Analyze story elements (RL 3)

- Character

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers monitor their comprehension at the end of quadrant 1 by writing a retell summary.



## Teach:

*Today I am going to teach you...*

...that good readers focus on the main character when they read historical fiction stories. They think about the main character's actions and words and feelings in order to infer character traits.

Watch me as I model how I look for clues about the main character, Glory.

Notice how I consider how the actions and words and feelings of the main character reveal her character traits.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Open up your reader's notebooks to a clean page. Title the page **Glory**. Below the title, make a T-chart. Label the left column "actions/words/feelings" and the right column "traits."



**Begin reading chapter 9 of *Glory Be*, starting on page 54.**

## Model:



**Stop after:** "Stay away from my house and don't ever come back!" (p. 57)

**When the book said** that Glory stood up to J.T. and defended her new friend Laura, **I was thinking** that Glory is brave. **This helps me understand** Glory isn't scared to stand up for what is right.

(Model adding this thinking to the T-chart.)

Now it is your turn to pay attention to Glory's actions, words, and feelings. Think about how her actions, words, and feelings are helping you infer character traits.

## Guided Practice:



**Stop after:** "...I decided to be halfway nice." (p. 61)

When the book said that Glory was nice to Frankie after he was mean to her, what were you thinking?

Turn and talk to your partners using this stem:

When the book said *Glory was nice to Frankie*, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this thinking to the T-chart.)

As I read this next part, continue to pay attention to Glory's actions, words, and feelings. Think about how her actions and words and feelings are helping you infer character traits.

## Guided Practice:



**Stop after:** "Frankie may have thought his daddy knew everything, but what he said about the pool didn't seem right." (p. 65)

Glory doesn't believe it is right to close the pool to keep colored people out. What does this make you think about Glory?

Turn and talk to your partners using this stem:

When the book said *that Glory didn't think it was right to close the pool*, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding new information to the T-chart.)

## Stretch It:



**Stop after:** "I didn't look back once at Frankie." (p. 66)

Discuss: What do you predict will happen next?

## Link:

*Today and every day when you read...*

...I want you to think about the main character's actions, words, and feelings and use those clues to infer character traits.

The following chart is a sample showing what your co-created chart *might* look like:

Glory	
Actions/ words/ feelings	Traits
Glory tells J.T. to stay away from her house.	Brave
Glory is nice to Frankie after he was mean to her.	Forgiving
Glory doesn't think it is right to close the pool to keep colored people out.	Fair

## Mini-Lesson

**Vocabulary Routine:** *welcome* (L 4, 5)

The base word ‘welcome’ means *to accept the presence of someone with pleasure*.

## Instructional Read-Aloud

**In these chapters...** Frankie shows up at Glory’s house with a letter saying that the pool is opening again! Glory and Jesslyn are supposed to be going to church, but they risk being late to go down and see if the “pool closed” sign really is gone. When they get there, they see a new sign stating that the pool is reopening and all are welcome. Robbie shows up and joins them in their celebration as they laugh and dance in the rain. Frankie is not joining in the celebration and asks Glory why Robbie came to visit his aunt. Against her better judgment, Glory tells Frankie that Robbie was arrested for standing up for his colored friends. When Glory sees Frankie’s reaction, she immediately regrets telling him and tries to make him promise not to tell, but he just says he has to go.

**In this lesson...** you will be modeling how readers look for evidence to support a line of thinking. You will also model adding evidence to the evidence collection box.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

Determine central ideas or themes of the text (RL 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that when good readers get to the end of the second quadrant, they stop to think about what the author is telling them. We think the author is telling us that it is right to speak out against unjust laws. We already have some evidence to support this line of thinking.

## Teach:

*Today I am going to teach you...*

...that good readers continue to collect evidence to support a line of thinking while reading. This evidence collection will be important in helping us determine the author's message at the end of the third quadrant of the book.

Watch me as I model how I think about what events in the text support our line of thinking.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this proves that it is right to speak out against unjust laws because \_\_\_\_\_.



**Begin reading chapter 18 of *Glory Be*, starting on page 111.**

## Model:



**Stop after:** "I stared at that sign so long I thought my eyes might burn it clean in two."  
(p. 114)

**When the book said** that the pool would open and all would be welcome, **I was thinking this proves it is right to speak out against unjust laws, because** the pool committee finally listened to what Glory and other townspeople had to say.

(Model adding this evidence to the evidence collection box.)

Now it is your turn to look for evidence to prove that it is right to speak out against unjust laws.

## Guided Practice:



**Stop after:** "Robbie grabbed Jesslyn's hand, and we all laughed our fool heads off, marching through those rivers of water." (p. 117)

When the book said Robbie, Jesslyn, and Glory were happy that the pool would be open to everyone, how does this show that it is right to speak out against unjust laws?

Turn and talk to your partners using this stem:

When the book said *that Robbie, Jesslyn, and Glory were happy that the pool would be open to everyone*, I was thinking this proves that it is right to speak out against unjust laws because \_\_\_\_\_.

(Model adding this evidence to the evidence collection box.)

As I read this next part, continue to look for evidence to prove that it is right to speak out against unjust laws.

## Guided Practice:



**Stop after:** “That’s good news about the pool.” (p. 124)

When Glory’s dad said, “I’ve tried to teach my girls to speak up when they see a wrong being done,” how does this show that it is right to speak out against unjust laws?

Turn and talk to your partners using this stem:

When the book said *that Glory’s dad has taught her to speak up when a wrong is being done*, I was thinking this proves that it is right to speak out against unjust laws because \_\_\_\_\_.

(Model adding this evidence to the evidence collection box.)

## Link:

*Today and every day when you read...*

...I want you to be looking for evidence that supports your line of thinking.

The following chart is a sample showing what your co-created chart *might* look like:

## Evidence Collection Box

Line of thinking: It is right to speak out against unjust laws.

- Glory writes a letter to the editor saying it is wrong to close the pool.
- Freedom workers are helping desegregate the town.
- Robbie sits with Henry at a 'whites only' counter.
- The pool will open and all will be welcome.
- Robbie, Jesslyn, and Glory are happy that all will be welcome in the town pool.
- Brother Joe teaches his girls to speak up when a wrong is being done.

## DAY 25, SYNTHESIS SUMMARY WRITING

### Mini-Lesson

**In this lesson...**students will synthesize *Glory Be* in the form of a written summary. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the most important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. If this is the first time your students will complete the synthesis summary without the scaffold of an oral synthesis, I recommend approaching this summary as a guided writing activity. Students should be expected to produce quality work.

#### Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Write an expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.



## Teach:

*Today I am going to teach you...*

...that good readers summarize in order to synthesize what they have read and check for understanding. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to help you write a summary of the whole book. You are going to be very careful to include only the most important events; the summary should be only eight to twelve sentences long.

You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like third-grade writing.

### Introduce the Synthesis Summary Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Synthesis Summary Frame

Introduction Sentence	<p><i>The book _____ by _____ tells _____.</i></p> <p>This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.</p>
Body	<p>Tell all of the <b>most</b> important events from the book. Include <b>limited</b> detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i>  <i>First, next, after that, in the end,</i>  <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Your conclusion will reveal the author's message.</p> <p>Use concluding words such as:</p> <p><i>In conclusion,</i>  <i>All in all,</i>  <i>As you can see,</i>  <i>It is true,</i>  <i>I am thinking,</i>  <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

### Synthesis Summary (Sample):

The book *Glory Be* by Augusta Scattergood tells about what it was like to live in Hanging Moss, Mississippi, during Freedom Summer. In the story, Glory learns to speak out against unjust laws.

In the beginning, Glory learns that the swimming pool might be closing for the summer. The truth is that some people in the town want to close the swimming pool rather than let colored people in. Next, Freedom Workers come to the town to help desegregate the town. Glory becomes friends with a daughter of a Freedom Worker. After that, Glory writes a letter to the editor of the local paper saying that it is wrong to close the pool. Glory learns that it is right to stand up for what you believe. She stands up to Mrs. Simpson, Mr. Smith, and even her best friend Frankie. Glory's dad tells her that standing up for what you believe is the right thing to do.

As you can see, Glory learns to stand up for what she believes is right. I agree with Glory—all people should be given the same rights no matter the color of their skin.

## DAYS 27–33, FORMAL WRITING: LETTER TO AN AUTHOR

### Mini-Lessons

**In these lessons...**your students will be practicing expository writing in the form of a letter to an author. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:

- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share
- Day 6 – Share

### Learning Targets:

**Write an expository piece (W 2)**

- **Letter to an author**

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Recall and gather information from the text (W 8)

Write for an extended period of time (W 10)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Present ideas (SL 3, 4)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

## Teach:

*Today I am going to teach you...*

...that good readers write in order to share their thinking about a book with someone else. Today we will be starting a formal writing project. We will be writing letters to the author of *Glory Be*, Augusta Scattergood. A letter is an expository writing piece that is friendly and encourages the recipient to respond.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

## Introduce the Letter to an Author Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing onto loose-leaf paper.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class.)

## Letter to an Author Frame

Paragraph 1 (Introduction)	<p>Dear _____,</p> <ul style="list-style-type: none"> <li>• Introduce yourself and tell something about yourself.</li> <li>• Tell what book you read by the author.</li> <li>• Give the author a compliment.</li> </ul>
Paragraph 2	<ul style="list-style-type: none"> <li>• Tell the author how you liked the book, and why.</li> <li>• Share a favorite part, and tell what you liked about it.</li> </ul>
Paragraph 3	<ul style="list-style-type: none"> <li>• Explain your thoughts about the book.</li> </ul> <p>You might use the stem: When the book said _____, I was thinking _____ because _____.</p>
Paragraph 4	<ul style="list-style-type: none"> <li>• Ask the author some smart questions about the book or his/her life.</li> <li>• Tell the author why you are wondering about the answers to those questions.</li> </ul>
Paragraph 5 (Conclusion)	<ul style="list-style-type: none"> <li>• Compliment the author.</li> <li>• Give the author a reason to write you back.</li> <li>• Conclude and sign your name!</li> </ul>

## Letter to an Author (Student Sample):

Dear Augusta Scattergood,

My name is \_\_\_\_\_, I am \_\_\_\_ years old, and I go to \_\_\_\_\_Elementary. My favorite subject in school is reading. My teacher just read your book *Glory Be* to our class. It is one of my favorite books!

I really loved your book because it made me think about what life was like in the past. I was surprised when I learned that some people didn't want to swim in the same pool with black people. My favorite part was when Glory and her sister were singing and dancing in the rain. It made me feel happy when I read that part.

When Glory's dad told Frankie's dad that he was proud of Glory for standing up for what she believes is right, I was thinking this was the message of your book. Your book made me realize that I should stand up for what's right and what I believe in.

I have some questions for you. What was your favorite Junk Poker treasure, and do you still have it? What was your favorite Nancy Drew book? Maybe I will read it! Also, what was the bravest thing you ever did?

Thank you for writing the book *Glory Be*. I can't wait to read another book by you. Please write me back so that I can learn the answers to my questions!

Your biggest fan,

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac-	prefix	to, toward	
ad-	prefix	toward	
-age	suffix		noun or verb
agit	root	to shake up, to act, to lead	
-al	suffix		adjective
-ar	suffix		adjective
-ary	suffix		adjective
-ate	suffix		verb
bat	root	attack	
bellis	root	beauty	
ceal	root	hide, hidden, secret	
civ (cit)	root	city; person inhabiting a city	
clud	root	shut out	
com-	prefix	with, together	
commu	root	common, public, people	
con-	prefix	with, together	
contra-	prefix	against, opposed to	
cour	root	heart	
cris	root	to separate, pull apart	
cuse (caus)	root	cause, reason, purpose	
de-	prefix	down; completely; undo	
dict	root	to talk, speak, tell	
dis-	prefix	not; opposite of	
divid	root	separate	
-ed	suffix		past tense verb or adjective
em-	prefix	into	
en-	prefix	to provide with	
-en	suffix		verb
-ence	suffix		noun
equ	root	same, fair	
ex-	prefix	out, out from, away	
extra-	prefix	beyond	
fac	root	to make, do, cause	

famil	root	close relationship	
fend	root	guard, protect	
fi	root	to make, to cause	
fid	root	belief, trust, faith	
flict (flic, flig)	root	to strike, to destroy	
flu	root	flowing, moving smoothly	
fort	root	well-being, safety, strength	
-ful	suffix	full of	adjective
greg	root	come together, gather	
gener	root	kind	
-ic	suffix		adjective
-ice	suffix		noun
-il	suffix		adjective
in-	prefix	not; toward; inside	
-ing	suffix		present tense verb
-is	suffix		noun
-ism	suffix	belief in, practice of	noun
-ity	suffix		noun
ject	root	throw	
jud	root	to judge	
-ly	suffix		adjective or adverb
-ment	suffix		noun
mire (mira, mirac)	root	to wonder at	
noc	root	to harm, to injure	
-or	suffix	someone who	noun
ordin	root	order	
-ory	suffix	a place	noun
-ous	suffix		adjective
pathy	combining form	feeling, perception	
per-	prefix	through, across	
peril	root	danger	
pleas (plac)	root	to please, peacefulness	
pre-	prefix	before	
press	root	to push down	
pro-	prefix	on behalf of, to go before, to go in front of	



re-	prefix	back, again	
render	root	to give up	
-s	suffix	more than one	plural noun present tense verb
sacr	root	sacred, holy, religious	
satis	root	enough	
sci	root	knowledge, to know	
se-	root	apart from, by yourself	
senti	root	feeling	
sequ	root	follow, following	
sist	root	stand firm	
spic (spec)	root	to see, to look at	
spir (spira)	root	breath of life, soul, spirit	
sub-	prefix	under	
sur-	prefix	above	
sus-	prefix	under	
sym	combining form	with, together	
tali	root	punishment, payment in kind	
tect	root	to cover	
terri (terra)	root	land	
test (testi)	root	witness, one who stands by	
-tion	suffix		noun
un-	prefix	not	
-ure	suffix		noun
vant (vance)	root	move forward	
venge	root	to punish, to inflict damage	
vic (vinc, vict)	root	conquer, win	
volu (volv)	root	bend, turn, turn around	
vulner	root	able to get hurt	
-y	suffix		adjective

## Vocabulary: Making Connections

Target Word:

# debate

Context:

“Or maybe it’s the debate about whether the town should keep the segregated pool open.” (blurb)

“Some people are unhappy that [the pool is] closed. And probably just as many think it ought to stay that way.” (debate is inferred, p. 70)

**What it is...**

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**What it is not...**

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**I’d probably find this word in these contexts (places, events, people, situations):**

**Text to World**

**I’ll remember this word by connecting it to:**

**(word, phrase, sketch)**