



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, Vol. 1!

This unit is the first volume in a series of 6-10 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 population of 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. It is my recommendation 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; books Frances Hodgson Burnett was inspired by. 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: myth, horror, and love.
- The setting of the English moors,
- The Yorkshire dialect,
- Poems of the Bronte Sisters.

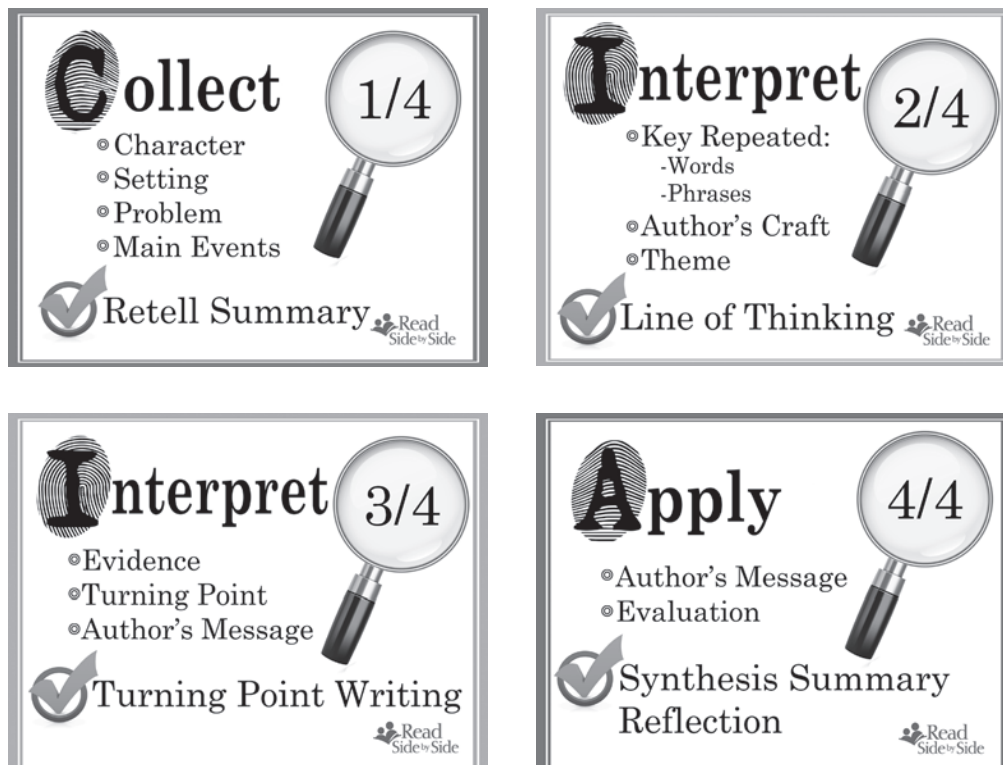
Additionally, students will be provided a list of books they may enjoy seeking out on their own after finishing the unit; books of the same author, genre, and/or text-type.

Before getting started, you will want to lay the groundwork for optimizing 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.

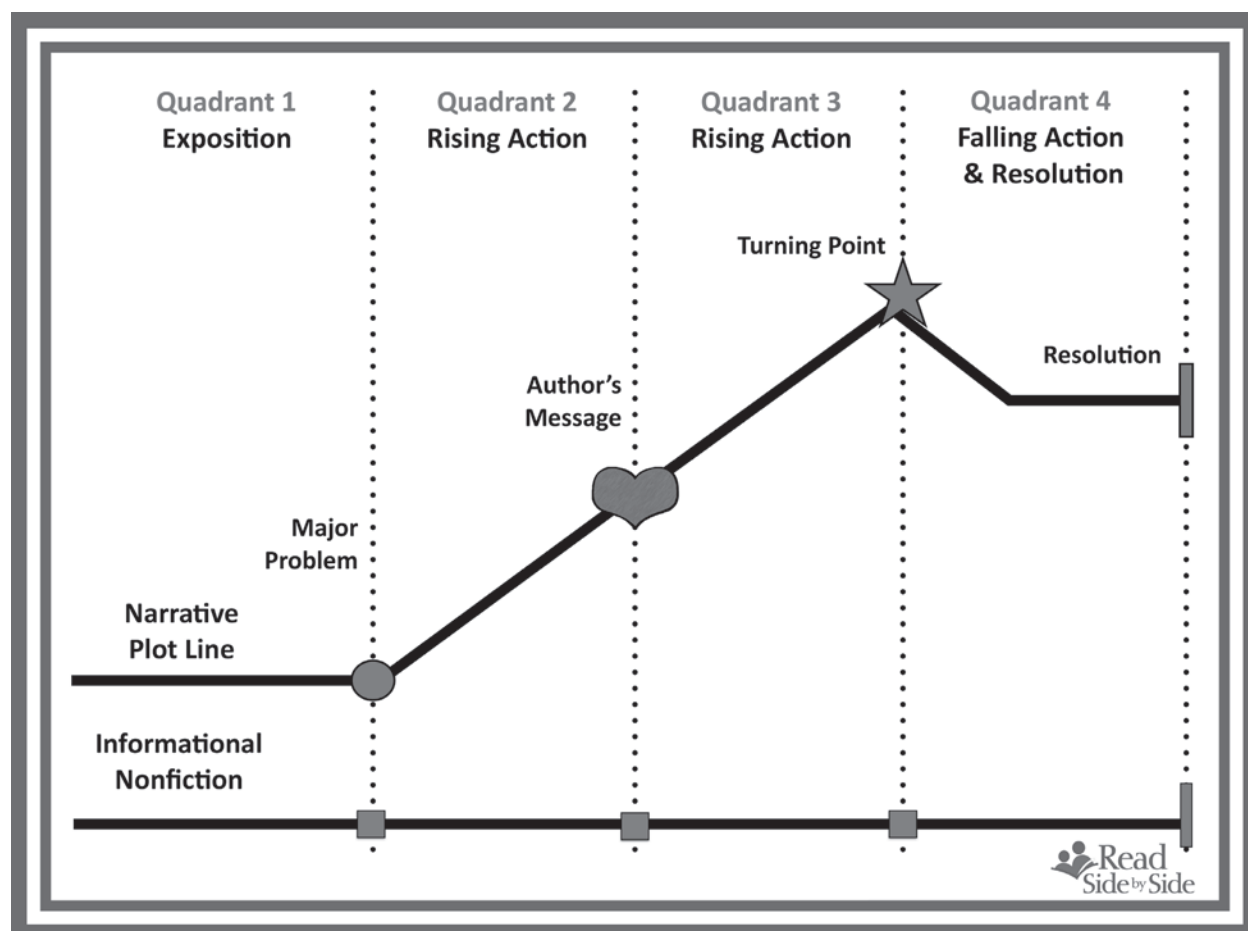
The CIA Approach

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. 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.



*An example of a C. I. A. bulletin board displayed above the classroom library
(posters available at shop.readsidebyside.com)*

This CIA approach aligns to the plot line, and each division marks an important shift in the plot. Quadrant one is the exposition, quadrants two and three are the rising action, and quadrant four is the falling action and resolution.



This classroom poster shows the plotline divided into four quadrants.

You can learn more about this text-structure-approach to comprehension in the book *Raising the Standards Through Chapter Books: 2nd Edition* (Collinge, 2022).

To elevate the *Read Side by Side Reading Program* for middle school, the program will continue to teach this CIA approach while turning student's attention toward analytical reading.

In quadrant one, the exposition, the reader will collect critical information while:

- Analyzing the characters and identifying **character moments** that reveal the protagonist's strengths and weaknesses.
- Analyzing the setting, including how descriptive language creates the **mood** of the story.
- Analyzing the plot, and identifying how the author uses **foreshadowing** to help the reader predict the first plot point.
- Analyzing the theme by asking and answering a **thematic question** at the first plot point (*Will the protagonist learn to _____ and _____?*).

In quadrants two and three, the rising action, the reader will interpret the text while:

- Analyzing the **author's craft**, including key repeated words and phrases, imagery, symbolism, and **genre(s)**.
- Recognizing the **change in the protagonist** and analyzing how that change contributes to the central message or theme.
- Analyzing the plot including the midpoint and turning point, considering how these events reveal the central message or **theme**.

In the final quadrant, the falling action and resolution, the reader will apply the text to their life while:

- Analyzing the plot by identifying how the author uses **foreshadowing** to help the reader predict the final plot point.
- Analyzing the theme by answering the **thematic question** at the final plot point.
- Evaluating the plot **resolution**.
- Identifying the **character moments** that prove the protagonist has fully changed.
- Analyzing the setting, identifying how descriptive language creates the final **mood** of the story.

The process of analytical reading outlined above is one that can be applied to any book, and the repetition of the process is meant to create a “habit of mind” in the reader. Students will find their motivation to read increases as they gain confidence and competence. Students will be more comfortable to read longer, more complex books and classic literature with interest and skill!

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 of reading are outlined here, in order:

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 explicitly taught 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 & Van Doren, 14).

Analytical reading requires experience and an accumulation of pre-existing knowledge. While 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 has 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 & 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 of the units in the program. It is my 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 give reference to the following publications:

- The 2024 paperback edition of *The Secret Garden*, written by Frances Hodgson Burnett and published by Fingerprint Classics. This book has a Lexile level of 950 and is 280 pages in length.
- The 2012 paperback edition of *The False Prince*, written by Jennifer A. Nielsen and published by Scholastic. This book has a Lexile level of 710 and is 342 pages in length.
- The 2022 edition of *Anne of Green Gables*, written by Lucy Maud Montgomery and published by Union Square Kids. This book has a Lexile level of 970 and is 329 pages in length.
- The 1994 abridged edition of *Oliver Twist*, written by Charles Dickens and published by Puffin Classics. This book has a Lexile level of 1060 and is 392 pages in length.

Each student will need a copy of the book, *The Secret Garden*, to participate in the 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 note-take. 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*). While Lexile levels are provided for each of the titles, I recommend matching students to the book club texts by interest. Begin by sharing some 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.

It is quite possible that you will find yourself not needing 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.

Schedule

Each of the middle school units teaches analytical reading in 50-days of lessons. Units launch with a whole-class title in read-aloud, then shift to differentiated reading in book clubs. A final, culminating lesson helps students make connections across texts. Below is an estimated schedule for each unit:

50-Day Unit

Read Aloud – 22 Days

Book Club – 27 Days

Culminating Project – 2 Days

This program design matches very closely to the design of the 3-6 grade curriculum, with each part placing a greater emphasis on student autonomy, independence, and self-interests.

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

Read-Aloud – 55 Minutes

Entry Task – 5 minutes

Vocabulary Lesson – 10 minutes

Read-Aloud Lesson – 20 minutes

Scaffolded Work Time – 20 minutes

Book Club – 55 Minutes

Must-Do/May-Do List – 5 minutes

Mini Lesson – 10 minutes

Scaffolded Work Time – 40 minutes

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 what level of scaffolding from the list (greatest 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.

Student Engagement

Daily lessons will increase student engagement through the following routines:

- Entry tasks,
- Vocabulary exercises,
- Book discussions,
- Notetaking, 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 the skill of 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 10-12 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 parent's death,"* (p. 4).

In your own words/paraphrase:

***The Secret Garden* tells the story of an unloved, 10-year-old girl, Mary Lennox, who goes to live with her uncle after her parents die of cholera.**

Before starting the unit, you will want to 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 4 strongly matched synonyms.
8. Write a complex sentence using the target word.

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, you will want to 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 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 the following turn and talk stems be utilized 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.

Note Taking

Note taking while reading is a skill Adler and Van Doren encourage, even for adult readers. They argue that note taking 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 note taking is outlined in their book, focusing on:

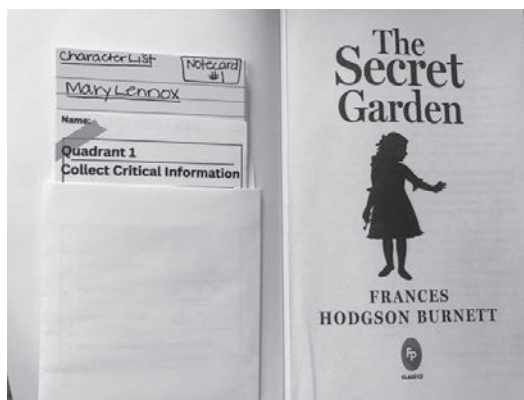
- Important details and story elements,
- The sequence of events or points,
- The repetition of key words and phrases,
- 10-12 most important passages, and
- A one-sentence summary of each chapter.

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

If you choose to use this method for notetaking, you will need to purchase:

- Vertically Ruled Notecards (5X3) – Amazon.com (Akuna Outpost 300-pack, vertically ruled index cards, portrait style (3 X 5 In).
- Library Pocket (self-adhesive) – Amazon.com (Hygloss Products Manila Library Pockets, self-adhesive pocket envelopes (4.5 X 3.5 In), 40-pack).

Each student will need about 10 notecards per book. Stick a library pocket in the front of each student novel. Students will keep their notecards in the pocket.



A novel with a library pocket affixed to the back of the front cover and notecards placed inside 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.

My recommendation is to have 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.

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 2-3 analytical paragraphs. These paragraphs will later combine to create a 7-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 of these grade levels have been combined and edited to create a common list of standards 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 which 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

Notecards, 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.

Matching Students to the Book Club Texts

While Lexile levels are provided for each of the titles, I recommend matching students to the book club texts by interest. Begin by sharing some 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.

Nationally normed data will aid teachers in the process of matching students to books. We suggest using data from the *Star Assessment* (Renaissance Learning), *MAP Reading Growth Test* (NWEA), *iReady* (Curriculum Associates), *Gates-MacGinitie Reading Test* (Houghton Mifflin Harcourt), *Terra Nova* (Seaton Testing Service), or other assessment that provides students' percentile measure.

Follow these suggestions for placing students in the appropriate book club book:

- Students who score at the 75th percentile or higher likely will read the book above grade level with success.
- Students who score between the 74th percentile and the 30th percentile likely will read the book on grade level with success.
- Students who score below the 30th percentile likely will read the book below grade level with success.

When using data from standardized tests to sort students into book clubs, consider these book 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, but its structure, organization, and complexity. When in doubt about a student's book placement, a running record will provide additional information.

Running records for each of the book club texts 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 2-paragraph written analysis of quadrant 1.
8	Symbolism & 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 & 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 3-paragraph written 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 2-paragraph written analysis of quadrant 4.
19	Analytical Essay	NA	NA	NA	Combine your written analysis into one 7-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 & 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 & p 402-403 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 2-paragraph written analysis of quadrant 1.
31-32	Symbolism & 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 3-paragraph written 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 & Written Analysis	1, 2, 3, 5, 9	All: Write a 2-paragraph written analysis of quadrant 4. Publish a 7-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 this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a 2-3 paragraph written analysis.

Days 1-7, Chapters 1-7

DAY 1, CLASSIFYING A BOOK & 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 7-basic novel types for students. These resources can be downloaded from <https://www.readsidebyside.com/MS-resources>.

Student assignments:

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

For these assignments, choose what levels of scaffolding from the list (greatest 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 be reading 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 & 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 & 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 to 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 & 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 be practicing these steps together:

1. Read the title(s) and observe the cover.
2. Read the publishers 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 7 Basic Novel Types), and
- Pay attention to key words and phrases that allude to the novel type.

We will be utilizing the list of 7 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 & 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 & Cover

The title of the book *A Secret Garden*, provides a clue as 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 are making 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 as 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 & 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, phrases like:

- *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 reader's 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 of the book before reading can help us learn more about the author's life, their point of view, and their 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 note-worthy 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*.)

7 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 the lessons they have 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 which results 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 student sign their initials in the space. 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	<div>FREE SPACE</div> 	Voyage & 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 note-worthy 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 this archetype?
- Why does this archetype resonate with readers?

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

- What 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.

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

- What scene from the book foreshadows a change in the protagonist? What change does this scene foreshadow?
- What 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.

- What is the first plot point at the end of quadrant 1?
- 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? What scene from quadrant two 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	
2	
3	
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5	
6	
7	
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9	
10	
11	
12	
13	
14	
15	

16	
17	
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20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
Total (90):	

DAY 2, MARKING THE TEXT & 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 students. Download and print the:

- Entry Task packet (appendix),
- Vocabulary Exercises packet (appendix),
- “Read Like a Professor” bookmark, 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 what levels of scaffolding from the list (greatest 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 & 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 to 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:

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

Today we will be practicing these steps together:

1. Determine the total # of pages in the book (subtracting front and end pages).
2. Divide that number by 4.
3. Use sticky notes to divide the text into 4 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

Quadrant 1

The first quadrant of the text marks the exposition. This is the place where the author introduces the reader to the characters, setting, problems, and important events. In quadrant one, readers collect critical information, reading slowly to make sure they understand who the characters are and what is happening in the book. As you finish quadrant one you will write a retell summary (*refer to the quadrant 1 poster and plot line poster*).

Teach (continued):

Quadrant 2

The second quadrant of the text marks the beginning of the rising action. In quadrant two, readers pay attention to the author's craft and then name the author's central message or theme (*refer to the quadrant 2 poster and plot line poster*).

Quadrant 3

The third quadrant of the text marks the end of the rising action. This is the place where the author fully reveals the central message or theme of the book. In quadrant three, readers analyze the evidence that points to the central message or theme, including the turning point—the place where the central message of the book is fully revealed to the reader. As you finish quadrant three you will write a turning point summary (*refer to the quadrant 3 poster and plot line poster*).

Quadrant 4

The fourth quadrant of the text marks the beginning of the falling action and the resolution. This is the place where the author brings the story to a close, resolving the major conflicts. In quadrant four, readers synthesize and evaluate the text. Here you will write a final summary and literary analysis (*refer to the quadrant 4 poster and plot line poster*).



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

Turn and talk with a partner.

(Optional):

Play the game **Four Quadrants** using the quadrant posters.

Model & Guide:

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 quadrant 1 of *The Secret Garden*, let's prepare to think about what will happen in the plot and character arc. (Handout the quadrant 1 notecard sleeve.)

Model & Guide (continued):

Quadrant 1

The Set-Up

1. First 12%

In the first part of quadrant 1, the author will set-up the story introducing the reader to the protagonist through one (or more) character moments. A **character moment** will:

- Make the protagonist interesting or appealing to the reader,
- Introduce the protagonist's strengths and weaknesses, and
- Build the plot.

The author will also introduce the **setting** or normal world and set the **mood**. The mood is the general feeling or atmosphere that a piece of writing creates in the reader.

1. Second 12%

In the last part of quadrant 1, the author will “set-up” the plot. In this part of the text, the author will use important events and details to **foreshadow** the first plot point. Here, the reader asks a thematic question, “*Will the protagonist learn to _____ and _____?*”

At the end of quadrant 1, the reader reaches the **first plot point**. This is the point in the story where the thematic question is answered. The protagonist makes a decision that initiates change.

Character Archetype

Orphan

Throughout literature, authors use **character archetypes** to help them create a relatable, interesting, and believable plot. A character archetype is a common character type that represents universal patterns of human nature. The idea was advanced by a Swiss psychiatrist Carl Jung, who suggested 12 main character archetypes.

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

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?

C.I.A.

Collect-Interpret-Apply



Read like a
professor!

QUADRANT 1

Collect Critical Information

First 12%

- **Character Analysis**
Character Moment(s)
- **Setting Analysis**
Mood

Second 12%

- **Plot Analysis**
Foreshadowing

End of Quadrant 1

- **Theme Analysis**
First Plot Point
Protagonist Decides

QUADRANTS 2&3

Interpret the Text

Quadrant 2

- **Craft & Structure Analysis**
Symbolism & Genre
- **Plot Analysis**
Foreshadowing

End of Quadrant 2

- **Theme Analysis**
Midpoint *Mirror Moment*

Quadrant 3

- **Craft & Structure Analysis**
Symbolism & Genre
- **Plot Analysis**
Foreshadowing

End of Quadrant 3

- **Theme Analysis**
Turning Point
Fully Changed

QUADRANT 4

Apply to Your Life

Quadrant 4

- **Plot Analysis**
Character Change & Mood

87% Mark

- **Story Elements Analysis**
Final Plot Point
No Going Back

End of Quadrant 4

- **Plot Analysis**
Resolution


ReadSideBySide.com

4-Quadrants Game

To prepare for this game:

1. Hang your CIA posters in each corner of the room.
2. Print and cut out the good reader's statements below.
3. Put the statements in a "hat" for drawing.

Directions to play:

1. Instruction students to stand in one of the corners of the room.
2. Draw one of the good readers statements (below) from a "hat".
3. Read the statement.
4. Students should hold up their fingers to show which quadrant good reader's practice the skill in (1-2-3 or 4).
5. If they are standing in that corner, they are out of the game and sit down.
6. After each turn, students switch corners.
7. Play till only one student remains!

Good readers retell (1).	Good readers pay attention to the author's craft (2).
Good readers keep track of key repeated words (2).	Good readers recognize the turning point (3).
Good readers read for fun without interruption (4).	Good readers evaluate the author's message (4).
Good readers record details about the setting (1).	Good readers write about the turning point (3).
Good readers focus on the main character and infer character traits (2).	Good readers keep track of the important characters (1).
Good readers use the turning points to prove the author's message (3).	Good readers name a line of thinking (2).