How Novel Units® Guides Integrate Close Reading Skills

It’s like buying time!℠

Editorial Director

Lori Mammen


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Dear Customer,

Thank you for making Novel Units® your classroom reading solution! Our editorial team has created this document to help you integrate literature study with the universally important skill of “close reading.” (Please refer to our definition of “close reading” on page 3 of this document.) Happy teaching!

Sincerely,
Your Novel Units® Editorial Team

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What is Close Reading?

“Close reading is the mindful, disciplined reading of an object with a view to deeper understanding of its meaning” (p. 25, Brummett, 2010). When applying the skills of close reading to a text, a reader attends to the elements of form and content found within the text—from the individual words to the order of sentences to the unfolding of ideas. For this kind of mindful study, a reader often reads and rereads a text to comprehend it at all levels—literal, inferential, and critical. Capable readers have developed the necessary skills to interpret texts at all three levels, but even the best readers had to practice and master these skills over time.

How Novel Units® Guides Integrate Close Reading Skills

Novel Units® Teacher Guides and Student Packets provide myriad instructional ideas and activities created to enhance the reading experience and provide multiple opportunities for students to practice and master the skills of close reading. While the Teacher Guide and Student Packet for each book emphasize comprehension of that specific text, the practice and mastery of close reading skills forms the foundation for the content and activities found in all Novel Units products.

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**About the Author**

Roald Dahl was born in Wales in 1916. After serving as a fighter pilot during World War II, Dahl moved to America and began to write adult fiction about the war. He began writing for children in the 1950s. Dahl’s novels include *Charlie and the Chocolate Factory, Matilda, and The BFG*. His other books for children include *The Witches, The Magic Finger, and George’s Marvelous Medicine*. Dahl and his family moved to the United States in 1965. He was made a life peer in 1988. Dahl’s ashes were buried in the garden of his house in Devon, England. The Roald Dahl Museum and Story Centre outside London houses his manuscripts and celebrates his life and work.

**The BFG**

**Setting:** London, England; Giant Country; Dream Country

**Point of View:** First person

**Themes:** Being an outsider, the power of dreams, unusual friendships, dealing with bullies

**Conflict:** person vs. society, person vs. person, person vs. nature

**Style:** narrative, mostly from Sophie’s third-person perspective

**Time:** magical, quirky, whimsical, time-bending, timeless

**Date of First Publication:** 1982

**Summary**

Sophie, an orphan, sees the BFG walking down the street, blowing dreams into sleeping people’s houses. The BFG kidnaps Sophie to prevent her from telling people about him, but he does not mean to keep the girl. He tells Sophie about his life and that the other giants eat humans. They become friends, and the BFG takes Sophie to Dream Country, where he shows her how he catches dreams. The giants can prevent them from eating humans. They create a plan to alert the Queen of England in a magical, quirky, whimsical, frightening, humorous way. The BFG says he cannot let Sophie go because she will tell people about him. She says the other giants are stronger than him. She wants to stay out of right, otherwise, the other giants will eat her. Sophie tells the BFG that she is unhappy at the orphanage, and she decides to help them paint her picture. He tells her to collect dreams, which she can use with her imagination.

**Conflict:**
- Person vs. society
- Person vs. nature

**Themes:**
- Being an outsider
- The power of dreams
- Unusual friendships
- Dealing with bullies

**Author’s Purpose or Intent:**

The BFG says he cannot let Sophie go because she will tell people about him. He says the other giants are stronger than him. She wants to stay out of right, otherwise, the other giants will eat her. Sophie tells the BFG that she is unhappy at the orphanage, and she decides to help them paint her picture. He tells her to collect dreams, which she can use with her imagination.

**Book Summary (TG)**

**Chapter Summary (TG)**

**Vocabulary**

- BFG
- Dream
- Queen
- Giant
- Dream
- Queen
- Giant

**Discussion Questions**

1. What is the “witching hour,” and what is Sophie doing at this time? (The BFG is walking down the street, blowing dreams into sleeping people’s houses. The BFG kidnaps Sophie to prevent her from telling people about him, but he does not mean to keep the girl.)

2. Describe the giant Sophie sees on the street. What does the giant do? (The giant is tall, has enormous ears and a deep, deep voice.)

3. What is different about the way the giant speaks? Why do you think the author had him speak this way? (The BFG speaks like a giant and may have learned his vocabulary on his own. Or, the author may have given the giant a strange vocabulary to add a sense of fun or humor to the character or to make it clear that he is not from this world.)

4. How is the BFG different from other giants? What do you think this says about his character? (The BFG is 24 feet tall, has enormous ears, and he is the smallest of all the giants. He is also the only one who is nice and doesn’t eat “human beans.”)

5. What is the witching hour? (The witching hour is a special moment in the middle of the night when giant children go to sleep. They almost all fall asleep at the same time.)

6. What is the average length of a giant? (The average length of a giant is 24 feet.)

**Book and chapter summaries** so your students can recognize the key ideas and details in the text.

**Author Information (TG)**

**About the Author**

Amherst, Massachusetts. Juster’s first novel, *The Window*, was published in 1961. Juster did graduate work in urban planning in Liverpool, England. After serving three years in the U.S. Navy, he returned to Britain to teach architecture. After that, he returned to America and became Professor of Architecture and Environmental Design at Hampshire College in Amherst, Massachusetts. Juster’s next novel, *The Phantom Tollbooth*, was published in 1962. After that, Juster wrote *Window*, *Nonsense*, *Neville*, and *The Hello, Goodbye Window*. Juster’s other works include *The Hello, Goodbye Window* (1982), which was made into a feature film (1969) and a libretto (1995) performed in schools. His other books for children include *Travels Through the Looking Glass* and *The Marvellous Ears of Princess Rhyme*. Juster died in 2010.

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Novel Units® guides provide **character lists** so your students can identify characters’ traits, motivations, and feelings.

Novel Units® guides provide **background information** that helps your students set the stage for reading.

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**Background Information**

To Kill A Mockingbird is set during the Great Depression, a pivotal time in the American South. During this period, economic hardship illuminated the decades-long effects of state laws enforcing the second-class citizenship of African Americans. Following the Emancipation Proclamation in 1863, many areas in the South enacted laws segregating newly freed African Americans in schools, stores, and other public places. Restrictions were imposed to provide “separate but equal” education and even separate bathrooms and drinking fountains. In practice, the facilities offered to African Americans were often inferior or nonexistent. Progressive voting regulations limited black citizens’ power to change such laws. With very few exceptions, African Americans did not serve on juries or run for public office. Despite civil efforts, African Americans were denied the right to vote in 1964. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 were landmark events in the desegregation of American education. Political agitation in the late 1950s and early 1960s led to further advancements in civil rights legislation. Published in the heart of the South, To Kill A Mockingbird’s powerful statements about justice and equality had (and still have) a formidable impact.

**Characters**

**Jean Louise (Scout) Finch**
- Atticus’s and Mayella’s daughter; bright, curious, and independent; she sees the world through the eyes of a child
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- Scout is the novel’s narrator; bright young girl who was raised in Maycomb; explores, questions, and analyzes every aspect of her world; her observations provide a fresh perspective on the characters and events of Maycomb

**Mr. and Mrs. Radley**
- Parents of Nathan and Arthur Radley; mysterious recluses; lives down the street from the Finches; saves Scout and Jem from being harmed by Bob Ewell

**Nathan Radley**
- Smaller, quieter brother; wears white gloves; avoids physical contact; is afraid of未经审批的信息

**Mr. Syme**
- Ponyboy’s English teacher; cares about his students realizing their full potential; gives the assignment for which Ponyboy writes

**Jerry Wood**
- Teacher in charge of the children caught in the church fire; grateful to Ponyboy and Jeremy for their help

**Johnny Cade**
- Greaser; small, sensitive 16-year-old from an abusive home; Ponyboy’s closest friend; Jean Louise’s and Jem’s classmate; he isasto his mother, Mrs. Cade

**Marcia**
- Greaser; attractive redhead; Bob’s girlfriend; connects with Ponyboy; helps him

**Steve Randle**
- Greaser; Soda’s 17-year-old best friend; tall and lean; works with Soda at the gas station; specializes in repairing and modifying cars

**Paul Holden**
- Soc; Darry’s former friend and football teammate

**Tim Sheppard**
- Greaser; loud and_IDsent; head of an organized gang

**Randy Adderson**
- Greaser; Ponyboy’s 20-year-old brother; tall and muscular

**Johnny**
- Soc; Bob’s best friend; connais in Ponyboy; chooses to stop fighting

**Buck Merril**
- Soc; Cherry’s friend; Randy’s girlfriend

**Soc; Bob’s best friend; confides in Ponyboy; chooses to stop fighting

**Sodapop (Soda) Patrick Curtis**
- Greaser; Ponyboy’s 14-year-old brother; handsome with light brown hair and greenish-gray eyes; enjoys reading and watching movies; tough and loyal; questions violence, eventually realizes that he does not want to remain an outsider

**Robert (Bob) Sheldon**
- Soc; Cherry’s friend; Randy’s girlfriend

**Buck Merril**
- Soc; Cherry’s friend; Randy’s girlfriend

**Marty (Bobby)” Balbo**
- Soc; attractive redhead; Bob’s girlfriend; mean when drunk

**Keith (Two-Bit) Mathews**
- Greaser; specializes in repairing (and stealing) cars

**Randy Adderson**
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Novel Units® guides provide **prereading activities** so your students can make predictions and practice questioning.

**Prereading Activities (TG & SP)**

**TG = Teacher Guide**
**SP = Student Packet**

**Vocabulary Activities (TG & SP)**

**Vocabulary Activities**

1. Sentence/bundle/instance: As a class, select a sentence to start a story. Students from just around one student at paper with theater sentence at the top. Each student adds one sentence to the story. After each student has contributed to the story, have a volunteer read the story aloud.
2. Start/Stop: Divide the class into two teams. One member from each team stands in one end of the room. Taking turns, each team picks a vocabulary word at random, which the team must define without assistance. If that team defines the vocabulary word correctly, its team member moves forward one step. If the team passes incorrectly, the opposing team's standing member moves forward two steps. The team whose team moves fastest wins the opposite side of the room first.
3. Vocabulary slam: Compile a list of vocabulary words from the smaller lists in this guide. Each team selects a vocabulary word from the list. A number of one team defines the word. The other team may "stuff" its opponent if the team believes the word is incorrectly defined. If the team believes the word is correctly defined, the defining team claims a "slam dunk" and earns two points. Teams take turns defined, the defining team claims a "slam dunk" and earns two points. Teams take turns defined the word as in step 3. The opposing team correctly defines the word. The opposing team assumes the role of the game. The first team to earn 15 points wins.
4. Vocabulary squares: Select nine students to sit in three rows of three in the classroom. One student from each row is given a vocabulary word. After each student has contributed to the story, have a volunteer read the story aloud.
5. Vocabulary fill-in: Use the vocabulary words from the lists in this guide. Students should provide context clues as to the meanings of the vocabulary words in their poems. Hold a poetry reading during which students are encouraged to share their poems with the class.

**ASSIGNMENT:**

**Getting the "Lay of the Land"**

**Directions:** Prepare for reading by answering the following questions:

1. Who is the author?

2. What does the title suggest to you about the novel?

3. When was the novel first copyrighted?

4. How many pages are in the novel?

5. What does the novel suggest to you about the novel?

6. What does the cover suggest to you about the novel?

7. What does the title suggest to you about the novel?

8. What is the novel about?

9. What is the novel about?

10. What does the cover suggest to you about the novel?

11. What is the novel about?

**ASSIGNMENT:**

**A Wrinkle in Time**

**Activity #6: Pre-reading**

**Use Before Reading**

**Locate Information/Predictions**

**SUMMARY:**

**Chapter 1-3**

**Directions:** Fill in the blanks below using the vocabulary words from the lists above. Then, define the vocabulary words you did not define.

The old (1) _______ was tired of working other people’s fields. He leased the land:

he worked, especially the variety of the land’s slight (2) _______. He also appreciated having access to every farming (3) _______. He suddenly realized that while he could dream of his future, he had to find a way to be content with the present. He knew he was (4) _______ to get out of debt and he didn’t find a bright spot in his work today.

He pulled distantly on the (5) _______ of his car as he surveyed the farm.

The land appeared green, golden, and (6) _______. He noticed a (7) _______ smelling down the road selling his fruit.

The fruit was (8) _______ and (9) _______. Suddenly from his thoughts by the sounds of the items around him, he took his mouthful, smiled, and returned to his work.

**Vocabulary Fill-in**

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Part I: "The Tributes"

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests. starred questions indicate thought or opinion questions.

1. Why is Peeta's kindness dangerous to Katniss?
2. What do dandelions symbolize to Katniss? Why?
3. Explain Gale's anger at Madge. What is the real source of Gale's anger?
4. Why is holding hands during opening ceremonies "the perfect touch of rebellion" (p. 79)?
5. How does Peeta react to the crowd at the train station? Why does he do this?
6. Who are Cinna and Portia? What are their jobs?
7. How does Cinna want the audience to remember Katniss?
8. What is the crowd's reaction to Katniss and Peeta?
9. Why do you think Peeta asks to be coached separately?
10. What advice does Cinna offer Katniss before her interview?
11. What happened to District 13? Why does the Capitol show the district on TV?
12. Why does the redhead girl make Katniss feel ashamed?

Part II: "The Games"

Chapters 7-9

1. Why does Haymitch suggest that Katniss and Peeta may want to be caught separately?
2. Why was Peeta hurt when his mother said District 12 might win the Games?
3. Why do Career tributes do their best to kill each other?
4. How are Career tributes different than the other tributes?
5. Why does Katniss volunteer to participate in the Hunger Games?
6. Why does Katniss know Rue is not the tribute who started the fire?
7. Why are scores given to the tributes? What scores do Katniss and Peeta receive?
8. How does Katniss believe Gale would respond to her score?
9. Why is Cinna after Katniss before her interview?
10. How was Peeta injured during the Games?
11. What is an Avox?
12. Why is Haymitch Amendment important to Katniss and Peeta?

Chapter 10-12

1. Why is Katniss angry about Peeta's declaration of love? What makes her realize his declaration gives her an edge?
2. On the night before the Games, what is Katniss thinking? Why is Peeta thinking?
3. Why are arrows preserved after the Games?
4. Who waits with Katniss for the call to start the Games?
5. What is the Cornucopia? What does Katniss do with it?
6. How do the tributes learn the fates of other tributes?
7. Why does Cinna have a crush on Katniss?
8. Why does Cinna allow her to join the Career tributes?
Novel Units® guides provide graphic organizers so your students can display ideas visually to better comprehend the text.

Novel Units® guides provide literary analysis, critical thinking, character analysis, comprehension, and writing activities so your students can examine the craft, structure, language, characters, purpose, and central message of the text.
Novel Units® guides provide post-reading discussion questions so your students can demonstrate full-circle understanding of complex literary and informational texts.

Novel Units® guides provide post-reading extension activities so your students can present knowledge and ideas using visual or multimedia elements.
Novel Units® guides provide assessments so your students can gauge their ability to read and comprehend literature at a specific reading level.

Assessments (TG & SP)

Novel Units® guides provide scoring rubrics so your students can be evaluated on open-ended items and activities.

Scoring Rubrics (TG & SP)

Linking Novel Units® Lessons to National and State Reading Assessments

During the past several years, an increasing number of students have faced some form of state-mandated competency testing in reading. Many states now administer state-developed assessments to measure the skills and knowledge emphasized in their particular reading curriculum. The discussion questions and post-reading questions in the Novel Units® Student Packet correlate with state-mandated reading assessments. The rubric below provides important information for evaluating responses to open-ended comprehension questions. Teachers may also use scoring rubrics provided for their own state’s competency test. Please note: The Novel Units® Student Packet contains optional open-ended questions in a format similar to national and state reading assessments.

Scoring Rubrics for Open-Ended Items

3-Exemplary
- Thorough, complete ideas/information
- Clear organization throughout
- Logical reasoning/conclusions
- Thorough understanding of reading task

Score: 4

3-Sufficient
- Many relevant ideas/pieces of information
- Clear organization throughout most of response
- Fewer problems in logical reasoning/conclusions
- General understanding of reading task
- Generally accurate and complete response

Score: 3

1-Partially Sufficient
- Minimally relevant ideas/information
- Obvious gaps in organization
- Minor problems in logical reasoning/conclusions
- Minimal understanding of reading task
- Inaccurate/incomplete response

Score: 1

0-Insufficient
- Insufficient ideas/information
- No coherent organization
- Major problems in logical reasoning/conclusions
- Little or no understanding of reading task
- Generally inaccurate/incomplete response

Score: 0

Linking Novel Units® Student Packets to National and State Reading Assessments

During the past several years, an increasing number of students have faced some form of state-mandated competency testing in reading. Many states now administer state-developed assessments to measure the skills and knowledge emphasized in their particular reading curriculum. The Novel Units® guide includes open-ended comprehension questions that correlate with state-mandated reading assessments. The scoring rubric below provides important information for evaluating responses to open-ended comprehension questions. Teachers may also use scoring rubrics provided for their own state’s competency test.

Scoring Rubric for Open-Ended Items

3-Exemplary
- Thorough, complete ideas/information
- Clear organization throughout
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- Thorough understanding of reading task

Score: 4

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Score: 1

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- Insufficient ideas/information
- No coherent organization
- Major problems in logical reasoning/conclusions
- Little or no understanding of reading task
- Generally inaccurate/incomplete response

Score: 0
Activity #12: Homework

A. During the night, specifically, at 3 a.m. Max wears black dungarees and darkens his skin. He climbs onto Max’s shoulders, and Freak the Mighty marches around the classroom. Loretta Lee’s apartment at the New Testaments sides unfold at the same time; a dictionary of Freak’s favorite words

B. Activity #13: Homework

A. Goosebumps are the feeling of your skin becoming tight and cold when you are cold, afraid or nervous. A hair is the basic unit of hair. B. A pterodactyl is a flying reptile. C. A gnomon is the upright metallic rod used to cast a shadow. D. A mirror is the reflective surface used to produce an image. E. A geode is a crystal made up of layers of hematite and quartz. F. A geode is a crystal made up of layers of hematite and quartz. G. A geode is a crystal made up of layers of hematite and quartz. H. A geode is a crystal made up of layers of hematite and quartz. I. A geode is a crystal made up of layers of hematite and quartz. J. A geode is a crystal made up of layers of hematite and quartz.

Chapters VIII–IX

11. consecrated: something made or declared sacred

10. challah: a loaf of rich white bread eaten to celebrate the Jewish Sabbath

7. hangdog: a downcast, defeated, woeful appearance

5. novenas: recitation of prayer for nine consecutive days in the Catholic Church

3. consumptive: affected by a wasting disease such as tuberculosis

Chapters XIII–XV

11. gallivanting: roaming in search of entertainment

10. ballyhoo: shouting encouragement or excitement around

9. louse: a small, wingless parasite; slang for an unethical person

8. abomination: a vile, horrific action or being

7. theorems: ideas that have been demonstrated to be true

6. sodality: a charitable society made of non-church officers but supported by the church

5. anathema: a cursing or reviling against something

4. affliction: a pain or sickness

3. consumptive: affected by a wasting disease such as tuberculosis

2. lamentations: expressions of grief and sorrow

1. bockety: out of alignment; a term primarily used in Ireland

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