

My Very Own Library Virtual Read Aloud 3rd to 8th Grade Unit of Study

These tools were created to support classroom teachers, schools and districts. The virtual read aloud library will highlight authors, readers and texts from various publishers and partners.

The University of Chicago My Very Own Library Program Intermediate Chapter Book Remote Learning Support Resources

Standards

[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.3.5](#)

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

[CCSS.ELA-Literacy.RL.3.6](#)

Distinguish their own point of view from that of the narrator or those of the characters.

[CCSS.ELA-Literacy.RL.3.7](#)

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

[CCSS.ELA-Literacy.RL.5.2](#)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

[CCSS.ELA-Literacy.RL.5.3](#)

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

[CCSS.ELA-Literacy.RL.5.5](#)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

[CCSS.ELA-Literacy.RL.5.6](#)

Describe how a narrator's or speaker's point of view influences how events are described.

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

[CCSS.ELA-Literacy.RL.7.2](#)

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.7.3](#)

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[CCSS.ELA-Literacy.RL.7.5](#)

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

[CCSS.ELA-Literacy.RL.7.6](#)

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

[CCSS.ELA-Literacy.RL.7.9](#)

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

[CCSS.ELA-Literacy.RL.8.2](#)

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.8.3](#)

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

[CCSS.ELA-Literacy.RL.8.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

[CCSS.ELA-Literacy.RL.8.6](#)

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

[CCSS.ELA-Literacy.RL.8.7](#)

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

[CCSS.ELA-Literacy.RL.8.9](#)

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Using the Video as Text

The excerpts in this series will vary by author and book. Many of the authors made specific choices about what portion of their book they wanted to share. Prior to assigning the video, consider having students research the book, biography of the author, or other works by the author. We also suggest adjusting instructions for students to pause or watch the first 2 minutes of the video, to do the associated activities.

Day One (Active Listening)

These questions are designed for the student to take notes on what they heard or saw while watching the video with their parent, teacher or classmates. Questions can be reviewed before watching the videos.

In the video introduction, what did the author address or discuss? Why might this be important to the reading you are about to hear?

What did you notice about the author?

What did you notice about where they read their work?

How did they describe themselves?

Why did they write or decide to be a writer?

What was their book, story, poem, or article about?

Did they ask any questions? What did they ask?

Did they mention any other authors, art, or stories?

Did anything stand out from their work or reading? If so, what?

If nothing stood out, why or why not?

Was there music? Did it impact the video?

Closure: Name and explain two things about the video that stood out to you the most and why.

<p>Day Two (Story Elements)</p>	<p>Every text conveys information. Students can use this section to consider the parts of the story to enhance their understanding of what happened and how it may connect to other things that they have read.</p> <p>Did the story/poem introduce any characters? If so, what did you learn about them in the video?</p> <p>What action is happening in the story/poem? What are the characters doing? Did the segment of the story reveal their motivation?</p> <p>Where and when does the story/poem take place? If it is not clearly stated, where do you think it would be located and in what time period? Is the location and time important to the characters or their actions?</p> <p>Does this poem, story, or chapter remind you of any other poems or stories that you have read? Which one(s) and why?</p> <p>Reflection: Which character did you connect or relate to the most? Why? If you didn't relate or connect to a character, why not?</p>
<p>Day Three (Story Synthesis)</p>	<p>In this section, students have the opportunity to make changes to the story or poem. By doing this, they can be creative and write their own version.</p> <p>If you could change one thing about this poem/story, what would you change and why?</p> <p>Re-write part of the poem/story in your own words, making the changes that you suggested above.</p> <p>Reflection: Write a short response about your new story. What changes did you make? Why did you make those changes? How did those stories impact the characters, plot, or setting?</p>
<p>Day Four (Connections)</p>	<p>On this day, students can use the commentary of the authors to answer questions and consider alternatives. This also allows them to consider their own connections to locations, history, and themes.</p> <p>In the video, were there any references to other cities, authors, historical figures, or themes?</p> <p>If so, how did the selection that was read relate to those other references? Did the reference impact the subject of the selection? The setting? The theme?</p>

	<p>How does what the author/reader said about the connections change the story? If you changed it to something you knew about, would the selection be different?</p>
<p>Day Five (Friday Fun Day)</p>	<p>Art—Draw a picture of one of the scenes from the story or poem. Make sure to include details that were shared by the author or reader.</p> <p>Music/Movies—Did this story or poem remind you of a song or movie that you know or have seen? If so, describe the song or movie and explain how it connects.</p> <p>Wildcard—Come up with an activity on your own to show your understanding of the story or poem.</p>

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