Close reading plan

Spaghetti from Every Living Thing by Cynthia Rylant

Jane Riggio, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	*Spaghetti* Every Living Thing by Cynthia Rylant	**Where to Access Text**	Aladdin Paperbacks, 1985 ISBN-10:0-689-71263-4 Public Library http://books.google.com/books?id=4S2WhT5GsJgC&pg=PA31&lpg=PA31&dq=spaghetti+every+living+thing&source=bl&ots=rxKwLCRfLk&sig=UhWBPcNCZOzqTRpTl1J9j2M79lA&hl=en&sa=X&ei=iCiLU7vhI4rgsASgyYCQAw&ved=0CDgQ6AEwAg#v=onepage&q=spaghetti%20every%20living%20thing&f=false

Text Description

This text is a heartwarming short story about a lonely boy, Gabriel. Gabriel imagines his life elsewhere until he hears the cry of a kitten in the gloomy streets of his neighborhood. He names the cat Spaghetti. Gabriel's decision to bring the cat home makes all the difference in his life: he now belongs where he lives. The author uses rich figurative language, embedded within a varied sentence structure to demonstrate the inner story of this child's world. The author creates a sense of expectancy and transformation within her text, while unraveling the theme of belonging and loneliness.

Quantitative

Lexile and Grade Level	870 -5th grade	**Text Length**	485 words

Qualitative

Meaning/Central Ideas	**Text Structure/Organization**
Notes about the meaning and central idea(s) in the text as appropriate to your grade level.	Narrative structure that is moderately complex. The story is told in a sequential order, but the sentence structure gives the piece more implicit meaning. The story is told through third person, and uses vocabulary that has multiple levels of meaning.

Prior Knowledge Demands	**Language Features**
Notes about the major prior knowledge demands or experiences required for student to comprehend this text.	The vocabulary is grade appropriate, but the sentence structure is varied, and precisely crafted he text.

Vocabulary

Tier Two Words (General academic vocabulary) *"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example." (CCSS ELA Appendix A)*	**Tier Three Words (Domain-specific words)** *"[Tier Three words]…are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text." (CCSS ELA Appendix A)*
• Stoop • Erect • Hasty • Serious • Peering	• List Tier Three words here.

Potential Reader/Task Challenges

Engaging text that will keep 5th graders involved. Most students will understand the plot, and recognize the kitten "saves" the lonely boy. Finding the deeper message of needing to belong and feeling wanted must be inferred and closely analyzed by looking at sentence structure, meaning, word choice and figurative language. Analyzing the text structure helps the reader identify the deeper meaning of the text.

Text-dependent questions		
Question	Standard alignment	Page of this document
TDQ #1 Before Gabriel found Spaghetti, what do you as the reader know about his life?	5.1	#5
TDQ #2 Gabriel imagines himself to "sleep among coyotes" and "beneath the glittering lights of a movie theater, near the bus stop." What does that tell you about Gabriel and how he responds to the challenges of his environment?	5.2	#8
TDQ #3 Cynthia Rylant repeats the words "seriously" and "fully" to describe Gabriel's thinking in this story. What do the meanings of those words tell you about the Gabriel?	5.4	#12
TDQ#4 Compare the setting in the first two paragraphs to the last two paragraphs. How does the contrast in the description of setting explain how Gabriel's outlook to his environment has changed?	5.3	#15
TDQ #5 How does the author influence what you think about Gabriel, Spaghetti and the author's message?	5.6	#18
Target Standards		
5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.2 Determine a theme of a story from details in the text, including how characters in a story respond to challenges. 5.4 Determine the meaning of words and phrases as they are used in a text. 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). 5.6 Describe how a narrator's or speaker's point of view influences how events are described.		

Question 1

Question #1	TDQ #1 Before Gabriel found Spaghetti, what do you as the reader know about his life?
Standard(s) covered:	RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Example response that meets standard	Look-fors
Gabriel is lonely. In the beginning of the story, Gabriel is sitting on the stoop and "wished for some company". I think this means he is lonely and had no one to play with. In the second paragraph, he is thinking about his day at school, and is "the only boy in class with the right answer". If you are the only one who knows something, it can make you feel different, and lonely too. Finally, Gabriel imagines living outside all the time and wants to "sleep among coyotes". I think this means he thought the coyotes would at least be company. I think he feels this way because it seems as if he only has himself and even a coyote would be better than no one at all.	• Includes an emotion/characteristic of character (lonely and /or sad) • Provides evidence and direct quotes from text: Key phrases: "wished for company"; "the only boy in class with the right answer"; "sleeping among coyotes" • Explains why the evidence makes them think what character's life is like

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to draw inferences about a character by identifying the character's thoughts and feelings through specific words and phrases in the text.
Prior knowledge to review	The student must understand how to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL4.1)
Steps to achieve objective	**Think aloud for direct instruction**
1) Ask yourself, "What is the question asking me to do?" Reread the text to locate the information you need to answer the question.	I wonder what words in the question are most important for me to remember. The question asks me to make a conclusion about Gabriel's life BEFORE he found Spaghetti, and give specific evidence from the text. I am going to concentrate on the first two paragraphs of the text because those are the two paragraphs that talk about Gabriel BEFORE he heard Spaghetti cry. I am going to start by rereading the first two paragraphs of the text, and I'll be noticing the words and phrases that describe how Gabriel felt about his life.

2) Ask yourself "What evidence in the text helps me understand the character's feelings?"	I need to be asking myself, "What was Gabriel's life like before he had Spaghetti?" I am looking for evidence, so I want to be sure to underline or highlight key words or phrases about Gabriel's life. The first paragraph tells me that Gabriel sat on a stoop and "wished for some company." I am going to highlight those words because that tells me he might be lonely. In the second paragraph Gabriel "remembered being the only boy in class with the right answer". I am going to highlight that, because sometimes, if you are the only one, it makes you feel different, and lonely, too. Or, he might feel proud. It's hard to tell, so I will have to keep reading. Later in that paragraph, Gabriel imagined he was in the woods and "saw himself sleeping among the coyotes." I think he really wanted a friend, and he imagined even the coyotes would keep him company and be his friend.
3) Explain what you inferred from the text using direct quotes to support your answer.	Now I'm ready to explain the evidence using direct quotes to answer the question: "Before Gabriel found Spaghetti, what do you as the reader know about his life? Give specific evidence from the text to support your answer." I need to put my thinking in my own words, so I'll start by saying: "Gabriel is lonely." But now, I need to explain how I drew that conclusion. I'll reread the text and the highlighted phrase- "wished for some company". These exact words will support my statement and prove my inference that Gabriel is lonely. Next, I need to write this in my answer: "In the beginning of the story, it says Gabriel is sitting on the stoop and "wished for some company". Now I need to explain my thinking that Gabriel is lonely. "I think this means that Gabriel is lonely. I think this, because in the first paragraph it says he wished for some company. In the second paragraph, it says, 'he remembered being the only boy in class with the right answer.' Sometimes if you are the only one, it can make you feel lonely and different, too. So, I think this evidence proves that Gabriel was lonely."

Extension and practice

- Provide a framed paragraph for students who are struggling with getting their thoughts on paper using the sample answer as a guide.
 Example of a Framed Paragraph for TDQ #1:
In the beginning of the story….I think this means……because….Maybe Gabriel….because in the text it says "…." So, I think…. I also think Gabriel…because the author explained "…." Gabriel imagines "…."That gives me a clue that….

- Use other stories in Every Living Thing for extensions to practice identifying evidence from the text.

What Next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other fiction text to draw inferences about a character by identifying specific phrases in the text and considering what they suggest about the character. (RL5.1)	See more examples of how to teach quoting evidence from a text (RL5.1)

Objective: Answer an inferential question by gathering evidence and direct quotations from the text.
    1. Ask yourself, "What is the question asking me to do?" Reread the text to locate the information you need to answer the question.
 	
    2 Ask yourself, "What evidence in the text helps me understand the character's feelings?"
 	
    3. Explain what you inferred from the text using direct quotes to support your answer.
	Locating evidence in a text (RL4.1)
	http://learnzillion.com/lessons/666-locate-evidence-in-a-text-by-skimming
	
	Drawing inferences from text. (RL5.1)
	http://learnzillion.com/lessons/4241-draw-inferences-from-the-text

Question 2

Question #2	TDQ #2 Gabriel imagines himself to "sleep among coyotes" and "beneath the glittering lights of a movie theater, near the bus stop." What does that tell you about Gabriel and how he responds to the challenges of his environment?
Standard(s) covered:	RL5.2 Determine a theme of a story from details in the text, including how characters in a story respond to challenges.

Example response that meets standard	Look-fors
Gabriel lives in a run-down neighborhood. He is lonely, and I don't think he is happy, either, because he spends a lot of time daydreaming about other places. First, the author told us that he wanted to live outside in a tent and "Gabriel saw himself sleeping among coyotes." I think he is daydreaming, about running far away from home to the wilderness, and the coyotes could be his friends. But, in the very next sentence, Gabriel seems to change his mind from sleeping in the wilderness to wanting to sleep "beneath the glittering lights of a movie theater, near the bus stop." That sounds like it is right down the street from where he lives, instead of far away. That tells me that Gabriel still wants to run away from home, but maybe Gabriel is too afraid to go so far away, or maybe he has thought twice about leaving. By Gabriel changing his mind about where he imagines himself to live, it suggests to me that he does not really know what to do about being lonely. I think the author is saying you really can't run from your problems.	• Recognizes challenge is problem of being lonely (sad, unhappy) • Relates that Gabriel wants to escape from his life by living with coyotes or on the street. • Note the change in distance from being far away vs. down the street. • Provides reasons for character's actions (Gabriel might be afraid or really doesn't want to leave home.) • Student demonstrates thinking beyond the text, inferring Gabriel's desire to run away is related to Gabriel trying to run away from his problem of being lonely.

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will learn you will learn how the character responds to challenges by analyzing the characters thoughts and actions.
Prior knowledge to review	RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. W4.1 Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
Steps to achieve objective	**Think aloud for direct instruction**

1) What do the character's actions, thoughts and words tell me about how he is feeling?	• Having already read the text, I was thinking that Gabriel was lonely, and when he found the kitten, he was no longer lonely. But, then I reread the question: "Gabriel imagines himself to 'sleep among coyotes' and 'beneath the glittering lights of a movie theater, near the bus stop.' What does that tell you about Gabriel and how he responds to the challenges of his environment?" • I wonder what those quotes have to do with Gabriel being lonely. • I notice there is a contradiction in those two statements. One quote has to do with the outside and one with being in a city. • I am thinking the author must want me to pause there and think about what this means.
2) Reread and ask yourself, "What do the character's actions, thoughts or words tell me about what he is struggling with?"	• I need to go back into the text to think about this more. Maybe rereading the text will help me understand this contradiction. • When I look at the piece I realize those quotes came from the second paragraph, so I will read that to understand the character's actions. • I reread that paragraph a couple of times asking, "Why did Gabriel say those things? And what actions did he take to solve his situation?" • I am thinking Gabriel wanted to run away to different places. • I also notice Gabriel did not act on any of his imaginings. He is only thinking about "sleeping among coyotes" or "beneath the glittering lights of a movie theater". • This tells me he is unhappy where he lives and is lonely. Maybe it means he wishes for a better life. • Since Gabriel is not acting on his thinking, I wonder, "What is the character struggling with to think this way?" • When I think about Gabriel being lonely, I see that he is longing to belong to somewhere. • Daydreaming about sleeping with coyotes or by the bus stop or movie theater is telling me he wants to run away from where he lives. • Gabriel's first solution is to go far away from where he lives. • Then Gabriel just goes down the street. • Hmm…. He could be afraid to go far away, or maybe he just doesn't have a way out of his neighborhood and feels trapped. Or, maybe Gabriel is thinking running away won't make him feel less lonely. Or maybe he's just a little more afraid of running away than he is lonely.
3) Think about the character's actions, thoughts and words. Ask yourself, "How does the character deal with the challenges in his life?"	• I need to think about Gabriel's actions and what the author is trying to express to the reader. • Gabriel is lonely and wants to run away from where he lives. It sounds like he wants to run away from his problems. • I can infer that he wants to run away, but since he can't get far away he will live near the movie theater, which is near the bus stop. • I think the author has put this contradiction in because she wants the reader to think about how Gabriel is dealing with his struggle of being lonely. • By Gabriel changing his mind about where he imagines himself living, it suggest to me that he cannot run far away from his home, or his problem of being lonely. • I think the author is saying you really can't run from your problems.

Extension and practice

- Some students will probably need to have an opportunity to discuss this passage. Have students think-pair-share about this piece in small groups.
- Students can use a graphic organizer labeled: Thoughts   Words   Actions.

THOUGHTS	WORDS	ACTIONS

- Provide framed paragraph: The character's (thoughts, words, actions –include quotes) made me think…I think this means…But then (the character's thoughts, actions, words – include quotes). I think the character…..because…. This tells me that the character…..Finally, (the character's thoughts, actions, words – include quotes).
- Create and or provide an anchor chart of author's messages and themes.
- For students who need to go beyond this text: have them read *"Papa's Pet"* and or *"Stray"* from Every Living Thing to practice this lesson independently.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other fiction texts to teach determining a theme including how characters in a story respond to challenges. (RL5.2)	See more examples of how to teach determining a theme including how characters in a story respond to challenges in a story Standard (RL5.2)

Objective In this lesson you will learn you will learn how to identify the message or theme of a story by examining how the character responds to challenges. 1. What do the character's actions, thoughts and words tell me about how he or she is feeling? 2. Reread and ask yourself, "What do the character's actions, thoughts or words tell me about what he or she is struggling with?" 3. Think about the character's actions, thoughts and words. Ask yourself, "How does the character deal with the challenges in his or her life?"	For students who need further work in identifying theme RL5.2: http://learnzillion.com/lessons/4578-determine-how-the-author-tells-you-the-theme-of-a-story

Question 3	
Question #3	Cynthia Rylant repeats the words "seriously" and "fully" to describe Gabriel's thinking in this story. What do the meanings of those words tell you about the Gabriel?
Standard(s) covered:	RL5.4 Determine the meaning of words and phrases as they are used in a text.

Example response that meets standard	Look-fors
The words "seriously" and "fully" tell me that Gabriel thought carefully about things. He daydreamed and was a little spacey, too. I think he was thinking so much about how life could be better for him that he didn't notice the world around him. The first time these words are used, *seriously* means "worthy of concern". The word *fully* means he entirely involved in what he was thinking and imagining. When Gabriel found Spaghetti, he stopped thinking so hard, because he had something to distract him. The second time the word *seriously* is used, it means "importantly". After he found Spaghetti, he found someone who could be important to him. Gabriel's thoughts of escape went away.	• Evidence of using dictionary to show other meanings of the word • Student thinking reflects on word knowledge • Contrasting both times the words are used • Using evidence from the text to explain thinking

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson, you will learn how the author's word choices help you understand the character by determining the meaning of words.
Prior knowledge to review	L5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. Use of dictionary, adverb knowledge,
Steps to achieve objective	**Think aloud for direct instruction**
1) Find the repeated words in the text and reread.	• I notice the words *seriously* and *fully* are in paragraph #3 and in the next to last paragraph. • I find it interesting that the author used the exact same words… I wonder why? • As I reread the text, I notice that the first time the author uses those words, Gabriel has not found Spaghetti; and the second time she uses those words, he *has* found Spaghetti.

2) Ask yourself, "What does that word(s) mean?"	• Both words end in -ly, which usually means the word is an adverb - a word that describes a verb. • I notice that both times the words are describing how Gabriel thought. So the words are used to describe Gabriel's thinking. • I need to think, "What does that word mean?" If I am doing something *seriously,* it means I am being careful by taking my time and not fooling around…what I am doing is not a joke. • Sometimes, my parents speak to me seriously. That means they are concerned about something and it is really important. • *Fully* means, well, *full*; the whole thing or the entire time. If I put that in the context of the story, I would think it means Gabriel thought about things completely. But I am not sure there are not more meanings of *seriously* and *fully* that would help me understand the character.
3) Look up the word in the dictionary. Ask yourself, "Which definition helps me understand the character better?"	• So, I think I need to see what other definitions the words have. I am going to look up the base word, serious, to see if there is another definition that will help me understand Gabriel better. • The dictionary shows 6 definitions for serious: the 4th definition says, "worthy of concern". When I look back at the text and I reread paragraph #3, I think that is how Gabriel was thinking. He is concerned about his life. He thinks of many things, and he thinks about them so fully, that he is not noticing what is around him. That is why he nearly missed Spaghetti crying. • I wonder if that is what *seriously* and *fully* mean the second time Cynthia Rylant uses it in the next to last paragraph? • When I reread the next to last paragraph, I notice the author is really saying he could NOT think as seriously or fully as before. • I think the author used the same word there, so we would stop and notice and think about Gabriel changing in some way. • Hmm…when I look at the other definitions of the word I see the 3rd definition of *serious* means "not trivia; important, weighty". • Ohh…Gabriel was no longer thinking things were as important; life was not weighing him down. • I will substitute that word in the story to see if that makes sense: Gabriel "could not think as *importantly,* as fully, as before. • So now I think of Gabriel, once he has found Spaghetti, as lifting his concerns and unhappiness off of himself. That makes sense. He found the kitten and now he doesn't have to be thinking so heavily.
4) Ask yourself "When the author repeated those exact words, what did he/she want me to know about the character?"	• I think it is interesting the author used the same words, but really they had different meanings. Rylant repeated the words to make me notice the character… draw my attention to Gabriel's inside thoughts. • The author wanted me to see the change in Gabriel, just like the words changed their meaning. • Gabriel changed from a serious boy, who thinks so fully that he is not noticing the world around him. • After Gabriel finds Spaghetti, he is happier, because he now has something more important than his daydreams: Spaghetti.

Extension and practice

- Provide an anchor chart of questions for students to practice author's using repeating words. Students need to ask questions about the significance of the author choosing to do this:
  - Is it insight into the character?
  - Does the author use it for mood or tone?
  - Is it helping you identify the theme?

- Provide other texts, from Every Living Thing, The House on Mango Street by Sandra Cisneros, or from their own reading book to practice this skill.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to other literary texts to teach determining the meaning of words and phrases as they are used in a text. (RL5.4)	See more examples of how to teach determining the meaning of words and phrases as they are used in a text (RL5.4)
Objective: Examine the author's choice of words and determine their meaning to help understand the character 1. Find the repeated words in the text and reread. 2. Ask yourself, "What does that word(s) mean?" 3. Look up the word in the dictionary. Ask yourself, "Which definition of helps me understand the character better?" 4. Ask yourself "When the author repeated those exact words, what did he/she want me to know about the character?"	Determining the meaning of an unfamiliar word in informational text: https://learnzillion.com/lessons/1779-determining-the-meaning-of-unfamiliar-words-as-you-read

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<tr><td colspan="2" align="center">Question 4</td></tr>
<tr><td>Question #4</td><td>TDQ #4 Compare the setting in the first two paragraphs to the last two paragraphs. How does the contrast in the description of setting explain how Gabriel's outlook to his environment has changed?</td></tr>
<tr><td>Standard(s) covered:</td><td>RL5.3 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).</td></tr>
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Example response that meets standard	Look-fors
In the first paragraph, the author uses words to show that the story takes place in an area that is not very nice. The building has "crumbling bricks and rotting wood". Those words sound depressing and don't make me feel happy. In the last two paragraphs, the author lets you know that Gabriel lives in a neighborhood, and describes the building he lives in as just a "tall building". The last paragraph also states that Gabriel "had a room and a bed of his own." By leaving out some of the details about the building in the last paragraph, the author made me think Gabriel did not notice the crumbling bricks or rotting wood anymore. I think this tells me that the kitten distracts Gabriel so he doesn't pay attention to the unpleasant things around him. Where he lived did not matter anymore, and he could be happy there. He finally noticed he does have a house and a bed, and doesn't need to go anywhere.	• The contrast between the description of the building: "Crumbling bricks and rotting wood" vs. "tall" • Student has identified and recorded the feeling developed from the language in the margin of the text (or completed the graphic organizer) and incorporated this in their response • Student explains their thinking about the contrast • Student describes reasons for author contrasting the setting and how that relates to the character's actions

<table>
<tr><td colspan="2" align="center">If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</td></tr>
<tr><td>Objective</td><td>In this lesson you will learn how to analyze the character's feelings by comparing the settings in a story.</td></tr>
<tr><td>Prior knowledge to review</td><td>Setting: Life in a city may have to be described or shown if students have not experienced living in a city. Build background knowledge for cultural issues if necessary.
RL4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</td></tr>
<tr><td>Steps to achieve objective</td><td align="center">Think aloud for direct instruction</td></tr>
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1) Underline the adjectives and any descriptive language about the setting.	• I am going to reread the first two paragraphs to look for words that describe the setting, or where the story is taking place. • I notice that the story probably takes place in a city because it refers to a tall building. • I will underline tall, crumbling, and rotting, because these adjectives describe the building. • In the second paragraph, I will underline glittering, because that describes the lights at the movie theater. • In the last two paragraphs, there is not too much description of the setting. It mentions Gabriel is in a neighborhood, but there are no words that describe what the neighborhood might look like. And the author just says he lives in a tall building. So I will just underline tall.
2) Based on the descriptive language, write the feelings and /or mood you can identify from the setting.	• When I pictured the setting at the beginning of the story, I didn't think I would like to live there. I pictured buildings falling down around a busy street where there were bright glittering lights. I think that is depressing (write word in margin). • I didn't blame Gabriel for wanting to live outside and not in the tall building. (write "me too" or "I agree" in margin) • At the end of the story I felt happier. (write "Happy" in margin) • The sentences in the last paragraph are so simple, it makes me feel at ease, or comforted. (Write "comforted" in margin)
3) Ask yourself, "Why did the author change the description of the same setting?"	• At the end of the story, the author returned to the stoop where Gabriel sat in the beginning of the story. • But in the end, there are no descriptions of the neighborhood. She wrote in very simple sentences about the setting and the character's actions: "…he had a room and a bed of his own in the tall building". "He stood up…and went inside." • I think the author kept the setting simple, because where Gabriel lived no longer made him feel lonely or like he wanted to run away.
4) Ask yourself "How does the description of the setting help to show how a character is feeling?"	• Because the setting is not fully described, it is almost like the setting disappears. • I think the author used the setting to show that Gabriel's problems about where he lived disappeared, too. • The author simply described the setting in the end as: "He knew he had a room and a bed of his own in the tall building." • To me, that means Gabriel is content, happy to go home. The setting was no longer important. • Cynthia Rylant does not focus on the depressing parts of the setting, because the character's problems are now solved, with the help of Spaghetti. The character has become satisfied about where he lives and his life.

Extension and practice

- Use a Venn diagram to help students organize the compare and contrast of the setting.

- Provide Chart to help student's organize their thinking:

Character's Name	Descriptive Words for Setting	Character's Actions	Character's Feelings

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to 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). RL5.3	See more examples of how to teach Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL5.3
Objective: Analyze the character's actions by comparing the settings in a story. 1. Underline the adjectives, and any describing words about the setting. 2. Write the feelings and /or mood you can identify from the setting in the margin. 3. Ask yourself, "Why did the author change the description of the same setting?" 4. Ask yourself "How does the description of the setting help to show how a character is feeling?"	For a lesson to help students understand the setting of a story: https://learnzillion.com/lessonsets/809-close-reading-literature-the-devil-and-the-scavenger

Question 5	
Question #5	TDQ #5 How does the author influence what you think about Gabriel, Spaghetti and the author's message?
Standard(s) covered:	RL5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Example response that meets standard	Look-fors
The story is told from the third person, so you don't know exactly what Gabriel is thinking, but only what the narrator wants you to know. In this way, the narrator controls the ideas. By telling the story in the third person, Cynthia Rylant is able to look down on the scene and let the reader know only what she wants you to know. We know Gabriel thinks about things seriously and fully; he has an active imagination, and changes his mind a lot. He thinks about living somewhere else. By being so deep inside his own thoughts, Gabriel nearly missed the opportunity of having a friend in his life. When he finds Spaghetti, the author doesn't tell you if Gabriel gets to keep the kitten. In fact, the author never really tells you if the kitten is a stray, but the way the story is told, you think he is. The author's message is that it is all right if you are lonely, there will always be someone to keep you company and help you with your problems.	• Third person narrator • More is told about Gabriel –imagination, living in neighborhood • Author doesn't tell you about Gabriel's home, family or if he got to keep Spaghetti • Author message (someone can always keep you company, don't run away from your problems, everyone needs to feel like they belong.)

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:	
Objective	In this lesson you will learn how the author conveys a message in a story by examining the narrator's point of view.
Prior knowledge to review	RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Understand point of view: first and third person Understand story structure: Problem –Resolution and story elements that lead to those understandings. RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Steps to achieve objective	**Think aloud for direct instruction**
1) Identify the point of view of the story.	• Looking through the text, I notice that there are no pronouns such as I or me. • All the pronouns listed are *he* or *it* • This tells me that the story is being told in the third person. • The narrator is someone "outside" of the story.

2) Ask yourself, "Which character's thoughts and feelings are shared with the reader?"	Now that I know the point of view is third person narrative, I can focus on what I know about the characters. •First I will make a list of what I know about Gabriel: Gabriel, the boy -- The stoop has people around, but Gabriel doesn't talk to anyone. -- He thinks about a lot of things. -- He thinks seriously. -- He wants to live outside. -- He has an imagination. -- He has tuned everything out so much, he nearly misses the cry from the kitten. -- His demeanor changes at the end. • Next I will make a list of what I know about Spaghetti: Spaghetti -- Tiny gray kitten -- Crying and waiting in the street -- Has skinny stick-legs -- Cries like the wind

3) Ask yourself, "What information do I NOT know about the character because of the point of view?"	• Because of the point of view, I need to think about what I do NOT know.
	• I can make a list of questions about what the author did not tell me. These are questions I can ask, because these questions are not answered in the story:
	  -Who else did Gabriel live with?
	  - What happened after Gabriel got the kitten?
	  - Why did Spaghetti smell like pasta?
	  - Did Gabriel get to keep Spaghetti?
	  - Is Spaghetti really a stray?
	  -Is Spaghetti waiting for family, waiting for its mother?
	  - Does Gabriel have friends or not?

4) Ask yourself, "Why did the author leave out certain information?"	• The narrator is telling about Gabriel more than Spaghetti. The way the story is told makes me feel sort of bad for Gabriel. • Hmm…what does that mean? • By only letting the narrator tell about Gabriel, the author guides my thinking. • I notice the third-person narrator was a strategy the author used to build a bit of suspense when Gabriel almost missed the cry of the kitten, because Gabriel was lost in his own thoughts. • I know in stories, when there is suspense, something is going to happen …something is going to change and eventually the problem in the story will be resolved. I think the author did this so I would pay attention to what the change in Gabriel is going to be! • The author does not tell much about Spaghetti, except what he looks like and smells like. The author makes you believe that the kitten is a stray and it needs a home. • I think the narrator did not talk about Gabriel's family, because Gabriel had to solve his own problem of being lonely. • I think the author wanted to send the message that Gabriel had a home, even if he didn't feel like he did. • At the end of the story the narrator tells us that Gabriel "went inside to show his kitten where they would live." This is telling me that Gabriel has a renewed connection to his home, and really does belong in his neighborhood. He no longer has to run away to live somewhere else. The author wants me to think Gabriel now has a friend, so he is no longer lonely, or alone. The author could also be letting me know that you don't have to run away to solve your problems.

Extension and practice

- Provide a mini lesson on Point of View. Use an anchor chart to assist students in building this knowledge.
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   Divide class into small groups and distribute picture books that demonstrate how narrator's point of view influences what you know. Some suggestions could be: Three Little Pigs vs. The True Story of the Three Little Pigs by John Scieszka , Two Bad Ants by Chris Van Allsburg; Cinderella and Cendrillon: A Caribbean Cinderella by Robert D. San Souci and Seriously, Cinderella is so Annoying: The Story of Cinderella As Told By the Wicked Stepmother by Trisha Sheed Shaskan. Have students read books in small groups, then share the points of view presented in each book to the whole class.   Keep a chart to demonstrate what messages are made clear by each point of view.

- Good read aloud or book club books that present different points of view: Because of Mr. Terupt by Rob Buyer, and The Wanderer by Sharon Creech

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine how an author influences what you know in a story (RL5.6)	See more examples of how to teach determining how an author influences what you know in a story (RL5.6)
Objective: Determine how the author conveys a message in a story by examining the narrator's point of view. 1. Identify the point of the view the story is told from. 2. Make a list of what the author tells you about the characters. 3. Ask yourself, "What information do I NOT know about the event because the author chose not to tell me?" 4. Ask yourself, "Why did the author do this?"	To see another close reading lesson on determining how the author conveys a message in a story: https://learnzillion.com/lessons/4575-determine-how-the-author-influences-what-you-know-in-a-story