



Civil Discourse: Book Discussion (7)

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Learning Objectives

- Engage in community discussions about books
- Identify important aspects of books for discussion
- Recognize reading as a process
- Respond to books in various ways
- Understand the author's relationship with their text and readers



Essential Questions

Why is it important to read different types of books? How do your personal experiences and personality affect how you understand a story? How do an author's choice of words and mood reflect their attitude toward the subject? How does the history of a book affect its meaning? What deeper messages are hidden within a story? How are themes supported throughout a book?

Media

- The book students are reading for class

Note: This can be a whole-class read, book club, or choice book based on a theme. See the list for more information and options.

Part I: Reading the Book

Taking time to create a reading/pacing calendar with the students allows them to take ownership of their reading progress by giving them a deadline for when the book should be finished and then letting them determine how many pages a week, a day, etc., they'll be reading.

WARM-UP

Before starting, review norms from the first lesson in this unit or use that lesson to discuss and create norms before proceeding.

Here are some examples, although it is important to note that students should create these norms as a class.

- Respect other people's opinions.
- Try to understand other people's points of view; listen to understand, not to respond.
- Participate, participate, participate.
- Respect all opinions.
- Be rational in responding; attack ideas, not people.

SAY

Let's create a reading schedule together. This helps us take charge of our reading by setting deadlines and pacing ourselves.

If it helps, give students premade, blank calendars like the one below so that they can fill in their own reading schedule.

Book Title				
Monday	Tuesday	Wednesday	Thursday	Friday
Month: _____ Day: _____ Chapters or pages to be read: _____	Month: _____ Day: _____ Chapters or pages to be read: _____	Month: _____ Day: _____ Chapters or pages to be read: _____	Month: _____ Day: _____ Chapters or pages to be read: _____	Month: _____ Day: _____ Chapters or pages to be read: _____
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Students may need help thinking about what they've got going on in other classes to determine how many pages they should read each day or each week.

Part II: Book Discussion

Because students have just started reading, ask questions that get them thinking about the book. For example:

- Do you think this is a fiction or nonfiction text? Why?
- What colors do you see on the cover? What do you think they mean?
- Based on the title, what problems do you think the main characters might face? What are some possible solutions?
- What is this book about, based on its introduction and front and back covers?
- What are you wondering about?

Closing the Lesson

These questions can be used at the end of class to bring the topics of the day's lessons together:

- What insights did you gain about your classmates during our discussion?
- How did discussing the book help you understand yourself better?
- What new things did you learn about the book after our discussion?

Common Core State Standards

ENGLISH LANGUAGE ARTS STANDARDS: READING LITERATURE (RL)

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.3:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RL.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RL.6.5:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.

ENGLISH LANGUAGE ARTS STANDARDS: SPEAKING AND LISTENING (SL)

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.