

## Reading Resource Library Instructor Planning Materials

The [Reading Resource Library](#) is a tool created for educators to share with learners and is filled with topically relevant, educational, and captivating books for readers of all ages and levels. The books are sorted into sixteen different topics that can be explored with learners and their families. These instructor planning materials will support classroom instruction using the Library and its Resource Guides. Each Resource Guide provides activities for the classroom, helpful links for teachers, and activities for families.

We suggest you explore the Library and Guides before you begin your planning with these instructor materials. Included in this document:

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### Overall Planning Suggestions

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Use these tips and suggestions to plan lessons or a small unit using a topic from the [Reading Resource Library](#).

#### Determine Unit Purpose and Expected Learner Outcomes

- Identify which learning targets and/or outcomes you want your unit to address
- Identify skills and knowledge the unit will address
- Plan learning activities based on targets and outcomes and learners' interests

#### Vocabulary

- Identify 4-6 key vocabulary words to study and discuss during the unit
- Pre-teach vocabulary that may be difficult for learners to understand
- Plan activities that will ask learners to identify and use vocabulary in meaningful ways and through a wide variety of contexts

#### Texts

- Review texts offered in the Reading Resource Library (RRL) – search by topic to explore the books

- Choose a variety of engaging texts that will interest the learners and offer choices – this allows for differentiation and accessibility among the texts
- Consider developing an additional text set of articles, podcasts, short stories, and other shorter text modalities to support the longer texts and topics throughout the unit
- Preview the text with learners – this will help build their background knowledge and give them a schema in which to approach the text

### **Learning Activities**

- Align activities to the skills and knowledge to be taught
- Review activities in the RRL guides and choose an activity to “kick off” your unit
- Plan for the reading and writing activities, as well as how you will formatively, and summatively, assess throughout the unit
- Start each lesson with a quick mini lesson (short, focused lesson) to introduce the learning and required skill of the day. This is when you provide new information and model the introduced skill.
- Conduct read-aloud and modeled teaching for the learners
- Give learners ample time each class to read, write, and engage with the content, and each other, to stimulate learning and practice skills
- Allow for individual, small group, or partner work each day
- Plan activities that are differentiated to meet the needs of all your learners

### **Relevant Materials**

- Resources:
  - [Adult Learning Theory](#)
  - [Adult Learner Strategies](#)
  - [Authentic Audiences & Purposes](#)
  - [Cultural & Life Experiences Connections](#)
  - [Learner Variability](#)
- Select texts and activities that will allow learners to transfer skills to real life experiences

### **Assessments**

- Formatively assess your learners to drive your instruction and offer responsive teaching when needed – this could be done through a variety of activities including conferring, entry/exit tickets, learner self-assessment, rubrics, checklists, observations, etc.
- Consider a culminating activity that incorporates multiple modalities in which learners can show their learning and helps learners to show the synthesis and application of their learning (written, digital, spoken, etc.)
- Consider a culminating event to celebrate all the knowledge the learners gained throughout the unit

### **Modifications**

- Materials were developed to allow for instructor customization based on their program’s standards and learning objectives. Instructors should modify and

format lessons, activities, and assessments (formative and summative) based on the needs of their learners.

- Consider readability of texts and offer modifications as needed – graphic/thought organizers, groupings, visual aids, read alouds, chunking text strategies, pre-reading/activation strategies, etc. Learners may struggle with reflecting without prompts, so offer prompts and lead ins when necessary. Consider ending each class with an “exit ticket” – for example, have learners share one big idea they understand and one idea/concept/word they are struggling to understand. Think about class needs and expand time for lessons if needed.

## Supporting Materials for Unit and Lesson Planning

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This section offers supporting materials for unit and lesson planning. Use these materials to build a small unit of study around a specific topic from the RRL. We provide an example using our historical fiction text set and resource guide. Included in this section:

- Unit Planning Template
- Unit Planning Template Exemplar – Historical Fiction Mini Unit of Study
- Lesson Exemplar – Character Traits
- Blank Template for Unit Planning
- Blank Template for Lesson

As you plan, consider ways you will implement direct instruction, differentiation, and the expected learning outcomes. Also consider a kickoff activity along with a culminating activity for learners to celebrate and showcase their learning. Our Resource Guides suggest activities!

## Unit Planning Template

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When/Time Needed	Skills to Review and Teach	Materials	Lesson/Suggested Activities	Formative Assessment or Learner Feedback
This section will tell you how long each listed lesson or activity will take and when to engage the learners in the activity.	This section will explain the expected skills learners will be using and demonstrating.	This section will explain all the needed materials for successful implementation of the listed lesson or activity.	This section will list suggested lessons or activities that learners will be completing and/or the educator will be demonstrating.	This section will give suggestions for formative assessments that could be utilized with the specific lesson or activity to check for understanding and guide instruction.

## Unit Planning Template Exemplar: Historical Fiction Unit of Study

This small unit was developed to allow for instructor customization based on their program’s standards and learning objectives. Instructors should modify and format lessons, activities, and assessments (formative and summative) based on the needs of their learners and their literacy levels.

Review the [Historical Fiction Resource Guide](#) and [Historical Fiction Text Set](#) before reviewing this sample unit.

### Unit Purpose:

- Learners will engage in reading, analyzing, and comparing and contrasting historical fiction texts
- Learners will describe a character in depth and refer to details and examples when explaining their reasoning on how the setting and events impact the character
- Learners will use text evidence to support and explain their thoughts
- Learners will read with understanding and convey ideas in writing, applying their newly gained knowledge to their own lives

### Expected Learner Outcomes:

- Identify and analyze character traits throughout historical fiction novels
- Connect and apply historical fiction events to events in today’s world and analyze how these have shaped society
- Compare and research historical fiction to factual, historical accounts
- Acquire new vocabulary and demonstrate use in speaking and writing
- Demonstrate presentation skills
- Apply research skills

### Suggested Essential Questions:

- For learner’s selected texts or read aloud texts, “What is this text really about?”  
“What would have happened if...?”
- “How does reading historical fiction help us understand today’s world?”
- “How does what is happening in our world right now impact us – now and in the future?”

When/Time Needed	Skills to Review and Teach	Materials	Lesson/Suggested Activity	Formative Assessment or Learner Feedback
Day 1 (30 Minutes)	<ul style="list-style-type: none"> <li>• Vocabulary acquisition</li> <li>• Vocabulary context &amp; use</li> <li>• Vocabulary meaning</li> </ul>	<u>Learner:</u> <ul style="list-style-type: none"> <li>• Notebook</li> <li>• Access to dictionary and thesaurus (printed or online)</li> </ul>	<u>Educator:</u> <ul style="list-style-type: none"> <li>• Teach what the <a href="#">Frayer Model</a> is and demonstrate how learners are expected to use it</li> <li>• Allow time for word exploration at different levels –</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook entries</li> </ul>

When/Time Needed	Skills to Review and Teach	Materials	Lesson/Suggested Activity	Formative Assessment or Learner Feedback
			unfamiliar and familiar words  <u>Learner:</u> <ul style="list-style-type: none"> <li>Notebook-vocabulary entries – using the Frayer Model</li> <li>Writing utensils</li> </ul>	
Day 2 (Unit Kickoff Activity) (45-60 Minutes)	<ul style="list-style-type: none"> <li>Previewing texts</li> <li>Text features</li> <li>Activate background knowledge</li> <li>Set a schema for learning</li> <li>Writing with evidence and reason</li> <li>Speaking and listening skills</li> </ul>	<u>Educator:</u> <ul style="list-style-type: none"> <li>Historical fiction texts</li> <li>Access to Reading Resource Library</li> </ul> <u>Learner:</u> <ul style="list-style-type: none"> <li><a href="#">Book Menus (printed)</a></li> <li>Food for “tasting” while previewing</li> </ul>	<u>Educator:</u> <ul style="list-style-type: none"> <li>Explain the concept of a book tasting, the purpose, and what participants are expected to do</li> </ul> <u>Learner:</u> <ul style="list-style-type: none"> <li><a href="#">Book Tasting</a></li> </ul> <u>Additional Resources:</u> <ul style="list-style-type: none"> <li><a href="#">Example of use with adult learners</a></li> </ul>	<ul style="list-style-type: none"> <li>Book tasting menu</li> <li>Participant engagement</li> </ul>
Day 3 (45-60 Minutes)	<ul style="list-style-type: none"> <li>Vocabulary acquisition</li> <li>Synthesis</li> <li>Background knowledge</li> <li>Speaking &amp; listening</li> <li>Movement</li> </ul>	<u>Educator:</u> <ul style="list-style-type: none"> <li>Chart paper (to be put up around the room)</li> <li>Pre-determined vocabulary that learners will come across in text choices</li> <li>Markers &amp; tape</li> </ul>	<u>Educator:</u> <ul style="list-style-type: none"> <li>Mini-lesson, modeling, and/or direct instruction on vocabulary acquisition in texts</li> </ul> <u>Learner:</u> <ul style="list-style-type: none"> <li><a href="#">Vocabulary Graffiti</a></li> </ul> <u>Additional Resource:</u> <ul style="list-style-type: none"> <li><a href="#">Vocabulary Graffiti</a></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary graffiti</li> <li>Participant engagement</li> <li>Exit ticket</li> </ul>
Days 4-8 (45-60 Minutes Each)	<ul style="list-style-type: none"> <li>Research</li> <li>Character traits</li> <li>Power</li> <li>Themes</li> </ul>	<u>Learner:</u> <ul style="list-style-type: none"> <li>Notebook</li> <li>Historical fiction novels</li> </ul>	<u>Educator:</u> Mini-Lessons on the Following Topics: <ul style="list-style-type: none"> <li>Character traits</li> <li>Power and power dynamics</li> <li>Theme(s)</li> </ul>	<ul style="list-style-type: none"> <li>Notebook entries</li> <li>Reading student quick notes</li> <li>Student conferring notes</li> </ul>

When/Time Needed	Skills to Review and Teach	Materials	Lesson/Suggested Activity	Formative Assessment or Learner Feedback
			<p>Direct instruction on research skills – learners will be researching the time period in which their novel takes place</p> <p>Consider using <a href="#">this resource from NCTE</a> as your guide.</p> <p><u>Learner:</u></p> <ul style="list-style-type: none"> <li>• Research entries in notebooks about specific time periods (noting any texts read or accessed)</li> <li>• Reading quick notes about character traits, power dynamics, and theme(s)</li> </ul> <p>Consider having learners use this <a href="#">T-Chart</a> for their quick notes.</p>	
<p>Days 9-15 (45-60 Minutes Each)</p>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Thinking</li> <li>• Reading</li> </ul>	<p><u>Learner:</u></p> <ul style="list-style-type: none"> <li>• Notebook</li> <li>• Student research notes</li> <li>• Reading quick notes</li> </ul>	<p><u>Educator:</u></p> <ul style="list-style-type: none"> <li>• Confer with learners</li> <li>• Lead small group instruction</li> <li>• Formatively assess</li> <li>• Teach learners to look for <a href="#">literary signposts</a> as they read</li> </ul>	<ul style="list-style-type: none"> <li>• Entry/exit tickets</li> <li>• <a href="#">Writing prompts</a> (Examples)</li> <li>• Reading quick notes</li> <li>• Quizzes</li> <li>• <a href="#">Conference Notes</a> (Consider using these templates while conferring with learners)</li> <li>• Annotations (Consider</li> </ul>

When/Time Needed	Skills to Review and Teach	Materials	Lesson/Suggested Activity	Formative Assessment or Learner Feedback
<p>Days 16-19</p> <p>(Culminating Activity)</p> <p>(45-60 Minutes Each)</p>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Annotation</li> <li>• Writing</li> <li>• Note-taking</li> <li>• Speaking &amp; listening</li> <li>• Presentation</li> </ul>	<p><u>Educator:</u></p> <ul style="list-style-type: none"> <li>• Create a <a href="#">text set</a> for research prior to today's start date.</li> <li>• Search "text set" for more information</li> </ul> <p><u>Learner:</u></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Access to research text sets</li> <li>• Note sheets</li> <li>• Access to technology</li> </ul>	<p><u>Educator:</u></p> <p>Options for research and final assessment:</p> <ul style="list-style-type: none"> <li>• Teach learners how to develop an <a href="#">annotated curated text set</a> for their own topic</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Teach learners how to use <a href="#">note sheets</a> or create their own</li> <li>• Teach learners about the <a href="#">Living History Museum</a> assignment, presentation, and expected outcomes (modify as needed for adult learners)</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• View <a href="#">these tips on exploring texts</a> for other culminating activity ideas!</li> </ul>	<p>literary signposts)</p> <p><u>Summative Assessment Options:</u></p> <ul style="list-style-type: none"> <li>• Annotated curated text set</li> <li>• Presentation</li> <li>• Living History Museum</li> <li>• Reader's notebook/ portfolio of learnings</li> </ul>

## Lesson Exemplar – Character Traits

<b>Lesson Purpose</b>	Learners will describe and analyze a character in depth – explaining and defending their reasoning by drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
<b>Lesson Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify and analyze multiple character traits of main character(s) from historical fiction novels</li> <li>• Determine and categorize outside factors (influences) that impact the character's thoughts, feelings, and actions throughout historical fiction texts</li> <li>• Reflect and apply new learnings to other parts of their life</li> </ul>
<b>Materials</b>	<p><u>Learner:</u></p> <ul style="list-style-type: none"> <li>• Historical fiction novel (selected based on interest and reading level to allow for choice, differentiation, and accessibility among the texts)</li> <li>• <a href="#">Character Trait Dictionary</a></li> <li>• <a href="#">Character Trait Templates</a></li> </ul> <p><u>Instructor:</u></p> <ul style="list-style-type: none"> <li>• Selected historical fiction excerpts to share with learners</li> <li>• Lesson plan template</li> <li>• Learner notebooks or post-its</li> </ul>
<b>Instructor Considerations:</b>	<p>Consider mini lessons (short, focused lesson) on the following topics:</p> <ul style="list-style-type: none"> <li>• What kind of person is this main character? Identify and explain with sound reasoning what occurrences may have contributed to the individual's character.</li> <li>• How are the pressures of what is happening in this character's world impacting him/her? Compare the different pressures.</li> <li>• Explain and discuss (with a classmate) how the minor characters impact the main character's thoughts? Feelings? Actions?</li> <li>• Evaluate how the character changes over time. What is impacting that change?</li> </ul> <p>Resources to support lesson planning:</p> <ul style="list-style-type: none"> <li>• <a href="#">Webb's Depth of Knowledge Guide</a></li> <li>• <a href="#">Instructional Pacing: How do your Lessons Flow?</a> And <a href="#">Quick Tips for Pacing</a></li> <li>• <a href="#">Adult Learning Theory</a></li> </ul>
<b>Lesson Set Up/Review</b> (5 minutes)	<ul style="list-style-type: none"> <li>• Ask learners to think about a specific person in their life. Then ask them to turn and talk to a classmate about this person and all the things that make them who they are – negatives and positives.</li> <li>• Share a quick story of a person from your own life with the same negative and positive traits to ensure all learners understand that multiple facets make up who a person is.</li> <li>• Identify specifically the goal you have for the learners in today's lesson (i.e. the skills they will be working on)</li> </ul>
<b>New Information/ Modeling</b>	<ul style="list-style-type: none"> <li>• Begin by modeling character trait work using a specific passage from an excerpt of a historical fiction text or reading a quick</li> </ul>

<p>(10-15 minutes)</p>	<p><a href="#">historical fiction picture book</a> (Resource: <a href="#">Teaching with Picture Books</a>)</p> <ul style="list-style-type: none"> <li>• Be sure to stop and model, using both <a href="#">read-aloud</a> and <a href="#">think-aloud</a> strategies to demonstrate the kind of thinking you want the learners to do when identifying character traits and analyzing how outside factors such as other people, setting, and events are impacting that character. (Resource: <a href="#">Adult Learner Strategies</a>)</li> <li>• Encourage learners to analyze traits – comparing and contrasting, assessing, and defending their choices of traits and text evidence.</li> <li>• Discuss how learners may apply new learnings to their own life – what are their traits, what outside factors might shape their impressions, actions, etc.?</li> <li>• Consider how you may differentiate the modeling for all levels of learners.</li> </ul>
<p><b>Check for Understanding</b> (2-5 minutes)</p>	<ul style="list-style-type: none"> <li>• Ask learners to participate in the read-aloud, stopping at the end to ask them what other attributes and insights they have about the character from the read-aloud.</li> </ul>
<p><b>Guided Practice</b> (5 minutes)</p>	<ul style="list-style-type: none"> <li>• Ask the learners to now do this same work with their own historical fiction novels; encourage partner work for more engagement.</li> <li>• Ask learners to make quick notes on Post-Its for quick entries in their reading notebooks or materials you are using to capture their ideas. This will help make their thinking visible.</li> <li>• Prompt learners to explore traits by comparing and contrasting, sorting, assessing, etc.</li> <li>• Consider how you may differentiate for all levels of learners. For example, the <a href="#">Webb's Depth of Knowledge Guide</a> (see Instructor Considerations) will support varying independent practice instruction.</li> </ul>
<p><b>Feedback to Learners</b> (5 minutes)</p>	<ul style="list-style-type: none"> <li>• Monitor the conversations and thinking notes learners are completing throughout the guided feedback process.</li> <li>• Call all learner attention back together and offer some final feedback on what you were able to see across the conversations and guided practice work. Also remind learners of the specific work for today's lesson.</li> </ul>
<p><b>Independent Practice</b> (20-30 minutes)</p>	<ul style="list-style-type: none"> <li>• Give learners time to read their historical fiction novels</li> <li>• Be sure to coach learners when necessary or pull small groups that may need additional support or enrichment.</li> <li>• Consider how you may differentiate for all levels of learners.</li> </ul>
<p><b>Independent Practice – outside of the classroom</b> (20-30 Minutes)</p>	<p>Encourage learners to continue to:</p> <ul style="list-style-type: none"> <li>• Read their historical fiction novels outside of class, noting vocabulary and character traits</li> <li>• Encourage learners to watch, read, or listen to some news and think about how the events are relating to the events in their historical eras and about how power dynamics are changing thinking and actions of people (characters).</li> <li>• Consider a Civics Reflection, “How would you use what you have learned in the story to improve the lives of others around you?”</li> <li>• Consider how you may differentiate for all levels of learners.</li> </ul>

## Blank Template for Unit Planning

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When/Time Needed	Skills to Review and Teach	Materials	Lesson/Suggested Activity	Formative Assessment or Learner Feedback
Day				
Day				
Day				
Day				
Day				
Day				

## Blank Template for Lesson

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<b>Lesson Purpose</b>	
<b>Lesson Outcomes</b>	
<b>Materials</b>	
<b>Instructor Considerations:</b>	
<b>Lesson Set Up/Review</b>	
<b>New Information/Modeling</b>	
<b>Check for Understanding</b>	
<b>Guided Practice</b>	
<b>Feedback to Learners</b>	
<b>Independent Practice</b>	
<b>Independent Practice – outside of the classroom</b>	