The Secret Garden

An Exemplar Reading Lesson
Exemplar Texts

- **Text samples provided to demonstrate the level of complexity and quality the CCSS require (Appendix B)**
- **Choices serve as guideposts in helping teachers select similar complexity, quality and range for their own classrooms**
- **They are not a partial or complete reading list.**
Visualizing Planning and Instruction

**Planning**

- **Overarching Question**
- **Author and You/Analytical Questions**
- **Author and You/Think and Search/Inference**
- **Think and Search**
- **Right There/Literal**

**Teaching**

- **Overarching Question**
- **Right There/Literal**
- **Think and Search**
- **Author and You/Think and Search/Inference**
- **Author and You/Think and Search/Inference**
- **Author and You/Think and Search/Inference**
- **Author and You/Analytical Questions**
Tools Authors Use: Literary Devices and Figurative Language

**Onomatopoeia**
A single word that sounds like the thing to which it refers

*Six burgers were sizzling on the grill.*

**Simile**
A form of comparison in which one thing is compared to another unlike thing by using the words “like” or “as”

*My brother is as good as gold.*

**Personification**
Speaking of something that is not human as if it had human abilities and human reactions

*My bed was calling me.*

**Metaphor**
A form of comparison that directly compares two unlike things with the same quality

*My baby sister is a doll.*

**Hyperbole**
A great exaggeration used to emphasize a point, and is usually for expressive or comic effect

*An apple a day keeps the doctor away.*

**Alliteration**
The repetition of a single letter or in a combination of letters

*She sells seashells by the seashore.*
# Rigorous Planner

## Planning for a RIGOROUS Reading Lesson...

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Week of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Title and/or Content Link:</td>
<td>Literary (Fiction/Nonfiction)/Poem OR Informational (grade level):</td>
</tr>
</tbody>
</table>

### Identify Core Understanding & Key Idea of Text (Purpose/s for Rereading)

<table>
<thead>
<tr>
<th>Literal:</th>
<th>Inferential:</th>
</tr>
</thead>
</table>

### Common Core State Standards & Next Generation Sunshine State Standards

#### Primary Standard

- 
- 
- 

#### Secondary Standard

- 

### Performance Task

- (Conceptual/Independent Written Assessment)

### Ongoing Standards (includes Vocabulary)

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Topic</th>
<th>Theme</th>
<th>Main Idea &amp; Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure Chart/One Sentence Summary Frames</td>
<td>What is the subject?</td>
<td>What’s the message, presentation about life or times?</td>
<td>&amp; I Tables/Two Column Chart (MI/D)</td>
</tr>
<tr>
<td>Author’s Perspective</td>
<td>Author’s Perspect</td>
<td></td>
<td>Text Fea (TF)</td>
</tr>
</tbody>
</table>

### Language Standards

#### Context Clues:

- 

#### Synonyms:

- 

#### Antonyms:

- 

#### Prefixes:

- 

#### Suffixes:

- 

#### Root Words (Latin/Greek):

- 

#### Multiple Meaning:

- 

#### Academic Words:

- 

#### Use Sentence Structure to Clarify Meaning:

- 

#### Analyze the use of Literal and Nonliteral Language:

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### Text Dependent Sequential Questions

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

These questions are the stepping stones towards understanding the performance task.
Planning for a RIGOROUS Reading Lesson...

Grade: 4
Selection Title or Content Link: The Secret Garden

Week of: [Blank]
Literary/Fiction/Nonfiction/Poem OR Informational (CIRCLE ONE)

Identify Core Understanding & Key Idea of Text (Purpose for Reading)
- Literal: Mary Lennox was a lonely child who was kept out of the way.
- Inferential: The Ayah spoils Mary to keep her quiet.
- Analytical: The major events that shaped her life were her mother's rejection and the loss of her Ayah due to cholera.

Common Core State Standards & Next Generation Sunshine State Standards

Primary Standard
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS-RL.4.1)
- 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). (CCSS-RL.4.3)

Secondary Standard
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS-L.4a; L.4b; L.4c)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS-L.5a; L.5b; L.5c)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal actions, descriptions, or states of being and that are basic to a particular topic. (CCSS-L.6)

Performance Task (Culminating Independent Written Assessment)
- Explain Mary's selfish behavior and make inferences regarding the impact of the cholera outbreak on Mary Lennox in Frances Hodgson Burnett's The Secret Garden by explicitly referring to details and examples from the text. (CCSS-R.4.1)

Instructional Resources
T Chart
Character Analysis Chart
Character Traits List
Concept of a Definition Map

Ongoing Standards (includes vocabulary on back of planner)

Text Structure
- Chronological Order
- Cause and Effect
- Foreshadowing

Text Structure Chart
- One Sentence Summary
- Frames Prediction Chart

Author's Purpose
- Intent to show why the author's main message = Main Idea
- Author's Purpose Chart: Intent + Main Idea = AP

Topic
- Cholera epidemic
- Mary Lennox
- Secret Garden
- Misselthwaite Manor

What is the subject?
Author's Perspective
- Without Mary's parents' attention and love, she develops into a tyrant.
- What would the author probably read? Think? Agree with?

Theme
- Natural and life events can shape a person's personality

What is the message, generalization about life or lesson learned?

Main Idea & Supporting Details
- The author portrays Mary Lennox as a "tyrannical and selfish little pig". She is cared for by the native servants who obligate to give Mary whatever she wants. Thus, she becomes terribly spoiled and dictatorial.

M. L Table/Two Column Chart (MWC)

Text Features (TF)
- Title
- Subtitle
- Introduction
- Picture

MDCPS - Division of Language Arts/Reading, May 2012
### Planning for a RIGOROUS Reading Lesson...

<table>
<thead>
<tr>
<th>Language Standards</th>
<th>Complexity of Questions: Low Moderate High</th>
<th>Task Cards</th>
<th>Text Dependent Sequential Questions for a Close Analytical Read (literal, inferential, &amp; analytical)</th>
<th><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context Clues:</strong> Ayah, cross, servants, amuse</td>
<td>QUESTION</td>
<td>Task Cards</td>
<td>1. Who is the main character introduced in the story?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
</tr>
<tr>
<td><strong>Synonyms:</strong> little, thin; sickly, ill; frail, crying; mysterious, strange</td>
<td></td>
<td></td>
<td>2. Where did Mary live while her parents were alive?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
</tr>
<tr>
<td><strong>Antonyms:</strong> slunk; hunted, beauty; ugly, work; parties</td>
<td></td>
<td></td>
<td>3. Why does Mary rarely see her parents while living in India?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
</tr>
<tr>
<td><strong>Prefixes:</strong> disagreeable, disliked</td>
<td></td>
<td></td>
<td>4. What happened to Mary’s parents?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
</tr>
<tr>
<td><strong>Suffixes:</strong> sickly, frail, familiarly, frightfully, governess, tyrannical, mysterious</td>
<td></td>
<td></td>
<td>5. Where was Mary sent after her parents died?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td><strong>Base Words:</strong> awakened, pretended, disagreeable</td>
<td></td>
<td></td>
<td>6. “Ayah” (line 8) How does the context of lines 1-15 help to clarify the meaning of this word?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
</tr>
<tr>
<td><strong>Root Words</strong> (Latin/Greek): position</td>
<td></td>
<td></td>
<td>7. How does the author use imagery to illuminate Mary’s physical appearance?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
</tr>
<tr>
<td><strong>Multiple Meaning:</strong> sour, please, cross, held, great, under</td>
<td></td>
<td></td>
<td>8. Consider the author’s physical descriptions of Mary. What does the author imply about internal and external beauty?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td><strong>Academic Words:</strong> Mem Sahib, veranda, cholera, governess, stammered, muttered, tyrannical</td>
<td></td>
<td></td>
<td>9. What does the author mean when she says, “She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants”?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td><strong>Use Sentence Structure to Clarify Meaning:</strong></td>
<td></td>
<td></td>
<td>10. Why is Mary always given her way?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td>• She was the most disagreeable-looking child ever seen.</td>
<td></td>
<td></td>
<td>11. Mary is six years old when she chases away the English governesses who were tried to teach her. Explain how this impacted Mary’s education?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td>• She had always been ill in one way or another.</td>
<td></td>
<td></td>
<td>12. Describe how Mary feels when she wakes up on the day of the cholera outbreak?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
</tr>
<tr>
<td>• When Mary was born, she handed her over to the care of an Ayah</td>
<td></td>
<td></td>
<td>13. What does Mary do to the servant by her bed when she wakes up? Why?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td>• She was kept out of the way...because the Mem Sahib would be angry if she was disturbed by her crying.</td>
<td></td>
<td></td>
<td>14. During the confusion of the epidemic, what happens to Mary?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<td>• One frightfully hot morning, she awakened feeling very cross when she saw that the servant who stood by her bedside was not her Ayah.</td>
<td></td>
<td></td>
<td>15. What is the reader meant to infer about the direction the story will take when he/she learns of Mary’s growing anger and subsequent actions in the garden?</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<td>• Mary threw herself into a passion and beat and kicked her,</td>
<td></td>
<td></td>
<td>These questions are the stepping stones towards understanding the performance task.</td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td>• There was something mysterious in the air that morning.</td>
<td></td>
<td></td>
<td></td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<td><strong>Analyze the use of Literal and Nonliteral Language:</strong></td>
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<td></td>
<td></td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<td>• She had a little thin face and a little thin body, thin light hair and a sour expression.</td>
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<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<td>• By the time she was six years old, she was a tyrannical and selfish little pig as ever lived.</td>
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<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<tr>
<td>• All the time growing more and more angry</td>
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<td></td>
<td></td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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<td>• Her hair was yellow, and her face was yellow because she had been born in India and had always been in one way or another.</td>
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<td></td>
<td><strong>D.A.R.E.</strong> Right There Think &amp; Search Author &amp; You On My Own</td>
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MDCPS - Division of Language Arts/Reading, May 2012
Close Analytic Read Activity

- Read the story
- Think about what is the most important learning to be drawn from the text. (key idea(s))
- Develop an over-arching question that addresses the key idea(s).
- Create a series of sequential questions that are always evidenced in the text to bring the reader to an understanding of the over-arching question or performance task.
Close Analytic Read
Rules of the Road

- The text is the expert – not the teacher
  - Foster student confidence and independence by having students reread the passage, consult illustrations.

- Student support is in pairs, small groups and whole class settings.
  - Structure and time for collaboration, discussing and processing help students internalize the skill.

- Goal is total understanding of text.
  - Don’t rush through – have patience with a slower learning process that is required by the standards and format of instruction. (close analytic reading)
Close Analytic Read
Rules of the Road

- In primary grades, Read Alouds are expected.

- Front-loading should be done judiciously.
  - The content should be embedded both in the text and illuminated by the discussion questions, writing activities, and extension activities.

- Selected text should enhance student literacy – based exercises and allow them to practice analyzing content based themes.
Close Analytic Read
Rules of the Road

Close analytic reading of exemplar text should include:

- **Learning Objectives** - 4-5 days on an exemplar text

- **Reading Tasks** - independence is the goal through multiple encounters with the text, carefully planned and sequenced questioning with answers that are always evidenced in text.

- **Discussion/Language/Vocabulary Tasks** - activities that encourage discussion, inferring meaning from context, and attention to academic language. *High value* words should be discussed and lingered over during the instructional sequence.
Close analytic read should include:

- **Sentence Syntax Tasks** - Engage students in a close examination of complex sentences to discover how they are built and how they convey meaning. Unpacking complex text focuses on both the precise meaning of what the author is saying and why the author might have constructed the sentence in a particular fashion.

- **Writing Tasks** – Students may paraphrase, synthesize ideas, support opinions, or explain relationships in a culmination activity to organize and make sense of their thinking and learning.
Creating Text-Dependent Questions for Close Analytic Reading of Texts

- **Step One:** Identify the core Understandings and Key Ideas of the Text
- **Step Two:** Start Small to Build Confidence
- **Step Three:** Target Vocabulary and Text Structure
- **Step Four:** Tackle Tough Section Head On
- **Step Five:** Create Coherent Sequences of Text Dependent Questions
- **Step Six:** Identify the Standards being Addressed
- **Step Seven:** Create the Culminating Assessment
**Question-Answer Relationships**

**In the Book QARs**

**Right There**
The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are **Right There** in the same sentence.

**Think and Search**
The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places.

**In My Head QARs**

**Author and You**
The answer is **not** in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.

**On My Own**
The answer is not in the selection. You can even answer the question without reading the selection. You need to use your own experience. Students ask this type of question to bring out their prior knowledge.
# Cognitive Complexity Levels

<table>
<thead>
<tr>
<th>Low Complexity</th>
<th>Moderate Complexity</th>
<th>High Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One step problem</strong></td>
<td><strong>Two step problem: comprehension &amp; subsequent processing of text</strong></td>
<td>Heavy demands on student thinking</td>
</tr>
<tr>
<td><strong>Recall</strong></td>
<td><strong>Summarize</strong></td>
<td>Analyze &amp; synthesize information</td>
</tr>
<tr>
<td><strong>Observe</strong></td>
<td><strong>Infer</strong></td>
<td>Explain</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td><strong>Classify</strong></td>
<td>Generalize</td>
</tr>
<tr>
<td><strong>Represent basic facts</strong></td>
<td><strong>Gather</strong></td>
<td>Multiple Connections</td>
</tr>
<tr>
<td><strong>Demonstrate simple skills or abilities</strong></td>
<td><strong>Organize</strong></td>
<td>Requires several steps involving abstract reasoning and planning</td>
</tr>
<tr>
<td><strong>Basic understanding of text</strong></td>
<td><strong>Compare</strong></td>
<td>Support thinking</td>
</tr>
<tr>
<td><strong>Verbatim recall</strong></td>
<td><strong>Display</strong></td>
<td>Identifying theme</td>
</tr>
<tr>
<td><strong>Simple understanding of a word or phrase</strong></td>
<td><strong>Possibly Explain Describe Interpret</strong></td>
<td>Implicit main idea</td>
</tr>
</tbody>
</table>

- **In the Book QARS**
  - **Right There**: The answer is in the text, usually easy to find. Words for the question and words used to answer the question are right there in the same sentence.
  - **Author and You**: The answer is not in the story. You need to think about what you already know, what the author tells you in the text, and how it fits together.
  - **Think and Search**: The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places.

- **In My Head QARS**
  - **On My Own**: The answer is not in the selection. You can even answer the question without reading the selection. You need to use your own experience. Students ask this type of question to bring out their prior knowledge.

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**Task Cards**
The Secret Garden by Frances Hodgson Burnett

Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s The Secret Garden by explicitly referring to details and examples from the text.

Before Mary arrives at Misselthwaite Manor, a cholera disease devastated the Indian village in which she was born, killing both her parents and the ‘Ayah, an Indian servant, who cared for her. Cholera is a disease caused by the lack of clean water and was common in underdeveloped countries.

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her her own way in everything, because the Mem Sahib would be angry if she was disturbed by her crying, by the time she was six years old she was tyrannical and selfish a little pig as ever lived. The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months, and when other governesses came to try to fill it they always went away in a shorter time than the first one. So Mary had not chosen to want to know how to read books she would never have learned her letters at all.

One frightfully hot morning, when she was about nine years old, she awakened feeling very cross, and she became crosser still when she saw that the servant who stood by her bedside was not her Ayah.

“Why did you come?” she said to the strange woman. “I will not let you stay. Send my Ayah to me.”

The woman looked frightened, but she only stammered that the Ayah could not come and when Mary threw herself into a passion and beat and kicked her, she looked only more frightened and repeated that it was not possible for the Ayah to come to Missle Sahib.

There was something mysterious in the air that morning. Nothing was done in its regular order and several of the native servants seemed missing, while whom Mary saw slink or hurrunt about with ash and scared faces. But no one would tell her anything and her Ayah did not come. She was actually left alone as the morning went on, and at last she wandered out into the garden and began to play by herself under a tree near the veranda. She pretended that she was making a flower-bed, and she stuck big scarlet hibiscus blossoms into little heaps of earth, all the time growing more and more angry and muttering to herself the things she would say and the names she would call Sadele when she returned.
### Daily Planner for Rigorous Reading Lessons

**Grade:** 4  
**HM Selection Title/HM Link/Separate Text:** The Secret Garden by Frances Burnett  (Fiction)  
**Week of:**  

**Primary Standard:** LA.4.1.7.8 The student will determine explicit ideas and information in grade-level text, including but not limited to main ideas, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing. LA.4.1.7.4 The student will identify cause-and-effect relationships in text. LA.4.1.7.6 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text. (CCSS-RL.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS-RL.4.3) 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).  
**Secondary Standard:** LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, simile, metaphor, symbolism), and examine how it is used to describe people, feelings, and objects. LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present; (CCSS-LA.4; L.4b; L.4a) Define or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  

**Performance Task Question:** Explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's The Secret Garden by explicitly referring to details and examples from the text. (CCSS-R.4.1)  

|-------|--------------------------------------|-------|-----------------------------|-------|----------------------------------------|-------|------------------------------------------------------|-------|------------------------------------------------------|
| **Purpose Setting:** The story begins by informing the reader that Mary is sent to Misselthwaite Manor. Read to discover why Mary moves to England.  
- Read independently  
- Seed discussion  
- Read aloud by teacher  
- Written response to Guiding Question  
- Share/Revise  | **Purpose Setting:** Mary is seen as an incredibly disagreeable child even though she comes from a wealthy family. Read to understand why the author uses the word “tyrannical” to describe Mary.  
- Close Analytical Read including questions/discussion focusing on vocabulary (sentence structure & use of figurative language)  
- After reading discuss how Mary regards her Ayah and the servants?  
- Spectrum of a Word, Concept of a Definition Map, Word Array  | **Purpose Setting:** Mary has been orphaned and brought up by servants and governesses who dislike and fear her. Read to find words in the text to describe the main character.  
- Teacher models Author's Toolbox for Bringing a Character to Life  
- With a partner, need The Secret Garden to complete the Author's Toolbox...  | **Purpose Setting:** Mary spends a vast majority of her time with servants and the text implies that this attention is a large factor in her disagreeable disposition. Read to explain what other circumstances significantly impacted Mary's personality.  
- Reread and code the text by highlighting specific evidence to support the idea that Mary's personality as well as the cholera outbreak played a significant role in the eventual outcomes of her life.  
- Text coding:  
  - P = Personality: What happened that formed and shaped Mary's personality?  
  - C = Cholera: How has the cholera outbreak affected Mary?  
  - Think-Pair-Share to discuss findings.  | **Purpose Setting:** Mary wakes to a day that just feels wrong. Use words and phrases from the text to infer what has gone wrong in Mary's household.  
- Read independently  
- Complete Inference Chart  
- Read aloud by teacher  
- Written response to Guiding Question  
- Share/Revise  |

**Guiding Question:**  
- What happened just before the main character left India?  
- Think about the word *tyrannical* in the sentence below:  
  "By the time she was six years old, she was as tyrannical and selfish a little pig as ever seen."  
  Based on what you've read, what does *tyrannical* mean in the sentence above?  
- How does the author draw the reader's attention to the fact that Mary is spoiled and unhappy? Who does the author hold responsible for her behavior and why?  
- How is the lack of Mary's parents in her life affecting her personality?  
- Explain Mary's selfish behavior and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's The Secret Garden by explicitly referring to details and examples from the text.
Day 1 - Seed Discussion

Possibilities for seeds:

• Information or situations that I don’t understand
• Comments about what I have learned
• Things that seem interesting or surprising
• Vocabulary I want to know about
• Descriptive writing I particularly enjoyed
• Things that remind me of other things I know

- After reading this chapter you will be leading your own discussions.
- You aren’t just going to answer my questions, instead you are to identify and develop topics important to your own thinking.
- As you read, think of one important thing to discuss and write it down.
- Remember we want to develop strong seeds that will lead to lots of discussion about the topic.

The Secret Garden
Day 1 - Guiding Question

**Purpose Setting:**
The story begins by informing the reader that Mary is sent to Misselthwaite Manor. Read to discover why Mary moves to England.

**Guiding Question:**
What happened just before the main character left India?
**Day 2- Vocabulary**

**Purpose Setting:** Mary is seen as an incredibly disagreeable child even though she comes from a wealthy family. Reread to understand why the author uses the word “tyrannical” to describe Mary.

- **Close Analytical Read** include questions/discussions focusing on vocabulary (sentence structure & use of literal/nonliteral language)
- After reading discuss the situation of the servants in the novel. How does Mary regard her Ayah and the servants?
- Spectrum of a Word, Concept of a Definition Map
tyrannical
- ruling unjustly
- cruel or harsh
- terrorizing
- irrationally insisting on complete obedience

- pleasant
- pleasing
- enjoyable

- person example: dictator
- animal example: T-Rex
- action example: bullying

- U.S. President
- Love Bird
- voting
### Day 3-Word Array

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tyrannical</strong></td>
<td><strong>Pleasing</strong></td>
</tr>
<tr>
<td>Dictatorial- absolute power</td>
<td>Democratic- shares power</td>
</tr>
<tr>
<td>Bully-aggression</td>
<td>Charm-persuasion</td>
</tr>
<tr>
<td>Bossy- in charge</td>
<td>Part of the team</td>
</tr>
<tr>
<td>Overbearing</td>
<td>Meek</td>
</tr>
<tr>
<td>Tough</td>
<td>Pleasant</td>
</tr>
<tr>
<td>Harsh</td>
<td>Lenient</td>
</tr>
<tr>
<td>Unforgiving</td>
<td>Forgiving</td>
</tr>
<tr>
<td>Difficult</td>
<td>Easy going</td>
</tr>
<tr>
<td>Demanding</td>
<td>Understanding</td>
</tr>
</tbody>
</table>
Day 2 – Guiding Question

Think about the word *tyrannical* in the sentence below:

*By the time she was six years old, she was as tyrannical and selfish a little pig as ever seen. Based on what you’ve read, what does tyrannical mean in the sentence above?*
Day 3-Character Development

**Purpose Setting:** Mary has been orphaned and brought up by servants who dislike and fear her. Reread to find words in the text to describe the main character.

- Teacher models *Author’s Toolbox for Bringing a Character to Life*
- With a partner, reread *The Secret Garden* to complete the *Author’s Toolbox*...
Character Development/Point of View

Other ways to say...

describe character bother feels change attitude opinion

Understanding how the character is developed by the writer helps the reader understand the events of a text.
Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s *The Secret Garden* by explicitly referring to details and examples from the text. RL.4.1
<table>
<thead>
<tr>
<th><strong>Author's Toolbox for Bringing a Character to Life</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Hand gesture] You get to know a character by what he does.</td>
</tr>
<tr>
<td>![Speech bubble] You get to know a character by what he says and what others say about him.</td>
</tr>
<tr>
<td>![Brain image] You get to know a character by his thoughts and what others think about him.</td>
</tr>
<tr>
<td>![Heart] You get to know a character by his feelings and how others feel about him.</td>
</tr>
<tr>
<td>![Telescope] You get to know a character by what the author tells you about the way he looks.</td>
</tr>
</tbody>
</table>
Day 3 – Guiding Question

How do the sentence structures employed in the story draw the reader’s attention to the fact that Mary is spoiled and unhappy? Whom does the author hold responsible for her behavior?
Purpose Setting:
Mary spends a vast majority of her time alone, and the text implies that this loneliness is a large factor in her disagreeable disposition. Reread to explain what other circumstances significantly impacted Mary.
Helps to understand the importance of major concepts within a piece of text
Extends text discussion
Dictated by the essential question and/or the theme to help to set the purpose for reading
Some markings may stand alone
Other markings may overlap

P - What happened that formed and shaped Mary’s personality?
C - How has the cholera outbreak affected Mary?
Before Mary arrives at Misselthwaite Manor, a cholera disease devastated the Indian village in which she was born, killing both her parents and the "Ayah", an Indian servant, who cared for her. Cholera is a disease caused by the lack of clean water and was common in underdeveloped countries.

The Secret Garden
Author: Frances Hodgson

"There's No One Left"

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her her own way in everything, because the Mem Sahib would be angry if she was disturbed by her crying, by the time she was six years old she was as tyrannical and selfish a little pig as ever lived. The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months, and when other governesses came to try to fill it they always went away in a shorter time than the first one. So if Mary had not chosen to really want to know how to read books she would never have learned her letters at all.

One frightfully hot morning, when she was about nine years old, she awakened feeling very cross, and she became crosser still when she saw that the servant who stood by her bedside was not her Ayah.

"Why did you come?" she said to the strange woman. "I will not let you stay. Send my Ayah to me."

The woman looked frightened, but she only stammered that the Ayah could not come and when Mary threw herself into a passion and beat and kicked her, she looked only more frightened and repeated that it was not possible for the Ayah to come to Missel Sahib.

There was something mysterious in the air that morning. Nothing was done in its regular order and several of the native servants seemed missing, while those whom Mary saw slunk or hurried about with ashy and scared faces. But no one would tell her anything and her Ayah did not come. She was actually left alone as the morning went on, and at last she wandered out into the garden and began to play by herself under a tree near the veranda. She pretended that she was making a flower-bed, and she stuck big scarlet hibiscus blossoms into little heaps of earth, all the time growing more and more angry and muttering to herself the things she would say and the names she would call Saddle when she returned.
Day 4 – Guiding Question

How is the lack of Mary’s parents in her life affecting her?
Day 5-Descriptive Idiomatic & Figurative Language

*Purpose Setting:* Mary wakes to a day that just feels wrong. Reread to infer what has gone awry in Mary’s household.

- Read independently
- Complete Inference Chart
- Read aloud by teacher
Inferring: IT SAYS. . .I SAY. . .AND SO

Target skills: Making inferences, drawing conclusions

Similar and related strategies: QAR’s, Reciprocal Questioning

**Process**
Introduce the strategy by using a short, familiar text, a fairy tale, for example. Provide students with a question/questions requiring inferential thinking. Model the use of the chart with students. Have students evaluate their reasoning processes. It is helpful to have students discuss their responses in small groups.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>IT SAYS</th>
<th>I SAY</th>
<th>AND SO</th>
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</thead>
<tbody>
<tr>
<td>Read the question.</td>
<td>Find info. from the text to help you answer the question.</td>
<td>Consider what you know about the information</td>
<td>Put together the information from the text with what you know, then answer the question.</td>
</tr>
</tbody>
</table>
Students can either paraphrase or quote from the text to complete the “It Says” column.

Be discriminating when writing questions. If you have several inferential questions, you might consider having students work in small groups in a jigsaw format to answer questions. Also, you don’t need to invent every question; you might, for example, use inferential questions from a textbook.

The ultimate goal is for students to be able to do inferential thinking on their own, in their heads. The chart provides scaffolding for students as it’s needed. Even proficient readers can benefit, however, from periodically reviewing their thinking processes.
There was something suspicious around/about that morning. Nothing was done in its regular way.

Many of the indigenous maids seemed missing, while those whom Mary saw crept or hurried about with pale and frightened faces. But no one would tell her anything and never showed up her way.

Making Inferences

<table>
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<tr>
<th>It Says... (What the text says)</th>
<th>I Say.... (My thoughts)</th>
<th>So... (Inference)</th>
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There was something mysterious in the air that morning. Nothing was done in its regular order and several of the native servants seemed missing, while those whom Mary saw slunk or hurried about with ashy and scared faces. But no one would tell her anything and her Ayah did not come.

Making Inferences

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<td>There was something mysterious in the air that morning. Nothing was done in its regular order and several of the native servants seemed missing, while those whom Mary saw slunk or hurried about with ashy and scared faces. But no one would tell her anything and her Ayah did not come.</td>
<td>Based on the evidence from the text, there is a sense or feeling that something is wrong. It began when her Ayah didn’t show up. Several of the other servants were missing as well. They all appeared to be nervous and terribly frightened and no one would tell Mary what had happened.</td>
<td>A logical conclusion is that her feeling of dread foreshadows the significant changes that will beset her life due to the cholera outbreak and the death of her parent’s and her Ayah.</td>
</tr>
</tbody>
</table>
Performance Task/Essential Question

Students **explain** the selfish behavior by Mary and make **inferences** regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s *The Secret Garden* by **explicitly referring to details and examples from the text**.

How does the author reveal Mary’s selfish behavior?

A. By comparing Mary to other children in the village.
B. By explaining Mary’s relationship with her mother.
C. By explaining how Mary was raised by her Ayah.
D. By describing Mary as sickly, fretful and ugly.

How did the cholera outbreak impact Mary’s life?

A. She lost the only person she every cared about.
B. Her mom gave her up to escape the disease.
C. The English governess came to teach her.
D. She lost her beloved hibiscus garden.
**Teacher Modeling/Think Aloud**
- Teacher/student analyze question by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses

**Write Answers To The Questions**
- Students write individual answers
- Students share written responses in pairs/groups

**Improving Responses**
*Compare and Justify*
- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

**Develop Better Responses**
- Use student responses to build and model complete paraphrased text-based answers

**Application For Ongoing Instruction**
- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary standards
Day 5 – Performance Task

Explain Mary’s selfish behavior and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s The Secret Garden by explicitly referring to details and examples from the text.