

Overview for *A Deep Study of Character*

Session/Minilesson	Conferring and Small-Group Work		Share
BEND I: Considering Complex Character Traits			
<i>Letter to Teachers: Day Zero</i>			
1	Read-Aloud: Investigating Multiple Character Traits		
2	Readers Revise Their Thinking as They Accumulate Evidence	Deepening Students' Talk and Writing about Their Characters	Making Reading Notebooks Places Where Readers Work with Choice and Ownership
3	Developing Courses of Study with a Partner: Book Choices and Thinking Work		
4	Perceptive Readers Acknowledge the Parts of a Character that Are Less Likeable	Revisiting Traits versus Emotions	Reflecting with Partners on Strongest Entries in Their Reading Notebooks
5	Read-Aloud: Some Character Traits Matter More Than Others, Because They Affect the Rest of the Story		
6	Lifting the Level of Your Writing about Reading	Matching Students' Writing about Reading to Their Reading Work and Attending to Balance	A Gallery Walk to Study Writing about Reading
7	Readers Consider the Pressures Acting on Characters	Supporting Purposeful Thinking and Talking about Texts	Pressuring Reading Partners to Deepen Their Thinking
8	Readers Reflect (on Their Novels and Their Reading Lives)		
BEND II: Investigating How Setting Shapes Characters			
9	Read-Aloud: Characters Are Often Shaped by the Mood or Atmosphere of the Setting		
10	Readers Attend to the Precise Language Authors Use to Describe the Setting	Supporting Students in Citing Texts	Channeling Partners to Help Each Other Grow Ideas
11	Sometimes Characters Are Torn by Competing Pressures, Including the Pressures of a Place	Using Bands of Text Complexity to Introduce New Reading Work	Figuring Out Why Some Parts Are Important to the Whole of the Story
12	Settings Can Change over Time, Not Just Physically, but Psychologically	Genre-Based Small Groups	Following Up on Courses of Study and Comparing Writing about Reading
13	Read-Aloud: Characters Acting as a Group Can Wield Enormous Influence, for Good or for Evil		
14	Settings Also Change in Time, Often Bringing in Backstory to Develop the Character	Tracing Time Changes in Novels: Alerting Readers to Cueing Systems for Time	Noticing Rapid and Subtle Time Shifts through Verb Tense Changes
15	Readers Share Their Work and Reflect on Their Challenges and Growth		
BEND III: Analyzing Characters as Vehicles for Themes			
16	Read-Aloud: Characters' Troubles Become Motifs in a Story		
17	Moving from Motifs to Themes	Using Timelines and Post-its to Trace Motifs and Themes	Considering Themes that Arise in Genres, Series, and in Works by Certain Authors
18	Investigating How Symbolism Relates to Themes	Learning More about Students' Reading Lives	Partners Reflect on Their Reading Lives
19	Taking Charge of Your Collaborative Reading Life	Following Up on Students' Reading Lives	Rallying Partners to Talk in Self-Selected Ways
20	Read-Aloud: Reading Aloud to Support Repertoire and Agency		
21	Reflection and Agency Centers		