

Unit 4 Reading-Reading Clubs

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 Course(s):
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Unit 4 Reading-Reading Clubs

Unit 4:

Bend/Session	Teaching Point	Mini Lesson	Independent Reading Time/Share	Read Aloud
	Start with Pre Assessment- See page www.heinemann.com			– Numerous Animal Books
Bend 1 Session 1: Revving Up for a Research Project: Readers Orient Themselves to a Text Set	Good readers and researchers look over their resources and organize them, read an easy book to get an overview, and skim table of contents and illustrations to learn about a topic	Connection: Call students to the meeting area according to the animal they will study, so that each research club sits together. Distribute a bin of books about a particular animal to each club. Tell students about the hobbies and areas of expertise of people they know, and suggest that they needn't wait until they are grown up before having passions that	-Leveled texts; reading notebooks; post it notes -Teacher conferencing (individual; small group) -Partner reading; reading clubs Share: Set children up to learn the subtopics that pay off when studying animals.	Animal book List www.heinemann.com

define them.

Teach: Demonstrate that to learn about a topic, readers often order texts by level of difficulty, then read an easy overall text. Invite students to help you with the next step of orienting to a topic- skimming for subtopics that are repeated across texts.

Active Engagement: Set students up to look across another book for important subtopics on the class animal. Chart those subtopics. Challenge students to list the steps researchers take when previewing a topic. Reveal an anchor chart that includes those. Anchor Chart : To Research....

Link: Announce that children will work with their club to orient themselves to their topic (or animal). Call their attention to the chart listing the steps they'll

		take. Chart:Penguin Groups plan" fig. 1-1		
Session 2: Cross Text Synthesis	Good readers and researchers dig into a topic, they identify subtopics within it, and as they read more about the subtopics they synthesize the information the way experts do.	<p>Connection: Help students understand synthesis by likening the work of integrating text information to the hand-clasp a person makes when playing "Here's the church, here's the steeple".</p> <p>Teach: Share the work you did earlier with the penguin research club-identifying a subtopic of interest and then scanning through additional books to find related subtopics. Explain that to synthesize information, the first step is to reread the subsection of the first text, to get that information in your head. Then do this with children. Read aloud the related subsection of a second denser text, and invite children to stop you when they hear a</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p>Share:Set children up to have club conversations in which they synthesize their thinking. Offer them tips (record on a chart) (Chart...Synthesizing Information in a Conversation..) on how to have a productive synthesis talk .</p>	<p>"Giant Chicks" - Penguin excerpt</p> <p>"In the Brood"- Penguin excerpt</p> <p>"New Feathers"</p>

new fact that elaborates on the first, sparser text. Insert the new information into a copy of the original sparser text to help students visualize the mental process of synthesis. Read aloud the synthesized pieces of information to confirm that they go together. (fig. 2-1)

Active Engagement: Set children up to continue this synthesizing work in partnerships. 9FIG. 2-2)

Link: Sum up the synthesizing work the class did today, and link it to the ongoing nonfiction work they'll do. Suggest a different way that students might synthesize the information in their books going forward. Then send them off to do this work in their clubs. Use Anchor Chart To Research....

A Day for Assessment				
<p>Session 3</p> <p>Using the Lingo of Experts</p>	<p>Good readers and researchers read more about a subject, then they learn and use that subject's technical vocabulary to become experts.</p>	<p>Connection: Invite children to brainstorm the words they know pertaining to an area of personal expertise. Invite children to list four or more content-area vocabulary words that pertain to their topic of expertise. Then challenge them to form sentences that incorporate these words. Ask children to test their sentences on students sitting near them.</p> <p>Teach: Tell students that any subject has terms that experts on that subject use. Point out that one way to warm up for learning about a topic is to think about the technical words you know related to the topic. Use "Word Bank for Penguin Topic" as an example. Model briefly how you "talk the talk" relying on</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p>Share: Set children up to have club conversations and take notes on what they are learning. use example p.29</p>	

		<p>technical language to discuss the class topic.</p> <p>Active Engagement: Recruit research teams to develop a word bank of technical terms related to their topic. (fig. 3-1) Channel members of clubs to use the technical vocabulary they are learning as they chat about their subjects, stressing that approximation is crucial.</p> <p>Link: Remind children to draw on all they know as they get to work today, and encourage them to continue developing word banks as they read. Use Anchor Chart ..To Research...</p>		
<p>Session 4</p> <p>Zeal Matters: Pursuing Collaboration Inquiries with Commitment</p>	<p>Good readers pitch in to collaborate reading work with enthusiasm and commitment.</p>	<p>Connection: Explain to readers that they have a choice in whether they invest themselves in their reading projects or treat the projects as a curmudgeon would. Name the question that</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p>	<p>"The Whispering Land" excerpt</p>

		<p>will guide your inquiry.</p> <p>Teach: Tell an anecdote that suggests that human beings can decide how they will feel about something-including the subjects we're studying.</p> <p>Active Engagement: Explain that students need to keep energy high not only for themselves but also because one person's zeal (or apathy) will be contagious, affecting others.</p> <p>Link: Invite children to make a plan within their inquiry group for how the group and the individuals in it will keep energy and investment high. Give one added tip to lift the level of your students' work. Use figs. 4-1,4-2</p>	<p>Share:Support children as they work to meet their goals. fig. 4-3</p>	
<p>Session 5</p> <p>Growing Ideas About Nonfiction</p>	<p>Good readers can get ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction subject.</p>	<p>Connection: Emphasize the importance of having one's own ideas. One way to develop ideas is to study the subject of your</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p>	<p>"The Whispering Land" excerpt</p>

		<p>research in much the same way you study characters in fiction-by paying close attention to your subject's traits, motivations, and struggles.</p> <p>Teach: Read a narrative passage aloud. Model how you attend to details in the text that lead you toward your own thinking and how you record that thinking in your notebook. Debrief the work you've done in a way that spotlights the teaching point and suggests how students can transfer this work to other texts.</p> <p>Active Engagement: Set students up to practice thinking and capturing their own ideas about another part of the text. Channel readers to write-in-the -air the big ideas that came to mind as you read the previous passage. Reconvene the class, briefly naming</p>	<p>-Partner reading; reading clubs</p> <p>Share: Ask reasearchers to look across their notes to free write to generate more complex ideas. fig. 5-2, 5-3 Chart "Talking and Thinking in Response to Our Texts"</p>	
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		<p>some of the ideas children generated.</p> <p>Link: Remind children of the importance-and significance- of generating ideas as they collect facts, encouraging them to record those ideas. Offer a few ways that might look, today, and beyond. fig. 5-1</p>		
<p>Session 6</p> <p>Researchers Ask Questions</p>	<p>Good readers and researchers don't just collect information, they also think about the information. They often ask "Why" and try to answer it.</p>	<p>Connection: Ask students to share the writing and the thinking they have previously done. Listen in as they talk, and then share some of the thoughts you overhear.</p> <p>Teach: Take children back to any of the reading they have done so far as a whole class. Perhaps the passage from "The Penguin", that says, "By May chicks that are well nourished weigh about 26 pounds. But by September, those chicks that have survived weigh only around 13 pounds. Guide students to question "Why?" Share</p>	<ul style="list-style-type: none"> -Leveled texts; reading notebooks; post it notes -Teacher conferencing (individual;small group) -Partner reading; reading clubs <p>Share: Today's share could be a celebration offering readers a way to intergrate information from a new medium into their growing expertise on their research topic. Use website www.soundboard.com for sound clips of animals</p>	

		<p>examples fig. 6-1</p> <p>Active Engagement: You may suggest that children try this type of work (from fig. 6-1) by returning to a passage they've already read, this time pushing themselves to do this work.</p> <p>Link: Remind students to carry their tentative answers as they read on, expecting those theories to change as they read with new information. Suggest that students might pay special attention to how they can use their notes to connect their questions and tentative answers to the new information they are finding.</p>		
<p>Bend II</p> <p>Session 7</p> <p>Planning a Second Study</p>	<p>Good readers plan how to study a new topic , using all they know about reading and research topics</p>	<p>Connection: Set children up to discuss in pairs what they learned about their animals and then what they have learned about nonfiction reasearch. Announce that children will draw on the</p>	<ul style="list-style-type: none"> -Leveled texts; reading notebooks; post it notes -Teacher conferencing (individual;small group) -Partner reading; reading 	

		<p>skills, strategies, and knowledge from their first study to make plans for a second one.</p> <p>Teach: Pretend to start a second study, plowing right into reading without overviewing the resources, deciding on a plan, or previewing a text. Recruit kids to remind you of what you need to do as you launch a second study, channeling them to draw on charts to refresh their memory.</p> <p>Active Engagement: Channel clubs to talk, figuring out plans for a second study, and then broadcast some of the good plans you hear. Use Anchor Chart To Research....</p> <p>Link: Call on readers to use all they know, not just today, but any time that they set out to research a topic. fig. 7-1</p>	<p>clubs</p> <p>Share: Channel readers to reflect on what they could do to make their club more effective, and then give them time to talk about it.</p>	
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<p>Session 8</p> <p>Reading with Volume and Fluency</p>	<p>Good nonfiction readers use an explaining voice to read with fluency.</p>	<p>Connection: Remind students of the importance of reading with fluency and how this takes a particular form for fiction and another form for nonfiction.</p> <p>Teach: Play a short nonfiction video, channeling students to notice what the narrator does with his voice to teach. Name ways he uses his voice so kids can replicate this .. Use "Narrators of nonfiction use their voices.." chart Debrief, summarizing what the mentor reader of information texts has done that young readers might aspire to do as well.</p> <p>Active Engagement: Set children up to practice reading like an expert from one of the books about their new animal. Channel students to talk and reread, naming ways the reader's voice can aid comprehension.</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p>Share: Set children up to read and teach like experts. fig 8-1</p>	
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		<p>Link: Ask readers to fill in their reading logs and then begin reading. Urge readers to sustain their focus for longer today.</p>		
<p>Session 9</p> <p>Readers Notice Text Structures and Use Them to Organize Their Learning</p>	<p>Good readers recognize the structure of the texts they read, they can use those same text structures to help organize their notes and their learning.</p>	<p>Connection: Channel students to review their notes, made during during their homework or classwork, with each other. Focus on "What are the qualities of effective notes?"</p> <p>Teach: Show notes that you took earlier on two sections of your text-one organized in a boxes-and-bullets structure and one sequentially. Ask students to talk about what they notice in your notes. fig. 9-1 Use chart "Researchers Take Notes"</p> <p>Active Engagement: Explain that in life, the job is not to detect organizational structure in other people's notes but to make notes that reflect those structures. Set kids</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p>Share: Ask researchers to lay their notes from the day before alongside those from today, and then orchestrate a museum sharing. Ask researchers to return to their clubs, and this time, to teach each other what they've learned, remembering to teach in ways that are well structured. fig. 9-2</p>	<p>"Deadly Colors" <u>Frogs and Toads</u> excerpt</p> <p>"The Cycle of Life" <u>Frogs and Toads</u> excerpt</p>

		<p>up to practice doing this.</p> <p>Link: Send students off to research and take notes, and remind them that some texts are hybrids. Invite them to invent ways to take structured notes. Use Anchor Chart "To Research..."</p>		
<p>Session 10</p> <p>Compare and Contrast</p>	<p>Good readers recognize when authors use a compare-and-contrast structure in their nonfiction texts.</p>	<p>Connection: Ask students whether some of them found passages in their texts that didn't fit the structures you had highlighted prior to now. Move quickly through the connection into the mini lesson.</p> <p>Teach: Channel kids to listen to (and follow along while you read) a very clearly structured compare-and contrast text about the topic the class is studying. Ask a few volunteers to help you identify key words that can clue readers into the fact that the passage has a compare-and-contrast structure. Use chart p.80 Ask readers to</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p>Share: Set students up to plan their teaching, slotting it into one of several structures.</p>	<p><u>Frogs and Toads</u></p>

		<p>join you in thinking about how you might take structured notes on a passage that is organized this way. Show several possible structures. Use Anchor Chart...."Researchers Take Notes that Follow the Structure of Their Texts"</p> <p>Active Engagement: Charge clubs with the task of reading and taking notes on a marked section of a text that is in a compare-contrast structure. fig. 10-2</p> <p>Link: Remind readers of the repertoire of goals they can draw upon. Then give clubs and then individuals time to articulate goals, sending them from the meeting area, goal by goal. fig. 10-3</p>		
<p>Session 11</p> <p>Cause and Effect</p>	<p>Good readers recognize when authors use a cause-and-effect structure in their nonfiction</p>	<p>Connection: Channel readers to review. Name the questions that will guide your inquiry. Discuss that today you</p>	<p>-Leveled texts; reading notebooks; post it notes</p>	

		<p>will explore another text structure that authors use to figure out answers to questions. (cause and effect structure)</p> <p>Teach and Active Engagement: Engage students in a guided inquiry to identify a new text structure (cause and effect) as well as words and phrases that hint at that structure, and add all this new information to the chart. Chart p.90 Invite students to create a graphic organizer for taking notes on cause-and-effect texts. fig. 11-1</p> <p>Link: Remind students about the four text structures they now have, and send them off to read and research.</p>	<p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading clubs</p> <p>Share: Channel readers to look between texts to investigate vocabulary. fig. 11-2</p>	
<p>Session 12</p> <p>Reading Closely, Thinking Deeply</p>	<p>Good readers carefully consider the choices made by an author, and they read closely to understand why the author made those choices.</p>	<p>Connection: Remind students that they are not only readers, but also writers. Challenge them to read not only as readers but also as writers.</p>	<p>-Leveled texts; reading notebooks; post it notes</p> <p>-Teacher conferencing (individual;small group)</p> <p>-Partner reading; reading</p>	<p><u>Frogs and Toads</u></p>

		<p>Teach: Using the mentor text, <u>Frogs and Toads</u>, demonstrate how to form questions about the choices made by an author.</p> <p>Active Engagement: Prompt students to think and talk with their partners about the choices an author made.</p> <p>Link: Remind students that they have a new strategy to add to their repertoire. Let them know that when they question an author's choices, they understand the books they read more deeply. Use Anchor Chart..To Research... fig. 12-1</p>	clubs	
	<p>End with Post Assessment- See page 2 in Unit 1: Utilize online resources</p> <p>www.heinemann.com</p>			

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

LA.3.RF.3.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.5.A	Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.E	Students apply digital tools to gather, evaluate, and use information.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
LA.3.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.3.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.3.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.3.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.3.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.3.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
LA.3.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take

steps).

- LA.3.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- LA.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- LA.3.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- LA.3.RL.3.8 (Not applicable to literature)
- CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- LA.3.RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- CRP.K-12.CRP7 Employ valid and reliable research strategies.
- LA.3.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- LA.3.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- LA.3.RI.3.6 Distinguish their own point of view from that of the author of a text.
- CRP.K-12.CRP12.1 Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
- LA.3.RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LA.3.RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LA.3.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.3.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
LA.3.RI.3.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.3.RI.3.10	By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
SCI.3-4.5.3.4.D.a	Plants and animals have life cycles (they begin life, develop into adults, reproduce, and eventually die). The characteristics of each stage of life vary by species.
LA.3.RF.3.4.A	Read grade-level text with purpose and understanding.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Modifications

-If..Then Curriculum

-Modified rubrics

-Oral and written directions

-leveled reading groups

-Intervention groups

-Graphic organizers

-Anchor charts/ note pages

-Leveled text

-Extended time/ length of assessment

Assessments

- Pre-assessment
- F&P testing
- MAP scores
- Notebook checks
- Reading logs
- Write about Reading
- Student Learning Progression Rubric
- Reading goals sheets
- Student monitored reading data graphs
- Post-assessment

Resources

Content Area Levelled Libraries

Fiction Levelled Libraries

Nonfiction Levelled Libraries

Unit of Study Grade 3 Read Alouds

- The Penguin
- The Whispering Land
- Frogs and Toads
- The Life Cycle of a Frog