Unit 1: Building a Reading Life

Subject: Reading Workshop
Grade: 3rd
Name of Unit: Building a Reading Life
Length of Unit: 20 days

Overview of Unit: In this unit, students will learn how to author their reading lives by becoming a classroom community of readers. Students will also obtain the identity of being a reader by determining when reading has been great in their lives and thinking about how to continually make that a reality for them. To do this they will learn common strategies of strong readers and work in partnerships to discuss and share ideas as readers.

Topic 1 (Bend 1): Making Reading Lives
The goal of this bend is to help each child build a reading life. We know that children will be creating reading identities, assuming roles within the classroom community, and we want to do everything possible to lure children to take on the role of being powerful, avid readers.

Topic 2 (Bend 2): Making Texts Matter
In this bend students will learn to take further responsibility for their reading lives, including working to make sense of their texts. Students learn to take on the role of active problem solvers when they encounter places of difficulty and learn new vocabulary from their books.

Topic 3 (Bend 3): Bringing Together Reading Lives, Texts That Matter, and Partners
In this bend, students will read, think, and write about books in the company of others. They will learn to recount stories to their partners.

Getting Ready for the Unit:
- Gather a variety of high interest texts for students that will get them excited about reading
  - Popular Books List
- Read Lucy Calkins’ Building a Reading Life
- Go over classroom system for checking out books (e.g. traditional check-out, book shopping, etc.)
● Refer to BrightSpace Unit 1 for necessary anchor charts

Pre-Assessment (given prior to starting the unit):
● Reading Interest-A-Lyzer by Donalyn Miller and Joseph S. Renzulli
Based on information obtained in this assessment, provide students one book as a “book gift” from your classroom or school library. This helps them to see that you value who they are as a reader and want to make sure they have the resources to be successful.
● Running Records--The supporting standards for this unit (RF.3.4.a-c) will be addressed with the administration of running records. With the data collected you can give explicit small group instruction based on need. Due to the fact that these standards are considered “supporting” for this unit they will be tied to Engaging Experiences, but not have explicit lessons pertaining to them.

Read aloud considerations:
● Because of Winn-Dixie by Kate DiCamillo
● Stone Fox by John Reynolds Gardiner
● During your read aloud make sure to hit standard SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Priority Standards for unit:
● RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the basis for answers.
● RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
● RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
● L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
● SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
● SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Supporting Standards for unit:
● RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
● RF.3.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.
● RF.3.3.b: Decode words with common Latin suffixes
● RF.3.3.c: Decode multisyllable words
- RF.3.3.d: Read grade-appropriate irregularly spelled words
- RF.3.4.a: Read grade-level text with purpose and understanding
- RF.3.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- RF.3.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.3.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4.b: Determine the meaning of the new word formed when a known affix is added to the known word.
- 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)
- L.3.4.d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.
- SL.3.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1.b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).
- SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1.d: Explain their own ideas and understanding in light of the discussion.
- SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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| RL.3.1; RI.3.1 | questions about a text to demonstrate understanding of a text explicitly to the text as the basis for answers | ask and answer refer | apply | 2

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<td>with sufficient accuracy and fluency to support comprehension</td>
<td>read</td>
<td>remember</td>
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<td>L.3.4</td>
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<td>determine or clarify</td>
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<td>flexibly from a range of strategies</td>
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<td>on each other’s ideas</td>
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<td>own ideas clearly</td>
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<td>SL.3.4</td>
<td>on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</td>
<td>report</td>
<td>apply</td>
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**Essential Questions:**

1. How can I make reading a big part of my life, getting back into the swing of carrying books with me all the time and reading them often, and remember what I have already learned about having and sharing ideas as I read?
2. How can I make and live by reading goals, remembering what I know about just-right books, reading often, and reading faster, longer, stronger?
3. How can I get better at checking that I am making sense of what I read, and that I have strategies to use when the text is confusing me?
4. How can I use my conversation with a partner (and the time I spend reading and jotting down ideas to share) to help me make sure that I understand my reading well enough to summarize it, and that I have evidence-based ideas about it?
Enduring Understanding/Big Ideas:

1. Living a reading life means I read proficiently, accurately, and fluently with books of my choice that I can develop and share ideas about to show my thinking to others.
2. Goal-setting and reading consistently are keys to owning and growing our reading lives.
3. Strong readers have fix-up and self-monitoring strategies to ensure that reading is always the best that it can be.
4. Collaboration and building ideas among a community of readers deepens our understanding of a text that can be built on evidence.

Unit Vocabulary:

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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Topic 1: Making Reading Lives

Engaging Experience 1

Teaching Point: “Readers, today we are going to build our Reading Workshop expectations so that we become a community of readers. It’s important for us to know and value who we are as not only a classroom of readers, but also as individuals. In order to do this we are going to come to some agreements on ways we’ll make our classroom a learning and reading space for everyone.”

Suggested Length of Time: 1 mini-lesson

Standards Addressed

- Priority: RF.3.4
- Supporting: RF.3.4.a/c
Detailed Description/Instructions:

- **One way you can do this** is by creating an anchor chart of reading non-negotiables. It can be a T-chart with one side labeled “Student” and one side labeled “Teacher”.
  - Student: quiet, reads in bubble space, gets started right away, reads the whole time, and stays in one spot.
  - Teacher: confers individually with students, meets with book groups

- Transitions: Also note this is a great time for students to practice transitions like coming to the area and sitting next to their partner, turning and talking to a partner, going off to read independently, etc.

- Stamina: As you send students off to practice the agreed upon procedures you should work to begin building stamina. Start at 3-5 minutes and challenge students to add 2-5 minutes to their stamina a day. You can track this goal on a graph in order for students to keep momentum around reading longer and physically being able to see the growth. It’s important for students and teachers to remember that if the group expectations are broken during the “Practice and Application” component, you join back together as a class, talk about it, and try that minute increment again. You should not move up your minute goal until the previous one has been reached by all students committing to the classroom agreement made as a community of readers.

- Start a “Good Readers…” anchor chart. Add the first bullet: value each other as readers

**Bloom’s Levels:** remember

**Webb’s DOK:** 1

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**Engaging Experience 2**

**Teaching Point:** “Readers don’t just read books; we build reading lives, ‘author’ reading lives, in which reading matters. For each one of us, it is always ‘My Life’ by me. And each one of us has choices. We can make lives for ourselves in which reading is the pits, or we can makes lives for ourselves in which reading can be the best that it can be. Today, I want to teach you that to build powerful, wonderful reading lives, we need to reflect on our reading and then make wise changes so reading becomes the best it can be for each of us.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- Priority: RF.3.4
- Supporting: RF.3.4.a/c

**Detailed Description/Instructions:**

- **One way you can do this** is by creating a timeline of your reading life, sharing with students when reading has been the pits and when it has been great. Share with them explicitly what makes it great for you and what makes it awful. This will help them think about their reading lives and identities in order to formulate
meaningful goals. Highlight the power of reflection for this specific element in their life.

- Hand out book logs for students (see sample). Let them know this will be another tool that will help them author their reading life. It will tell the story of who they are as a reader, allowing you to be a better reading teacher for them.
- Start a “Good Readers…” anchor chart. Add the first bullet: choose books we love, adding them to our book log

**Bloom’s Levels:** remember

**Webb’s DOK:** 1

**Engaging Experience 3**

**Teaching Point:** “Today I want to teach you that people who take care of themselves--as athletes, as musicians, and as readers, too--know that it is important to sometimes stop and say, ‘From this moment on, I’m going to…’, and then we name our hopes, our promises, our New Year’s resolutions. After that, we make sure our important resolution changes how we live in the future, so that our resolution will come true. Readers do that, too. We stop, we promise, and we look forward, saying, ‘From now on, I…’”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- Priority: RF.3.4
- Supporting: RF.3.4.a/c

**Detailed Description/Instructions:**

- **One way to do this** is to review with students that resolutions should be important and realistic. Thinking about an important goal, I need to show students how I can’t have ten important things, but only one or two. That’s what makes it important. To help them think about a realistic goal you might give the example goal of writing down everything I ever read. Then you can think aloud with them about how you read texts and newspapers and magazine articles and books, and keeping track of all that is too much. So, if I want this to be a realistic goal, I’m just going to track the books I read. Decide on a goal for yourself based on your reflection of your reading life from yesterday, thinking aloud with students about you made sure it was important and realistic.

- Remind students once again of their book log. As they begin to add books and notice more specifically who they are as a reader, let them know this will also be a powerful goal-setting tool.

- Add to “Good Readers…” anchor chart: Take charge of our reading lives

**Bloom’s Levels:** remember

**Webb’s DOK:** 1
Engaging Experience 4
Teaching Point: “Today, I want to teach you that reading researchers have found that all of us--you and me, both--need tons and tons of high-success reading to grow as readers. We need tons of time to read when we are not fussing over hard words, when we are not stopping and starting and stopping again, and when we don’t need to furrow our foreheads. We need lots of mind-on-the-story reading. Today, I want to teach you how to recognize the kinds of books that are at your own personal level--ones you can read smoothly, with accuracy and comprehension.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
   Priority: RF.3.4
   Supporting: RF.3.4.a/c
Detailed Description/Instructions:
   • One way to do this is to develop an anchor chart with a T-chart labeled “Too Hard/Just Right”. Have a student model reading a “too hard” book in front of the class and notice behaviors together that make a book too hard. Remember, choose a student who feels comfortable in front of others and understands the purpose of this lesson so as not to embarrass them. If you feel more comfortable, you can model this. Fill in the “too hard” side with signals that this book was not a good fit (e.g. don’t understand, read slowly, no expression, keep getting stuck). After that move into a “just right” book and fill in that side of the anchor chart (e.g. understand, find it funny or infuriating, know most the words, read fast and smooth, read with expression, notice punctuation).
   • Add to “Good Readers…” anchor chart: choose books that are just right

Bloom’s Levels: remember
Webb’s DOK: 1

Engaging Experience 5
Teaching Point: “Today, I’m going to teach you a few tips that you can use to become readers who read faster, stronger, longer. Specifically, I want to teach you that readers take off the brakes as we read, picking up our reading pace a bit at times, so we can take in what we are reading more fully--both details and the whole.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
   Priority: RF.3.4; L.3.4
   Supporting: RF.3.4.a-c; L.3.4.a-c
Detailed Description/Instructions:
   • One way to do this is to give readers the three following tips for being a stronger reader:
     ○ 1. Reminding readers they are past the stage where they need to point to the words on the page as they read with their finger or a bookmark, and not to whisper or form the words with your mouth while you read. It’s time to take off the training wheels and here are two ways we can do that.
○ 2. Strong readers reread the text to make sure they are making meaning and understanding all the words.
○ 3. Reading with expression and feeling
  ● Provide students with bookmarks of reading advice (see page 59 of Building a Reading Life unit) and let them talk about what they are learning with a partner.
  ● Add to “Good Readers…” anchor chart: read longer and stronger

**Bloom’s Levels:** remember; apply/evaluate

**Webb’s DOK:** 1; 2/3

**Engaging Experience 6**

**Teaching Point:** “So today, I want to remind you that when you read, we need to guard against just whipping through the words, reading on autopilot. Instead, we need to pay attention, making sure we are reading in such a way that we let the words matter.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- Priority: RF.3.4
- Supporting: RF.3.4.b

**Detailed Description/Instructions:**
  ● **One way to do this** is to read aloud an excerpt from *Because of Winn-Dixie*, *Stone Fox*, or the mentor text of your choosing. With the first excerpt you read, read like you are on autopilot in a robotic voice. Ask students if that is what oral reading is supposed to sound like and discuss. Then read a second excerpt, this time reading with expression and reacting to the text as you read. Discuss with students the difference between reading yourself awake vs. reading yourself asleep.

**Bloom’s Levels:** remember

**Webb’s DOK:** 1

**Engaging Experience 7**

**Teaching Point:** “Today, I want to teach you strategies to help us read a text closely and mark those moments in a text that speak to us. As readers, we pay attention to the parts of a book we love, wonder about, show us a character in a deeper way, have difficult words, shock or surprise us, make us laugh, provide great details. Reading a text closely helps us recognize these moments to ensure we continue to read ourselves awake.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- Priority: RF.3.4; RL.3.1; RI.3.1; SL.3.1
- Supporting: RF.3.4.a; SL.3.1.c-d

**Detailed Description/Instructions:**
  ● **One way to do this** is to read aloud an excerpt from *Because of Winn-Dixie*, *Stone Fox*, or the mentor text of your choosing. Create an anchor chart together of the different ways students can mark their text to show those moments (annotation codes, color-
Using your mentor text, show students how you annotate the moments that speak to you, modeling in the process how to read a text closely—meaning that you are reading with purpose and stopping at those moments that you have a reaction to the text to think aloud about those.

- Some questions you could use to model close reading for this lesson are as follows:
  - Why did the character say what he/she said?
  - How does the character’s actions affect the story?
  - How does this place reflect what they are telling us about the character?
- While you stop and consider these questions, thinking aloud about them also feel free to mark any other moments in the text that speak to you to model how to use the annotation system you set up.
- Add to “Good Readers…” anchor chart: Notice moments that speak to us and remember characters’ names and setting

**Bloom’s Levels:** remember; apply; apply/create/apply  
**Webb’s DOK:** 1; 2/3; 3/2/3

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### Topic 2: Making Texts Matter

**Engaging Experience 8**

**Teaching Point:** “Specifically, today I want to teach you that readers sometimes become confused in the text we’re reading. We’ll be reading along, and then the text turns the corner, and suddenly we’re not quite sure what’s going on. It’s as if the film breaks in the mental movie we’re making. When that happens, readers say, ‘Huh?’ and we continue reading, asking, ‘What’s going on?’ The upcoming text helps, but sometimes we need to reread.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- Priority: RF.3.4; L.3.4  
- Supporting: RF.3.4.a/c; L.3.4.a

**Detailed Description/Instructions:**
- **One way to do this** is to continue your read aloud in *Stone Fox*, *Because of Winn-Dixie*, or any other mentor text you have chosen. Make sure to have a confusing part prepped for your read aloud. Model for students how you create a mental movie in your mind based on what is happening in the text. When you get to the confusing part, stop and ask students what you should do when your movie gets blurry and you can’t see it anymore.
- Create an anchor chart based on this discussion. It might include the following points:
  - Realize it. Ask, “Huh?”
  - Continue reading, asking, “What’s going on?” See if reading more text will help.
  - Look at details
○ Ask, “Could it be that…?” or “Could it be…?”
○ Reread, if necessary.
● Add to “Good Readers…” anchor chart: Make mental movies and notice when confused

Bloom’s Levels: remember; apply/evaluate
Webb’s DOK: 1; 2/3

Engaging Experience 9
Teaching Point: “Today I want to teach you that readers must choose what our relationship toward books will be. We can be a curmudgeon toward books. Or we can let books matter to us, reading them like they’re gold.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RF.3.4
Supporting: RF.3.4.a
Detailed Description/Instructions:
● One way to do this is to read aloud an excerpt from Because of Winn-Dixie, Stone Fox, or the mentor text of your choosing. As you read, act disinterested and cranky about having to read another book like this one. When you finish, yawn and look around the room like you could care less.
● Then have students turn and talk, reading the same way. Partner 1 will read to partner 2 like a curmudgeon, and then partner 2 will read to partner 1 like their story is gold.
● Refer back to “Good Readers…” anchor chart and add: open ourselves to books and let them in

Bloom’s Levels: remember
Webb’s DOK: 1

Engaging Experience 10
Teaching Point: “Today I want to teach you that readers create a buzz about books we love so that those books will be exciting, not strange to others. To do this, it helps to talk about the sort of readers who will like a book, to summarize the book (without giving too much away), to read a little bit aloud to others, and above all, to tell them why the book is special.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
Priority: RF.3.4; RL.3.1; RI.3.1; SL.3.4
Supporting: RF.3.4.a; SL.3.6
Detailed Description/Instructions:
● One way to do this is to book talk a book that you love, modeling for students how to buzz. Make sure you have a student in mind who you want to recommend it to and ask them questions about who they are as a reader, so students see explicitly how to do this
part as well. Have them notice things that you did when talking about your book, so that you can create a reference anchor chart together for the class. The anchor chart could include the following points:

- Think about a person who wants a book recommendation
- Think about that person’s reading life—you may have to ask some questions
- Choose a book for that person, remember the books you know (use book log if needed)
- Tell the person why think this book might be a perfect fit.
- Summarize a bit of the story, highlighting the parts that reader will like.
- Read aloud a tiny excerpt that reveals something exciting about the book.
- Talk about why the book is irresistible.

- Remind students that our book boxes should be filled with books we love and this is one way to help us do that.
- Refer back to “Good Readers…” anchor chart and add: share their books with a reading community

**Bloom’s Levels:** remember; apply; apply  
**Webb’s DOK:** 1; 2/3; 3

**Engaging Experience 11**  
**Teaching Point:** “Today I want to teach you that the best readers are like monster tractors that climb over the hurdle of the hard word and read on, never taking a detour from the trail of the story.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**  
Priority: RF.3.4  
Supporting: RF.3.4.a/c

**Detailed Description/Instructions:**

- **One way to do this** is by sharing with students that readers often read forward in a story in order to determine the meaning of an unfamiliar word. Since most readers are dying to find out what happens next, they don’t want to get side-tracked by an unknown word. That’s when we think of ourselves as monster tractors, pushing forward to get a better understanding, rather than reading backward.

- You’ll remember in Engaging Experience 8 that we did teach readers to reread, but that was when the meaning of the book was breaking down. This is different. Today we are talking about strategies for when we come to words we don’t know, and when that happens we don’t want to re-read.

- Share an example of when this happened in your own reading life, sharing with students how you moved forward in a text and because of that you were able to determine the meaning of the word you did not know. Then using passage from *Esperanza Rising* have students do the same while also brainstorming other strategies they could use. These can be made into an anchor chart and might include:
Engaging Experience 12

Teaching Point: “Today I want to teach you that readers use a variety of skills to self-monitor and correct their reading as they go. We’ve been talking a lot about the language of a text over the past few days, and today I’m going to give you a few more strategies for tackling words in your books.”

Suggested Length of Time: 1 mini-lesson

Standards Addressed

- Priority: RF.3.3; RF.3.4; L.3.4
- Supporting: RF.3.3.a-d; RF.3.4.a/c; L.3.4.a/c-d

Detailed Description/Instructions:

- One way to do this is to read aloud in your mentor text, thinking aloud about the following questions:
  - Does what I’m reading go with the rest of the story?
  - Does this sound right?
  - Do all the letters match the words I’m reading?
  - What might this mean? Does that make sense?
- Add onto the anchor chart you created on Engaging Experience 10. Word decoding strategies to include could be:
  - guess the meaning based on how the story is going
  - check the glossary, endnotes, or footnotes
  - check to see if you recognize root words, prefixes or suffixes
  - use Google or a dictionary to look up the word
- Make sure to model for students what it looks like to do this in a text. Also remind them they will not be doing all of these all the time. That’s when they have to decide as a reader which strategy works best for them based on the word and text they are in.

Bloom’s Levels: remember; apply/evaluate; remember

Webb’s DOK: 1; 2/3; 1

Engaging Experience 13

Teaching Point: “Today I want to teach you that sometimes authors use figurative language--phrases that mean something not exactly what each word means- and it’s always important to think about what the figurative language means, altogether, not just word by word.”

Suggested Length of Time: 1 mini-lesson

Standards Addressed

- Priority: RF.3.3; RF.3.4
Supporting: RL.3.4

**Detailed Description/Instructions:**

- **One way to do this** is to read page 26 and 27 of Stone Fox where language is used in an interesting way. Show students that sometimes words have more than one meaning and it is important to envision what is going on in the story to be able to see if the meaning you thought was correct makes sense. As you read phrases like, “didn’t know a potato from a peanut,” stop and wonder aloud, saying, “Hmm...that is an interesting phrase. I wonder what the author is really trying to say. Is it really true that people don’t know a potato from a peanut? Hmmmm...what do you think?” Let me share what I think---perhaps these characters don’t know the very obvious things about farming.

**Bloom’s Levels:** remember; remember

**Webb’s DOK:** 1; 1

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**Topic 3: Bringing Together Reading Lives, Texts that Matter, and Partners**

**Engaging Experience 14**

**Teaching Point:** “Today I want to teach you that having a reading companion makes all the difference in the world. As reading friendships start with people getting to know each other--as readers. We pay attention to each other’s reading histories, reading interests, reading hopes, and by doing so we can support another reader’s efforts to author a reading life.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** SL.3.1
- **Supporting:** SL.3.1.b-d

**Detailed Description/Instructions:**

- **One way to do this** is to model a reading partnership with another teacher or student, asking questions to help you get to know each other as readers. These could include:
  - Can we look over your log and talk about how much you are reading at school and home? Are there times when you read more or less? Why do you think that happens?
  - When you find books that are perfect for you, what do those books tend to be like? What should I know about the books in your life?
  - What are your goals for yourself as a reader? What are you doing to meet them?
  - If you think back over your life as a reader, what have the big turning point moments been for you? Can you tell me more about one turning point? How did your reading change during that moment? What did you realize about yourself as a reader?
○ Who has helped you as a reader? What did that person do that was helpful?

● Accountable talk: You’ll want to set up your expectations for accountable talk on this day as well, ensuring to draft a set of agreed-upon rules for partnership work (SL.3.1.b). These might include:
  ○ Listen well--eye contact, nodding, gestures
  ○ Ask follow-up questions: Can you say more? Why is that?
  ○ Take notes on the important things you learn from your partner.

Bloom’s Levels: apply/create/apply
Webb’s DOK: 2/3/2

Engaging Experience 15
Teaching Point: “You know what, readers. I’m realizing now that reading a book is a lot like going to the movies. A lot of the fun part comes after reading time over, when you get to talk about what you’ve read.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: SL.3.1; SL.3.4
  Supporting: SL.3.1.b-d; SL.3.2
Detailed Description/Instructions:
  ● One way to do this is to model for students (once again in your partnership with a teacher or student) how to share an experience about your life. Share with students that you talk about your reading the same way, excited and highlighting the good parts. Remind them of the rules you made yesterday for discussion regarding accountable talk and being a good listener. Then send student partners to each of the four corners of the room to practice sharing an experience from their life, then sharing about their book. The other students will take notes as to what they are doing. Students then share what they noticed--both the partnerships and those observing.

Bloom’s Levels: apply/create/apply; apply
Webb’s DOK: 2/3/2; 3

Engaging Experience 16
Teaching Point: “Readers, today I want to teach you that readers often retell our books (up to the part we’re reading) as a way to lay the story out for others so we can talk it over. But we also retell our books as a way to lay the story out for ourselves so we can think it over. And that process of retelling and rethinking keeps the whole story primed in our minds.”
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: SL.3.1; SL.3.4
  Supporting: SL.3.1.a-d; SL.3.2; SL.3.6
Detailed Description/Instructions:

- **One way to do this** is to model how to retell a story from the beginning, taking big steps through the timeline of the story in order to give our partner a gist of how your story is going so far. As you say your retell aloud, jot it on anchor chart paper, reminding students that the purpose of this is to give their partner an idea of what their story is about so they can talk together about it. Push them to retell their story in a way that conveys the theme through the big events.

- **Another way you might do this** is to take big steps across your classroom, to show students how you move through a retell by only highlighting the big events that impact the entire story.

**Bloom’s Levels:** apply/create/apply; apply

**Webb’s DOK:** 2/3/2; 3

**Engaging Experience 17**

**Teaching Point:** “I call this third kind of retelling (and of recalling) a ‘synthesis retelling,’ because although you start out only retelling the section you just finished reading, whenever your retelling gets to a part that has meaning that comes from earlier in the story, you add a reference to the earlier bit into your retelling, almost using parentheses to bring in relevant background. So as you proceed through retelling, you have to synthesize, fit together, all that parts you’ve read that are pertinent.”

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- Priority: SL.3.1; SL.3.4
- Supporting: SL.3.1.a-d; SL.3.2; SL.3.6

**Detailed Description/Instructions:**

- **One way to do this** is to model using *Stone Fox*, *Because of Winn-Dixie*, or the mentor text of your choice model for students a synthesis retell. If you are using *Stone Fox* it might go something like this:
  - Thinking about *Chapter 8* highlight for students that the day Willy rode his sled to the edge of town on the day of the race and was amazed to see all the spectators can be tied to the earlier section of the book where we learned about him entering the race so he could get money to save the farm from the tax collectors and save his grandfather from depression.
  - Keep reading to tie in Willy seeing Doc Smith as a spectator to what we learned about Doc Smith earlier in the book--he’s a brutally honest man who thought he was crazy for trying to find a way to help his grandpa pay his tax bill.

**Bloom’s Levels:** apply/create/apply; apply

**Webb’s DOK:** 2/3/2; 3
Engaging Experience 18

Teaching Point: “Readers, today I am going to teach you how to write about your thinking as you read. Over the past several days we have shown our thinking through speaking with our partners, so today it’s time to grow ourselves as readers. Today it’s time to show our thinking in writing as well.”

Suggested Length of Time: 1 mini-lesson

Standards Addressed
- Priority: RF.3.4; RL.3.1; RI.3.1
- Supporting: RF.3.4.a/c

Detailed Description/Instructions:
- **One way to do this** is to model in your own reading notebook how to use post-its to show thinking and stop and jot. There may be other responses you will incorporate throughout the year, but for today focus only on these two as they are the most common. This would also be a good opportunity to revisit the work you did with annotation, reminding students this is a way to show their thinking as well. You will provide students a Reading Life Portfolio and have them add the work of the day into it. If they use post-its to show their thinking or annotate the text, those can stay in the book. Let readers know that their Reading Life Portfolio is a place for them to keep their reading “stuff”—reading logs, notes, tools, etc.

Bloom’s Levels: remember; apply
Webb’s DOK: 1; 2/3

Engaging Scenario

Engaging Scenario
Situation: creating a reading toolkit for the year
Challenge: choosing from an array of tools that will make you a successful reader as an individual and in a group or partnership.
Specific Role: Analyzing the array of tools presented, choosing and organizing those in a meaningful way to ensure the student has taken the initial steps in authoring their reading life.
Audience: Student, student partnerships, reading groups
Product or performance: Reading tool kit

As a culmination of this unit, students will create a reading toolkit that will hold the tools and resources they need to be successful readers across the year. They can collect these in their Reading Life Portfolio, an organizational bin at their table, a baggie, etc.

Items that should be available for students to collect for their reading toolkit:
- accountable talk question stems
● reading partner discussion starters
● reading strategies bookmarks
● annotation codes bookmark
● post-its
● paper
● book logs
● book recommendation forms
● “How to Buzz About Books” chart picture
● “How to Pick Just Right Books” form
● Goal-setting sheets

Also, you can give students their Reader’s Notebooks on this day as a celebration that they now know all they need to author their own reading life! As you hand them out, allow them to go write their first experience as a reader in 3rd grade to get excited about filling that notebook!

**Rubric for Engaging Scenario:**

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Assessment Leveling Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED</strong></td>
<td>In addition to PROFICIENT, in-depth inferences or applications.</td>
</tr>
<tr>
<td>Approaching Advanced</td>
<td>In addition to PROFICIENT performance, in-depth inferences and applications with partial success.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</td>
</tr>
<tr>
<td>Approaching Proficiency</td>
<td>No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
</tr>
<tr>
<td>Approaching Basic</td>
<td>Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</td>
</tr>
<tr>
<td><strong>BELOW BASIC</strong></td>
<td>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</td>
</tr>
<tr>
<td><strong>NO EVIDENCE</strong></td>
<td>The student has produced no evidence.</td>
</tr>
<tr>
<td>Topic</td>
<td>Engaging Experience Teaching Point</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Making Reading Lives</td>
<td>“Readers, today we are going to build our Reading Workshop expectations so that we become a community of readers. It’s important for us to know and value who we are as not only a classroom of readers, but also as individuals. In order to do this we are going to come to some agreements on ways we’ll make our classroom a learning and reading space for everyone.”</td>
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<td></td>
<td>“Readers don’t just read books; we build reading lives, ‘author’ reading lives, in which reading matters. For each one of us, it is always “My Life” by me. And each one of us has choices. We can make lives for ourselves in which reading is the pits, or we can make lives for ourselves in which reading can be the best that it can be. Today, I want to teach you that to build powerful, wonderful reading lives, we need to reflect on our reading and then make wise changes so reading becomes the best it can be for each of us.”</td>
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<tr>
<td></td>
<td>“Today I want to teach you that people who take care of themselves--as athletes, as musicians, and as readers, too--know that it is important to sometimes stop and say, ‘From this moment on, I’m going</td>
</tr>
</tbody>
</table>
“Today, I want to teach you that reading researchers have found that all of us—you and me, both—need tones and tones of high-success reading to grow as readers. We need tons of time to read when we are not fussing over hard words, when we are not stopping and starting and stopping again, and when we don’t need to furrow our foreheads. We need lots of mind-on-the-story reading. Today, I want to teach you how to recognize the kinds of books that are at your own personal level—ones you can read smoothly, with accuracy and comprehension.”

One way to do this is to develop an anchor chart with a T-chart labeled “Too Hard/Just Right”. Have a student model reading a “too hard” book in front of the class and notice behaviors together that make a book too hard. Remember, choose a student who feels comfortable in front of others and understands the purpose of this lesson so as not to embarrass them. If you feel more comfortable, you can model this. Fill in the “too hard” side with signals that this book was not a good fit (e.g. don’t understand, read slowly, no expression, keep getting stuck).

After that move into a “just right” book and fill in that side of the anchor chart (e.g. understand, find it funny or infuriating, know most the words, read fast and smooth, read with expression, notice punctuation).
“Today, I’m going to teach you a few tips that you can use to become readers who read faster, stronger, longer. Specifically, I want to teach you that readers take off the brakes as we read, picking up our reading pace a bit at times, so we can take in what we are reading more fully--both details and the whole.”

| **One way to do this** is to give readers the three following tips for being a stronger reader: |
| 1. Reminding readers they are past the stage where they need to point to the words on the page as they read with their finger or a bookmark, and not to whisper or form the words with your mouth while you read. It’s time to take off the training wheels and here are two ways we can do that. |
| 2. Strong readers reread the text to make sure they are making meaning and understanding all the words. |
| 3. Reading with expression and feeling |

| “So today, I want to remind you that when you read, we need to guard against just whipping through the words, reading on autopilot. Instead, we need to pay attention, making sure we are reading in such a way that we let the words matter.” |

| **One way to do this** is to read aloud an excerpt from *Because of Winn-Dixie*, *Stone Fox*, or the mentor text of your choosing. With the first excerpt you read, read like you are on autopilot in a robotic voice. Ask students if that is what oral reading is supposed to sound like and discuss. Then read a second excerpt, this time reading with expression and reacting to the text as you read. Discuss with students the difference between reading yourself awake vs. reading yourself asleep. |

| “Today, I want to teach you strategies to help us read a text closely and mark those moments in a text that speak to us. As |

| **One way to do this** is to read aloud an excerpt from *Because of Winn-Dixie*, *Stone Fox*, or the mentor text of your choosing. |

| 1 mini-lesson |
| Making Texts Matter | Specifically, today I want to teach you that readers sometimes become confused in the text we’re reading. We’ll be reading along, and then the text turns the corner, and suddenly we’re not quite sure what’s going on. It’s as if the film breaks in the mental movie we’re making. When that happens, readers say, ‘Huh?’ and we continue reading, asking, ‘What’s going on?’ The upcoming text helps, but sometimes we need to reread. | One way to do this is to continue your read aloud in *Stone Fox*, *Because of Winn-Dixie*, or any other mentor text you have chosen. Make sure to have a confusing part prepped for your read aloud. Model for students how you create a mental movie in your mind based on what is happening in the text. When you get to the confusing part, stop and ask students what you should do when your movie gets blurry and you can’t see it anymore. | 1 mini-lesson |
| "Today I want to teach you that readers must choose what our relationship toward books will be. We can be a curmudgeon toward books. Or we can let books matter to us, reading them like they’re gold." | One way to do this is to read aloud an excerpt from *Because of Winn-Dixie*, *Stone Fox*, or the mentor text of your choosing. As you read, act disinterested and cranky about *having* to read another book like this one. When you finish, yawn and look around the room like you could care less. | 1 mini-lesson |
| "Today I want to teach you that readers create a buzz about books we love so that those books will be exciting, not strange to others. To do this, it | One way to do this is to book talk a book that you love, modeling for students how to buzz. Make sure you have a student in mind who you want to | 1 mini-lesson |
helps to talk about the sort of readers who will like a book, to summarize the book (without giving too much away), to read a little bit aloud to others, and above all, to tell them why the book is special.” recommend it to and ask them questions about who they are as a reader, so students see explicitly how to do this part as well. Have them notice things that you did when talking about your book, so that you can create a reference anchor chart together for the class.

<table>
<thead>
<tr>
<th>“Today I want to teach you that the best readers are like monster tractors that climb over the hurdle of the hard word and read on, never taking a detour from the trail of the story.”</th>
<th>One way to do this is by sharing with students that readers often read forward in a story in order to determine the meaning of an unfamiliar word. Since most readers are dying to find out what happens next, they don’t want to get side-tracked by an unknown word. That’s when we think of ourselves as monster tractors, pushing forward to get a better understanding, rather than reading backward.</th>
<th>1 mini-lesson</th>
</tr>
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<tbody>
<tr>
<td>“Today I want to teach you that readers use a variety of skills to self-monitor and correct their reading as they go. We’ve been talking a lot about the language of a text over the past few days, and today I’m going to give you a few more strategies for tackling words in your books.”</td>
<td>One way to do this is to read aloud in your mentor text, thinking aloud about the following questions: Does what I’m reading go with the rest of the story? Does this sound right? Do all the letters match the words I’m reading? What might this mean? Does that make sense? Add onto the anchor chart you created on Engaging Experience 10. Word decoding strategies to include could be:</td>
<td>1 mini-lesson</td>
</tr>
<tr>
<td>Making Texts Matter</td>
<td>“Today I want to teach you that sometimes authors use figurative language—phrases that mean something not exactly what each word means—and it’s always important to think about what the figurative language means, altogether, not just word by word.”</td>
<td><strong>One way to do this</strong> is to read page 26 and 27 of Stone Fox where language is used in an interesting way. Show students that sometimes words have more than one meaning and it is important to envision what is going on in the story to be able to see if the meaning you thought was correct makes sense. As you read phrases like, “didn’t know a potato from a peanut,” stop and wonder aloud, saying, “Hmm...that is an interesting phrase. I wonder what the author is really trying to say. Is it really true that people don’t know a potato from a peanut? Hmmm...what do you think?” Let me share what I think---perhaps these characters don’t know the very obvious things about farming.</td>
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<tr>
<td>Bringing Together Reading Lives, Texts that Matter,</td>
<td>“Today I want to teach you that having a reading companion makes all the difference in the world. As reading friendships start with people getting to know each other—as readers. We pay attention to each other’s reading histories, reading interests,</td>
<td><strong>One way to do this</strong> is to model a reading partnership with another teacher or student, asking questions to help you get to know each other as readers. You’ll also want to set up your expectations for accountable talk on this day as well, ensuring to</td>
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<tr>
<td>and Partners</td>
<td>You know what, readers. I’m realizing now that reading a book is a lot like going to the movies. A lot of the fun part comes after reading time over, when you get to talk about what you’ve read.”</td>
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<td>“Readers, today I want to teach you that readers often retell our books (up to the part we’re reading) as a way to lay the story out for others so we can talk it over. But we also retell our books as a way to lay the story out for ourselves so we can think it over. And that process of retelling and rethinking keeps the whole story primed in our minds.”</td>
<td>One way to do this is to model how to retell a story from the beginning, taking big steps through the timeline of the story in order to give our partner a gist of how your story is going so far. As you say your retell aloud, jot it on anchor chart paper, reminding students that the purpose of this is to give their partner an idea of what their story is about so they can talk together about it. Push them to retell their story in a way that conveys the theme through the big events.</td>
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<td>“I call this third kind of retelling (and of recalling) a ‘synthesis retelling,’ because although you start out only retelling the section you just finished reading,</td>
<td>One way to do this is to model using Stone Fox, Because of Winn-Dixie, or the mentor text of your choice model for students a synthesis retell</td>
<td>1 mini-lesson</td>
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</table>
whenever your retelling gets to a part that has meaning that comes from earlier in the story, you add a reference to the earlier bit into your retelling, almost using parentheses to bring in relevant background. So as you proceed through retelling, you have to synthesize, fit together, all that parts you’ve read that are pertinent.”

| “Readers, today I am going to teach you how to think about writing your thinking as you read. Over the past several days we have shown our thinking through speaking with our partners, so today it’s time to grow ourselves as readers. Today it’s time to show our thinking in writing as well.” | **One way to do this** is to model in your own reading notebook how to use post-its to show thinking and stop and jot. There may be other responses you will incorporate throughout the year, but for today focus only on these two as they are the most common. This would also be a good opportunity to revisit the work you did with annotation, reminding students this is a way to show their thinking as well. | 1 mini-lesson |
Unit 2: Nonfiction Reading: Reading to Get the Text

Subject: Reading  
Grade: 3  
Name of Unit: Nonfiction Reading: Reading to Learn  
Length of Unit: approx. 4 wks., Mid-September-Mid October

Overview of Unit: In this unit, students will read to learn by choosing topics they are already passionate about and seeking to learn even more than they may already know. This unit spotlights skills and habits essential to readers of expository nonfiction: reading with a pencil, determining importance, finding main idea and supporting details; figuring out and using new content-specific vocabulary; and comparing and contrasting information learned across texts. 

In Topic 1 (Bend One) of the unit, students will begin by filling their book boxes with rich nonfiction books about topics they wish to pursue. Teachers will help students tackle slightly more difficult texts--helping them to read with stamina and fluency, monitor for understanding and get the gist of the text.

In Topic 2 (Bend Two) of the unit, students will begin to see that nonfiction takes a special kind of reading. A large part of this bend will focus on students determining main ideas by grasping the text’s features and structures.

In Topic 3 (Bend Three) of the unit, students will synthesize information across parts and grow ideas. They will begin to ask how parts fit together as well as think and talk about the texts they are reading.

Getting Ready for the Unit:  
- Gather high interest expository nonfiction books at different levels.  
  - Reference the Reading Interest-A-Lyzer used during Building a Reading Life.  
  - Either gather books from your school library or visit the library as a class so students may choose appealing nonfiction books.
- Choose read alouds

Pre-Assessment (given prior to starting the unit):  
- For a possible pre-assessment, you may wish to give students a copy of the article, Alaska: A State of Extremes. Then pose the following questions:

1. What is the main idea of this text?  
2. What details support the main idea?  
3. What does the word northernmost mean in this sentence: These villages are north of the Arctic Circle, and the northernmost part of the United States?  
4. What information do you learn from the map?
Read aloud considerations:
Select read alouds which mirror the work your students are doing so your read alouds will need to have clear expository structures, plenty of text features and are engaging. Suggestions include:

- **Insect Bodies** by Bobbie Kalman
- **Insect (Mondo Animals)** by Bettina Bird, John Short and Deborah Savin
- **I Wonder Why Camels Have Humps and Other Questions About Animals** by Anita Ganeri
- **Bugwise: Thirty Incredible Insect Investigations and Arachnid Activities**
- **The Yangtze River** by Nathan Olson
- **Life Cycle of a Shark** by Bobbie Kalman
- **Volcanoes** by Seymour Simon

Priority Standards for unit:

- RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI 3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
- RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RF 3.4: Read with sufficient accuracy and fluency to support comprehension.
- SL 3.4: Report on a topic or text, tell as story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Supporting Standards for unit:

- RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)
- 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)
- RI 3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- L3.4 Determine or clarify the meanings of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
○ L3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.
○ L3.4b: 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).
○ L3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
○ L3.4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key-words and phrases.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI 3.2</td>
<td>main idea of a text</td>
<td>determine</td>
<td>analyze</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>key details</td>
<td>recount</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>how key details support the main idea</td>
<td>explain</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>RI 3.4</td>
<td>meaning of general academic and domain-specific words and phrases in a text</td>
<td>determine</td>
<td>understand</td>
<td>1</td>
</tr>
<tr>
<td>RI 3.5</td>
<td>information relevant to a given topic</td>
<td>locate efficiently (using text features and search tools)</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>RF 3.4</td>
<td>accuracy and fluency</td>
<td>read with</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>SL 3.4</td>
<td>a topic or text with appropriate facts and relevant descriptive, details</td>
<td>report on</td>
<td>evaluate</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>clearly at an understandable pace</td>
<td>speaking</td>
<td>create</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How can I read expository nonfiction texts in such a way that I can determine what is most important and consolidate information and ideas?

**Enduring Understanding/Big Ideas:**
1. Readers organize their nonfiction reading life so that they can read to learn and pursue their passions.
2. Readers of nonfiction use strategies to grasp the main idea and supporting details of a text.
3. Readers of nonfiction take what they have learned and grow their own ideas about the content.
Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>determine</td>
<td>main idea</td>
</tr>
<tr>
<td>recount</td>
<td>supporting details</td>
</tr>
<tr>
<td>explain</td>
<td>text structure: cause/effect, chronologic,</td>
</tr>
<tr>
<td>build on</td>
<td>problem/solution, compare/contrast,</td>
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<tr>
<td>refer</td>
<td>question/answer</td>
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<tr>
<td>ask</td>
<td>synthesize</td>
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<tr>
<td>answer</td>
<td>text features: headings, subheadings, photos,</td>
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<tr>
<td>locate</td>
<td>captions, and charts</td>
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<td></td>
<td>prefixes</td>
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<td>suffixes</td>
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<td>root words</td>
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<td>glossary</td>
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<td></td>
<td>nonfiction/expository/informational</td>
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</table>

Topic 1: Building a Nonfiction Reading Life

Engaging Experience 1

Teaching Point: Readers curate book boxes with engaging nonfiction.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: N/A

Supporting: RI 3.10

Detailed Description/Instructions: Prior to this lesson have baskets of books intentionally organized to include topics students within your class have expressed interest in.

- **One way you could do this** could be to model how a reader might choose and find nonfiction books based on their interests using a basket of books created for this lesson. Be sure to think aloud your ideas about the cover, previewing the text, and reading a few pages for accuracy and understanding.

- **Another way to do this** could be to schedule time in the school library, partnering with your school librarian to teach students how to use the library to find expository nonfiction about topics individuals are interested in. Again, modeling the process you want students to think through as they look for nonfiction books of interest to them.

Bloom’s Levels: N/A

Webb’s DOK: N/A
Engaging Experience 2
Teaching Point: Understanding our nonfiction reading identities and goal setting.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
   Priority: N/A
   Supporting: RI 3.10
Detailed Description/Instructions:
   • One way you could do this could be to ask students to consider their nonfiction reading lives. Teach students that readers often pose predictable questions to push themselves as readers. Create an anchor chart with questions nonfiction readers might ask themselves, including:
     ★ What kind of nonfiction do I like to read?
     ★ When has nonfiction reading gone particularly well for me?
     ★ When and where and with whom do I read nonfiction?
     ★ What could I do to read more or be smarter about my nonfiction reading?
Model for students how you would reflect upon these questions and use them to write a nonfiction reading goal for yourself. You may choose to post these goals on a personal goal chart or have students keep these goals in a prominent place within their reading folder/notebook.
Bloom’s Levels: N/A
Webb’s DOK: N/A

Engaging Experience 3
Teaching Point: Nonfiction readers rev up to read information by previewing, asking questions, and revising their thinking.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
   Priority: RI 3.5
   Supporting: RI 3.7
Detailed Description/Instructions:
   One way you could do this could be by modeling how you rev up your mind to read information texts by using the text features when previewing the text. Show students how you notice what the author highlights in bold and the text features he or she chooses when you first turn to a page: headings, subheadings, photos, captions, and charts. Model the following thinking: “What’s this page likely to be about? What do I know about this topic already?” You may create an anchor chart with the following thinking stems:
     ★ “This heading says _____, so I think this page is mostly about ______.”
     ★ “I looked at this (picture/caption/graph) and saw _____, and this (picture/caption/graph) and saw______. If I put them together, I think these pages will be about____.”
Keep in mind, that as you teach students to anticipate what they’ll learn, you will also need to model how readers might need to revise their thinking when their predictions do not match up.

**Bloom’s Levels:** apply  
**Webb’s DOK:** 2

### Engaging Experience 4

**Teaching Point:** Nonfiction readers read in fluent and engaging ways.  
**Suggested Length of Time:** 1 mini-lesson  

**Standards Addressed**  
- **Priority:** RF 3.4  
- **Supporting:** N/A

**Detailed Description/Instructions:**

One way you could do this could be to explain to students one way to feel even more engaged in a nonfiction text is to read it with fluency and expression. You might show a clip of a documentary and ask students to watch with their eyes closed, asking themselves how the speaker narrates the documentary in a way that pulls the viewer in. Then guide students through a discussion of what they notice about the narration. Create an anchor chart with student ideas, possible ideas may include:

- ★ Speaker pauses before parts that are exciting/dramatic  
- ★ Speaker’s voice rises when parts are exciting  
- ★ Speaker’s voice is smooth, even when saying words that seem difficult  
- ★ Speaker emphasizes words that are important (you can almost imagine that they would be in bold)  
- ★ When reading a list, you can hear the speaker pause after each item, almost as if a comma was there.

Model for students how you read your nonfiction text in an engaging way. It is also important to discuss with students that fluent readers are not on auto-pilot, but know to slow down when the text becomes complicated.

**Bloom’s Levels:** apply  
**Webb’s DOK:** 2

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**Topic 2: Nonfiction Takes a Special Kind of Reading**

### Engaging Experience 5

**Teaching Point:** Nonfiction readers read with a pencil to help them pay attention to ideas and information they want to hold onto.  
**Suggested Length of Time:** 1-2 mini-lessons

**Standards Addressed**  
- **Priority:** N/A  
- **Supporting:** RI 3.1
**Detailed Description/Instructions:**

**One way you could do this** is to tell students the importance of reading with a pencil as a way to help them pay attention to ideas and information. Draw students attention to the annotation anchor chart made during the previous unit, *Building a Reading Life*. Model for students how you would go about using a pencil and annotating with a passage from your nonfiction read aloud.

**Another way you could do this** is by modeling how non-fiction readers have a “sit up and read” attitude where fiction readers are more relaxed. You could talk through what this looks like and WHY. You may want to discuss how in your own life you “sit up and read with a pencil” when reading nonfiction because you’re reading to learn vs. the more relaxed feeling you have when reading fiction.

**You may also want to model** for students that when non-fiction readers read with a pencil, they are ready to stop and jot questions that they have while reading. By doing this, readers prepare themselves to read on in search for the answer.

**Bloom’s Levels:** apply  
**Webb’s DOK:** 2

**Engaging Experience 6**

**Teaching Point:** Nonfiction readers pay close attention to vocabulary, noting when words are specific to a topic and thinking about their meaning.

**Suggested Length of Time:** 1-2 mini-lessons

**Standards Addressed**
- **Priority:** RI 3.4  
- **Supporting:** L3.4 a-d

**Detailed Description/Instructions:**

**One way you could do this** is to model for students how you notice technical or content-specific words through repetition or bolded print. By going back into a passage from your read aloud projected for students to see, circle with your pencil a content-specific word that continues to be repeated or bolded. Then record this word in your own “word bank” made for this unit. The word bank is intended to serve as a reference for students when they are teaching others about their subject. Explain to students the importance of adopting the technical language of the subject they are reading about.

In addition to noting and recording technical or content-specific words, you will want to model various ways readers determine the meaning of these words. **One way you could do this** is by using your read aloud passages to show the following word solver strategies:

- ★ Substitute the hard word with a synonym and then read on.
Break up the word into its root, prefix, and/or suffix and use your knowledge of those word parts to try to figure out what the word might mean.

By looking to the text features on the page for support, especially illustrative portions of the text.

Look for the definition explicitly in the same sentence or a nearby sentence.

Look for a synonym within the sentence to help determine the meaning.

Another way you could this is through guiding the students through an inquiry lesson in which they read and reflect on new vocabulary and strategies they used to determine the meaning of these content-specific words. Creating an anchor chart for students based on what strategies they utilized.

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 7
Teaching Point: Nonfiction readers read with the main idea in mind
Suggested Length of Time: 1-3 mini-lessons
Standards Addressed
   Priority: RI 3.2
   Supporting: RI 3.3, RI 3.8

Detailed Description/Instructions:
One way you could do this is by telling students that informational texts often contain a main idea followed-or surrounded-by supporting evidence. Model for students how you read a chunk of text, pause to recall content in summary form, and then introducing the boxes and bullet graphic to organize the chunk of text into main idea (written in the box) and supporting details (bulleted underneath).

Another way to teach this is to tell readers that often one sentence summarizes the content of a paragraph or passage. This topic sentence is often the first or last sentence--but not always! Model for students by reading the first sentence of a paragraph and ask, “What is this saying?” and then reading on, sentence by sentence, asking, “How does this fit with what’s been said so far?” or “This part teaches me…”

Another way to teach this is to show students how authors structure their text can help us in determining the main idea and key details. You may gather examples of various text structures. (Seymour Simon often uses very clear text structure in his writing.) Show students some key terms they want to be aware of:

★ Comparison: “Just like…” Different than…”, “Alike…”, “Both…”
★ Cause/Effect; “As a result…”, “Because of…”, “This brought about…”, “The effect of this was…”, “This changed…”, Therefore…”
★ Chronological: “First,” “Second”, “Next”, “Afterwards”, “Years Later”

Some questions you might guide students to ask themselves and others:
- What is the relationship between these sentences?
- How does this paragraph connect to the one that came before it?
- How does this part connect to the whole sections?

Bloom’s Levels: analyze, remember
Webb’s DOK: 4, 1

Topic 3: Synthesizing Across Parts and Growing Ideas About Nonfiction

Engaging Experience 8
Teaching Point: Nonfiction readers notice when a text transitions to a new sub-topic.
Suggested Length of Time: 2-3 mini-lessons

Standards Addressed
- Priority: RI 3.2
- Supporting: RI 3.3, RI 3.8

Detailed Description/Instructions:
One way you could do this is by pointing out to students that informational texts can be tricky because sections dividers are often invisible-teach students that readers need to read in such a way that they notice when the text has gone through a transition and say, “Oh this is a new subtopic.” Model this by showing students how you look across the main ideas of chunks or sections, asking, “How does this all fit together?”

Another way you could do this is by modeling how readers apply the boxes and bullet infrastructure across much larger chunks of text. Teach students that readers often take notes on a few select pages that seem particularly interesting. You might just use one Post-it for a large chunk of text, where you draw a box at the top and bullets below.

Bloom’s Levels: analyze, remember
Webb’s DOK: 4, 1

Engaging Experience 9
Teaching Point: Nonfiction readers synthesize information by teaching others.
Suggested Length of Time: 2 mini-lessons

Standards Addressed
- Priority: SL 3.4
Supporting: RI 3.2, RI 3.3

Detailed Description/Instructions:

One way you could do this is by modeling for students how you prepare for teaching others by rereading the important information you’ve jotted down throughout your read aloud. Model for students in addition to explaining the big ideas of the text, you might:

★ Point out the details in the pictures or diagrams that highlight what they’re saying.
★ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together.
★ Add gestures to their explanations and use their voices to emphasize what’s important.
★ Act out what they learned.

Another way you could do this is by modeling for students how you start conversation by locating a big idea and then talking back to that idea. Then, teach them to use conversational prompts to elaborate on their thinking. Create an anchor chart with the following prompts:

★ I can picture how this goes. It probably…
★ This makes me think…
★ This makes me realize…
★ I used to think, but now I’m understanding…
★ Maybe it’s because…
★ My ideas about this are complicated. On one hand... But then again, I also think...

Bloom’s Levels: apply, create, evaluate
Webb’s DOK: 2, 4, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Situation: As a leading expert, you have been chosen to teach others all you have learned about your topic.
Challenge: Your challenge is to quickly plan a simple presentation to share with a group of peers. Presentations should be 3 minutes maximum.
Specific Roles: You are a leading expert and teacher.
Audience: Elementary School Students
Product or Performance: You will want to organize the most important information about your topic along with key details. You may make a poster board including diagrams or charts. You may choose to read a part and act it out or make a model or put together a Power Point presentation.
**Rubric for Engaging Scenario:**

<table>
<thead>
<tr>
<th>Assessment Leveling Guide</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED</strong></td>
<td>In addition to PROFICIENT, in-depth inferences or applications.</td>
</tr>
<tr>
<td></td>
<td>Approaching Advanced</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</td>
</tr>
<tr>
<td></td>
<td>Approaching Proficiency</td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
</tr>
<tr>
<td></td>
<td>Approaching Basic</td>
</tr>
<tr>
<td><strong>BELOW BASIC</strong></td>
<td>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</td>
</tr>
<tr>
<td><strong>NO EVIDENCE</strong></td>
<td>The student has produced no evidence.</td>
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</tbody>
</table>
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tr>
<td>1</td>
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<td><em>Prior to this lesson have baskets of books intentionally organized to include topics students within your class have expressed interest in.</em> <strong>One way you could do this</strong> could be to model how a reader might choose and find nonfiction books based on their interests using a basket of books created for this lesson. Be sure to think aloud your ideas about the cover, previewing the text, and reading a few pages for accuracy and understanding. <strong>Another way to do this</strong> could be to schedule time in the school library, partnering with your school librarian to teach students how to use the library to find expository nonfiction about topics individuals are interested in. Again, modeling the process you want students to think through as they look for nonfiction books of interest to them.</td>
<td>1 mini-lesson</td>
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| 1     | Understanding our nonfiction reading identities and goal setting. | **One way you could do this** could be to ask students to consider their nonfiction reading lives. Teach students that readers often pose predictable questions to push themselves as readers. Create an anchor chart with questions nonfiction readers might ask themselves, including:  
★ What kind of nonfiction do I like to read?  
★ When has nonfiction reading gone particularly well for me?  
★ When and where and with whom do I read nonfiction? | 1 mini-lesson |
What could I do to read more or be smarter about my nonfiction reading? Model for students how you would reflect upon these questions and use them to write a nonfiction reading goal for yourself. You may choose to post these goals on a personal goal chart or have students keep these goals in a prominent place within their reading folder/notebook.

| 1 | Nonfiction readers rev up to read information by previewing, asking questions, and revising their thinking. | **One way you could do this** could be by modeling how you rev up your mind to read information texts by using the text features when previewing the text. Show students how you notice what the author highlights in bold and the text features he or she chooses when you first turn to a page: headings, subheadings, photos, captions, and charts. Model the following thinking: “What’s this page likely to be about? What do I know about this topic already?” You may create an anchor chart with the following thinking stems:

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- ★ “I looked at this (picture/caption/graph) and saw _____, and this (picture/caption/graph) and saw______. If I put them together, I think these pages will be about____.”

Keep in mind, that as you teach students to anticipate what they’ll learn, you will also need to model how readers might need to revise their thinking when their predictions do not match up. |

| 1 | Nonfiction readers read in fluent and engaging ways. | **One way you could do this** could be to explain to students one way to feel even more engaged in a nonfiction text is to read it with fluency and expression. You might show a clip of a documentary and ask students to |

1 mini-lesson | 1 mini-lesson
watch with their eyes closed, asking themselves how the speaker narrates the documentary in a way that pulls the viewer in. Then guide students through a discussion of what they notice about the narration. Create an anchor chart with student ideas, possible ideas may include:

- **Speaker pauses before parts that are exciting/dramatic**
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- **Speaker emphasizes words that are important (you can almost imagine that they would be in bold)**
- **When reading a list, you can hear the speaker pause after each item, almost as if a comma was there.**

Model for students how you read your nonfiction text in an engaging way. It is also important to discuss with students that fluent readers are not on auto-pilot, but know to slow down when the text becomes complicated.

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**One way you could do this** is to tell students the importance of reading with a pencil as a way to help them pay attention to ideas and information. Draw students attention to the annotation anchor chart made during the previous unit, *Building a Reading Life*. Model for students how you would go about using a pencil and annotating with a passage from your nonfiction read aloud.

**Another way you could do this** is by modeling how non-fiction readers have a “sit up and read” attitude where fiction readers are more relaxed. You could talk through what this looks like and WHY. You may want to

| 1-2 mini-lessons |
discuss how in your own life you “sit up and read with a pencil” when reading nonfiction because you’re reading to learn vs. the more relaxed feeling you have when reading fiction.

You may also want to model for students that when non-fiction readers read with a pencil, they are ready to stop and jot questions that they have while reading. By doing this, readers prepare themselves to read on in search for the answer.

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In addition to noting and recording technical or content-specific words, you will want to model various ways readers determine the meaning of these words. **One way you could do this** is by using your read aloud passages to show the following word solver strategies:

- ★ Substitute the hard word with a synonym and then read on.
- ★ Break up the word into its root, prefix, and /or suffix and use your knowledge of those word parts to try to figure out what the word might mean.

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- By looking to the text features on the page for support, especially illustrative portions of the text.
- Look for the definition explicitly in the same sentence or a nearby sentence.
- Look for a synonym within the sentence to help determine the meaning.

Another way you could this is through guiding the students through an inquiry lesson in which they read and reflect on new vocabulary and strategies they used to determine the meaning of these content-specific words. Creating an anchor chart for students based on what strategies they utilized.

2 Nonfiction readers read with the main idea in mind

One way you could do this is by telling students that informational texts often contain a main idea followed-or surrounded-by supporting evidence. Model for students how you read a chunk of text, pause to recall content in summary form, and then introducing the boxes and bullet graphic to organize the chunk of text into main idea (written in the box) and supporting details (bulleted underneath).

Another way to teach this is to tell readers that often one sentence summarizes the content of a paragraph or passage. This topic sentence is often the first or last sentence—but not always! Model for students by reading the first sentence of a paragraph and ask, “What is this saying?” and then reading on, sentence by sentence, asking, “How does this fit with what’s been said so far?” or “This part teaches me…”

1-3 mini-lessons
Another way to teach this is to show students how authors structure their text can help us in determining the main idea and key details. You may gather examples of various text structures. (Seymour Simon often uses very clear text structure in his writing.) Show students some key terms they want to be aware of:

- **Comparison:** “Just like…” “Different than…” “Alike…” “Both…”
- **Cause/Effect:** “As a result…”, “Because of…”, “This brought about…”, “The effect of this was…”, “This changed…”, Therefore…”
- **Problem/Solution:** “Threat”, “Challenge”, “Obstacles”, “Problem”, “Resolution”, “Overcame”
- **Chronological:** “First,” “Second”, “Next”, “Afterwards”, “Years Later”

Some questions you might guide students to ask themselves and others:

- What is the relationship between these sentences?
- How does this paragraph connect to the one that came before it?
- How does this part connect to the whole sections?

One way you could do this is by pointing out to students that informational texts can be tricky because sections dividers are often invisible-teach students that readers need to read in such a way that they notice when the text has gone through a transition and say, “Oh this is a new subtopic.” Model this by showing students how you look across the main ideas of chunks or sections, asking, “How does this all fit together?”

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2-3 mini-lessons
**Another way you could do this** is by modeling how readers apply the boxes and bullet infrastructure across much larger chunks of text. Teach students that readers often take notes on a few select pages that seem particularly interesting. You might just use one Post-it for a large chunk of text, where you draw a box at the top and bullets below.

| 3 | Nonfiction readers synthesize information by teaching others. | **One way you could do this** is by modeling for students how you prepare for teaching others by rereading the important information you’ve jotted down throughout your read aloud. Model for students in addition to explaining the big ideas of the text, you might:
  ★ Point out the details in the pictures or diagrams that highlight what they’re saying.
  ★ Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together.
  ★ Add gestures to their explanations and use their voices to emphasize what’s important.
  ★ Act out what they learned. | 2 mini-lessons |
Unit 3: Studying Characters Across Series in Book Clubs

**Subject:** Reading  
**Grade:** 3  
**Name of Unit:** Studying Characters across Series in Book Clubs  
**Length of Unit:** approximately 5 weeks, Mid October- November  
**Overview of Unit:** Readers focus on deeply knowing characters and reading a tremendous volume across a series. This unit is designed as a book club so readers can support each other in reading more complex texts and hold each other accountable for using textual evidence to support their ideas.

**In Topic 1** (Bend One) of the unit, students will begin reading series books in book clubs, beginning ideally with the first book in the series. As they begin to have ideas about the main character, using more precise vocabulary to describe characters. They will also begin to explain how the character’s actions contribute to the sequence of events.

**In Topic 2** (Bend Two) of the unit, students begin to read through the next couple of books in their series, they’ll begin to grow more sophisticated theories about the characters as well as begin to compare and contrast those characters. Students will be asked to describe how one book builds on another.

**In Topic 3** (Bend Three) of the unit, students will be moving into a new series and engaging in interpretation as they compare and contrast characters from across a different series and consider what lessons are taught across a variety of series. Students will be encouraged to extend these ideas to the world around them, considering their own experiences and knowledge their knowledge of the world.

**Getting Ready for the Unit:**

- Gather and organize series books at different levels.
  - You will need multiple copies of each book, beginning with the first in the series and continuing through book 3 or 4.
  - We have made a list of possible series books that we have found useful in our classrooms and need to upload it to Bright Space and link it here.
  - A list of possible series books for grades 3-5 can be found here: [http://www.booksorce.com/Departments/Grades-3-6/Language-Arts/Series.aspx](http://www.booksorce.com/Departments/Grades-3-6/Language-Arts/Series.aspx)
- Familiarize yourself with the structure of book clubs within your workshop classroom by reading over the following pd resources:
- Choose read alouds
- For additional professional development purposes you may wish to read Unit Two- Studying Characters Across Series In Book Clubs available at: [https://learn.parkhill.k12.mo.us/d2l/le/content/37061/Home](https://learn.parkhill.k12.mo.us/d2l/le/content/37061/Home)
Pre-Assessment (given prior to starting the unit):

- For a possible pre-assessment, you may wish to read aloud two short texts (picture books) by the same author about the same characters and ask students to compare and contrast elements of the stories (e.g. themes, setting, plots). Possible questions may include:
  - How are the settings of the story different?
  - How is the way that (character from one story) deals with the problem in the first story different/similar than the way that (character from different story) deals with the problem in the second story?
  - How would you describe the character in both stories?
  - Here is a theme from both stories: ______________. Write two details from each story that show how this theme is true for both stories.

Possible books to use: My Rotten Red Headed Older Brother and My Ol’ Man by Patricia Polacco

Read aloud considerations:
Select read alouds to support this work. You will want to make them short enough to get through at least two of the books in this unit. Reading books at level N or above generally have characters who change and problems that carry through the series.

- In Topics 1 and 2 (Bends One and Two), you will read from one series.
  - Consider using one of your favorite series.
  - Amber Brown by Paula Danzinger (Level N)
- In Topic 3 (Bend Three), you will read from a second unit. Suggested read-aloud series for this bend include:
  - Houndsley and Catina (over 580 L)
  - Pinky and Rex (500 L)
  - Marvin Redpost

During your read aloud make sure to hit standard SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

Priority Standards for unit:

- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
• RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
• RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.
• RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
• SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

Supporting Standards for unit:
• L.3.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.
• L.3.5.a-c: Demonstrate understanding of word relationships and nuances in word meanings.
  ○ L.3.5.a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take, steps).
  ○ L.3.5.b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful.)
  ○ 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).
• SL.3.1.a-d:
  ○ SL.3.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  ○ SL.3.1.b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  ○ SL.3.1.c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  ○ SL.3.1.d: Explain their own ideas and understanding in light of the discussion.
• SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
• SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
• 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).
- RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.2</td>
<td>stories, including fables, folktales, and myths from diverse cultures</td>
<td>recount</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>central message, lesson, or moral</td>
<td>determine</td>
<td>analyze</td>
<td>4</td>
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<tr>
<td></td>
<td>how the central message is conveyed through key details in the text</td>
<td>explain</td>
<td>understand</td>
<td>3</td>
</tr>
<tr>
<td>RL.3.3</td>
<td>characters in a story (traits, motivations, feelings)</td>
<td>describe</td>
<td>understand</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>how character’s actions contribute to the sequence of events</td>
<td>explain</td>
<td>understand</td>
<td>3</td>
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<tr>
<td>RL.3.5</td>
<td>refer to parts of stories, dramas, and poems by using terms such as chapter, scene, or stanza</td>
<td>write or speak</td>
<td>remember</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>how each successive part builds on earlier sections</td>
<td>describe</td>
<td>analyze</td>
<td>2</td>
</tr>
<tr>
<td>RL.3.6</td>
<td>personal point of view from that of the narrator of those of the characters</td>
<td>distinguish</td>
<td>understand</td>
<td>3</td>
</tr>
<tr>
<td>RL.3.9</td>
<td>themes, settings, and plots of stories written by the same author about the same</td>
<td>compare/contrast</td>
<td>analyze</td>
<td>4</td>
</tr>
</tbody>
</table>
3.1 a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, on grade 3 topics and texts

<table>
<thead>
<tr>
<th>SL.3.1</th>
<th>engage in</th>
<th>evaluate</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>other students ideas</td>
<td>build on</td>
<td>create</td>
<td>4</td>
</tr>
<tr>
<td>own ideas clearly</td>
<td>express</td>
<td>create</td>
<td>3</td>
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</table>

**Essential Questions:**
1. How can I grow ideas about characters as I read across the books in a series?
2. Why do readers back up and refine their theories as they accumulate evidence?
3. How can I let my theories become more insightful as I think, read and talk more?
4. How can I synthesize my thinking to develop ideas to relate to life and the world in general?

**Enduring Understanding/Big Ideas:**
1. Readers learn lessons alongside characters and think how they can apply those lessons to their own life.
2. Readers develop theories about characters that change as they read.
3. Reading closely allows us to refer back to the text as a basis for our thinking.
4. Readers expand their understanding through collaborative discussions.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>refer</td>
<td>series</td>
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<tr>
<td>recount</td>
<td>character traits</td>
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<tr>
<td>determine</td>
<td>theme</td>
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<td>compare</td>
<td>setting</td>
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<td>contrast</td>
<td>plot</td>
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<td>distinguish</td>
<td>chapter</td>
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<td>express</td>
<td>scene</td>
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<tr>
<td>collaborative discussion</td>
<td>literal</td>
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<td>theory</td>
<td>non-literal</td>
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<tr>
<td>predict</td>
<td>motivations</td>
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<tr>
<td>infer</td>
<td>story mountain/arc</td>
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</tbody>
</table>
Topic 1: Teaching Clubs to Raise the Level of Inferring about Characters

Prior to today’s lesson, read the two picture books you have chosen for your pre-assessment of this unit. Possible books to use: My Rotten Red Headed Older Brother and My Ol’ Man by Patricia Polacco

Engaging Experience 1
Teaching Point: Pre-Assessment
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL 3.9, RL 3.3, RL 3.2
  Supporting: RL 3.1
Detailed Description/Instructions:
For a possible pre-assessment, you may wish to read aloud two short texts (picture books) by the same author about the same characters and ask students to compare and contrast elements of the stories (e.g. themes, setting, plots). Possible questions may include:
  ○ How are the settings of the story different?
  ○ How is the way that (character from one story) deals with the problem in the first story different/similar than the way that (character from different story) deals with the problem in the second story?
  ○ How would you describe the character in both stories?
  ○ Here is a theme from both stories: ______________. Write two details from each story that show how this theme is true for both stories.

Bloom’s Levels: analyze, understand
Webb’s DOK: 3, 4

Engaging Experience 2
Teaching Point: Why do we read series books? Picking your series and setting up your book club
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
  Priority: SL 3.1
  Supporting: N/A
Detailed Description/Instructions:
One way to do this is to tell a story of a reader who loves a series. Discuss how series readers feel a special connection to their characters and become hooked on a series because of it. Today, you will categorize students by level and interest. Make anchor chart “How do I pick my book?” with things like:
  ● What interests me?
● Is this a just right book?
● Am I picking this just because my friends are picking it or because I want to read it?
● Can I relate to any of these characters?
● Can I relate to the topic?

Today, you will want students to select which series book club they will be a part of with these things in mind. Model this for students. You will also want to discuss with your class the procedures and expectations as aligned to SL 3.1 for book clubs within your classroom.

Another way to do this is to use the fishbowl technique to model what a book club discussion looks like. You may want to have the model group discuss one of the read alouds from the pre-assessment.

**Bloom’s Levels:** Create

**Webb’s DOK:** 3

**Engaging Experience 3**

**Teaching Point:** Readers pay attention to details to understand parts of series books.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

**Priority:** RL3.3

**Supporting:** SL 3.1, RL 3.1

**Detailed Description/Instructions:**
Before today’s session, you will want to have read the first chapter of your read aloud.

**One way to do this is** to teach students that when you start a series, readers do all of the same work they do when they start any fiction book, but they also pay careful attention to details that help them get to know the world in the whole series--where it takes place, who lives in it, what is most important to know about this series.

You may want to highlight ways that clubs can support some of these reading strategies. For example, a club could make a working map of the setting of the series and have conversations around details related to the characters.

In the share or mid-workshop teaching of this first day of book clubs, you may discuss how clubs will set realistic goals for their series book clubs in relation to how much they will read each day.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

**Engaging Experience 4**

**Teaching Point:** Readers grow ideas about characters by stepping into the shoes of the character

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

**Priority:** RL 3.6
Supporting: L 3.5.c

Detailed Description/Instructions: As readers are reading their series books, they will be gathering ideas about who their characters are. You will want to help them solidify these ideas by modeling how to become their character.

One way you can do this is by having students enact scenes from your read aloud and then guiding a discussion by asking the questions, “How would you feel if this was you? Would you feel the same or differently? How does this reenactment help you understand the character’s point of view?”

Bloom’s Levels: Understand
Webb’s DOK: 3

Engaging Experience 5
Teaching Point: Readers using Post-Its to guide our character conversations
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL 3.3
  Supporting: RL 3.1, SL3.1

Detailed Description/Instructions:
When readers are working on reading a ton in the first few days of the unit, you will want them to be having conversations about their characters. As they begin talking about their books, some children may simply recount the stories rather than using parts of the text to make inferences about characters. If this is the case for your students, one way you might teach children to post-it points in the initial pages of the book and ask themselves questions (or use specific prompts) to grow ideas about the character at this point in the story:

- When Pinky said ________, it made Rex feel ________.
- When Pinky did ________, it made Rex feel ________.
- Pinky did _____ for Rex, which lets me know he is a _____ kind of person (trait).
- Pinky did this and this and this, which lets me know that he is feeling _______ (emotions).
- Rex did this and this and this, which made Pinky feel ________.

Bloom’s Levels: Understand
Webb’s DOK: 3

Engaging Experience 6
Teaching Point: Using a story arc to grow deeper ideas about a story
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL 3.3
Supporting: RL 3.1, SL 3.1

Detailed Description/Instructions:

One way readers grow deeper ideas about the story is by asking questions about the arc of the story to grow ideas. You might word your teaching point around this work by saying “Today I want to teach you that as readers get deeper into books they think deeply about the ways the different characters are dealing with the problems”. To support them in this work, here are some questions that you might teach your readers to ask themselves or other club members:

- What is the problem that the main character faces? How does he or she respond?
- How is the problem affecting the other characters? How are they responding?
- How did the problem get resolved? Why did it get resolved this way?
- Was everyone happy with how the problem was resolved?

Another way to do this is by having students identify the problems all characters in the story are facing at the current point. You could also have them identify the motivations characters are driven by and how this relates to the problem (problem directly affects motivation).

Bloom’s Levels: Understand
Webb’s DOK: 3

Engaging Experience 7
Teaching Point: Readers develop ideas about the relationships between characters

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: RL 3.3
Supporting: SL 3.1, RL 3.1

Detailed Description/Instructions:

Teach students that when readers are growing ideas about the main character, they also want to grow ideas about the relationships between characters. One way you can do this is by having students notice parts when two characters interact and ask “What is this teaching me about their relationship?” You may find yourself needing to model more than once how to look at the way a character does something and consider what that says about the character. You may want to reference your read aloud and read a part together and think ‘what does this part tell me about the character’s relationship? How do the words and actions help show what their relationship is like?’

Bloom’s Levels: Understand
Webb’s DOK: 3
**Engaging Experience 8**

**Teaching Point:** Readers use our knowledge of how stories tend to go to help us think about characters.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** RL 3.3
- **Supporting:** SL 3.1

**Detailed Description/Instruction:** As readers are progressing through their series books, they will notice that usually a main character faces challenges and often changes in the process. In thinking this through, readers come to realize that events in stories are consequential—the choices made by one character affect others, and single events often have significant impact on other events. **One way to help your students** explain how a character’s actions contribute to a sequence of events is to teach students to ask questions of themselves and others:
  - At the beginning of the story, why does _____ want ____?
  - How do ____’s actions change ____?
  - What does ____ find out about herself after ____?

**Bloom’s Levels:** Understand

**Webb’s DOK:** 3

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**Engaging Experience 9**

**Teaching Point:** Readers speak in specific terms about their character to have real insight and greater empathy.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** RL 3.3, RL 3.5
- **Supporting:** L 3.5.c

**Detailed Description/Instruction:** As students are discussing their characters, you may hear them saying how a character is “nice” or “helpful” and you’ll want to help them reach for more specific terms and support their thinking with textual evidence. **One way you can do this** is by creating a literary word chart so that children realize that a nice character might be: compassionate, generous, encouraging, loyal or patient. A mean character on the other hand, might be: inconsiderate, intolerant, snide, jealous, or even malicious.
Another way you could do this to guide your students through rating the synonyms for nice along a gradient of niceness, so as to begin to grasp the nuances of each synonym.

You might also teach students to question each other. “What details in the story most show that?”

Bloom’s Levels: understand, remember

Webb’s DOK: 3, 1

Engaging Experience 10

Teaching Point: Readers organize their notes to solidify ideas about characters.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

- Priority: RL 3.3, RL 3.5
- Supporting: N/A

Detailed Description/Instructions: You will want both your read aloud book and the book students are reading to be coming to a close prior to this lesson. After finishing the first book in a series, you’ll want to teach your children to organize their thinking they’ve done so far. One way to do this is to ask them to take out all of their post-its and put them into piles--one pile for each character they studied or thought about. Model this with your read aloud. You could create some sentence stems to help them come up with prevalent ideas about a character:
  - I think ____ is _____
  - I think _____ is ____ because in this part, he/she ____.
  - Then later, in this part he/she ____.
  - This evidence shows that ____ is ____ because ____.

Bloom’s Levels: understand, remember

Webb’s DOK: 3, 1
Topic 2: Reading Second, Third, and Fourth Books within a Series--Revising Theories, Providing Relevant Textual Evidence, and Moving into Interpretation

Note: As you transition into Bend II, you will want students to transition into their second book in the series and you will want to do the same with your read aloud.

Engaging Experience 11
Teaching Point: Readers notice patterns in series books and use these patterns to make predictions.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: R3.2, RL 3.3, RL 3.9
  Supporting: SL 3.2
Detailed Description/Instructions:
As students, and you, start a second book in a series, readers want to ask themselves “what changes across these books and what stays the same?” Children will come to this second book in the series with working theories about the characters and we can push them to use this knowledge to notice patterns. One way to do this is to create a class-generated list of how the main character in your read aloud grows or changes in the second book. Ask “Is this character still the same person he/she was in the last book or are there ways in which he/she has changed?” Teach students to use their patterns to make predictions.
Bloom’s Levels: analyze, understand
Webb’s DOK: 4, 3

Engaging Experience 12
Teaching Point: The patterns readers notice help them understand characters and storylines.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RL 3.3
  Supporting: SL 3.1
Detailed Description/Instructions:
At this point, we want to move our readers beyond noticing and naming patterns to thinking about what the pattern helps them understand or predictions about the characters or storylines. One way to do this is to model this by referring back to the character traits listed about your main character in your read aloud book and ask “what does this trait make me think about what will happen with them?”
Bloom’s Levels: understand
Webb’s DOK: 3
Engaging Experience 13
Teaching Point: Readers relate problems and motivations to the previous books in a series.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
    Priority: RL 3.3, RL 3.9
    Supporting: RL 3.5
Detailed Description/Instructions:
Understanding a narrative structure and learning to look at characters through this lens will set children on the path of getting at the heart of any character they encounter, in any book. **One way to teach** students to recognize the narrative structure is through the use of a story arc. You may work through a story arc with your read-aloud book and ask students along the way if their main character also has a desire or motivation, if their desire or motivation also has an obstacle get in the way, and if their character also has to rely on something when they face this obstacle. We want our students to know that all narratives follow a similar structure and that the structure can be followed through multiple series books.

**Bloom’s Levels:** analyze, understand
**Webb’s DOK:** 4, 3

Engaging Experience 14
Teaching Point: Readers move from inferences to theories about characters through elaboration.
Suggested Length of Time: 2 mini-lessons
Standards Addressed
    Priority: RL 3.9, RL 3.5, RL 3.3
    Supporting: L 3.5.c
Detailed Description/Instructions:
At this point in the unit, we want to push students from inferences about characters toward establishing theories about characters. *A theory is a consideration of a character’s personality grounded by evidence from multiple events, across multiple texts.* As children move from inferences about characters to theories about characters, they may stop short at times, pronouncing a single idea as *the* idea. They may, for example, stall on something such as “Amber Brown is confident,” and declare their interpretive work done. You’ll want to teach them ways to keep themselves going, producing more thinking, more ideas. One way to get students to elaborate is to set them up with conversational prompts:

- Perhaps it’s because…
- Or maybe it’s…
- Another thing it could be…
- This connects to earlier when…
- That reminds me of…
- A stronger word to describe that is…
- This seems significant because…
Readers grow ideas that are interesting, important, original theories about a character, and/or a book. We can start with a simple, obvious idea about a character or a book and make it a more complex idea. **One way you can teach your readers to do this is** by giving them a few phrases as thought prompts to take a simple idea and climb higher:

- Does the character act consistently across a book or across books in a series?
- Does the character act one way with one set of characters and another way with a different set of characters?
- How does the same issue affect different characters? In similar or different ways?

**Another way you can do this is** by teaching clubs a variety of ways to think and speak comparatively. You may want to introduce some comparative sentence starters:

- This character seems more/less ______ than the other characters.
- I see this when ______.
- I think the reason for this is ______.

You may also remind students of comparative endings (-er and -est).

**Bloom’s Levels:** remember, analyze  
**Webb’s DOK:** 1, 2, 3, 4

**Engaging Experience 15**

**Teaching Point:** Readers compare plot lines to set themselves up to synthesize and determine theme of series books.  
**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RL 3.3, RL 3.9, RL 3.5
- **Supporting:** SL 3.2

**Detailed Description/Instructions:**

You will want readers to look out for the plot lines that continue from one text to another. In many cases, the struggles the characters face in a series are not entirely resolved in neat and tidy ways. Instead these struggles are transformed or carried from one book to the next. **One way to teach your readers to ask themselves to compare and contrast across a series is** to have them ask of themselves and of each other:

- What is true about ____ in both stories?
- Which words best describe _____ in both stories?
- How is what ____ wants in the first story different from/the same as what ____ wants in the second story?
- How are ____’s actions in the first story different from her actions in the second story?
- How is the way ____ responds to trouble in the first story similar/different from the way she responds to trouble in the second story?

**Bloom’s Levels:** understand, analyze, remember  
**Webb’s DOK:** 3, 4, 1, 2
**Engaging Experience 16**

**Teaching Point:** Readers think beyond ideas about character traits, and on to lessons characters learn.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** RL 3.2, RL 3.9
- **Supporting:** RL 3.5, SL 3.1

**Detailed Description/Instructions:**

At this point in the unit, you can push your readers further by asking them to focus on not only new ideas they have about their characters, but also by looking at what lessons the character is learning in the story. **One way you can do this** is by modeling with your read aloud how a reader would ask themselves, “What does Amber Brown learn about friendship?” or “How does Amber learn to deal with loss?”. As you are setting up readers to do the work for theme, you may want to point out that when a character acts in a certain way over and over again, that behavior is often there to teach the reader a lesson. You might stop and ask ‘What lesson does this character need to learn about life? What is this book trying to teach me?’

Another way to do this is by first naming the problems a character faces in a book, and then to ask ourselves, “What lessons does the character learn about ____ (the problem)?”

**Bloom’s Levels:** analyze, understand

**Webb’s DOK:** 4, 3

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**Engaging Experience 17**

**Teaching Point:** Readers cite evidence from multiple texts in a series when making a claim about their character.

**Suggested Length of Time:** 1 session

**Standards Addressed**
- **Priority:** RL 3.5, RL 3.9
- **Supporting:** SL 3.1

**Detailed Description/Instructions:**

As students have been making claims about their characters and citing text evidence for these claims, we will want to nudge them to make intertextual connections and cite specific instances or examples from a particular text as they make a claim about a character. **One way to do this** is by modeling how a club member might prepare for raising a particular point in a club conversation by marking beforehand the specific spots in the two or three texts that support this point. You could also show children that they can directly quote a line from the text to support or negate a point.

**Another way you could do this** is by modeling how a student could star the post-its or entries they think they did an especially good job of carrying ideas, articulate what it was about a particular post-it or entry that made it work, and then use it as a mentor post-it, a mentor entry. Students could use the following thinking prompts to help them think about a character or theme across two or more texts.
The theme in both stories is…
The first story shows this theme by…
The second story shows this theme by…
Now, I’m starting to realize that sometimes in life people…

**Bloom’s Levels:** remember, analyze
**Webb’s DOK:** 4, 1, 2

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**Topic 3: Comparing and Contrasting Different Characters and Themes from Different Series**

*Note: Start a read aloud from a different series, have students start a different series.*

**Engaging Experience 18**
**Teaching Point:** Learning is cumulative. All that you have learned about readers of series books carries on to the next series book.
**Suggested Length of Time:** 3 mini-lessons

**Standards Addressed**
- **Priority:** RL 3.3, RL 3.5
- **Supporting:** SL 3.1

**Detailed Description/Instructions:**
Remind students that learning is cumulative. One way you can do this is by pointing out that everything they’ve learned in Bend I and Bend II of this unit can help them be stronger readers right here and right now. Model how a reader of a new series would use classroom charts, class read-aloud work, and their own writing about reading as a way to revisit and remember all that they have learned.

**Bloom’s Levels:** Understand
**Webb’s DOK:** 3

**Engaging Experience 19**
**Teaching Point:** Readers seek out and unpack similarities and differences between series.
**Suggested Length of Time:** 1-2 mini-lessons

**Standards Addressed**
- **Priority:** RL 3.2, RL 3.9
- **Supporting:** RL 3.3, SL 3.1

**Detailed Description/Instructions:**
Encourage students to look at similarities and differences between series related to the characters, plot lines, and themes. One way to do this is by modeling “How is Amber Brown different from Pinky (or Rex)?” or “What about these two series (*The Bailey School Kids* series and the *Barkley’s School for Dogs* series) suggests that they are works by the same author
(Marcia Thornton Jones)? By doing so, you are encouraging readers to carry not only reading strategies, but also knowledge of character types and plot lines from series to series and ultimately from book to book.

You could also bring to light how multiple series explore similar themes and character types. Readers can ask, “What are the big ideas or problems that happen again and again in these series? How are they alike? How are they different?” Model examples of characters:

- Junie B Jones and Judy Moody—both have willful, sassy heroines that get themselves into trouble again and again.
- Dink, Josh, Ruth Rose, and Jigsaw Jones are all detectives
- Pinky/Rex and Ivy/Bean are two sets of friends

**Bloom’s Levels:** remember, analyze, understand

**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Experience 20**

**Teaching Point:** Readers recognize when two authors explore different aspects of a similar topic.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** RL 3.2, RL 3.9
- **Supporting:** SL 3.2

**Detailed Description/Instructions:**
Teach students that after drawing comparisons between two characters or themes, they can make that idea bigger and more universal. **One way to do this** is by using prompts like:

- Some people…
- Often times…
- In life….

Model how by doing this, readers are able to develop ideas that are not just true for the series they read but for life in general.

- This may be done with Amber Brown and Alex from Skinny Bones: Amber learns that *it’s part of life to have people you love leave* and Alex learns that *when children are hurt by or lose a mother, they struggle*. Some kids keep people out, and others struggle to let their feelings out.

**Bloom’s Levels:** analyze, understand

**Webb’s DOK:** 4, 3
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

**Situation:** You have recently been hired by the book fair to travel and help support them as they promote books! They are needing someone to specifically promote series books.

**Challenge:** Your challenge is to tell elementary school students about exciting series books that they may want to read. Excite them about the books by giving in-depth information about the characters in the book and allowing them to see themselves reading the book.

**Specific Roles:** You are a student representing the book fair

**Audience:** Elementary School Students

**Product/Performance:** In your speech that you will prepare, be sure to address the following points:

- How are the settings of the stories in the series different?
- How is the way that (character from one story) deals with the problem in the first story different/similar than the way that (character from different story) deals with the problem in the second story?
- How would you describe the character in both stories?
- Here is a theme from both stories: ______________. Provide two details from each story that show how this theme is true for both stories.
Rubric for Engaging Scenario:

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<tr>
<th>Assessment Leveling Guide</th>
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<td>Grade: ___</td>
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<tr>
<th>ADVANCED</th>
<th>In addition to PROFICIENT, in-depth inferences or applications.</th>
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<tbody>
<tr>
<td></td>
<td>Approaching Advanced In addition to PROFICIENT performance, in-depth inferences and applications with partial success.</td>
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<tr>
<th>PROFICIENT</th>
<th>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</th>
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<tr>
<td></td>
<td>Approaching Proficiency No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.</td>
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<tr>
<th>BASIC</th>
<th>The student exhibits no major errors or gaps in the simpler details and processes.</th>
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<tr>
<td></td>
<td>Approaching Basic Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.</td>
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<tr>
<th>BELOW BASIC</th>
<th>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</th>
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<tr>
<th>NO EVIDENCE</th>
<th>The student has produced no evidence.</th>
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<tr>
<td>Topic</td>
<td>Engaging Experience Title</td>
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| 1     | Pre-assessment             | For a possible pre-assessment, you may wish to read aloud two short texts (picture books) by the same author about the same characters and ask students to compare and contrast elements of the stories (e.g. themes, setting, plots). Possible questions may include:  
  ○ How are the settings of the story different?  
  ○ How is the way that (character from one story) deals with the problem in the first story different/similar than the way that (character from different story) deals with the problem in the second story?  
  ○ How would you describe the character in both stories?  
  ○ Here is a theme from both stories: ______________. Write two details from each story that show how this theme is true for both stories. | Read Aloud + 1 mini-lesson |
| 1     | Why do we read series books? Picking your series and setting up your book club | One way to do this is to tell a story of a reader who loves a series. Discuss how series readers feel a special connection to their characters and become hooked on a series because of it. Today, you will categorize students by level and interest. Make anchor chart “How do I pick my book?” with things like:  
  ● What interests me?  
  ● Is this a just right book? | 1-2 mini-lessons |
Today, you will want students to select which series book club they will be a part of with these things in mind. Model this for students. You will also want to discuss with your class the procedures and expectations as aligned to SL 3.1 for book clubs within your classroom.

**Another way to do this is to** use the fishbowl technique to model what a book club discussion looks like. You may want to have the model group discuss one of the read alouds from the pre-assessment.

<p>| 1 | Readers pay attention to details to understand parts of series books. | Before today’s session, you will want to have read the first chapter of your read aloud. <strong>One way to do this is to</strong> teach students that when you start a series, readers do all of the same work they do when they start any fiction book, but they also pay careful attention to details that help them get to know the world in the whole series--where it takes place, who lives in it, what is most important to know about this series. You may want to highlight ways that clubs can support some of these reading strategies. For example, a club could make a working map of the setting of the series and have conversations around details related to the characters. In the share or mid-workshop teaching of this first day of book clubs, you may discuss how clubs will set realistic goals for their series book clubs in relation to how much they will read each day. | 1 mini-lesson |</p>
<table>
<thead>
<tr>
<th>Readers grow ideas about characters by stepping into the shoes of the character</th>
<th>As readers are reading their series books, they will be gathering ideas about who their characters are. You will want to help them solidify these ideas by modeling how to become their character. <strong>One way you can do this is</strong> by having students enact scenes from your read aloud and then guiding a discussion by asking the questions, “How would you feel if this was you? Would you feel the same or differently? How does this reenactment help you understand the character’s point of view?”</th>
<th>1 mini-lesson</th>
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</table>
| Readers using Post-Its to guide our character conversations | Detailed Description/Instructions: When readers are working on reading a ton in the first few days of the unit, you will want them to be having conversations about their characters. As they begin talking about their books, some children may simply recount the stories rather than using parts of the text to make inferences about characters. If this is the case for your students, **one way you might teach children** to post-it points in the initial pages of the book and ask themselves questions (or use specific prompts) to grow ideas about the character at this point in the story:   - When Pinky said ________, it made Rex feel ________.
- When Pinky did ________, it made Rex feel ________.
- Pinky did _____ for Rex, which lets me know he is a _____ kind of person (trait).
- Pinky did this and this and this, which lets me know that he is feeling ______ (emotions). | 1 mini-lesson |
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<th></th>
<th>Using a story arc to grow deeper ideas about a story</th>
<th>One way readers grow deeper ideas about the story is by asking questions about the arc of the story to grow ideas. You might word your teaching point around this work by saying “Today I want to teach you that as readers get deeper into books they think deeply about the ways the different characters are dealing with the problems”. To support them in this work, here are some questions that you might teach your readers to ask themselves or other club members:</th>
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<tr>
<td>1</td>
<td>What is the problem that the main character faces? How does he or she respond?</td>
<td>• What is the problem that the main character faces? How does he or she respond?</td>
<td>1 mini-lesson</td>
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<td></td>
<td>How is the problem affecting the other characters? How are they responding?</td>
<td>• How is the problem affecting the other characters? How are they responding?</td>
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<td></td>
<td>How did the problem get resolved? Why did it get resolved this way?</td>
<td>• How did the problem get resolved? Why did it get resolved this way?</td>
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<td></td>
<td>Was everyone happy with how the problem was resolved?</td>
<td>• Was everyone happy with how the problem was resolved?</td>
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<td></td>
<td>Another way to do this is by having students identify the problems all characters in the story are facing at the current point. You could also have them identify the motivations characters are driven by and how this relates to the problem (problem directly affects motivation).</td>
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<tr>
<td>1</td>
<td>Readers develop ideas about the relationships</td>
<td>Teach students that when readers are growing ideas about the main character, they also want</td>
<td>1 mini-lesson</td>
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<td></td>
<td>between characters</td>
<td>to grow ideas about the relationships between characters. <strong>One way you can do this is by</strong> having students notice parts when two characters interact and ask “What is this teaching me about their relationship?” You may find yourself needing to model more than once how to look at the way a character does something and consider what that says about the character. You may want to reference your read aloud and read a part together and think ‘what does this part tell me about the character’s relationship? How do the words and actions help show what their relationship is like?’</td>
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| 1 | Readers use our knowledge of how stories tend to go to help us think about characters. | As readers are progressing through their series books, they will notice that usually a main character faces challenges and often changes in the process. In thinking this through, readers come to realize that events in stories are consequential--the choices made by one character affect others, and single events often have significant impact on other events. **One way to help your students** explain how a character’s actions contribute to a sequence of events is to teach students to ask questions of themselves and others:  
  - At the beginning of the story, why does _____ want ____?
  - How do ____’s actions change ____?
  - What does ____ find out about herself after ____? | 1 mini-lesson |
1. **Readers speak in specific terms about their character to have real insight and greater empathy.**

As students are discussing their characters, you may hear them saying how a character is “nice” or “helpful” and you’ll want to help them reach for more specific terms and support their thinking with textual evidence. **One way you can do this** is by creating a literary word chart so that children realize that a nice character might be: compassionate, generous, encouraging, loyal or patient. A mean character on the other hand, might be: inconsiderate, intolerant, snide, jealous, or even malicious.

**Another way you could do this** to guide your students through rating the synonyms for nice along a gradient of niceness, so as to begin to grasp the nuances of each synonym.

You might also teach students to question each other. “What details in the story most show that?”

1 mini-lesson

1. **Readers organize their notes to solidify ideas about characters.**

You will want both your read aloud book and the book students are reading to be coming to a close prior to this lesson. After finishing the first book in a series, you’ll want to teach your children to organize their thinking they’ve done so far. **One way to do this** is to ask them to take out all of their post-its and put them into piles--one pile for each character they studied or thought about. Model this with your read aloud. You could create some sentence stems to help them come up with prevalent ideas about a character:

1 mini-lesson
<table>
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<th>2</th>
<th>Readers notice patterns in series books and use these patterns to make predictions.</th>
<th>As students, and you, start a second book in a series, readers want to ask themselves “what changes across these books and what stays the same?” Children will come to this second book in the series with working theories about the characters and we can push them to use this knowledge to notice patterns. <strong>One way to do this</strong> is to create a class-generated list of how the main character in your read aloud grows or changes in the second book. Ask “Is this character still the same person he/she was in the last book or are there ways in which he/she has changed?” Teach students to use their patterns to make predictions.</th>
<th>1 mini-lesson</th>
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<td>2</td>
<td>The patterns readers notice help them understand characters and storylines.</td>
<td>At this point, we want to move our readers beyond noticing and naming patterns to thinking about what the pattern helps them understand or predictions about the characters or storylines. <strong>One way to do this</strong> is to model this by referring back to the character traits listed about your main character in your read aloud book and ask “what does this trait make me think about what will happen with them?”</td>
<td>1 mini-lesson</td>
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<tr>
<td>2</td>
<td>Readers relate problems and motivations to the</td>
<td>Understanding a narrative structure and learning to look at characters through this lens</td>
<td>1 mini-lesson</td>
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previous books in a series.

will set children on the path of getting at the heart of any character they encounter, in any book. **One way to teach** students to recognize the narrative structure is through the use of a story arc. You may work through a story arc with your read-aloud book and ask students along the way if their main character also has a desire or motivation, if their desire or motivation also has an obstacle get in the way, and if their character also has to rely on something when they face this obstacle. We want our students to know that all narratives follow a similar structure and that the structure can be followed through multiple series books.

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<th>1</th>
<th>Readers move from inferences to theories about characters through elaboration.</th>
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|   | At this point in the unit, we want to push students from inferences about characters toward establishing theories about characters. *A theory is a consideration of a character’s personality grounded by evidence from multiple events, across multiple texts.* As children move from inferences about characters to theories about characters, they may stop short at times, pronouncing a single idea as *the* idea. They may, for example, stall on something such as “Amber Brown is confident,” and declare their interpretive work done. You’ll want to teach them ways to keep themselves going, producing more thinking, more ideas. One way to get students to elaborate is to set them up with conversational prompts:  
  - Perhaps it’s because…  
  - Or maybe it’s…  
  - Another thing it could be…  
  - This connects to earlier when…  
  - That reminds me of… |
|   | 2 mini-lessons |
- A stronger word to describe that is…
- This seems significant because…

Readers grow ideas that are interesting, important, original theories about a character, and/or a book. We can start with a simple, obvious idea about a character or a book and make it a more complex idea. **One way you can teach your readers to do this is** by giving them a few phrases as thought prompts to take a simple idea and climb higher:

- Does the character act consistently across a book or across books in a series?
- Does the character act one way with one set of characters and another way with a different set of characters?
- How does the same issue affect different characters? In similar or different ways?

**Another way you can do this is** by teaching clubs a variety of ways to think and speak comparatively. You may want to introduce some comparative sentence starters:

- This character seems more/less _______ than the other characters.
- I see this when _____.
- I think the reason for this is _______.

You may also remind students of comparative endings (-er and -est).

| 2 | Readers compare plot lines to set themselves up to synthesize and determine theme of series books. | You will want readers to look out for the plot lines that continue from one text to another. In many cases, the struggles the characters face in a series are not entirely resolved in neat and tidy ways. **One way to** teach your readers to ask | 1 mini-lesson |
themselves to compare and contrast across a series is to have them ask of themselves and of each other:

- What is true about ____ in both stories?
- Which words best describe ____ in both stories?
- How is what ____ wants in the first story different from/the same as what ____ wants in the second story?
- How are ____’s actions in the first story different from her actions in the second story?
- How is the way ____ responds to trouble in the first story similar/different from the way she responds to trouble in the second story?

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| 2 | Readers think beyond ideas about character traits, and on to lessons characters learn. | At this point in the unit, you can push your readers further by asking them to focus on not only new ideas they have about their characters, but also by looking at what lessons the character is learning in the story. **One way you can do this** is by modeling with your read aloud how a reader would ask themselves, “What does Amber Brown learn about friendship?” or “How does Amber learn to deal with loss?“. As you are setting up readers to do the work for theme, you may want to point out that when a character acts in a certain way over and over again, that behavior is often there to teach the reader a lesson. You might stop and ask ‘What lesson does this character need to learn about life? What is this book trying to teach me?’

Another way to do this is by first naming the problems a character faces in a book, and then to ask ourselves, “What lessons does the character learn about ____ (the problem)?”.

1 mini-lesson
| 2 | Readers cite evidence from multiple texts in a series when making a claim about their character. | As students have been making claims about their characters and citing text evidence for these claims, we will want to nudge them to make intertextual connections and cite specific instances or examples from a particular text as they make a claim about a character. **One way to do this** is by modeling how a club member might prepare for raising a particular point in a club conversation by marking beforehand the specific spots in the two or three texts that support this point. You could also show children that they can directly quote a line from the text to support or negate a point. **Another way you could do this** is by modeling how a student could star the post-its or entries they think they did an especially good job of carrying ideas, articulate what it was about a particular post-it or entry that made it work, and then use it as a mentor post-it, a mentor entry. Students could use the following thinking prompts to help them think about a character or theme across two or more texts.  
  - The theme in both stories is…  
  - The first story shows this theme by…  
  - The second story shows this theme by…  
  - Now, I’m starting to realize that sometimes in life people… |
| 3 | Learning is cumulative. All that you have learned about readers of series books carries on to the next series book. | Remind students that learning is cumulative. One way you can do this is by pointing out that everything they’ve learned in Bend I and Bend II of this unit can help them be stronger readers right here and right now. Model how a reader of a new series would use classroom charts, class read-aloud work, and their own writing about reading as a way to revisit and remember all that they have learned. |
|   | Readers seek out and unpack similarities and differences between series. | Encourage students to look at similarities and differences between series related to the characters, plot lines, and themes. One way to do this is by modeling “How is Amber Brown different from Pinky (or Rex)?” or “What about these two series (*The Bailey School Kids* series and the *Barkley’s School for Dogs* series) suggests that they are works by the same author (Marcia Thornton Jones)? By doing so, you are encouraging readers to carry not only reading strategies, but also knowledge of character types and plot lines from series to series and ultimately from book to book. You could also bring to light how multiple series explore similar themes and character types. Readers can ask, “What are the big ideas or problems that happen again and again in these series? How are they alike? How are they different?” Model examples of characters:

- Junie B Jones and Judy Moody—both have willful, sassy heroines that get themselves into trouble again and again.
- Dink, Josh, Ruth Rose, and Jigsaw Jones are all detectives
- Pinky/Rex and Ivy/Bean are two sets of friends | 1-2 mini-lessons |

|   | Readers recognize when two authors explore different aspects of a similar topic. | Teach students that after drawing comparisons between two characters or themes, they can make that idea bigger and more universal. **One way to do this** is by using prompts like:

- Some people…
- Often times…
- In life… | 1 mini-lesson |
Model how by doing this, readers are able to develop ideas that are not just true for the series they read but for life in general.

- This may be done with Amber Brown and Alex from Skinny Bones: Amber learns that it’s part of life to have people you love leave and Alex learns that when children are hurt by or lose a mother, they struggle. Some kids keep people out, and others struggle to let their feelings out.
Unit 4: Learning Through Reading: Countries Around the World

Subject: Reading  
Grade: 3rd  
Name of Unit: Learning Through Reading: Countries around the World  
Length of Unit: 4 weeks  
Overview of Unit: In this unit, students see that they can read to learn and undertake inquiry through reading. This unit helps students read with purposeful intention, deciding what information is most important to hold onto, comparing and contrasting information from different texts and finally, how to organize and synthesize their learning to teach others.

In Topic 1 (Bend I), students will each receive a brief description of a (fictitious) person living in a country who they will “become” for the next two weeks or so. Their task will be to work as hard as they can to gain an understanding of what this member’s life will be like. As they are reading, students will be seeking to answer questions such as: Who Am I? What is my life like? What shapes the way I live?

In Topic 2 (Bend II), you will charge students to raise the level of their work to new heights as you let them know they will be studying another country of their choice. Students will take on the responsibility of how they will go about the work to study a different country by relying on past learning and past resources.

Getting Ready for the Unit:
- Read through Lucy Calkin’s Learning Through Reading: Countries Around the World (2013-2014)
- **Ensure students have at least a basic orientation to the country to be studied:** The first topic in this unit assumes that students have some general knowledge about the country chosen to be studied by the class. One way you may do this is by partnering with the library media specialist in your building to support this background. Another way you may do this is by integrating this study into Social Studies through the *region* reporting topic, the *culture meeting the needs of people* reporting topic and the *maps* reporting topic. During this time, you may want students to become familiar with video clips and maps, lists of statistics, images, and so on.
- **Gather Resources on Your Chosen Country (for Topic 1):** The engaging experiences you will see below will use China as this chosen country. However, if you do not have the resources to support this work, you may choose a different country. Students will be researching this country and you’ll want to have a lot of stuff for them to look through.
- **Form Research Teams Prior to the Unit Starting:** In large part this is an individualistic project, since each student becomes one community member. Yet, we also want to find
ways for students to work in teams since collaborating can help them feel supported, more invested, and more challenged. One way to do this is by putting students together whose “community member” personas have aspects in common. Another way to do this is by deciding you only want to have a few persona cards and that you will create teams of students who are all becoming that one person.

- **Familiarize your students with a note taking system:** You may wish to have your students take notes on only one side of the paper so they can cut apart and categorize what they have learned. You may want to staple loose-leaf paper together to make little research booklets for students.

- **Gather Resources on Other Countries (for Topic 2):** In topic 2, students engage in more self-directed research. Ideally, students would be able to study countries to which they have personal connections. One way you could do this is by familiarizing yourself with countries in which your students have particular interest. Another way you could do this is by working with your school library or your public library to gather texts.

- **Form Research Teams Prior to the Unit Starting:** In a large part this is an individualistic project, since each student becomes one community member. Yet, we also want to find ways for students to work in teams since collaborating can help them feel supported, more invested, and more challenged. There are a few ways you can create this collaborative feeling and create teams. One way you could do this is to put students together whose “community member” personas have aspects in common. Another way you could do this is to decide you want to only have a few persona cards and that you want to create teams of students who are all becoming that one person.

**Pre-assessment (given prior to starting the unit):**
Because you have recently finished the Non-Fiction Reading Unit (Unit 2), your formative pre-assessment is already completed. You should reference your notes from the *Engaging Scenario* given at the conclusion of Unit 2 prior to the start of this unit as a way to plan your instruction.

**Read Aloud Considerations:**
To model the kind of work your students are doing, you may not read the text cover to cover. You may wish to rather model how you purposefully choose sections to gain a more in-depth understanding of your community member.

- *The Land, The People, The Culture* by Bobbie Kalman
- *The Great Wall of China* by Fisher
- *You Wouldn’t Want to Build the Great Wall of China* by Morely
- *True Books: Greece*

During your read aloud make sure to hit standard SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
Your read aloud will be of key importance during this unit. You won’t have time during each reading workshop to demonstrate note-taking but during your read aloud you can read sections of the class text set and model taking notes.

**Letter/Word Study Considerations:**

**Priority Standards for unit:**
- RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 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.
- W 3.7: Conduct short research projects that build knowledge about a topic.
- W 3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Supporting Standards for unit:**
- RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- L 3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- SL 3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- W 3.7: Conduct short research projects that build knowledge about a topic.
- 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).
- RI 3.5: Use text features and search tools (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI 3.2: Determine the main idea of a text; recount key details and explain how they support the main idea.
## Essential Questions:

1. How can I use all that I know about nonfiction reading, and writing to learn, in order to research a given topic?

## Enduring Understanding/Big Ideas:

1. Readers use all non-fiction skills and strategies, such as gathering information from text and taking brief notes while categorizing information when trying to research about a topic
## Topic 1: Learning About China Through Reading

### Engaging Experience 1

**Teaching Point:** Introduction to the Unit - When we read informational text for research, we have to have a specific focus on what our desired outcome is. In this case, students are learning what life is like for individuals in different countries.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**
- **Priority:** W 3.7
- **Supporting:** N/A

**Detailed Description/Instructions:** Today, you'll want to launch students into inquiry with a sense of purpose, driven by an urgent need to read information and make something of that information. Your aim on this first day is to help students to see that the purpose of this unit is to deeply read to understand life in another person’s shoes. **One way you might do this is** to say “One of the goals in third grade is to learn about communities around the world. That means that

### Unit Vocabulary:

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>determine</td>
<td>main idea</td>
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<td>recount</td>
<td>supporting details</td>
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<tr>
<td>explain</td>
<td>text structure: cause/effect, chronologic,</td>
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<tr>
<td>build on</td>
<td>problem/solution, compare/contrast,</td>
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<td>refer</td>
<td>problem/answer</td>
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<td>ask</td>
<td>synthesize</td>
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<tr>
<td>answer</td>
<td>text features: headings, subheadings, photos,</td>
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<td>locate</td>
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third graders should come away understanding what life is like in different parts of the world and what shapes that way of life.” You may then want to guide students through a conversation about how one understands what life is like in a different place. You may want to point out that just learning facts doesn’t help, but rather we must walk in another person’s shoes.

You will also want to make sure students understand how they will each try to understand one person who lives in China very deeply and sort of walk around in that person’s shoes for a while. You will want to give each child a description of a community member from China that they will pretty much become for the next two weeks. Point out that they will be reading all they can about China and thinking about how that relates to their community member and the way he/she lives. Tell students that at the end of the unit, each of them will come to school as their community member.

Bloom’s Levels: apply
Webb’s DOK: 2

Engaging Experience 2
Teaching Point: To begin researching, readers survey materials and tables of contents in a text to decide which parts of the book might be most helpful to them.
Suggested Length of Time: 1-2 mini-lessons
Standards Addressed
Priority: RI 3.7
Supporting: RI 3.5
Detailed Description/Instructions:

● One way you can do this is by demonstrating how you yourself are going to get started on this big task. You may want to model reading the description of your own community member which you might create to be something like “You are a teacher at a school in Beijing. You live in the city with your husband and eight year old son.” and then surveying the materials in the class demonstration text set. You might ask students to think along with you as you skim and scan and put the table of contents of the text on the document camera to decide which parts of the book might be most helpful to you in getting a good sense of what your community member’s way of life is like. You may point out that you would want to find parts related to being in a city, because Beijing is a city, parts related to school, because you are a teacher, and parts related to families, because you have a son.

● Another way you can do this is to give out the students’ persona cards and let them begin to look through the text bins making decisions about how to get themselves started. After you listen in and coach teams, you might call students back and highlight some of what you heard. You might emphasize that readers are making plans for what to read to learn the most they can about their topics.
A third way you can do this is by letting students know that sometimes it’s helpful to start with something a bit easier to read. You may point out that reading “True Books: China” by Mel Friedman is a good starting point to get a quick overview about China that can help build understanding of some of the information that I read from the harder books and learn some of the important vocabulary. You may point out to students that reading this first would prepare them for harder texts such as those by Bobbie Kalman. This strategy may be particularly helpful for your lower-level readers.

Bloom’s Levels: remember, understand
Webb’s DOK: 1, 3

Engaging Experience 3

*Important Note: The third grade standard (W 3.8) has students sort evidence into provided categories. This unit is written to lift the level of students work to the fourth grade standard (W 4.8) in which students have to create their own categories. If you are noticing that your students need categories provided to them, you will want to scaffold the unit appropriately*

Teaching Point: Research readers take notes while reading with a purpose. The most helpful notes are summaries of what was read and lists of major points.

Suggested Length of Time: 1 mini-lesson

Standards Addressed

Priority: W 3.8
Supporting: RI 3.2, SL 3.2

Detailed Description/Instructions:

Today, you will want to teach students how to take notes while reading.

One way to do this is to teach students to choose only what seems most important to jot down in your own words and to do it quickly, without full sentences. You might model this by showing students how you read a chunk of text then look up from the book and try to summarize what you read by listing the major points and coming up with an idea those points support. You might then show students how you quickly jot down what you wrote and then decide on a heading for the points you have listed. This will look similar to the boxes and bullets strategy you used for finding main idea in the non-fiction text unit. So, if you read the first few paragraphs of the section “School Days” in Bobbie Kalman’s China: The People, you might model listing these major points:

Education Very Important

- All kids go to school (different than the past--only boys)
- School-6 days a week (sometimes Fri field trips and Sat park)
- Some vacation weeks in winter/summer
- Just like US--primary school then middle school (three years then could go to tech school)
- Only kids at top of class can go to university

You can then model reading another chunk and deciding whether the major points for this section go along with the other points you have listed or if you need a new section.
Bloom’s Levels: remember, understand, apply
Webb’s DOK: 1, 2

Engaging Experience 4
Teaching Point: Readers can categorize notes based on their subtopic.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: W 3.8
  Supporting: N/A
Detailed Description/Instructions:
You may see students taking down notes from one book on one page then moving to another book and starting a new page for those notes. If this is the case, you’ll want to intervene and help them see that they can incorporate new learning into old notes.
  ● One way you can do this is by demonstrating how you can read a section on schools in China and add new notes to the ones you have already taken.
  ● Another way you can do this is by having students cut their notes up so they can practice grouping notes that seem similar together and then tape these into their notebook. Or, you might provide index cards and let students take notes on these then sort and categorize them.
Bloom’s Levels: analyze
Webb’s DOK: 2

Engaging Experience 5
Teaching Point: Researchers can list information as well as grow ideas while reading.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: N/A
  Supporting: RI 3.3, RI 3.8
Detailed Description/Instructions:
  ● One way to help students see that they can list information as well as grow ideas is to remind them of the prompts that they have used to grow their thinking in other units.
  You may want to refer to the anchor chart created in Unit 2, used to help students elaborate on their thinking:
    ★ I can picture how this goes. It probably…
    ★ This makes me think…
    ★ This makes me realize…
    ★ I used to think, but now I’m understanding…
    ★ Maybe it’s because…
    ★ My ideas about this are complicated. On one hand… But then again, I also think…
Help them to see that they can do that same work here. You might model going back to your notes on “Education Very Important” and now use these prompts to grow ideas off these notes and show students how you might create a new page for thinking.

**Bloom’s Levels:**

**Webb’s DOK:**

**Engaging Experience 6**

**Teaching Point:** Research readers have a “yes, then...” attitude when all that they are reading seems like it has nothing to do with what they are researching.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RI 3.1, RI 3.7
- **Supporting:** RI 3.3

**Detailed Description/Instructions:**

You may notice that some students are taking very few notes and may let you know that they are not really finding anything that seems important. If this is the case, one way to teach a lesson about how students can have a “yes, then...” attitude. Even a small detail which seems like it might at first have nothing to do with what you are researching might be very significant and help you grow larger ideas if you embrace it. One way to do this is to show how you take a small detail like “Many rural Chinese villagers have packed up and left for the cities for better paying jobs and more security” (p. 20 of *China: The People*). You might model how at first this seems like it has nothing to do with your person but then if you push yourself to make some connections, you might see how you wrote about how Beijing and other cities are overcrowded. Then you can point out that maybe this new detail helps you understand why they might be so overcrowded. As students continue to work, you can continue to coach them to make these kinds of key connections.

- Does that remind you of anything you have already learned?
- What might be a result of ____?
- What might that lead to?
- What do you think caused ____?

**Bloom’s Levels:** apply, understand

**Webb’s DOK:** 2, 3, 4

**Engaging Experience 7**

**Teaching Point:** Readers synthesize their learning by teaching the other members of their group what they are learning.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** RI 3.7
- **Supporting:** RI 3.2, SL 3.4
Detailed Description/Instructions:
As students are reading through texts and taking notes, you will want to give them opportunities to synthesize their learning by teaching the other members of their group what they are learning. This can support abilities to summarize and help them determine importance.

- **One way you can do this** is to give students a few minutes to plan their teaching session and decide on the most important information to share with group members. You will want to encourage students to move away from just reading parts of the text to each other.

- **Another way you can** extend this is by encouraging them to make connections between their learning by offering them some conversation prompts:
  - That fits with what I’m learning because…
  - That’s different from what I read because…
  - What you just said is making me realize that…
  - Now I’m starting to have a new idea…
  - This is helping me to understand why…
  - This connects to what we have learned in social studies because…
  - Now, I’m wondering…

- **Another way you can do this** is by having students practice teaching each other about “their lives in China”. That is, instead of talking to each other about what they are learning, they can practice talking about how they live and what shapes this life in China by pulling together all of what they have learned so far.

Bloom’s Levels: remember, understand
Webb’s DOK: 1, 3

Engaging Experience 8
Teaching Point: Research readers lift terms from the text and raise their writing and speaking to new heights by trying to use more of the words that the author has used.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  - Priority: RI 3.4
  - Supporting: L 3.4

Detailed Description/Instructions:
Teach students that one way to know a term is important is if the author repeats it. Point out that they can actually lift terms from the text and raise their writing and speaking to new heights by trying to use more of the words that the author has used.

- **One way to do this** is to look at a mentor text about China. If the author has mentioned at least three times that the cities of China are *overcrowded*, students should try to use the word “overcrowded” in their own speaking and writing and then explain what that means and how it might affect their person. Some terms you may want them to begin to lift are:
population, background, lifestyle, regions, rural, urban, modern, agriculture, conquer, fierce, order, Emperor, dynasties, and so on.

You may want to have them make mini word walls or glossaries and keep these in the middle of their tables when they teach each other’s.

Bloom’s Levels: understand
Webb’s DOK: 1

Engaging Experience 9
Teaching Point: When research readers begin to put pieces of information together, some sources say different things. Authors bring up different facts to bring to light what they think is important.
Suggested Length of Time: 1 mini-lesson
Standards Addressed
  Priority: RI 3.9
  Supporting: RI 3.3
Detailed Description/Instructions:
As this bend moves on, you’ll want to next show students that sometimes when you start to put pieces of information together, some of those sources say different things.

● One way to demonstrate this is to show students the first page of *The Great Wall of China* by Fisher, a book on the history of the Great Wall, or another book you have been reading during a read aloud. Remind them of some of the important points the author has made at the start of the book. Then, you might put up a contrasting book like the first page of *You Wouldn’t Want to Work on the Great Wall of China* and ask students to notice the differences in the information it provides about the emperor. Students might notice, for example, that the first page of this text tells readers that the Emperor punished anyone who disobeyed him, sometimes by beheading.

● You can also provide some prompts for students to help them do more of this compare and contrast work.
  ● This text says..but this other text says…
  ● This text says...and this text adds on…

You can see a model close reading plan with these texts in the Appendix.

Bloom’s Levels: understand
Webb’s DOK: 4

Engaging Experience 10
Teaching Point: Research readers synthesize their research information by being prepared to answer questions about the topic they’ve studied.
Suggested Length of Time: 1- 2 mini-lessons
Standards Addressed
  Priority: RI 3, 7, W 3.8
  Supporting: RI 3.1, RI 3.3
Detailed Description/Instructions:
As this part of the unit heads to close, you might give students a day or so to consolidate their notes and start to consider how they will come to school in character. You’ll remind them that there are certain kinds of questions people can ask to try to understand your way of life and you’ll want to be prepared to answer those kinds of questions. Here are a few:

● What type of place do you live in?
● How do you make a living? or How do you spend your time?
● How does the environment affect you?
● What traditions do you follow?
● What are the challenges you face?

Bloom’s Levels: remember, understand, apply
Webb’s DOK: 1, 2, 3

Engaging Experience 11
Teaching Point: Students embody their own persona assigned to them at the beginning of the unit.
Suggested Length of Time: 1 mini-lesson

Standards Addressed
  Priority: RI 3.1
  Supporting: RI 3.3, SL 3.6, SL 3.4

Detailed Description/Instructions:
Today’s goal is to allow students to synthesize all that they have learned about the topic they’ve been researching by embodying the persona they were assigned.

● **One way to do this is** to provide time for them to mill around and get to “know each other” and then you might have them sit in a circle to have a grand conversation “in character” about the ways of life in China, challenges that people face, factors that have shaped their lives, etc.

● **Another way to do this is, which could be done in the reflection portion of this lesson** is to have students go off with large pieces of chart paper to jot their final big theories about what shapes life in a country and decide if they have any further questions which they want to carry over the content areas.

Here are some possible theories students might have:

● People want to live where they think they’ll have the best life
● The environment controls where you settle--some people want to live near water and land that is fertile, some people want to live in cities
● Sometimes there are traditional and modern ways of life at the same time
● There are people who have more access to wealth and conveniences than others
Sometimes the government might tell people how to live--like what jobs they do, who can go to school, how much money they can make, even how many kids they can have.

- When you depend on the environment for a living, unpredictable problems can occur.
- When you depend on the economy for a living, unpredictable problems can occur.

**Bloom’s Levels:** apply

**Webb’s DOK:** 2, 3

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**Topic 2: Researching a Different Country**

**Engaging Experience 12**

**Teaching Point:** Enable students to become their own job captains as they work into studying a new community member from a new country. Remind them that at the beginning of this topic, as researchers, they will want to create a work plan.

**Suggested Length of Time:** 1 mini-lesson

**Standards Addressed**

- **Priority:** N/A
- **Supporting:** W 3.7

**Detailed Description/Instructions:**

Now that students have spent about two weeks researching one country in-depth, you can announce to them that they are ready to take their work to even higher heights.

- **One way you can do this is** by telling the students that they are going to create a community member from the country that they are going to become. You can tell them that this time they will be the job captain of their own learning and remind them to use all they’ve learned about reading and research to read to learn about this new country and decide whose shoes you will walk in. You may want to announce to students that in two weeks you’ll have a big World’s Fair and they will all come in character and teach everyone about their way of life. Then, you may have students work into making a plan for how their work will go.

- **Another way you could do this is** to put students in teams and let each team know the country it will study (of course, you might also involve students in choosing). You could also support students who need the most scaffolding by letting them re-study China but this time have them create a radically different community member from whom they were last time.

- **During the mini-lesson** on this day, you might let them know that when you embark on a new project, researchers make a work plan (this teaching will parallel the teaching when
they are becoming their own job captains in the Writing Workshop). Then you might let students think over all they know about reading and research to think about what the types on their Work Plan might be. Their work plan may look something like this:

- Look over the texts, decide what parts to read to get some basic background
- Read the easier texts first
- Take notes on what seems most important
- Make categories of my notes
- Teach my team what I’m learning so far
- Start focusing—in this case deciding who I am, where I live, and what I do

**Bloom’s Levels:** N/A  
**Webb’s DOK:** N/A

**Engaging Experience 13**  
**Teaching Point:** Researchers think about what tools and resources were helpful to them during other projects and they decide which ones can help them work on their new project.  
**Suggested Length of Time:** 1-2 mini-lessons  
**Standards Addressed**  
- **Priority:** N/A  
- **Supporting:** RI 3.5, W 3.7  
**Detailed Description/Instructions:**
- **One way you can do this** is by asking students to talk about what resources and charts they think will be most helpful to them in this new part of the unit. You may also want to touch base with students in groups to make sure they are applying previous learning. For example, if you pulled a group of students last time to help them notice repeating vocabulary terms and use these in their notes and teaching sessions, you’ll want to see them now actively working to acquire and use new vocabulary.

**Bloom’s Levels:** N/A  
**Webb’s DOK:** N/A

**Engaging Experience 14**  
**Teaching Point:** Researchers decide on categories based on common subtopics from multiple sources.  
**Suggested Length of Time:** 1 mini-lesson  
**Standards Addressed**  
- **Priority:** W 3.8  
- **Supporting:** RI 3.5, W 3.7  
**Detailed Description/Instructions:**
During this experience, you will want to help students continue to figure out how to organize their learning.
bullet One way to do this is by demonstrating looking over the Table of Contents of a few new books on Greece and letting students do an inquiry into what similar subtopics seem to be coming up in these Table of Contents that might be subtopics to study. Students will likely start to talk about geography, history, arts, daily life, government, making money, and so on, and you can encourage them to divide up their notes to be able to take notes within major categories.

Bloom’s Levels: remember, understand, apply
Webb’s DOK: 1, 2

Engaging Experience 15
Teaching Point: If/Then Lesson….IF students do not seem to have ideas for what sort of person they’ll be by the end of the first week, THEN you’ll want to provide some support by giving students some basic questions.
Suggested Length of Time: 0-1 mini-lesson

Standards Addressed
Priority: RI 3.1
Supporting: N/A

Detailed Description/Instructions:
Questions to help students develop the person they’ll become:
- Where in the country do you live?
- How old are you?
- How do you spend your time?
- Who are the people in your life?

Bloom’s Levels: apply
Webb’s DOK: 2, 3

Engaging Experience 16
Teaching Point: Researchers notice text structure to help you organize your learning.
Suggested Length of Time: 2-3 mini-lessons

Standards Addressed
Priority: W 3.7, W 3.8
Supporting: RI 3.3, RI 3.8

Detailed Description/Instructions:
Students will be spending a large chunk of their time reading, comparing, contrasting, and synthesizing information in the last few days of this bend. You may guide them during this time, to notice text structure to help them organize their learning. The following are types of text structures students may notice:
- Compare/Contrast
- Cause/Effect
- Sequence (Chronological Order)
- Description
● Problem/Solution

**Bloom’s Levels:** apply, remember, understand  
**Webb’s DOK:** 1, 2

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**Engaging Scenario**

**Situation:** You are going to be holding a World’s Fair where each student will come as your character ready to talk with passersby (teachers, parents, other classes) about your “life” and homeland.

**Challenge:** Your challenge is to convey all that you have learned through your research about your persona by embodying this person and showing their country through your presentation.

**Specific Roles:** You are a person representing the country that you have been studying.

**Audience:** Visitors to the World’s Fair (teachers, parents, other classes)

**Product:** In your presentation and/or visual, be sure to clarify the ideas you’ve built about your character and theories you’ve gained about the country you’ve been studying. In your presentation there should be evidence of:

- Content words that you have “lifted” out of the text (engaging experience 8) (RI 3.4)
- Your understanding of key information as it relates to the categories chosen for this research. (W 3.8)
- Your ability to answer questions from passersby with convincing expertise. (RI 3.1)
- Information about the way of life in the country you have studied and how they impact your character (RI 3.7)
**Rubric for Engaging Scenario:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED</td>
<td>In addition to PROFICIENT, in-depth inferences or applications.</td>
</tr>
<tr>
<td></td>
<td>Approaching Advanced</td>
</tr>
<tr>
<td>PROFICIENT</td>
<td>The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).</td>
</tr>
<tr>
<td></td>
<td>Approaching Proficiency</td>
</tr>
<tr>
<td>BASIC</td>
<td>The student exhibits no major errors or gaps in the simpler details and processes.</td>
</tr>
<tr>
<td></td>
<td>Approaching Basic</td>
</tr>
<tr>
<td>BELOW BASIC</td>
<td>The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.</td>
</tr>
<tr>
<td>NO EVIDENCE</td>
<td>The student has produced no evidence.</td>
</tr>
<tr>
<td>Topic</td>
<td>Engaging Experience Title</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1: Learning About China Through Reading</td>
<td>Introduction to the Unit- When we read informational text for research, we have to have a specific focus on what our desired outcome is. In this case, students are learning what life is like for individuals in different countries.</td>
</tr>
<tr>
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- **One way to do this** is to teach students to choose only what seems most important to jot down in your own words and to do it quickly, without full sentences. You might model this by showing students how you read a chunk of text then look up from the book and try to summarize what you read by listing the major points and coming up with an idea those points support. You might then show students how you quickly jot down what you wrote and then decide on a heading for the points you have listed. This will look similar to the boxes and bullets strategy you used for finding main idea in the non-fiction text unit. So, if you read the first few paragraphs of the section “School Days” in Bobbie Kalman’s *China: The People*, you might model listing these major points:

  *Education Very Important*
  - *All kids go to school (different than the past--only boys)*

1 mini-lesson
| Readers can categorize notes based on their subtopic. | **One way you can do this** is by demonstrating how you can read a section on schools in China and add new notes to the ones you have already taken. | 1 mini-lesson |
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- Does that remind you of anything you have already learned?
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As this part of the unit heads to close, you might give students a day or so to consolidate their notes and start to consider how they will come to school in character. You’ll remind them that there are certain kinds of questions people can ask to try to understand your way of life and you’ll want to be prepared to answer those kinds of questions. Here are a few:

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Students embody their own persona assigned to them at

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| 2: Researching a Different Country | Enable students to become their own job captains as they work into studying a new community member from a new country. Remind them that at the beginning of this topic, as researchers, they will want to create a work plan. | One way you can do this is by telling the students that they are going to create a community member from the country that they are going to become. You can tell them that this time they will be the job captain of their own learning and remind them to use all they’ve learned about reading and research to read to learn about this new country and decide whose shoes you will walk in. You may want to announce to students that in two weeks you’ll have a big World’s Fair and they will all come in character and teach everyone about their way of life. Then, you may have students work into making a plan for how their work will go. | 1 mini-lesson |
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- How do you spend your time?  
- Who are the people in your life? | **0-1 mini-lesson** |
| Researchers notice text structure to help you organize your learning. | **Students will be spending a large chunk of their time reading, comparing, contrasting, and synthesizing information in the last few days of this bend. You may guide them during this time, to notice text structure to help them organize their learning. The following are types of text structures students may notice:**  
- Compare/Contrast  
- Cause/Effect  
- Sequence (Chronological Order)  
- Description  
- Problem/Solution | **2-3 mini-lessons** |