

## 2014-2015 Grade 3 Reading Units of Study

<b>Unit 3: Partnerships/Book Clubs: Spotlight on Making Meaningful Connections (3 weeks)</b>
<b>Rationale</b>
<i>Why is this unit important and appropriate for this grade level and at this time of the year?</i>
Book clubs provide opportunities for readers to deepen their comprehension by discussing appropriate and engaging texts with peers. Students may read and discuss with peers both literature and informational texts/articles during this unit of study.
<b>Learning Outcomes</b>
<i>What do we expect students to know and be able to do at the end of the unit?</i>
Students will: <ul style="list-style-type: none"><li>• Learn and practice the routines and habits of book clubs</li><li>• Generate thoughtful questions and engage in quality, focused book talk</li><li>• Make meaningful connections that deepen comprehension within and across literature/expository texts</li><li>• Become active readers who interact with the text</li></ul>
<b>Minilessons/Notes/Tips</b>
<i>What minilessons will lead to student learning outcomes?</i>
Possible Minilessons: <ul style="list-style-type: none"><li>• Modeling how readers prepare for conversation by jotting on post-its and rereading to rehearse their ideas</li><li>• Identifying expectations for book clubs (e.g., be prepared, take turns, everyone participates, keep the talk going)</li><li>• Using statements to continue text talk<ul style="list-style-type: none"><li>○ So what you are saying is...</li><li>○ Tell us what...</li><li>○ Let's talk about...</li><li>○ Can you show me the part that makes you say/think that?</li><li>○ What examples from the text support that idea? Theory? Inference?</li><li>○ Wow I learned a lot about.....from reading this text. What do you know about this topic? Let me teach you what I've just learned about this topic...</li></ul></li><li>• Developing questions for book club talk by reviewing and synthesizing notes for fiction and/or expository texts/articles</li><li>• Demonstrating how readers pay close attention to the main character to figure out what kind of person he/she is<ul style="list-style-type: none"><li>○ Notice what the character does, says, thinks and ask self why does he/she do, think, say that?</li><li>○ Notice the types of problems the character has</li><li>○ Notice the way the character attempts to solve problems</li><li>○ Notice the relationships the character has</li></ul></li><li>• Discussing how readers pay attention to the characters' strengths and weaknesses throughout the text</li><li>• Discussing how readers prepare for conversations by thinking about the relationships between the main characters and secondary characters</li><li>• Modeling how to make purposeful inter-textual connections (text to text connections) as a way to</li></ul>

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- deepen and extend thinking about fictional texts
  - Turn and tell your partner who this character reminds you of.
  - Hmm...I think the character has acted like this before. Turn and talk about those parts with your partner.
  - I can't believe what just happened! Turn and talk about what happened and what caused it to happen.
  - We know how the main character is feeling, but how are the other characters feeling? Stop and jot. Now turn and talk.
- Modeling how to make purposeful inter-textual connections (text to text connections) as a way to deepen and extend thinking about informational articles/texts
  - Turn and tell your partner what you have learned.
  - Hmm...I'm realizing I had some misconceptions/misunderstandings about this topic. I used to think...but now I know....
  - I'm noticing these two/three authors shared some similar and some different information about this topic. Let me show you evidence of what I mean about what was alike and what was different...
  - I think the author's point of view about this topic is....and the evidence I have to support my claim is....
  - I notice this author's point of view is different than the author's point of view in another text I read about this topic. Let me show you what I mean...
  - What I'm still wondering about this subject is.....And my plan for pursuing my lingering questions is to ...
- Summarizing a text (literature or expository) as a way to introduce it to a partner
- Summarizing a text (literature or expository) in written form
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Share short video clips of each book club to highlight one or more effective moves the members of the book club are demonstrating.
  - Have students compose and share a brief list of tips/guidelines for successful book clubs. (Refer back to list at the start of the next book club unit.) Create a class chart, class book or bulletin board display with these ideas along with photos.
  - Create a ring of cards or bookmark with talk prompt to start and keep the conversation going based on those shared by students.

### Notes/Tips:

- ***By the end of the unit, students should be reading independently for a minimum of 45 minutes.***
- To ensure successful book clubs, it is important that the habits of rich book talk are modeled and practiced all yearlong during read aloud (turn and talk partners), shared reading (turn and talk partners), and reading partnerships.
- Whole class conversations (about familiar read alouds) are an effective way to prepare students for the demands and responsibilities of book clubs.
- It is recommended that students work effectively in partnerships before working in larger groups. Therefore, it is suggested that teachers gradually move from partnerships to clubs. Some students, for example, may work in a partnership (or a book club of 2) rather than a larger group.
- Book clubs can range from 2-4 students but shouldn't exceed that amount to allow for all students multiple opportunities to share. Some students may benefit from working in a partnership rather than a club during this unit and other book club units. Within a class, there may be students in groups of 2, 3 and 4 – all groups can be referred to as book clubs. In some cases, a teacher may decide to have the entire class work in partnerships for the unit.
- Confer into book clubs to raise the quality of book talk.
- Share videotape of partners and clubs engaging in conversation. Have students identify the habits of book club members. Teachers can videotape effective book clubs or share professional videos. (Teachers College has several book club videos available <http://readingandwritingproject.com/resources/common-core-standards/ccs-videos.html>.)
- Create an ongoing anchor chart of conversational prompts (e.g., initiate conversations, keep the conversation going, question and deepen the talk).

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- Group students together for clubs considering interests, level, behaviors, etc.
- **Typed texts of familiar picture books and short stories are highly recommended for this unit. Instruction can be focused on the routines and roles of club members without the additional challenge of figuring out how much to read (i.e., students would all be expected to read and annotate an entire short text before meeting with their club). Reading short texts are recommended for this introduction to books clubs for a variety of reasons which include: enabling book club members to be easily changed (if necessary), providing multiple opportunities to annotate, and engage in conversations about different texts (as opposed to a single chapter book). Some teachers create sets of typed texts for clubs to read – text sets may be around a character type (e.g., characters who face challenges, characters who have trouble with friends), theme (e.g., bullying, disabilities, peer pressure), etc.**
- Students should spend part of the reading workshop reading their book club texts and the remainder of independent reading reading just right fiction texts to build reading stamina.
- Book clubs typically meet two or three days a week as students need time to read and prepare. Partnerships/clubs should meet to talk for 5-15 minutes depending on their level of talk.
- Bookmarks with familiar talk prompts from read aloud can be used by students to support their conversations.
- Begin the unit by having students interview their parents about what it is like to participate in a book club. Or have students interview a school staff member who participates in a book club. Sample interview questions might include the following: Why did you want to join a book club?, How do you decide on which book to read? What do you talk about? How do you prepare for your book talk? How do you make sure everyone talks? How do you keep the conversation going?
- Guided reading groups meet frequently to promote differentiation of reading instruction.
- To view recommended genre specific texts for read aloud and independent reading use the following link <http://readingandwritingproject.com/resources/classroom-libraries.html>.
- **To view Grade 3 archived artifacts for the unit please visit the Grade 3 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).**
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>.

### Professional Resources

*What professional resources will be helpful in planning the unit?*

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book K-5* by Gretchen Owocki
- *The Art of Teaching Reading* by Lucy Calkins (Chapter 20)
- *Teachers College Reading and Writing Project 3<sup>rd</sup> Grade Reading Curriculum Calendar 2010-2011*
- *Still Learning to Read* by Franki Sibberson and Karen Szymusiak
- *Literature Circles* by Harvey Daniels
- *Grand Conversations: Literature Groups in Action* Ralph Peterson and Maryann Eeds
- *Comprehension Through Conversation* by Maria Nichols
- *Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk* by Maria Nichols
- *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic Independent Readers* by Jennifer Serravallo
- *Teaching for Comprehension and Fluency* by Irene Fountas and Gay Su Pinnell
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson