

Overview for Grade 3 Unit 4, *Research Clubs: Elephants, Penguins, and Frogs, Oh My!*

Session/Minilesson	Conferring and Small-Group Work	Mid-Workshop Teaching	Share	
BEND I: Researching a Topic				
<i>Start with Assessment</i>				
1	Revvng Up for a Research Project: Readers Orient Themselves to a Text Set	Plan Your Teaching for the Beginning, Middle, and End of Today's Reading Time	When It's Hard to Find Sections Addressing a Subtopic	Creating a Note-Taking System
2	Cross-text Synthesis	Supporting Note-taking and Synthesis	Synthesizing in Your Mind	Synthesizing Information across Texts
<i>A Day for Assessment</i>				
3	Using the Lingo of Experts	Supporting Children as They Draw on All They Know	Building a Club Word Bank	Taking Notes to Make and Hold onto Meaning
4	Zeal Matters: Pursuing Collaborative Inquiries with Commitment	Monitoring Club Dynamics	Recognizing Text Signals to Build Mental Models	Readers Revisit Their Goals
5	Growing Ideas about Nonfiction	Helping Kids Write Not Only to Record, but Also to Think	Talking the Talk of Your Topic	Writing to Ask and Answer Questions
6	Researchers Ask Questions			
BEND II: A Second Cycle of Research				
7	Planning a Second Study	Playing Up the Importance of Orienting to Texts	Holding Club Members Accountable for Plans	Taking Stock and Resolving to Do More
8	Reading with Volume and Fluency	Supporting Club Work and Long-Term Goals	Rereading a Selected Passage into a "Conch Shell" Echo Chamber	Encouraging Readers to Practice Being Good Teachers and Good Learners
9	Readers Notice Text Structures and Use Them to Organize Their Learning	Supporting Critically Important Work: Reading with Awareness of Text Structures	Recognizing Transition Words as Clues to Organizational Structure	Readers Use Their Notes to Teach Each Other
10	Compare and Contrast	Extending Students' Work with Compare and Contrast	Generating Compare-and-Contrast Thinking	Readers Teach Each Other, Making Sure Their Lessons Are Structured
11	Cause and Effect	Providing Extra Support with Recognizing Text Structures	Distinguishing between Two Structures: Cause and Effect, and Problem and Solution	Readers Define New Vocabulary Words as They Read
12	Reading Closely, Thinking Deeply	Providing Extra Support with Text Structures	Comparing How Authors Present Information	Helping Students Use Self-Assessment as a Tool for Growth
BEND III: Synthesizing, Comparing, and Contrasting				
13	Experts Widen Their Field of Focus and See Patterns	Supporting Students' Developing Comparison Skills	Turning Anchor Charts into Checklists so Kids Give Themselves Checkups	Promoting Substantive and Effective Conversations in Clubs
14	Asking Questions, Growing Big Ideas	Supporting Readers in the Work of Building Ideas	Using Learning Progressions to Lift the Level of Comparing and Contrasting	Moving from Questions to Theories
15	Pursuing Questions			
16	Developing Evidence-Based Theories	Supporting Theory Development	Reminding Readers to Record Evidence	Synthesizing Evidence with Theories
17	Adding to Theories by Researching Big-Picture Concepts	Supporting Many Kinds of Student Work as the End of the Unit Approaches	Reading around a Topic and Getting Inspired to Do More Research	Helping Readers See There Is More in a Text than First Meets the Eye
18	Learning to Apply the Knowledge Readers Develop through Their Research	Empowering Students as They Continue Their Research	Brainstorming Away the Blues	See Disagreements as Opportunities for Debate
19	Finding Solutions to Real-World Problems: A Celebration			