

<p>1</p>	<p>Administer Performance Assessment</p> <p>Pre-Assessment “Guide Dog Training” and “Getting Ready to Bring Home a Dog.”</p> <ul style="list-style-type: none"> ➤ Pre-Assessment ➤ Pre-Assessment Samples 	<p>Bend 1:</p> <p>Session 1: Revving Up for a Research Project</p> <p>Learning Goal: Good Researchers look over their resources and organize them, read an easy book to get an overview, and skim tables of contents and illustrations to glean main subtopics.</p> <p>Teaching Point: “Today I want to teach you that researchers get started learning about a topic by doing three things. One, they look over their resources, putting them in order by difficulty. Two, they read an easy overview book about their topic. Three they skim the tables of contents and illustrations to glean the main subtopics, and then read across books in one subtopic after another. ”</p> <ul style="list-style-type: none"> ➤ Animal Book List ➤ Animal Videos ➤ To Research Chart ➤ Student Sample ➤ Student Sample 2 	<p>Session 2: Cross-Text Synthesis</p> <p>Learning Goal: Researchers dig into a topic, they identify subtopics within it, and as they read more about the subtopics, they synthesize the information the way experts do .</p> <p>Teaching Point: Today I want to teach you that as researchers dig into a topic, they often identify subtopics within that topic. Then, as they read about the same subtopic in several texts, they synthesize or put together the information so that related bits go side by side. The more researchers combine information, the more they become experts!</p> <ul style="list-style-type: none"> ➤ Synthesizing Information Conversation Chart ➤ Giant Chicks Excerpt ➤ In the Brood Excerpt ➤ New Feathers Excerpt ➤ To Research Anchor Chart ➤ Topic and Subtopic Anchor Chart 	<p>A Day for Assessment</p> <p>Analyze and self assess the pre assessment</p> <ul style="list-style-type: none"> ➤ Student Rubric ➤ Sample Responses for Pre-Assessment 	<p>Session 3: Using the Lingo of Experts</p> <p>Learning Goal: Good Readers read more about a subject and as they learn more they use that subject’s technical vocabulary.</p> <ul style="list-style-type: none"> ➤ Word Bank- Penguin Topics ➤ Word Work/Main Ideas/Supporting Details ➤ Student Sample 1 ➤ Student Sample 2 ➤ Student Sample 3 <p>Teaching Point: Today I want to teach you that when you become an expert on a topic, it is important to begin using the technical vocabulary or lingo of that subject. You talk the talk.</p>
<p>2</p>	<p>Session 4: Zeal Matters: Pursuing Collaborative Inquiries with Commitment</p> <p>Learning Goal: Strong readers pitch in to collaborative reading work with enthusiasm and commitment.</p> <p>Readers have the choice to invest themselves in their reading project or treat it as a curmudgeon would.</p> <p>Teaching Point: “Today I want you to investigate answers to this question: How do you make the decision to</p>	<p>Session 5: Growing Ideas about Nonfiction</p> <p>Learning Goal: Good readers can get ideas about nonfiction by paying close attention to the traits, motivations, and struggles of their nonfiction subject.</p> <p>Teaching Point: “Today I want to teach you that one way to develop ideas is to study the subject of your research much the same way you study characters in fiction - by paying close attention to your</p>	<p>Session 6: Researchers Ask Questions</p> <p>Learning Goal: Good Researchers analyze the information that they collect, asking and answering the all-important questions: Why?</p> <p>Teaching Point: Researchers revisit research topics, reread their notes and ask, “Why?” and “Why not “ questions.</p> <p>Researchers generate a couple of possible answers, saying “It could be</p>	<p>Bend 2:</p> <p>Session 7: Planning a Second Study</p> <p>Learning Goal: Nonfiction readers plan how to study a new topic, using all they know about reading and research strategies. Nonfiction readers know that they can apply skills learned while studying one subject to an entirely different subject.</p> <p>Teaching Point: “ Today I want to teach you that when nonfiction readers set out to study a new topic, they start by making a plan for how that study will go.</p>	<p>Session 8: Reading with Volume and Fluency</p> <p>Learning Goal: Nonfiction readers use an explaining voice to read with fluency.</p> <p>Teaching Point: Today I want to teach you that when nonfiction readers read with fluency, they often read with a teacher’s voice, an explaining voice.</p>

	<p>read as if you are digging for treasure?"</p> <ul style="list-style-type: none"> ➤ "I Whistle When I'm Happy" Lyrics ➤ The Whispering Land Excerpt ➤ Student Sample 1 ➤ Student Sample 2 	<p>subject's traits, motivations, and struggles."</p> <ul style="list-style-type: none"> ➤ Talking and Thinking Chart ➤ To Research Anchor Chart ➤ Critical Reading Progression ➤ Student Sample Big Idea ➤ Contrasting Ideas Sample ➤ Changing Ideas Sample 	<p>that ...? Maybe it's because ..."</p> <p>Researchers read on, testing their tentative theories.</p> <ul style="list-style-type: none"> ➤ Answering Question Sample 	<p>They think about all that they know to do - about their repertoire of reading and research strategies - and they make a plan for the study on which they're embarking.</p> <ul style="list-style-type: none"> ➤ To Research Anchor Chart ➤ Student Research Sample ➤ Orienting Progression 	<ul style="list-style-type: none"> ➤ Trials of a Tadpole Video ➤ Narrators of Non-Fiction Chart ➤ Fluency Progression ➤ Notes Related to Structure Sample
3	<p>Session 9: Readers Notice Text Structures and Use Them to Organize Their Learning</p> <p>Learning Goal: Researchers organize their notes and their learning.</p> <p>Teaching Point: "Today I want to remind you that when you're trying to learn about a subject, it doesn't work to just pile a zillion facts in one huge pile, or one huge list. It helps to bucket those facts, to make subsections in your notes, and to pop out the main ideas, showing how the smaller details go with them."</p> <ul style="list-style-type: none"> ➤ Deadly Colors Excerpt ➤ The Cycle of Life Excerpt ➤ Researchers Take Notes Anchor Chart ➤ Record Learning Sample 	<p>Session 10: Compare and Contrast</p> <p>Learning Goal: Readers recognize when authors use a compare-and-contrast structure in their nonfiction texts.</p> <p>Teaching Point: Today I want to teach you that when you look over a text, thinking, "How is this structured?" it helps to have a handful of optional text structures in mind. Although some texts are structured as main ideas and supports (boxes and bullets), some are sequentially ordered, and some authors will use another important structure - compare and contrast." :</p> <ul style="list-style-type: none"> ➤ Frogs and Toads ➤ Compare and Contrast Anchor Chart ➤ Venn Diagram Sample ➤ Organizing Notes Sample 	<p>Session 11: Cause and Effect</p> <p>Learning Goal: Readers recognize when authors use a cause - and - effect structure in their nonfiction texts.</p> <p>Teaching Point: Today I want you to explore another text structure authors often use, which is cause and effect. We're going to study a text with this structure to figure out answers to the questions "What kinds of words and phrases signal a cause-and effect structure?" And "How can we take notes to fit wit this structure?":</p> <ul style="list-style-type: none"> ➤ No More Golden Toad Excerpt ➤ Penguins Today and Tomorrow Excerpt ➤ Giant Chicks, Penguin Excerpt ➤ Student Notebook Sample ➤ Problem/Solution Sample 	<p>Session 12: Reading Closely, Thinking Deeply</p> <p>Learning Goal: Nonfiction readers carefully consider the choices made by an author, and they read closely to understand why the author made those choices</p> <p>Teaching Point: "Today I want tot teach you that it's important, when we read nonfiction, to be aware that the author made particular choices. It's important to ask, "Why might the author have chosen to include this particular bit of information? To structure the text in this particular way? What does the author want me to know and think when I read this part of the text?" .</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ Synthesizing Information Chart ➤ Model Celebration 	<p>Bend 3: Session 13: Experts Widen Their Field of Focus and See Patterns</p> <p>Learning Goal: Nonfiction readers develop expertise about a topic by thinking about patterns and relationships</p> <p>Teaching Point: "Today I want to teach you that to develop expertise on a topic, nonfiction readers go from learning about specific related topics (such as penguins or frogs) to learning about their bigger field of knowledge (the animal kingdom). As a researcher's focus gets bigger, the researcher thinks more about patterns and relationships."</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ In and Out of Water Excerpt ➤ Frog and Toad Homes ➤ What are Penguins Excerpt ➤ Penguin Home Excerpt ➤ Anchor Chart Checklist ➤ Compare and Contrast Chart ➤ Ask and Answer Question Sample
4	<p>Session 14: Asking Questions, Growing Big Ideas</p> <p>Learning Goal: Readers research similarities and differences between things. They ask questions and form theories about their subject, then make plans to read further to test those theories.</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ Growing Up Penguin Excerpt 	<p>Session 15: Pursuing Questions</p> <p>Learning Goal: Experts pause to think about their process, taking stock of where they are, considering what they need to do next, and moving forward, with a plan.</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ Organizing Fun Fact Sample ➤ Note Taking Sample 	<p>Session 16: Developing Evidence-Based Theories</p> <p>Learning Goal: Researchers study all of the evidence they find to grow new evidence-based theories.</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ To Research Anchor Chart ➤ Student Evidence Sample 	<p>Session 17: Adding to Theories by Researching Big-Picture Concepts</p> <p>Learning Goal: Researchers study all of the evidence they find to grow new evidence-based theories.</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ Animal Text Excerpt ➤ Long Leg Excerpt ➤ Bigger Concept Sample ➤ Working Through Big Questions Sample 	<p>Session 18: Learning to Apply the Knowledge Readers Develop through Their Research.</p> <p>Learning Goal: When researching to solve a real-world problem, researchers consider ways they might solve the problem, think about the information they need, and make a plan for the work they need to do.</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ Real Life Problems List

	<ul style="list-style-type: none"> ➤ Growing Legs Excerpt ➤ Questions Lead Chart ➤ Grow Big Questions Chart ➤ Talk Grows Wonderful Thoughts Sample 				
5	<p>Session 19: Finding Solutions to Real-World Problems: A Celebration</p> <p>Learning Goal: To celebrate the information the children have learned and the ideas they've grown by applying their learning to solving real-world problems.</p> <p>Teaching Point:</p> <ul style="list-style-type: none"> ➤ Student Sample 1 ➤ Elements of Persuasive Writing Sample ➤ Student Article Sample 	<p>Administer Grasping Main Idea and Text Structure Post-Assessment</p> <ul style="list-style-type: none"> ➤ Post Assessment ➤ Sample Responses ➤ Student Rubric ➤ Progression 			