| The “Why” Of Comprehension Clubs | • Proficient reading is complex process  
• Systems in place for processing text |
|----------------------------------|----------------------------------------|
| Objectives Of Comprehension Clubs Training | • What are the components?  
• How themes work with curriculum  
• Instructional Process  
• Pacing of Clubs  
• Alignment to CCSS |
| Modeling Comprehension Clubs | Model **everything**. Spend the first week of school modeling procedures/expectations for comprehension clubs  
• I do  
• We do  
• You do |
| **Why** does every classroom need Comprehension Clubs? | Talk, Think, Write About Texts  
Aligned with Common Core  
Collaborative Nature  
Student Engagement |
| Website for Comprehension Clubs (pg. 144 of Implementation Guide) | [www.comprehensionclubs.scholastic.com](http://www.comprehensionclubs.scholastic.com)  
• username: hear  
• password: books |
| Materials (General) | • Folders (orange) (1 per unit, 1 per Theme—5 units/themes)  
• Units last for 5 weeks  
• Folders contain cards for teachers (read aloud card, summary, about the author, genre etc.)  
• Has guide that explains where to stop and what to say  
• Blue card is book club cards (for students)  
• Tubs of books (10 of each title that's part of the book club books for each unit)  
• 5 read aloud books for teachers to read during the unit |
| Materials (By Unit) | • teaching guide  
• 30 picture books  
• 30 read a louds  
• 24 book club titles  
• 24 lesson cards  
• 24 audio books  
• 5 unit folders |
| Units Of Study (in order) | Community And Relationships  
| Folklore and Literary Traditions  
| Living Things  
| A Sense of Self  
| Inspired by True Stories |

| Characteristics of Each Unit | Pages 106-129 in implementation guide |

| Read Aloud | Read Aloud (orange cards) Titles: How do you utilize the read alouds?  
| Teaching students process of reading something multiple times to gain more knowledge  
| Day #1: Cold Read (picture walk, discuss, share book)  
| Day #2: Authors Craft (how does author make the book interesting? Print Awareness?)  
| Day #3: Picture Details (ex. find 11 parts of the picture, illustration vs. photographs?) |

| Book Club Procedures | - Build up each book (4 books total) and excite them about the book  
| - Student will then pick which book they are most interested in (audio for each book)  
| - Students choose what book they will be working with for that week (blind voting, tally chart, thumbs up/down) |

| Why are books based on interest level?  
| NOT difficulty level | Students feel excited and empowered by being able to make the choice of what they want to read |

| Steps to implementing Book Clubs By Unit | 1. Start with the unit folder  
| 2. The interactive read aloud  
| 3. Prepare for book clubs  
| 4. Facilitate the book clubs  
| 5. Unit wrap up |

| What is the pacing of this program throughout the year? | Begin and end in sync with the model curriculum units |

| Unit Wrap Up | Are they understanding the relationship with the theme?  
| Choose and execute a Unit Project  
| Pages 91, 92 & 93 of Implementation Guide: Unit Project Ideas |

| Units At A Glance | Pages 161-173 of Implementation Guide  
| Units At Glance |

- Title, author, genre, text type, themes/ideas, authors craft, vocabulary, writing options, technology |

| Interactive Read Aloud | SWBAT:  
| Focus on text, use suitable language, build on the comments of others, back up opinions with evidence of text,  
| All students should be engaged in the making meaning process  
| Big Connections to IFL: Accountable talk/Think Pair Share |

| What teacher should keep in mind during read aloud: | Book summary, author, genre, book themes/ideas, unit focus, authors craft, about the author, key understandings, suggested stopping points (post-its) |
| Student Book Clubs | 15 minute blocks  
|                    | Suggested: At a table with chairs  
|                    | Create spaces in classroom to make the students feel comfortable  
|                    | Motivate students—They can pick their own book!  
|                    | Encourages students to learn from one another  
|                    | Promotes effective discussion  
|                    | Use heads down/thumbs up system for chooses books  
| Reader's Notebook  | Table Of Contents  
| “Vessel For Students' Thinking” | Reading List  
|                    | Books to Read  
|                    | Reading Requirements (by genre)  
|                    | Reading Mini-Lessons  
|                    | Writing About Reading—Helps Make Meaning  
| Letters To Parents | Page 37—Written Responses  
|                    | **EXCLUDE CHILDREN BRINGING BOOKS HOME**  
| Assessment        | Templates on pages 74-75 of implementation guide  
| Students & Teachers | (books must stay in school)  
|                    | |  
| Comprehension Clubs | Reproduce templates found in implementation guides (Pages 133-143 of implementation guide)  
| Syncing with CCSS | Templates include:  
|                    | **For Students:** reading logs, text evidence chart, quotations & responses, book club discussion tracker  
|                    | **For Teachers:** Development Across The Year, Teacher Observation Form, Teacher Assessment checklist, Reader’s Notebook Rubric  
| Link for Videos of Comprehension Clubs | Page 145 of Implementation Guide  
|                    | Matched Goals Chart  
|                    | • Thinking **within** the text  
|                    | • Thinking **beyond** the text (Making Meaning, Text-to-text, Text-to-self, Text-to-world)  
|                    | • Thinking **about** the text (Craft & Structure)  
|                    | • Closing thoughts  
| Comprehension Clubs Keys to Success | Common Core Alligned classroom book club discussions:  
|                    | Second Grade Book Club:  
|                    | [https://www.youtube.com/watch?v=opjeYQUlfbw](https://www.youtube.com/watch?v=opjeYQUlfbw)  
|                    | 1. Students choose their own books  
|                    | 2. Small, temporary groups (based on book choice)  
|                    | 3. Groups meet on regular, predictable schedule  
|                    | 4. Teacher is FACILITATOR  

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**Student Book Clubs**

- 15 minute blocks
- Suggested: At a table with chairs
- Create spaces in classroom to make the students feel comfortable
- Motivate students—They can pick their own book!
- Encourages students to learn from one another
- Promotes effective discussion
- Use heads down/thumbs up system for chooses books

**Reader's Notebook**

- “Vessel For Students’ Thinking”
- Table Of Contents
- Reading List
- Books to Read
- Reading Requirements (by genre)
- Reading Mini-Lessons
- Writing About Reading—Helps Make Meaning
- Page 37—Written Responses

**Letters To Parents**

- Templates on pages 74-75 of implementation guide
- **EXCLUDE CHILDREN BRINGING BOOKS HOME**
  (books must stay in school)

**Assessment**

- Students & Teachers
- Reproduce templates found in implementation guides (Pages 133-143 of implementation guide)
- Templates include:
  - **For Students:** reading logs, text evidence chart, quotations & responses, book club discussion tracker
  - **For Teachers:** Development Across The Year, Teacher Observation Form, Teacher Assessment checklist, Reader’s Notebook Rubric

**Comprehension Clubs**

- Syncing with CCSS
- Page 145 of Implementation Guide
- Matched Goals Chart
  - Thinking **within** the text
  - Thinking **beyond** the text (Making Meaning, Text-to-text, Text-to-self, Text-to-world)
  - Thinking **about** the text (Craft & Structure)
  - Closing thoughts

**Link for Videos of Comprehension Clubs**

- Second Grade Book Club: [https://www.youtube.com/watch?v=opjeYQUlfbw](https://www.youtube.com/watch?v=opjeYQUlfbw)

**Comprehension Clubs Keys to Success**

1. Students choose their own books
2. Small, temporary groups (based on book choice)
3. Groups meet on regular, predictable schedule
4. Teacher is FACILITATOR
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
<td><strong>Objective:</strong></td>
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<tr>
<td>Recognize a sentence beginning with a capital letter and ends with a punctuation mark.</td>
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<tr>
<td><strong>DOL:</strong></td>
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<td><strong>DOL:</strong></td>
<td><strong>DOL:</strong></td>
<td><strong>DOL:</strong></td>
</tr>
<tr>
<td>Highlight all capital letters and punctuation marks in a sentence.</td>
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<tr>
<td><strong>Comprehension Clubs Objective:</strong></td>
<td><strong>Comprehension Clubs Objective:</strong></td>
<td><strong>Comprehension Clubs Objective:</strong></td>
<td><strong>Comprehension Clubs Objective:</strong></td>
<td><strong>Comprehension Clubs Objective:</strong></td>
</tr>
<tr>
<td>We will point out capital letters and punctuation in our read aloud.</td>
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<td></td>
</tr>
</tbody>
</table>