



3RD
GRADE
VOLUME 3.3

Book Club Teacher's Guide

I Am Rosa Parks

Rosa Parks

Rosa Parks (A True Book)

For pairing with *C. I. A. Unit of Study—Biography,*
Martin Luther King Jr. 3.3

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***I Am Rosa Parks*, by Rosa Parks – Lexile 520, 48 pages**

This book, categorized as “level 4, fluent reader” by Penguin Young Readers, combines the story of Rosa Parks’s life with color illustrations on every page. While this book has a complex text structure, the readability of this book makes it a perfect match for newly fluent readers. I recommend placing your students who are reading below grade level in this text.

***I Am Rosa Parks* Text Complexity**

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning Multiple themes are addressed throughout this book, increasing the complexity of the text. Themes include human rights, freedom, peace, and right vs. wrong.	The Lexile level for <i>I Am Rosa Parks</i> is 520, based on word frequency and sentence length. This is in the lower range of the complexity band for 2 nd –3 rd grade according to the Common Core State Standards.
Structure This narrative uses a complex story structure. The story starts with Rosa Parks’s arrest and then flashes back to her young life. The story is told chronologically from chapter 2 forward.	READER TASK CONSIDERATIONS These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.
Language Conventionality and Clarity The language in this text is literal and clear.	
Knowledge Demands General background knowledge about the civil rights movement and Martin Luther King Jr. is needed.	

***Rosa Parks*, by Eloise Greenfield – Lexile 600, 43 pages**

This simple chapter book combines the story of Rosa Parks's life with penciled illustrations throughout the text. The readability and length of this book make it a perfect match for fluent readers. This book is written in the third person and uses a complex story structure. I recommend placing your students who are reading on grade level in this text.

***Rosa Parks* Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
Levels of Meaning Multiple themes are addressed throughout this book, increasing the complexity of the text. Themes include human rights, freedom, peace, and right vs. wrong.	Structure This narrative uses a complex story structure. The story starts with Rosa Parks's arrest and then flashes back to her young life. The story is told chronologically from chapter 2 forward.	The Lexile level for <i>Rosa Parks</i> is 600, based on word frequency and sentence length. This is in the middle of the complexity band for 2 nd –3 rd grade according to the Common Core State Standards.	
		READER TASK CONSIDERATIONS	
		These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.	
Language Conventionality and Clarity The language in this text is literal and clear.			
Knowledge Demands General background knowledge about the civil rights movement and Martin Luther King Jr. is needed.			

***Rosa Parks* (A True Book), by Christine Taylor-Butler – Lexile 810, 48 pages**

The True Book series is a wonderful nonfiction series for young readers. The photographs and captions found on every page will captivate students. This book is written in the third person and has a complex structure, with informational nonfiction text woven into the narrative biography. I recommend placing students who are reading above grade level in this text.

***Rosa Parks* (A True Book) Text Complexity**

QUALITATIVE MEASURES		QUANTITATIVE MEASURES	
Levels of Meaning Multiple themes are addressed throughout this book, increasing the complexity of the text. Themes include human rights, freedom, peace, and right vs. wrong.	Structure This narrative uses a complex story structure in which informational nonfiction text is woven into the narrative biography.	The Lexile level for <i>Rosa Parks</i> (A True Book) is 810, based on word frequency and sentence length. This is in the middle range of the complexity band for 4 th –5 th grade according to the Common Core State Standards.	
		READER TASK CONSIDERATIONS	
		These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.	
Language Conventionality and Clarity The language in this text is literal and clear.			
Knowledge Demands General background knowledge about the civil rights movement and Martin Luther King Jr. is needed.			

DAY 2, SETTING

In this lesson...you will remind students how good readers focus on the setting—often in terms of either the location in which the story takes place, which may be shown on a map, or the characters’ circumstances—when reading quadrant 1. The characters’ circumstances are an important element of the setting. Students will keep track of setting clues as they read, and then use those details to draw conclusions.

To prepare for this lesson...make copies of the map found on page 16 of *I Am Rosa Parks* for all of your students. Have your students glue or tape these maps into their book club notebooks on page 10.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RI 3)

- Setting

Use text features to understand important information. (RI 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers look carefully at the cover of a book and read the blurb prior to reading the book so that they can begin to think about the story elements.

Teach:

Today I am going to remind you...

...that good readers use details in the text to help them visualize the setting of the story. You will be using the map of Alabama, taken from the book *I Am Rosa Parks*, to help you understand where Rosa Parks lived.

As you read, you will also be recording details about what life was like in the South when Rosa Parks was a young girl. You will gather details from the words in the text, as well as from the text features such as maps, pictures, and captions.

You each used details in the text to visualize the setting when we read the book *Martin Luther King Jr.* When the book said that “in towns and cities across the South, black people were forced to drink from separate water fountains, attend separate schools and play in separate parks” (p. 6), you visualized a segregated south.

Guided Practice—Work Time:

Now turn to page 10 in your book club notebooks. Today as you read, you will stop each time a new detail is revealed about the setting. Use the map to help you understand where towns or cities are located. When important details about what life was like in the South are revealed, please write those details beside the map.

You will each be reading and completing your entry for setting independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work. Then you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their pages to read and their setting-related task, then dismiss students for independent work. Conduct conferences with partnerships as necessary.)

I Am Rosa Parks—Chapter 1, pp. 5–7, and Chapter 2, pp. 16–18

Rosa Parks—Chapters 1–2, pp. 1–10

Rosa Parks (A True Book)—Chapter 1, pp. 6–9 & 13

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of the setting as they read? How did doing this help you or challenge you as a reader today?

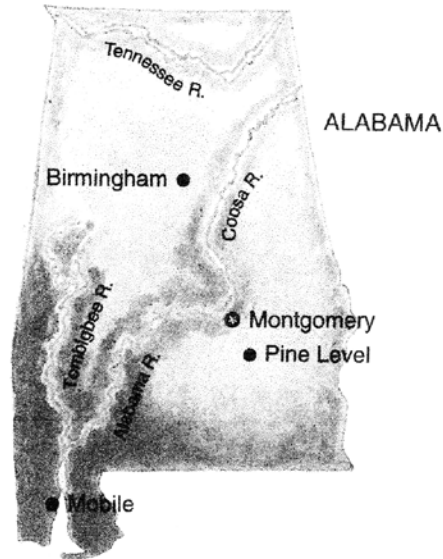
Link:

Today and every day when you read...

...I want you to think about what you know about important setting clues in order to understand the story better.

Setting Clues/Map

- Black people could not go to the same schools as white people.
- Black people could not eat in white restaurants.
- Black people and white people did not drink from the same water fountains.
- Segregation was the law in the South.
- Black people had to sit in the back of the bus.



Rosa Parks was born in Pine Level, Alabama, on Feb. 4, 1913. She lived on a farm.

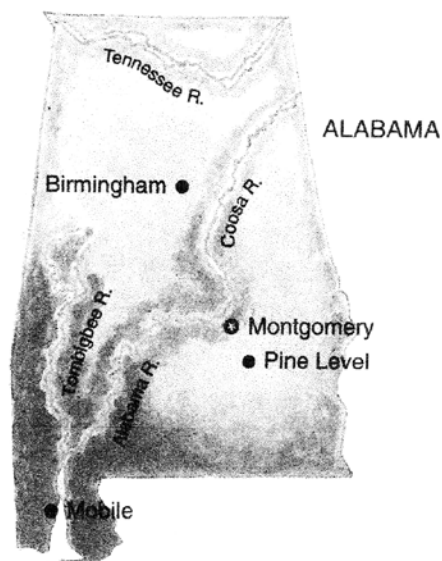
Setting Clues/Map

Rosa Parks lived in Montgomery, Alabama, when she was a child.

She was born in Tuskegee, Alabama, Feb. 4, 1913.

The black people in Alabama had to live by special rules.

- drink out of special water fountains
- go to schools for black children
- eat at separate restaurants for black people



Setting Clues/Map

Tuskegee, Alabama

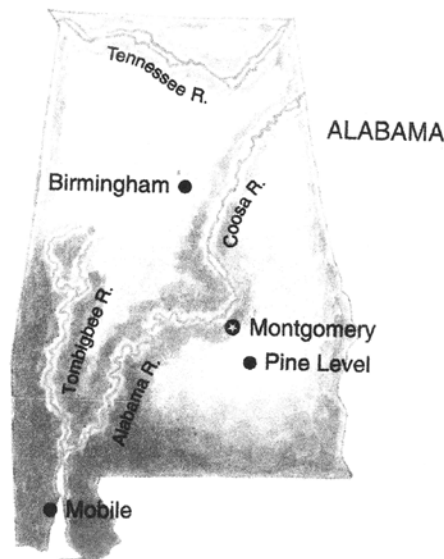
Pine Level, Alabama

When Rosa was growing up Jim Crow laws kept whites and blacks segregated.

- separate public facilities
- separate schools
- separate hospitals
- separate restaurants
- separate theater seating
- separate water fountains

Black people often lived in fear.

- separate jobs
- separate seats on buses
- separate bathrooms



DAY 3, CHARACTERS

In this lesson...you will remind students that good readers pay attention to important characters and infer character traits. You will ask students to keep track of important characters as they read, to monitor their comprehension. They will use a family tree to help them understand the relationships between characters. They will also keep track of important characters and their traits by making a character list.

To prepare for this lesson...make a copy of Rosa's Family Tree for each student. Have your students glue or tape this family tree into their book club notebooks on page 8.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Infer character traits
- Visualize characters

Show understanding of story elements (RI 3)

- Characters

Use text features to understand important information. (RI 5)

- Family tree

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers use details in the text to help them visualize the setting of the story.

Teach:

Today I am going to remind you...

...that good readers use comprehension strategies to identify important characters and infer character traits.

Today you will be looking at a family tree that shows the relationships between people in Rosa Parks's family.

Please open up to the copy of Rosa's Family Tree that should be taped or pasted onto page 8 of your book club notebook. This family tree will be a tool that you will use throughout this book club unit to help you keep track of important characters and the relationships between them. As you read about the important characters in your book, locate those characters on the family tree.

Today you are also going to make a character list in your book club notebook as you read your assigned pages. Your character list will be a tool that you will use while reading this book; it will help you improve your comprehension when you are confused.

Guided Practice—Work Time:

Now turn to page 9 in your book club notebooks. Today as you read, you will stop each time a new character is named in the text and add this name to the character list. Then you will read to find information about this character, and add that information to the list.

(If students participated in the C. I. A. unit of study for the book *Poppy* and/or *The War with Grandpa*, remind them that they made a character list in each of these units. Direct them to look at the character list from one of these units to review the expectations of this assignment.)

You will each be reading and completing your character list independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference, and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work. Then you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

I Am Rosa Parks—Chapter 2, pp. 16–26

Rosa Parks—Chapter 2, pp. 3–10

Rosa Parks (A True Book)—Chapter 1, pp. 6–12

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

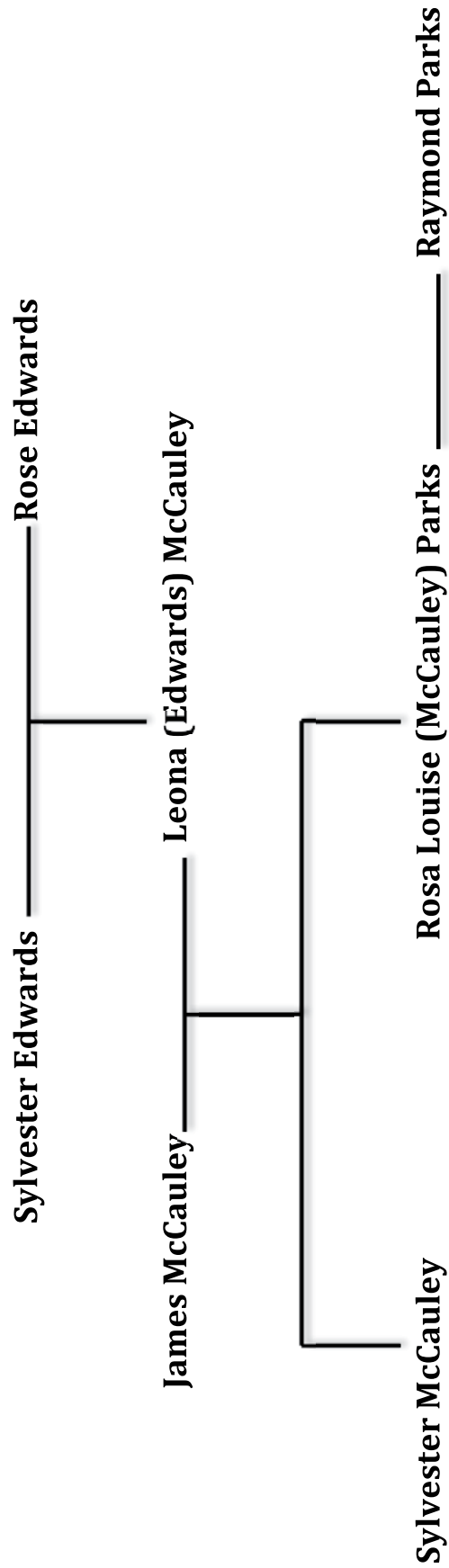
Discuss: Why do good readers keep track of important characters as they read? How did doing this help you or challenge you as a reader today?

Link:

Today and every day when you read...

...I want you to think about what you know about important characters so you can make lists for monitoring comprehension.

Rosa's Family Tree



Character List

CHARACTER	DETAILS
Rosa Louise (McCauley) Parks	<ul style="list-style-type: none">• Born on Feb. 4, 1913• would not give up her seat to a white person• helped black people
Grandma Rose & Grandpa Sylvester	<ul style="list-style-type: none">• Rosa's grandma & grandpa• owned land• grew vegetables• raised chickens
Sylvester McCauley	<ul style="list-style-type: none">• Rosa's little brother
Leona McCauley	<ul style="list-style-type: none">• Rosa's mother• school teacher
James McCauley	<ul style="list-style-type: none">• Rosa's father• builder of houses
Raymond Parks	<ul style="list-style-type: none">• Rosa's husband• married Rosa in 1932• Barber • helped black people• lived in Montgomery, Alabama

Character List

CHARACTER	DETAILS
Rosa (McCauley) Parks	<ul style="list-style-type: none"> • Born on Feb. 4, 1913 • liked to read and sew • afraid of the KKK
James McCauley	<ul style="list-style-type: none"> • Rosa's father • carpenter • moved to another city when Rosa was small
Leona McCauley	<ul style="list-style-type: none"> • Rosa's mother • had once been a school teacher
Sylvester McCauley	<ul style="list-style-type: none"> • Rosa's younger brother
Ku Klux Klan (KKK)	<ul style="list-style-type: none"> • wore white hoods and white sheets • they wanted black people to be slaves
Annie Mae Williamson	<ul style="list-style-type: none"> • Rosa's cousin

Character List

CHARACTER	DETAILS
Rosa Louise McCauley	born on Feb. 4, 1913 a strong advocate for civil rights known as the "mother of Civil Rights" strong-willed
James McCauley	Rosa's father a carpenter
Leona McCauley	Rosa's mother a teacher
Sylvester McCauley	Rosa's younger brother
Grandparents	farmers

DAYS 9–10, QUADRANT 1 BOOK CLUB MEETINGS

Book Club Meeting 1

In this book club meeting...students will be responding to questions about the characters, setting, problems, and main events revealed in quadrant 1 of their book club books. Students will use the charts in their book club notebooks to aid their discussion. Students will also share their predictions about what they think will happen next in the story. Throughout the discussion, students should each share and respond to thinking.

Learning Targets:

Summarize the text (RI 2)

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Prepare for collaboration with others (SL 1)

Express ideas and respond to others' ideas clearly and persuasively (SL 1)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot. At the end of quadrant 1 they stop and write a retell summary as a way of monitoring their comprehension.

Teach:

Today I am going to remind you...

...that good readers discuss their thinking about a book with others in order to synthesize their thinking and evaluate the thinking of others.

When we meet together in book clubs, the expectations will be that you each

1. Bring your book and book club notebook to the meeting, with all assignments completed;
2. Come prepared to respond to questions and to share your thinking about the book with the group;
3. Participate by both sharing with and listening to group members;
4. Respond to another student's thinking before sharing your own; and
5. Use polite language and mannerisms with everyone in the group.

When you respond to another person's thinking, please use one of our response stems:

- I agree with you because...
- I disagree with you because...

Opening discussion questions:

(Have 2–3 students share their responses to each of these questions. Ask a student to respond to another student before sharing his or her own thinking. As you move through the series of questions, make sure each student gets a turn to talk.)



Open up to the setting clues list on page 10 of your book club notebooks.

Discuss: The setting of this story is in the South during the time of segregation. How do you think Rosa felt about having to go to a separate school for black students?



Open up to the character list on page 8 of your book club notebooks.

Discuss: Good readers sympathize with characters while reading. Which character do you sympathize with, and why?



Open up to the problems list on page 11 of your book club notebooks.

Discuss: What do you think the black community will do to solve their problems?

Time for questions:

Do any of you have any questions at this point in the story that you would like the group to answer or help you with?

(Allow time for students to ask their questions, if any. Encourage group members to respond to the questions. Step in to answer questions only when group members are unable to.)

Share-out:

Now you are each going to have an opportunity to share the prediction you prepared on page 19 of your book club notebook. Please turn to your prediction now.

(Allow each student a chance to share his or her prediction-writing stem. Ask a student to respond to another student before sharing his or her own thinking.)



Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said if black people broke the law
they could be arrested.

I made a prediction. I think Rosa Parks will be
arrested for not giving up her seat,
because her actions were against the
law at that time.



Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said everyone in Montgomery and
people all over the world would know Rosa Parks,

I made a prediction. I think Rosa Parks is going
to do something about the unfair treatment
of black people,
because _____

in the book it said she didn't like the
special rules for black people.



Book Club Meeting 1

Be prepared to talk about:

- Character
- Setting
- Problem
- Main Events

Be prepared to share a prediction about what will happen in the book.

Be ready to listen and respond to the members of your group!

When the book said Rosa was strong-willed
and not afraid to stand up for herself.

I made a prediction. I think Rosa is going to
stand up for herself and the black community
because they are being treated unfairly.

Vocabulary Words Learned While Reading
Martin Luther King, Jr.

Revolution	Influenced	Love
Fairly	Community	Hate
Unfairly	Racism	Inspired
Segregation	Civil rights	Unjust
Loss of innocence	Character	Disobey
Equal	Boycott	Encouraging
Unequal	Protest	

Vocabulary Words Learned While Reading
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