

# Introduction

Dear Teachers,

I'm so excited to introduce six new reading units that are all aligned to the Common Core Standards. Don't worry! Even if you're using a different set of standards, these units will be just right for almost any third-fifth grade classroom.

These units originated from the need to update my current curriculum to meet the changing needs of my students and rigor of our standards. With the greater emphasis on nonfiction reading, I no longer have a "Fiction Unit" and "Nonfiction Unit". Instead, I have integrated fiction and nonfiction reading into all of my reading units. These five units are all written as six-week units. The standards are broken into five, rather than six units, because most of our students will be taking a high-stakes test in the spring.

There is an almost endless number of ways to manage reading workshop, and I certainly don't feel that there is one right or wrong method, so I've designed the units to be flexible so that you can adapt them to fit into your system of teaching reading. The units are written in a workshop model format, so it is important that there is some form of opening, independent reading time, and closing within each lesson. There are ideas for your small group reading instruction, but those lessons will have to be planned according to your students' needs. You may need to focus on sight words, decoding strategies, fluency, etc.

Since this is the first unit of the year, the first several days are procedural lessons that are essential for success for the remainder of the school year. Those lessons will establish routines and allow students to understand your expectations for all parts of reading workshop.

It is my sincere hope that you enjoy these reading units and find them valuable in your reading instruction!

*Ashleigh*

# Parts of Reading Workshop

Mini-Lesson (10–15 minutes)

These are short, explicit lessons that focus on one teaching point. These lessons might include procedural mini-lessons, read alouds with a mentor text, interactive reading, or development of anchor charts.

Status of the class (2 mins)

This is a quick check-in with each student on a daily basis that allows you to see what each student is reading and what page they're currently on at the beginning of reading workshop.

Independent Reading (30–40 mins)

Undoubtedly, this portion of reading workshop will vary greatly from classroom to classroom. Some classes will have 100% independent reading during this time, while other classrooms may incorporate centers into this reading time. Regardless of how it's implemented, students should choose "just right" books to read independently. During this portion of reading workshop, the teacher should meet individually with students to assess their progress, provide instruction, and assist in setting reading goals. Small groups of students may also meet with the teacher for additional instruction.

Closing (10 mins)

During this time, students will meet back together to review the mini-lesson and to discuss what they read during their independent reading. This is a time for students to discuss their thinking and strategies they used during independent reading.

# Fluency

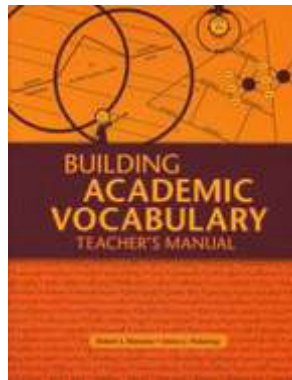
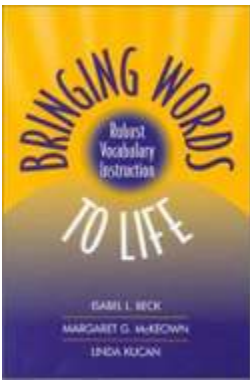
Reading fluency is the power to read quickly, accurately, and with expression. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers don't have to concentrate on decoding the actual words, they can focus their attention on what the text actually means.

Research has shown that repeated reading is one of the best ways to improve students' reading fluency, so I have included one fluency passage for each week of instruction. These fluency passages should be sent home on Monday, and students should read the passage orally to an adult each night of the school week. I do not send a fluency passage home with each of my students. Instead, I only send home a fluency passage with students who are reading below our third grade benchmark. On Monday morning, I give each of those students a cold read on that passage and have them graph their WPM. Then, I reassess each of the students with the same passage on Friday and allow them to graph their new WPM. They are always so proud of their growth!

I have included a combination of fiction and nonfiction reading passages in this unit. Personally, I like to integrate my fluency passages with what we're studying in social studies and science, so I use my nonfiction reading passages.

# Vocabulary

My first several years teaching, I knew that vocabulary instruction was one of my weakest areas of instruction. I certainly believed that vocabulary was important, but I didn't have a solid understanding of how to teach it. I played around with various techniques until I read two extremely powerful books on teaching academic vocabulary: Bringing Words to Life and Building Academic Vocabulary. Both books were instrumental in changing the way I taught vocabulary, and I felt that a complete reading unit needed explicit and intentional vocabulary instruction.



Both books recommend that teachers teach students tier 2 words, which are words that frequently appear in texts and in different contents. The Common Core Standards call these words "general academic words". These are different from tier 3 words which are

the domain specific words that students encounter in social studies and science. The books certainly don't suggest to not teach these tier 3 words. Instead, they call for a combination of tier 2 and tier 3 words.

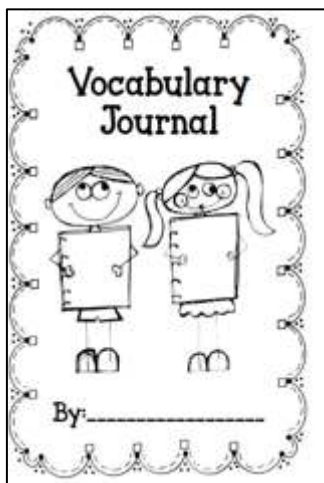
One of the best ways to increase vocabulary is through wide-reading, but it's not enough on its own. Marzano has a six-step process for teaching vocabulary: 1. description, 2. restate, 3. drawing, 4. activities, 5. discussion, 6. games. Throughout your vocabulary instruction, students have to use the words in meaningful contexts. Students should also be able to connect their new words with their existing knowledge.

# Vocabulary

In this unit, I have included weekly vocabulary practice. I selected six tier 2 words from the Monday mentor text. Each day, you will want to spend a few minutes on vocabulary instruction. I like to do this right before our reading mini lesson, because the lessons often go hand-in-hand. These lessons are designed to be short and sweet, yet powerful for students' vocabulary development.

Students should either have a vocabulary journal or a vocabulary interactive notebook. I don't think it's necessary to have both, and I know different people have different preferences, so I've tried to make this as flexible as possible. If you chose to use a vocabulary journal, you can download it here. If you prefer to use an interactive notebook, I have included a template for each set of vocabulary words.

- Monday–Briefly introduce the six vocabulary words. Add two of the words to students' vocabulary journal or interactive notebook.
- Tuesday–Add the next two words to students' vocabulary journal or interactive notebook.
- Wednesday–Add the final two words to students' vocabulary journal or interactive notebook.
- Thursday–Review vocabulary words
- Friday–Weekly assessment (included)

The image shows a template for a vocabulary interactive notebook. It is a vertical rectangle divided into two identical sections. Each section contains a 'Word' label at the top, followed by a 'Definition' label, and then two side-by-side boxes labeled 'Picture' and 'Synonym'. The template is designed to be used for two different words.

# Comprehension

Comprehension is definitely the bulk of this reading unit. As students progress from learning to read to reading to learn, it is essential that they comprehend what they are reading. I have written these units so that they address all of the Common Core Standards. I also organized the units so that there is not a fiction unit or nonfiction unit. Instead, there will be fiction and nonfiction reading strategies included in all of the reading units.

Each lesson begins with a mini-lesson where you introduce a concept or reading strategy. Most of the mini lessons include a mentor text, which should be read aloud to students. Some mini-lessons do include an activity that may take a little more than the suggested time for mini-lessons, but do feel that some of these experiences are valuable for students. As students read during their independent reading time, they should be encouraged to apply the strategy taught during the mini-lesson.

I have included one printable for each of the lessons for you to use at your discretion. It is certainly not necessary to use a graphic organizer or worksheet everyday. Use the ones you feel are important and/or needed! You could give some of them as a whole group assignment for guided practice or group work. If you chose to do centers, some of them could be a center activity. You could even save some of them for your reading groups. I like to stretch some of the longer activities out over several days to preserve my students' independent reading time. It's totally up to you!

Unit One is a bit different, because the first five lessons are all on routines and procedures. Even if it's tempting, don't skip them! They will be a huge help during the remainder of the year! This unit focuses primarily on comprehension strategies that will allow students to actually understand what they have read.

# Homework

I know that teachers have many different philosophies and beliefs about homework, so I've designed homework that will offer a lot of flexibility for you and your students. Each week, I have included a reading homework choice board. Students should select three activities in a row, in a column, or diagonally to complete over the course of a week. In no way, is this essential for this unit. The homework can be skipped, supplemented, or even used in a different way.

I give my students a homework form to record their answers on, but this can easily be done on a piece of notebook paper. I like to keep everything uniform and on one piece of paper. I encourage my students to write in complete sentences and to explain their thinking on each question.

READING CHOICE BOARD		
Unit 1 - Week 2		
Make a prediction based on what you read.	What character do you have the most in common with? Why?	What genre is the text you're reading? How do you know?
Draw a picture to show the setting of your text.	Describe one inference you made while you were reading.	What character is most important to your story? Why?
Why do you think the author wrote this text?	What problem is the main character facing?	What is something new that you learned from your text this week?

READING CHOICE BOARD	
Title _____	Author _____
Title _____	Author _____
Title _____	Author _____

# Unit 1 at a Glance

Week 1	Day 1 How to Select a Book	Day 2 Choosing a Just Right Book	Day 3 Thinking About Reading	Day 4 Abandoning Books	Day 5 Guidelines for Reading Workshop
	Day 6 Sensory Details	Day 7 Mental Pictures	Day 8 Mental Movies	Day 9 Learning Through Images	Day 10 Illustrations vs. Text
	Day 11 Making Connections	Day 12 Text-to-Self Connections	Day 13 Text-to-Text Connections	Day 14 Text-to-World Connections	Day 15 Multiple Connections
	Day 16 Questions Before, During, & After Reading	Day 17 Question-Answer Relationship	Day 18 Answering Explicit Questions	Day 19 Citing Text Evidence	Day 20 Think and Search
	Day 21 Author and Me	Day 22 Inferring With Pictures	Day 23 Inferences With Literature	Day 24 Inferences With Informational Text	Day 25 Inferring Practice
Week 6	Day 26 Making Predictions	Day 27 Fiction Summaries	Day 28 Nonfiction Summaries	Day 29 Synthesizing	Day 30 Monitoring Comprehension



Day 20: Think and Search	Materials: <ul style="list-style-type: none"> <li>Nonfiction Reading Passages (use previous lesson's)</li> <li>Think and Search Graphic Organizer</li> </ul>
Standard: 3.RI.1, 4.RI.1, 5.RI.1	

Mini Lesson: *The past few days you've had a lot of practice with answering questions that are "right there". Today, I would like for us to practice answering "think and search" questions. These questions are a little more challenging, because you won't find the question word-for-word in the passage. You're going to have to look around and read multiple sentences to find the question and answer.*

Use the same nonfiction passages from Day 19's lessons to model how to find and answer "think and search" questions. These questions are much more difficult for students, so additional modeling may be necessary.

Independent Reading: Have students complete the same activity with a new reading passage in a small group, partner, or independently.

Closing: Allow a few students to share some of the answers they were able to find. Have them model their strategy using a document camera for the entire class to view.

Optional Handout/Printable:

Rocks	
Question What is this passage mostly about?	Answer
Question What are two examples and uses of igneous rocks?	Answer
Question How is a sedimentary rock formed?	Answer
Question How are metamorphic rocks related to igneous rocks?	Answer

Essential Questions:

- How are think and search questions different from right there questions?

Name \_\_\_\_\_

Date \_\_\_\_\_

# Rocks

## Question

What is this passage mainly about?

## Answer

## Question

What are two examples and uses of igneous rocks?

## Answer

## Question

How is a sedimentary rock formed?

## Answer

## Question

How are metamorphic rocks related to igneous rocks?

## Answer

# Unit 2 at a Glance

Week 1	Day 1 Elements of Fiction and Nonfiction	Day 2 Character Traits	Day 3 Character-ization Part 1	Day 4 Character-ization Part 2	Day 5 Writing About Characters
Week 2	Day 6 What is Setting?	Day 7 How Can the Setting Change?	Day 8 Setting in Nonfiction	Day 9 Comparing Setting	Day 10 Writing About Setting
Week 3	Day 11 Elements of Plot	Day 12 Plot Structure	Day 13 Problem and Solution	Day 14 Writing about Plot	Day 15 Story Map
Week 4	Day 16 Table of Contents	Day 17 Index	Day 18 Glossary	Day 19 Headings & Subheadings	Day 20 Types of Print
Week 5	Day 21 Maps	Day 22 Labels & Captions	Day 23 Diagrams & Cutaways	Day 24 Graphs & Charts	Day 25 Side Bar & Hyperlinks
Week 6	Day 26 Description	Day 27 Sequence	Day 28 Problem & Solution	Day 29 Cause & Effect	Day 30 Compare & Contrast

### Day 3: Characterization Part I

Standard:

3.RL.3, 4.RL.3, 5.RL.3

Materials:

- Amber on the Mountain by Tony Johnston
- Characterization graphic organizer

Mini Lesson: *Yesterday, you began learning about character traits. We have compiled a very large list full of different character traits, and today we're going to work a little more with those character traits. We need to be able to use clues from the text to make inferences about the characters in a book. Can anyone think of clues an author may give?* Allow students to share their ideas. Guide students into understanding that an author gives clues about a character through: actions, feelings, words, thoughts, and choices. Give a brief overview of how the author may use these clues to share insight about a character.

Read Amber on the Mountain and discuss the characters as you read the book. After completing the text, model how to complete the Characterization graphic organizer.

Independent Reading: Have students complete the Characterization graphic organizer on the book they are currently reading. For the next couple of weeks, students will benefit from reading a fiction text.

Closing: Allow a few students to share what book they are currently reading and the main character of their book. Have them describe some of the character traits they saw and cite the text evidence on how they determined those character traits.

Optional Handout/Printable:

Characterization		
	Main Character	
	Text Evidence	What I can infer
Actions		
Feelings		
Words		
Thoughts		
Choices		

Essential Question:

- What type of clues does the author give to allow me to understand a character?

Name \_\_\_\_\_

Date \_\_\_\_\_

# Characterization

	Title: Main Character:	
	Text Evidence	What I can infer
Actions		
Feelings		
Words		
Thoughts		
Choices		

# Unit 3 at a Glance

Week 1	Day 1 Fairy Tales Story Map and Summary	Day 2 Fairy Tale Illustrations	Day 3 Fairy Tale Questions	Day 4 Comparing & Contrasting Fairy Tales	Day 5 Hans Christian Anderson
	Day 6 Fables Finding the Central Message	Day 7 Identifying the Speaker	Day 8 Point of View	Day 9 Compare & Contrast Point of View	Day 10 Wolves Fables vs. Facts
	Day 11 Summarizing Myths	Day 12 Cause and Effect in Myths	Day 13 Sequence of Events in Myths	Day 14 Cause and Effect in Ancient Greece	Day 15 Explain Events in Ancient Greece
	Day 16 What are Tall Tales	Day 17 Tall Tales Characters	Day 18 Tall Tales Inferences	Day 19 Figurative vs. Literal Language	Day 20 Supporting Details in Nonfiction
	Day 21 Who is Davy Crockett	Day 22 What are Legends	Day 23 Who is John Chapman	Day 24 Comparing & Contrasting Johnny Appleseed	Day 25 Writing a Legend
Week 6	Day 26 Revisiting Point of View	Day 27 First Person Point of View	Day 28 Third Person Point of View	Day 29 Point of View Scavenger Hunt	Day 30 Writing in First and Third Person Point of View

Day 1: Fairy Tales	Materials:
Standard: 3.RL.2	<ul style="list-style-type: none"> <li>Fables Flipbook</li> <li><u>The Little Mermaid</u> by Hans Christian Anderson (from any anthology)</li> </ul>

Mini Lesson: *The next several weeks we are going to focus on traditional literature and the history behind some of these stories and ideas. How many of you have ever read a legend, fable, or myth? Those are all types of traditional literature or folk tales. This week we are going to learn about fairy tales, which I'm sure you are all very familiar with. Use this time to discuss how the Disney versions are not necessarily the original versions of the fairy tales and how there are usually many differences between the two versions.*

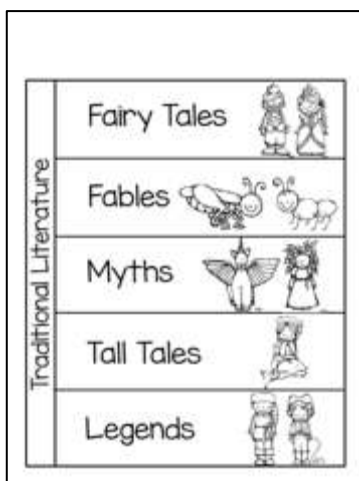
Give students the Traditional Literature flipbook. Have them cut it out and glue it in their interactive notebook. If students do not have an interactive notebook, they can glue the flipbook on a piece of construction paper. Underneath the fairy tale tab have students describe the characteristics of a fairy tale. A fairy tale is a folk tale about magical people and places. Most places are ruled by a king or queen.

Read The Little Mermaid and discuss how it contains the elements of a fairy tale.

Independent Reading: If possible, have a large collection of fairy tales for students to read, either in their guided reading groups or during their independent reading time.

Closing: Have students share whether the book they are currently reading is a fairy tale and then have them describe how they know if the book is or isn't a fairy tale.

Optional Handout/Printable:



Essential Question.

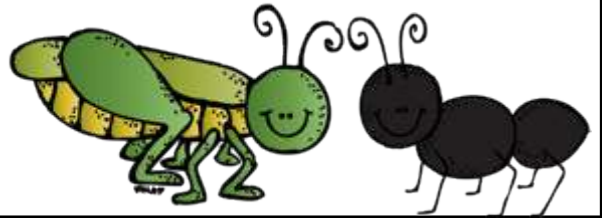
- What is a fairy tale?

# Traditional Literature

Fairy Tales



Fables



Myths



Tall Tales



Legends





# Traditional Literature

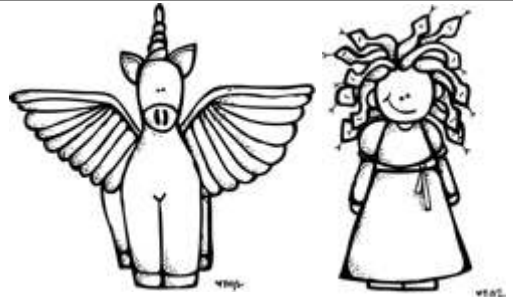
Fairy Tales



Fables



Myths



Tall Tales




Legends



# Unit 4 at a Glance

Week 1	Day 1 Finding Theme Pink and Say	Day 2 Theme Practice Mr. Wayne's Masterpiece	Day 3 Character Quilt The Keeping Quilt	Day 4 Comparing Characters Thunder Cake	Day 5 Making Inferences Thank You Mr. Falker
	Day 6 Importance of Setting Jumanji	Day 7 Making Inferences The Mysteries of Harris Burdick	Day 8 Point of View Two Bad Ants	Day 9 Comparing Themes The Garden of Abdul Gasazi	Day 10 Comparing Story Elements Just a Dream
Week 2	Day 11 Inferences & Symbolism Fly Away Home	Day 12 Responding to Challenges A Day's Work	Day 13 Inner Voice Gleam and Glow	Day 14 Comparing Characters The Wall	Day 15 Looking at Points of View Smoky Nights
	Day 16 Explicit Questions Lightning	Day 17 Implicit Questions Penguins	Day 18 Main Idea and Supporting Details Volcanoes	Day 19 More on Main Idea Our Solar System	Day 20 Explain the relationship Earthquake
Week 3	Day 21 Looking at Text Features Tornadoes	Day 22 Looking at Text Structure Owls	Day 23 Using Context Clues Honey Makers	Day 24 Nonfiction Vocabulary Bats	Day 25 Vocabulary Booklet The Moon Book
	Day 26 Nonfiction Point of View Locomotion	Day 27 Firsthand Accounts Locomotion	Day 28 Explaining Text Evidence Lightshop	Day 29 Combining Information From Texts Moonshot	Day 30 Putting in all Together
Week 4					
Week 5					
Week 6					

Day 2: Theme Practice	Materials: <ul style="list-style-type: none"> <li>• Theme Practice recording sheet</li> <li>• <u>Mr. Wayne's Masterpiece</u> by Patricia Polacco</li> </ul>
Standard: 3.RL.2, 4.RL.2, 5.RL.2	<p>Mini Lesson: <i>I hope that everyone enjoyed reading <u>Pink and Say</u> yesterday. I have to admit that it's a pretty emotional book. Today, we're going to read <u>Mr. Wayne's Masterpiece</u> which is a completely different type of book. As I read it to you, I want you to think about the theme of the book, because we're going to add it to the table and complete a graphic organizer on the book.</i></p> <p>After reading the book, discuss it together and discuss possible themes. Explain to students that they not only need to be able to find the theme of a text, but they also need to be able to support their choice of theme with evidence from the text. To do this, students should use phrases such as: because, for instance, for example, on page x it said, etc. Model how to complete the Theme Practice recording sheet, and be sure to focus on how to use text evidence. Then, add <u>Mr. Wayne's Masterpiece</u> to the table.</p>
	<p>Independent Reading: Have students complete a Theme Practice recording sheet independently or in their guided reading group. Students can either find the theme of the book they are reading independently or in their reading group.</p>
	<p>Closing: Have students share the Theme Practice reading sheet. Have students explain how they determined the theme and how they used text evidence in their recording sheet.</p>
Optional Handout/Printable: 	Essential Question. <ul style="list-style-type: none"> <li>• How does text evidence help me find theme?</li> </ul>

Date\_\_\_\_\_

# Mr. Wayne's Masterpiece

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What text evidence did you use to find the theme?

A black and white line drawing of a young girl with short, wavy hair, wearing a headband, a bow tie, and a dress. She is holding a very large pencil vertically, with the eraser at the top and the tip pointing downwards. The pencil is positioned to the left of her body. The background consists of horizontal dashed lines, suggesting a writing surface.



# Unit 5 at a Glance

Week 1	Day 1  Similes Fiona's Luck	Day 2  Metaphors My School's a Zoo	Day 3  Idioms Birds of a Feather	Day 4  Proverbs and Adages Now and Ben	Day 5  Figurative Language Old Jake's Skirts
	Day 6  Parts of Poem	Day 7  How to Read a Poem	Day 8  Free Verse	Day 9  Rhyme Scheme	Day 10  Meter
Week 2	Day 11  Explicit Questions in Poetry	Day 12  Implicit Questions in Poetry	Day 13  Looking at Imagery	Day 14  Figurative Language in Poems	Day 15  Write Your Own Poem
	Day 16  Cast of Characters	Day 17  Stage Directions	Day 18  Setting & Descriptions	Day 19  Reader's Theater	Day 20  Play Performance
Week 3	Day 21  What is Prose?	Day 22  Elements of Prose Scavenger Hunt	Day 23  Characteristics of Poetry, Drama and Prose	Day 24  Poetry, Drama, & Prose Sort	Day 25  Comparing Poetry, Drama, & Prose
	Day 26  What are Standardized Tests	Day 27  Read All of Your Choices	Day 28  Narrow Down Your Choices	Day 29  Reread Directions & Questions	Day 30  Reread the Passage
Week 4					
Week 5					
Week 6					

## Day 4: Adages and Proverbs

Standard:

3.RL.5, 4.RL.5, 5.RL.5

Materials:

- Adages and Proverbs printable
- Now & Ben: The Modern Inventions of Benjamin Franklin by Gene Barretta

Mini Lesson: *How many of you know what an adage or proverb is? I imagine that these are new words for most of you, but I'm sure that you've heard examples of this type of figurative language before. An adage or proverb is a saying that offers advice. For example, one of my favorite sayings is, "If you don't have time to do it right the first time, you must have time to do it again." (Use any saying that you frequently use in the classroom). That simply means that if you don't do something right the first time, you'll have to do it again. I know a wood worker who often says, "measure twice, cut once". Why do you think he says that? Give student time to respond.*

*Today, we're going to explain the meaning of several adages and proverbs that were written by Ben Franklin well over 200 years ago. Even though they are old, all of them can still be useful today. I like to read a picture book to introduce Ben Franklin and to tie in a little nonfiction reading, but it is not necessary for the activity.*

Independent Reading: Have students complete the Adages and Proverbs printable.

Closing: Have students share the Adages and Proverbs recording sheet. Give students the opportunity to share any adages or proverbs that they are familiar with .

Optional Handout/Printable:

Adages and Proverbs

Read and explain the meaning of the quotes from Ben Franklin.  
By failing to prepare, you are preparing to fail.

Either write something worth reading or do something worth writing.

A Penny Saved is a Penny Earned

You may delay, but time will not.

Never ruin an apology with an excuse.

Well done is better than well said.

If everyone is thinking alike, then no one is thinking.

An investment in knowledge always pays the best interest.

Essential Question.

- What is an adage or proverb?

Name \_\_\_\_\_

Date \_\_\_\_\_

# Adages and Proverbs

Read and explain the meaning of the quotes from Ben Franklin.

By failing to prepare, you are preparing to fail.

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An investment in knowledge always pays the best interest.

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# Unit 6 at a Glance

Week 1

## Reading for Literature—Key Ideas and Details

Day 1	Day 2	Day 3	Day 4	Day 5
Answer Explicit and Implicit Questions	Summarizing a Text	Describing Story Elements	Inference Mentor Text	Story Elements Poster

Week 2

## Reading for Literature—Craft and Structure

Day 6	Day 7	Day 8	Day 9	Day 10
Figurative Language	Poetry	Comparing Point of View	Point of View Mentor Text	Poetry Illustrations

Week 3

## Reading for Literature—Integration of Knowledge and Ideas

Day 11	Day 12	Day 13	Day 14	Day 15
Analyzing Illustrations	Comparing Books	Write a Sequel	Illustrations Mentor Text	Create a Graphic Novel

Week 4

## Reading for Information—Key Ideas and Details

Day 16	Day 17	Day 18	Day 19	Day 20
Referring to a Text to Answer Questions	Main Idea and Supporting Details	What Happened and Why?	Cause and Effect Mentor Text	Drawing the Effect

Week 5

## Reading for Information—Craft and Structure

Day 21	Day 22	Day 23	Day 24	Day 25
Content Area Vocabulary	Text Structure Comparison	Multiple Accounts	Text Features Mentor Text	Writing With Different Structures

Week 6

## Reading for Information—Integration of Knowledge and Ideas

Day 26	Day 27	Day 28	Day 29	Day 30
Internet Scavenger Hunt	Text Evidence	Integrating Information	Reading Textbook Part 1	Reading Textbook Part 2



Day 2: Summarizing Text	Materials:
Standard: 3.RL.2, 4.RL.2, 5.RL.2	<ul style="list-style-type: none"> <li>Summary graphic organizer</li> <li><u>Enemy Pie</u> by Derick Munson</li> </ul>
<p>Mini Lesson: <i>Yesterday we read a fairy tale that most of us were already very familiar with, so today I'd like to read a fairy tale that isn't quite as common. As I read, I'd like for you to think about the characteristics of fairy tales to be able to explain WHY it is a fairy tale. I'd also like for you to pay particular attention to the illustrations. Think about how they contribute to the meaning or beauty of the text.</i></p> <p>Read <u>The Snow Queen</u> to students. I like to use the version illustrated by Bagram Ibatouline, but any version (or even uncommon fairy tale) is perfectly fine to use. After reading the book, discuss how it contains the common elements of a fairy tale. Then discuss the illustrations in the text and show students how to complete the Fairy Tale Illustrations graphic organizer using the text.</p>	
<p>Independent Reading: If possible, have a large collection of fairy tales for students to read, either in their guided reading groups or during their independent reading time. If students are reading a different fairy tale, they may complete a new Fairy Tales graphic organizer independently.</p>	
<p>Closing: Allow a few students to share their Fairy Tale Illustrations graphic organizer with the class. Encourage students to ask questions and make comments about the graphic organizer.</p>	
Optional Handout/Printable:	<p>Essential Question.</p> <ul style="list-style-type: none"> <li>How do illustrations impact the mood or tone of a text?</li> </ul>

Name \_\_\_\_\_

Date \_\_\_\_\_

# Writing a Summary

SOMEBODY

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WANTED

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# Mentor Texts

All of the mentor texts are suggested texts and can be replaced with any text of your choice. The texts included are all examples of quality literature that lends itself to teaching a particular skill, concept, or strategy. I like to choose books that I know my students will enjoy, so I do adapt to my classroom. I also try to integrate my nonfiction texts with social studies and science as often as possible. We use a variety of resources for those lessons: included mentor texts, other trade books, Studies Weekly, old textbooks, newspaper articles, and more!

# Unit 1-Mentor Texts

- Isabella Star of the Story by Jennifer Fosberry
- Goldilocks and the Three Bears any version
- Abe Lincoln the Boy Who Loved Books by Kay Winters
- The Paperboy by Dav Pilkey
- What if Everyone Did That by Ellen Javernick (back to school)
- Twilight Comes Twice by Ralph Fletcher
- The Seashore Book by Charlotte Zolotow
- Scarecrow by Cynthia Rylant
- Cactus Hotel by Brenda Z. Guiberson and Megan Lloyd
- Everglades by Jean Craighead George
- The Honey Makers by Gail Gibbons Lloyd (unit 4)
- Roxaboxen by Alice McLerran
- My Rotten Redheaded Older Brother by Patricia Polacco
- Eward Fudwupper Fibs Big by Bereley
- A Day's Work by Eve Bunting (unit 4)
- Two Bad Ants by Chris Van Allsburg
- The Stranger by Chris Van Allsburg
- The Lotus Seed by Sherry Garland
- Fireflies by Julie Brinckloe
- Tight Times by Barbara Hazen
- One Tiny Turtle by Nicole Davies
- The Name Jar by Yangsook Choi
- Crow Boy by Taro Yashima
- Charlie Anderson by Barbara Abercrombie
- Fantastic Flying Books of Mr. Morris Lessmore by William Joyce
- Tar Beach by Faith Ringgold
- Lightning (unit 4)

# Unit 2-Mentor Texts

- The Paper Bag Princess by Robert Munsch
- Amber on the Mountain by Tony Johnston
- The Name Jar by Yangsook Choi
- Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine
- Train to Somewhere by Eve Bunting
- Sylvester and the Magic Pebble by William Steig
- Marshes and Swamps by Gail Gibbons
- Orphan Train Rider: One Boy's True Story by Andrea Warren
- Follow the Drinking Gourd by Jeanette Winter
- Bedhead by Margie Palatini
- Stellaluna by Janell Cannon
- The Plot Chickens by Mary Jane Auch
- Dory Story by Jerry Pallotta
- What Makes Day and Night by Franklyn M. Branley
- Crocodiles & Alligators by Seymour Simon
- If You Traveled on the Underground Railroad by Ellen Levine
- National Geographic Readers: Cats vs. Dogs by Elizabeth Carney

# Unit 3-Mentor Texts

- The Little Mermaid by Hans Christian Anderson
- The Snow Queen by Hans Christian Andersen & Bagram Ibatoulline
- The Little Match Girl by Hans Christian Andersen & Rachel Isadora
- The Twelve Dancing Princesses by Brothers Grimm & Marianna Mayer
- Perfect Wizard, The: Hans Christian Andersen by Jane Yolen
- The Lion and the Mouse by Jerry Pinkney
- Aesop's Fables by Jerry Pinkney
- The Tortoise and the Hare by Janet Stevens
- The Fox and the Crow by Manasi Subramaniam
- The Wolf Who Cried Boy by Bob Hartman
- Wolves by Seymour Simon
- How the Moon Regained Her Shape by Ben Hodson
- Why Mosquitoes Buzz in People's Ears by Verna Aardema
- A Child's Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures by Heather Alexander
- Ancient Greece by Sandra Newman
- Magic Tree House: Ancient Greece and the Olympics by Mary Pope Osborne
- John Henry by Julius Lester
- Pecos Bill by Steven Kellogg
- Paul Bunyon by Steven Kellogg
- Thunder Rose by Jerdine Nolen
- If You Traveled West In A Covered Wagon by Ellen Levine
- Davy Crockett Saves the World by Rosalyn Schanzer
- A Picture Book of Davy Crockett by David Adler
- Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman by Esme Raji Codell
- Johnny Appleseed by Steven Kellogg
- Mufaro's Beautiful Daughters by John Steptoe
- The Rough-Face Girl by Rafe Martin
- Trust Me, Jack's Beanstalk Stinks!: The Story of Jack and the Beanstalk as Told by the Giant (The Other Side of the Story) by Eric Braun
- I, Galileo by Bonnie Christensen

# Unit 4-Mentor Texts

- Thank You Mr. Falker by Patricia Polacco
- The Keeping Quilt by Patricia Polacco
- Thunder Cake by Patricia Polacco
- Pink and Say by Patricia Polacco
- Mr. Wayne's Masterpiece by Patricia Polacco
- The Mysteries of Harris Burdick by Chris Van Allsburg
- Jumanji by Chris Van Allsburg
- Just a Dream by Chris Van Allsburg
- The Wretched Stone by Chris Van Allsburg
- The Garden of Abdul Gasazi by Chris Van Allsburg
- Fly Away Home by Eve Bunting
- A Day's Work by Eve Bunting
- Gleam and Glow by Eve Bunting
- The Wall by Eve Bunting
- Smoky Nights by Eve Bunting
- Volcanoes by Seymour Simon
- Penguins by Seymour Simon
- Our Solar System by Seymour Simon
- Lightning by Seymour Simon
- Earthquake by Seymour Simon
- Tornadoes by Gail Gibbons
- Bats by Gail Gibbons
- The Moon Book by Gail Gibbons
- The Honey Makers by Gail Gibbons
- Owls by Gail Gibbons
- Locomotion by Brian Floca
- Lightshop by Brian Floca
- Moonshot by Brian Floca

# Unit 5-Mentor Texts

- Fiona's Luck by Teresa Bateman
- My School's a Zoo by Stu Smith
- Birds of a Feather by Vanita Oelschlager
- Now & Ben: The Modern Inventions of Benjamin Franklin by Gene Barretta
- Old Jake's Skirts by Anne C. Scott
- The Name Jar by Yangsook Choi
- The Big Test by Julie Danneberg
- Testing Miss Malarkey by Judy Finchler
- Beautiful Oops! by Barney Saltzberg
- Wilma Jean the Worry Machine by Julia Cook
- The Girl Who Never Made Mistakes by Gary Rubinstein



# Unit 6-Mentor Texts

- Crickwing by Janell Cannon
- Enemy Pie by Derick Munson
- Weslandia by Paul Fleischman
- Spaghetti in A Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy
- Mr. Peabody's Apples by Madonna
- Song and Dance Man by Karen Ackerman
- Voices in the Park by Anthony Browne
- The Rough Face Girl by Rafe Martin
- Caves (Nature in Action) by Stephen P. Kramer
- The Kid Who Invented the Popsicle by Don L. Wulffson
- If You Traveled on the Underground Railroad by Ellen Levine
- George Washington's Teeth by Deborah Chandra
- A Rock Is Lively by Dianna Hutts Aston
- A Child's Introduction to the Night Sky: The Story of the Stars, Planets, and Constellations by Michael Driscoll
- Polar Bear Vs. Grizzly Bear (Who Would Win?) by Jerry Pallotta
- Inside the Titanic (A Giant Cutaway Book) by Hugh Brewster
- National Geographic Readers: Titanic by Melissa Stewart
- Titanic: Voices From the Disaster by Deborah Hopkinson
- The Case of the Vanishing Little Brown Bats by Sandra Markle
- National Geographic Kids Everything Rocks and Minerals by Steve Tomecek