

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

The biggest improvement to vocabulary comes from reading, so we need to make sure our students are consistently reading and being read to. However, students rarely learn a word the first (or even second, third, fourth, etc.) time they encounter the word. Vocabulary instruction should include *planned teaching* of selected Tier 2 words. New words are best learned when presented meaningfully, and students need to use the new words in meaningful contexts and think about the words in meaningful ways. Therefore, having students look up words in a dictionary and memorize definitions are not enough for quality vocabulary instruction.

In order to develop more robust vocabulary instruction, I've created a packet of interactive notebook activities to coincide with my reading units. Each week my vocabulary instruction follows the same format to provide consistency and easy to follow routines. I've tied my vocabulary program into my Reading Workshop units, but this can be used with any reading curriculum. All of the words I selected are Tier 2 words from the books I use as mentor texts in my reading units, and this follows the same week by week order of my reading units.

I use a spiral-bound notebook for students' vocabulary journals. The first few pages of the notebooks are used for a general word bank. I have students glue-in pages to the journals which helps them organize new and interesting words that they find as they read throughout the year. I encourage students to refer to their word bank during writing workshop.

The next few pages include a word bank for prefixes and suffixes. Once again I have students glue-in these pages in their journals, and this is where students can add new words with various prefixes or suffixes. The first week of school, I do not introduce new vocabulary words. Instead, I use this time to set up our journals and to teach our procedures for the journals.

The remainder of the pages include weekly lessons. The first page of the weekly lesson is a poster with the cover of the book used as the mentor text and a large print list of the vocabulary words. These posters may be displayed in the room for students to reference. The following page is a set of cards that can be used for a word wall and/or vocabulary games that allow students to review previously learned vocabulary words. There are two components of each set of vocabulary words that should be added to students' journals: Vocabulary Handout and Lift the Flap Entry. The vocabulary handout should be glued to the left side of the journal and the Lift the Flap Entry should be glued to the corresponding page to the right. You will use the same form for every Lift the Flap Entry. The Vocabulary Handout will change each week.

Weekly Routine

Monday	Introduce New Words
Tuesday	Examples & Non Examples
Wednesday	Visual Representation
Thursday	Apply in Writing
Friday	Assessment and/or Review

Monday-Give students the Vocabulary Handout, and as a class we come up with brief definitions for each word. Students write the definitions on the Vocabulary Handout. Students should not attempt to write sentences at this time-that will come later. Students should glue the handout to the left page of their vocabulary journal. I also clip the Mentor Text Poster to the board, so that we can easily refer to the words throughout the week. Please note that the mentor text is used for vocabulary AND reading comprehension strategies. I teach both lessons before I read the mentor text to my students. As I read, students will focus on the strategies from my mini lesson and listen for the use of the vocabulary words.

Tuesday-Hand out the Examples and Non Examples lift the flap form. Students should cut around the dotted lines only. Students will then fold the pages in to create a flipbook and glue the flipbook on the right page of their vocabulary journal. Students should be careful to spell the vocabulary words correctly on the outside of the flaps and be sure to leave plenty of room for Wednesday's drawing. As a class, we work together to brainstorm examples and non examples of each vocabulary word and list those words inside the flaps. To increase engagement, you may complete this as a think/pair/share format.

Wednesday-Students draw a picture representation of each word, which accesses different parts of the brain. I like to set my timer for this activity, because some students will want to spend 10 minutes on one picture. Instead, I have students draw two minutes for each word. They should draw their representations on the outside flap of the Examples and Non Examples lift the flap form. It is important that the picture accurately represents the meaning of each word.

Thursday-Students should refer back to the Vocabulary Handout and write each word in a high quality sentence. This is a great time to integrate writing strategies, because we don't want students write simple and basic sentences that do not show true understanding. Instead, students should try to write high quality sentences. As an extension, students can look through their writing folders to find opportunities to replace tier one words with tier two words.

Friday-Students take a brief vocabulary quiz over the six terms. Students may also place review games on Friday. I have included a few example games. Another options my students LOVE is Quizlet live. This is a fast paced and low prep game played on computers.

VOCABULARY JOURNAL



WORD BANK-TRIM AND GLUE IN VOCABULARY JOURNALS

A

B

C

D

e

F

Unit 2 Word List

<p>Week 1 Train to Somewhere</p>	<ul style="list-style-type: none">• clutches-grabs tightly• gliding-moving smoothly• harvest-time when vegetables are ready to be picked• glare-to look at someone harshly• scrawny-very skinny• mite-a little bit
<p>Week 2 Amber On the Mountain</p>	<ul style="list-style-type: none">• bristled-for hair to stand up, away from the skin• giddy-extremely happy and excited• longed-to want something badly• skedaddled-to run away quickly• examined-looked at closely• notion-thought or idea
<p>Week 3 Bedhead</p>	<ul style="list-style-type: none">• passable-a decent, but not great job of something• smidgen-a small part• surveying-looking at carefully• steely-a cold and hard look• poised-ready and in the correct place• confident-sure of oneself
<p>Week 4 Stellaluna</p>	<ul style="list-style-type: none">• sultry-hot and humid• downy-soft and fluffy• clambered-get in or out of something in an awkward way• anxious-nervous, or worrying• peculiar-odd or strange• mused-said to oneself thoughtfully
<p>Week 5 Tornados</p>	<ul style="list-style-type: none">• monstrous-huge• enabling-allowed it to happen• notify-to make aware• valuables-important or expensive items• debris-trash• occurred-happened
<p>Week 6 Crocodiles & Alligators</p>	<ul style="list-style-type: none">• motionless-without moving• dull-not interesting, boring• capture-catch• internal-from the inside• thrived-lived and grew well• exception-something that does not follow a rule

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.

Weekly Choice Board

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.....

3rd Grade 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
- An Angel For Solomon Singer by Cynthia Rylant
- 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
- Stellalunga by Janell Cannon
- The Plot Chickens by Mary Jane Auch
- Dory Story by Jerry Pallotta
- National Geographic Readers: Titanic by Melissa Stewart
- Predators by Roger Priddy
- Tornado!: The Story Behind These Twisting, Turning, Spinning, and Spiraling Storms by Judy Fradin
- How Big Is It? by Ben Hillman
- The Best Book of Bugs by Claire Llewellyn
- National Geographic Kids Everything Rocks and Minerals: Dazzling gems of photos and info that will rock your world... by Steve Tomecek
- What Makes Day and Night by Franklyn M. Branley
- Crocodiles & Alligators by Seymour Simon
- The Amazing Life of Benjamin Franklin by James Cross Giblin
- If You Traveled on the Underground Railroad by Ellen Levine
- National Geographic Readers: Cats vs. Dogs by Elizabeth Carney

3rd Grade Unit at a Glance

Week 1	Day 1 Elements of Fiction and Nonfiction	Day 2 Character Traits	Day 3 Characterization Part 1	Day 4 Characterization 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

4th & 5th Grade Unit 2-Mentor Texts

- The Paper Bag Princess
- Rock Paper Scissors
- Albert
- Train to Somewhere
- An Angel For Solomon Singer
- Marshes and Swamps
- Orphan Train Rider: One Boy's True Story
- Bedhead
- Enemy Pie
- Sylvester and the Magic Pebble
- National Geographic Readers: Titanic by Melissa Stewart
- Predators by Roger Priddy
- Tornado!: The Story Behind These Twisting, Turning, Spinning, and Spiraling Storms by Judy Fradin
- How Big Is It? by Ben Hillman
- The Best Book of Bugs by Claire Llewellyn
- National Geographic Kids Everything Rocks and Minerals: Dazzling gems of photos and info that will rock your world... by Steve Tomecek
- What Makes Day and Night by Franklyn M. Branley
- Crocodiles & Alligators by Seymour Simon
- The Amazing Life of Benjamin Franklin by James Cross Giblin
- If You Traveled on the Underground Railroad by Ellen Levine
- National Geographic Readers: Cats vs. Dogs by Elizabeth Carney

4th & 5th Grade Reading Unit 2

Week 1	Day 1 What is Setting?	Day 2 How Can the Setting Change?	Day 3 Setting in Nonfiction	Day 4 Comparing Setting	Day 5 Writing About Setting
Week 2	Day 6 Elements of Fiction and Nonfiction	Day 7 Character Traits	Day 8 Characterization Part 1	Day 9 Characterization Part 2	Day 10 Writing About Characters
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 Text Structure- Description	Day 17 Description Paragraph	Day 18 Text Structure Compare and Contrast	Day 19 Compare and Contrast Paragraph	Day 20 Text Structure Sequential Order
Week 5	Day 21 Sequential Order Paragraph	Day 22 Text Structure Cause and Effect	Day 23 Cause and Effect Paragraph	Day 24 Text Structure- Problem and Solution	Day 25 Problem and Solution Paragraph
Week 6	Day 26 Main Idea	Day 27 What Doesn't Belong	Day 28 Main Idea in Nonfiction	Day 29 More Main Idea	Day 30 Multiple Main Ideas

Unit 2-Week 1

The first three weeks of Unit 2 focus on the elements of fiction. Students should select a fiction book to read during the first part of the unit. This week students will dive into characterization. Students will describe a character's words, actions, and thoughts and will explain how that contributed to the sequence of events in the story. Students will also compare and contrast main characters as they read a fiction text.

The New House

My parents and I are moving to a new house today. We 13
have looked for a new home for a few months and found the 26
perfect one for our family. My parents said that we needed 37
more space for my brother and me as well as a place to 51
play in our yard. 54

Our new home is closer to town and closer to where my 65
mom and dad work. My room at our new house is much larger 78
than my room at our current home. I have enough room for 90
a desk. My little brother's room will be bigger, so he will use 103
the extra space for his toy set. My parents said that when 115
he gets bigger he can get two beds if he wants to. 127

I'm excited about the back yard. There is a huge 138
oak tree, and my friends and I are going to build a tree 141
house on top of the tree. It also has a fence around it, 155
so maybe we can finally get a dog. 163

The only bad part about finding a new house is leaving 174
my friends in my old neighborhood. My mom says they can 185
come and play at our new house anytime. 193

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 st Attempt				
2 nd Attempt				
3 rd Attempt				

Unit 2, Week 1 Vocabulary
Train to Somewhere

- clutches—grabs tightly
- gliding—moving smoothly
- harvest—time when vegetables and fruits are ready to be picked
- glare—to look at someone harshly
- scrawny—very skinny
- mite—a little bit

Unit 2, Week 1 Vocabulary
Train to Somewhere

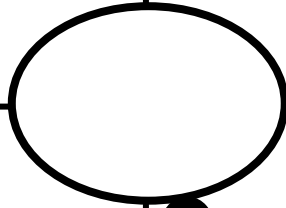
- clutches—grabs tightly
- gliding—moving smoothly
- harvest—time when vegetables and fruits are ready to be picked
- glare—to look at someone harshly
- scrawny—very skinny
- mite—a little bit

Write a definition.

Use in a sentence.

Draw a picture.

Give an example.

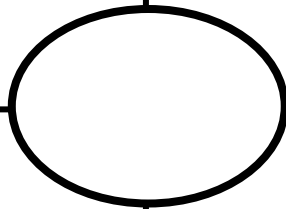


Write a definition.

Use in a sentence.

Draw a picture.

Give an example.



TRAIN TO SOMEWHERE



by Eve Bunting • Illustrated by Ronald Himler

**Clutches
Gliding
Harvest
Glare
Scrawny
Mite**

VOCABULARY HANDOUT-UNIT 2, WEEK 1

TRAIN TO SOMEWHERE

Clutches	Definition:
	Sentence:
	<input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Pronoun <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb
Gliding	Definition:
	Sentence:
	<input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Pronoun <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb
Harvest	Definition:
	Sentence:
	<input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Pronoun <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb
Glare	Definition:
	Sentence:
	<input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Pronoun <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb
Scrawny	Definition:
	Sentence:
	<input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Pronoun <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb
Mite	Definition:
	Sentence:
	<input type="checkbox"/> Noun <input type="checkbox"/> Verb <input type="checkbox"/> Pronoun <input type="checkbox"/> Adjective <input type="checkbox"/> Adverb

LIFT THE FLAP ENTRY

Examples:

Non Examples:

Examples:

Non Examples:

Examples:

Non Examples:

Examples:

Non Examples:

Examples:

Non Examples:

Examples:

Non Examples:

preview

Name _____

Date _____

Vocabulary Quiz

Match each of the following words with the correct definition.

1. _____ clutches

2. _____ mite

3. _____ scrawny

4. _____ glare

5. _____ harvest

6. _____ gliding

A. a little bit

B. to look at harshly

C. to move smoothly

D. to bring that traps are ready to

pick

E. grabs tightly

F. very skinny

Answer the questions below.

7. Which of the following is a synonym of 'scrawny'?

- A. plump
- B. lean
- C. thin

8. Which of the following is an antonym of clutches?

- A. drops
- B. grabs
- C. holds
- D. looks

9. Give an example of a time you saw someone glare. _____

10. What do you do before you harvest food? _____

Name _____

READING CHOICE BOARD

Unit 2 – Week 1

Make a prediction based on what you read.

What character do you have the most in common with? Why?

What 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?

Day 1: Elements of Fiction and Nonfiction

Materials:

- Fiction and Nonfiction T-Chart

Standard:
3.RL.3, 4.RL.3, 5.RL.3

Mini Lesson: *Can anyone tell me the difference between a fiction and nonfiction text?* Give students a few minutes to respond and allow them to share what they like the best. *Many students do not realize that you don't read a fiction text the same way you read a nonfiction text. Why do you think that is true?* Give students a moment to respond. Use the discussion to lead into a conversation about the differences between fiction and nonfiction. Distribute the Fiction and Nonfiction T-Chart and have students work with a group or partner to brainstorm the differences between fiction and nonfiction and the elements of each genre. After students have a few minutes, bring the class back together to create a class anchor chart that shows the difference between fiction and nonfiction.

Then, as a whole group discuss the elements of fiction and nonfiction. Be sure to include terms such as: characters, setting, and plot for fiction and diagrams, labels, glossary, and index for nonfiction.

Independent Reading: As students read, have them note whether they are reading fiction or nonfiction text. They should also make a note of some of the elements of the text they are reading. They can do this on sticky notes, reading notebook, or anything that works for your classroom.

Closing: Give students share whether their book is fiction or nonfiction and how they knew which genre it was.

Optional Handout/Printable:

Fiction		Nonfiction	
Elements of Fiction		Elements of Nonfiction	

Essential Question.

- How are fiction and nonfiction alike and how are they different?

Name _____

Date _____

Fiction

Nonfiction

Preview

Elements of Fiction

Elements of Nonfiction

Day 8: Characterization Part I

Materials:

- Rock Paper Scissors
- Characterization graphic organizer

Standard:
3.RL.3, 4.RL.3, 5.RL.3

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 a author may give? Allow students to share their ideas. Guide student understanding that an author gives clues about characters 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 Rock Paper Scissors 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		
	The 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 it means
Actions			
Feelings			
Words			
Thoughts			
Choices			

Preview