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#### 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 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 six units are all written as six-week units. All of 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.

This fourth unit focuses on author studies, and each week focuses on a different author. I've included three fiction authors: Patricia Polacco, Eve Bunting, and Chris Van Allsburg, and I've included three nonfiction authors: Seymour Simon, Gail Gibbons, and Brian Floca.

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 (IO-I5 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 IOO% 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 (IO 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

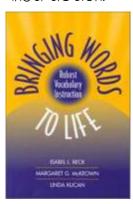
Reading fluency is the power to read quickly, accurately, and with expression. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers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

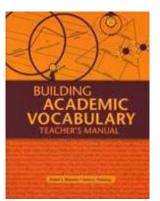
Research has shown that repeated reading is one of the best ways to improve students' reading fluency, so I have included one fluency passage for each week of instruction. These fluency passages should be sent home on Monday, and students should read the passage orally to an adult each night of the school 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 if you prefer nonfiction passages, but sure to check this out!

#### 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.

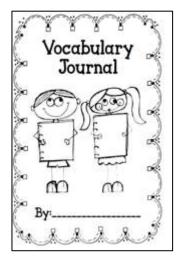
One of the best ways to increase vocabulary is through widereading, but it's not enough on its own. Marzano has a six-step process for teaching vocabulary: I. description, 2. restate, 3. drawing, 4. activities, 5. discussion, 6. games. Throughout your vocabulary instruction, students have to use the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

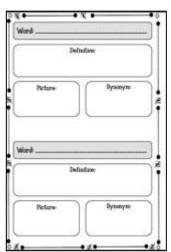
## Vocabulary

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 activity or game
- Friday-Weekly assessment (included)





# 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 I 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.





#### 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
- Jumanii by Chris Van Allsburg
- Just a Dream by Chris Van Allsburg
- The Wretched Stone by Chris Van Allsburg
- The Garden of Adbul 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
- <u>Volcanoes</u> by Seymour Simon
- Penguins by Seymour Simon
- <u>Our Solar System</u> by Seymour Simon
- <u>Lightning</u> 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
- <u>Lightshop</u> by Brain Floca
- Moonshot by Brian Floca

# Unit at a Glance

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

#### Unit 4-Week 1

This first week of this unit begins with one of my very favorite authors, Patricia Polacco. This week there is an emphasis on finding the theme of Polacco's books. The week will begin with a lesson that introduces theme, and students will add a new Patricia Polacco book to a Theme Table each day of the week. During the week, students will continue to practice making inferences and citing text evidence with those inferences.

I have also included a Patricia Polacco informational sheet that students can use sometime during the week to complete the Patricia Polacco graphic organizer.

#### The Big Hike

For weeks, my dad has wanted to take my family hiking. 11 I wasn't so sure that I would enjoy it, but I tried to act like 26 I was excited about it, because I didn't want to hurt my dad's feelings.

Before our hike, my mom and I had to buy a pair of
hiking shoes, because we didn't have anything that would
support our ankles. My dad told us that when you're climbing
rup rocks, it's easy for your ankles to turn, so we wanted to
prevent any injuries. We also brought a couple bottles of
water and some trail mix with us.

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Once we started our hike, I couldn't believe how much 112 fun I was having. It was so nice to be outside on a beautiful 125 day with my family. It was also great for everyone to be 137 away from their laptops, phones, and ipads. We hiked for 147 about two miles, and when we reached our destination, there 157 was a small waterfall. Even though it was small, it was still 169 beautiful, and I felt so proud of myself of making the hike all 182 the way to that special place. 188

| Number of Words Read    | Monday | Tuesday | Wednesday | Thursday |
|-------------------------|--------|---------|-----------|----------|
| I <sup>st</sup> Attempt |        |         |           |          |
| 2 <sup>nd</sup> Attempt |        |         |           |          |
| 3 <sup>rd</sup> Attempt |        |         |           |          |

# Unit 4, Week I Vocabulary <u>Pink and Say</u>

- jeered-teased, made rude remarks
- lodged-stuck
- vittles-food
- spectacles-glasses
- inconsolable-unable to be calmed
- ransacked-to go through things causing damage

# Unit 4, Week I Vocabulary Pink and Say

- jeered-teased, made rude remarks
- lodged-stuck
- vittles-food
- spectacles-glasses
- inconsolable-unable to be calmed
- ransacked-to go through things causing damage

|   | 1 /                |  |
|---|--------------------|--|
|   | Voc                | abulary Quiz                               |
| Ma  | tch each of the fo | llowing words with the correct definition. |
| l   | ransacked          | A. unable to be calmed                     |
| 2   | jeered             | B. to look through and damage something    |
| 3   | vittles            | C. stuck                                   |
| Ч   | lodged             | D. food                                    |
| 5   | inconsolable       | E. to make fun of                          |
| б   | spectacles         | F. glasses                                 |
|   | Answ               | er the questions below.                    |
| 7. Which (A. teased<br>B. taunted<br>C. mock<br>D. imitate        | d                  | OT an example of jeered?                   |
| 8. Which o<br>A. plunder<br>B. destro<br>C. tidied<br>D. vandaliz | yed                | antonym of ransacked?                      |
| 9. Give an  | ,                  | vou saw someone inconsolable               |
| IO. Why do  |                    | he word vittles?                           |
|   |                    |  |

| Vocabulary Quiz  Match each of the following words with the correct definition.  I. Bransacked A. unable to be calmed  2. E jeered B. to look through and damage someth  3. D vittles C. stuck  4. C lodged D. food  5. A inconsolable E. to make fun of  6. F spectacles F. glasses  Answer the questions below.  7. Which of the following is NOT an example of jeered?  A. teased B. taunted  C. mock  D. imitate  8. Which of the following is an antonym of ransacked?  A. plunder  B. destroyed  C. tidied | ame  | Date   |  |  |  |
|--|--|--|--|--|--|
| I. B ransacked A. unable to be calmed  2. E jeered B. to look through and damage someth  3. D vittles C. stuck  4. C lodged D. food  5. A inconsolable E. to make fun of  6. F spectacles F. glasses  Answer the questions below.  7. Which of the following is NOT an example of jeered? A. teased B. taunted C. mock D. imitate  8. Which of the following is an antonym of ransacked? A. plunder B. destroyed   | Vocabulary Quiz  |  |  |  |  |
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| 3. D vittles C. stuck  4. C lodged D. food  5. A inconsolable E. to make fun of  6. F spectacles F. glasses  Answer the questions below.  7. Which of the following is NOT an example of jeered?  A. teased  B. taunted  C. mock  D. imitate  8. Which of the following is an antonym of ransacked?  A. plunder  B. destroyed  | I. Bransacked  | A. unable to be calmed                       |  |  |  |
| <ul> <li>4. C lodged D. food</li> <li>5. A inconsolable E. to make fun of</li> <li>6. F spectacles F. glasses</li> <li>Answer the questions below.</li> <li>7. Which of the following is NOT an example of jeered?</li> <li>A. teased</li> <li>B. taunted</li> <li>C. mock</li> <li>D. imitate</li> <li>8. Which of the following is an antonym of ransacked?</li> <li>A. plunder</li> <li>B. destroyed</li> </ul>   | 2. Ejeered   | B. to look through and damage something      |  |  |  |
| 5. A inconsolable E. to make fun of 6. F spectacles F. glasses  Answer the questions below. 7. Which of the following is NOT an example of jeered? A. teased B. taunted C. mock D. imitate  8. Which of the following is an antonym of ransacked? A. plunder B. destroyed  | 3. D vittles   | C. stuck                                     |  |  |  |
| 6. F spectacles  Answer the questions below.  7. Which of the following is NOT an example of jeered?  A. teased  B. taunted  C. mock  D. imitate  8. Which of the following is an antonym of ransacked?  A. plunder  B. destroyed  | 4. C lodged  | D. food                                      |  |  |  |
| Answer the questions below.  7. Which of the following is NOT an example of jeered?  A. teased  B. taunted  C. mock  D. imitate  8. Which of the following is an antonym of ransacked?  A. plunder  B. destroyed   | 5. A inconsolable  | E. to make fun of                            |  |  |  |
| 7. Which of the following is NOT an example of jeered? A. teased B. taunted C. mock D. imitate  8. Which of the following is an antonym of ransacked? A. plunder B. destroyed  | б. F spectacles  | F. glasses                                   |  |  |  |
| A. teased B. taunted C. mock D. imitate  8. Which of the following is an antonym of ransacked? A. plunder B. destroyed   | An   | iswer the questions below.                   |  |  |  |
| A. plunder B. destroyed  | A. teased B. taunted C. mock   | S NOT an example of jeered?                  |  |  |  |
| D. vandalized  | <ul><li>A. plunder</li><li>B. destroyed</li><li>C. <u>tidied</u></li></ul> | an antonym of ransacked?                     |  |  |  |
| 9. Give an example of a time you saw someone inconsolable.   | 9. Give an example of a tim  |  |  |  |  |
| IO. Why don't we often hear the word vittles?  | IO. Why don't we often hea   |  |  |  |  |
|  |  |  |  |  |  |

| prediction based do you have the on what you most in common reading? How do you know?  Draw a picture to  Describe one information with what character is                     | READING CHOICE BOARD Unit 4 – Week I                   |                                   |  |  |  |  |  |
|---|--|-----------------------------------|--|--|--|--|--|
| show the setting inference you most important to  | prediction based<br>on what you                        | do you have the<br>most in common | reading? How do  |  |  |  |  |
|   | Draw a picture to<br>show the setting<br>of your text. | inference you<br>made while you   | What character is<br>most important to<br>your story? Why? |  |  |  |  |
| Why do you think the author wrote this text?  What is something new that you learned from character facing?  what is something new that you learned from your text this week? | the author wrote                                       | thė main                          | learned from   |  |  |  |  |

••

| Day I: Finding Theme                | Materials: • Finding Theme in Patricia              |
|-------------------------------------|---|
| Standard:<br>3.RL.2, 4.RL.2, 5.RL.2 | Polacco's Books  • Pink and Say by Patricia Polacco |

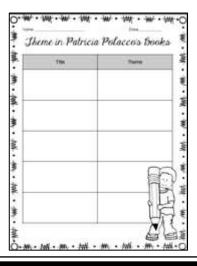
Mini Lesson: Our next reading unit will focus on collection of author studies. This week, we will focus on Patricia Polacco, who is a wonderful author and primarily writes personal narratives. We will use her books to learn about theme, which is a new concept for most of us. Can anyone tell me what theme is? Give students a minute to respond. Theme is the moral, message, or lesson of a story. You can often find theme by describing the most important part of the story in one word. Common themes include: courage, fear, kindness, hope friendship, honesty, love. (You may want to create an anchor chart with your class.)

Read <u>Pink and Say</u> and discuss the text with students. Use that discussion to collectively determine the theme of the book. Model how to complete the Theme in Patricia Polacco's Books table.

Independent Reading: If possible, have a large collection of Patricia Polacco books for students to read, either in their guided reading groups or during their independent reading time. You may also want to have several picture books written at a higher level that will allow students to find theme in one day's worth of reading. Have students write the theme of their book on a sticky note as they read independently.

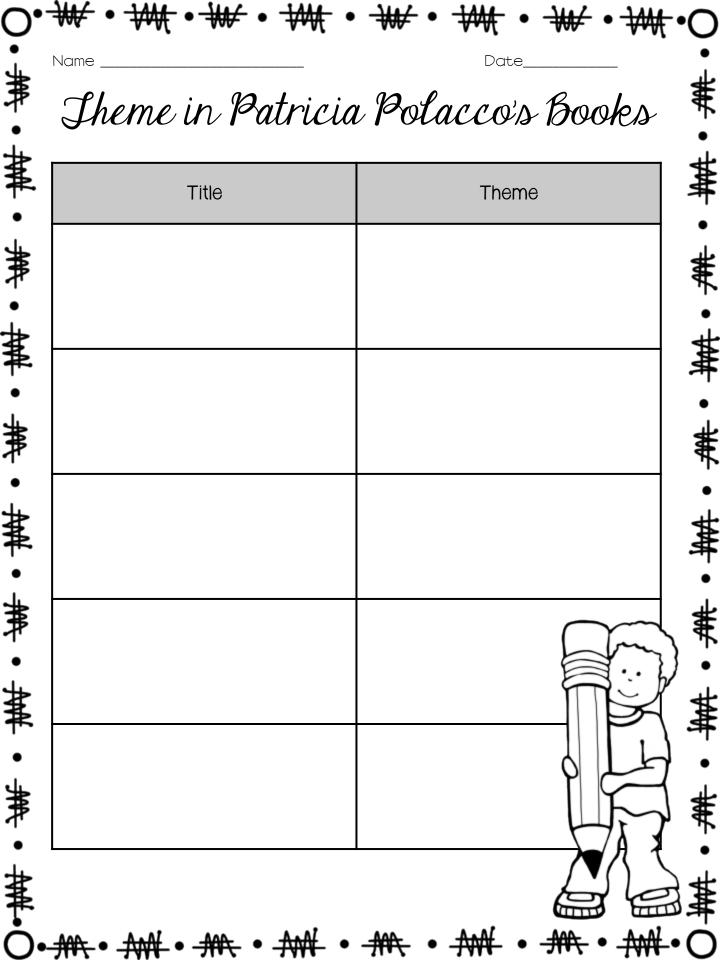
Closing: Have students share the theme of their book and how they determined the theme. Students may place their sticky note on the anchor chart.

Optional Handout/Printable:



Essential Question.

• What is theme?



#### Day 2: Theme Practice

Standard: 3.RL.2, 4.RL.2, 5.RL.2 Materials:

- Theme Practice recording sheet
- Mr. Wayne's Masterpiece by Patricia Polacco

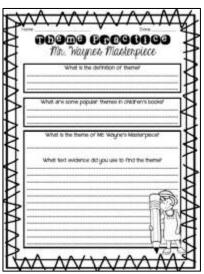
Mini Lesson: I hope that everyone enjoyed reading <u>Pink and Say</u> yesterday. I have to admit that it's a pretty emotional book. Today, we're going to read <u>Mr. Wayne's Masterpiece</u> which is a completely different type of book. As I read it to you, I want you to think about the theme of the book, because we're going to add it to the table and complete a graphic organizer on the book.

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 Mr. Wayne's Masterpiece to the table.

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.

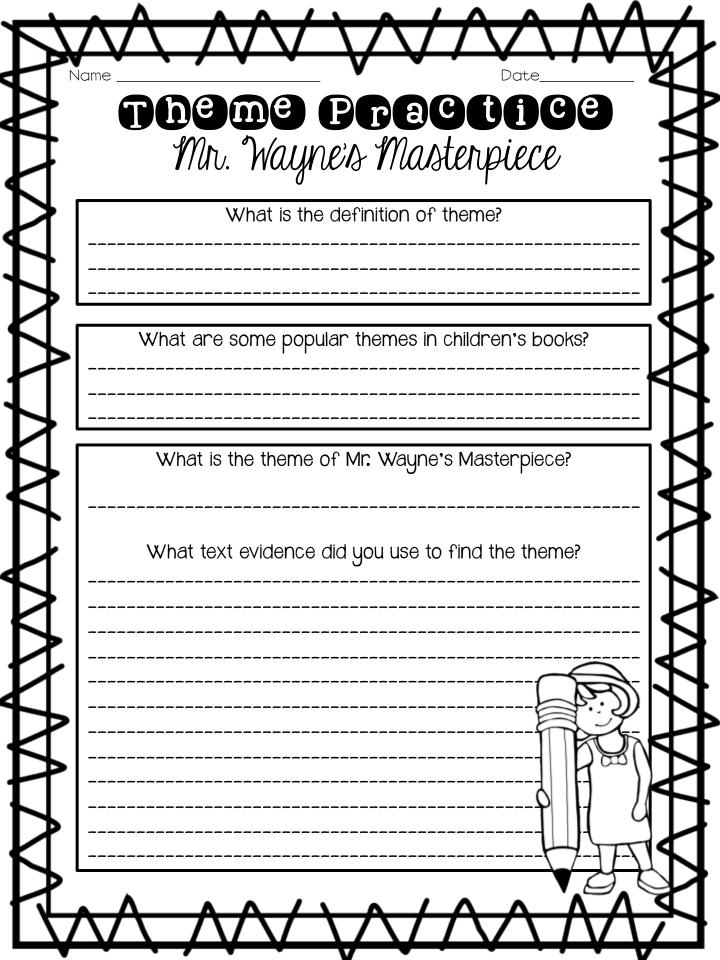
Closing: Have students share the Theme Practice reading sheet. Have students explain how they determined the theme and how they used text evidence in their recording sheet.

Optional Handout/Printable:



Essential Question.

 How does text evidence help me find theme?



| Day 3: | Character | Quilt |
|--------|-----------|-------|
| Standa | rd:       |       |

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

Materials:

- Character Quilt recording sheet
- The Keeping Quilt by Patricia Polacco

Mini Lesson: Today, we are still going to think about the theme of what we're reading, and we are going to concentrate on the character traits of the main characters in the texts we have read about this week. Read <a href="The Keeping Quilt">The Keeping Quilt</a> and discuss the text with students. Determine the theme together and add the book to the theme table.

Then, model how to complete the Character Quilt recording sheet. In each square, students should write a title and main character of a Patricia Polacco book (they may use the same book and/or character more than once). Then, they should write a character trait that could be used to describe that character. Underneath the character trait, students should support that character trait with evidence from the text.

Independent Reading: Have students complete the Character Quilt activity. Students who need additional support may complete the quilt with their guided reading group or with a partner. Students may also use books they have read during their independent reading time for this activity.

Closing: Have students share the Character Quilt recording sheet. Have students share the text evidence they used for the character traits.

#### Optional Handout/Printable:



#### Essential Question.

 How can characters from different texts share similar traits?

| Name            |  |  |
|-----------------|--|--|
| Name            |  |  |
| 1 11 11 11 11 1 |  |  |

# Character Quilt



|                  | 11 11 11         | " " "            |
|------------------|------------------|------------------|
|                  |                  | Title:           |
| Character:       | Character:       | Character:       |
| Character Trait: | Character Trait: | Character Trait: |
| Text Evidence:   | Text Evidence:   | Text Evidence:   |
| ļ                |                  |                  |
|                  | <br>             |                  |
|                  |                  |                  |
| Title:           | Title:           | Title:           |
| Character:       | Character:       | Character:       |
| Character Trait: | Character Trait: | Character Trait: |
| Text Evidence:   | Text Evidence:   | Text Evidence:   |
| l l              |                  |                  |
|                  |                  |                  |
|                  |                  |                  |
| Title:           | Title:           | Title:           |
| Character:       | Character:       | Character:       |
| Character Trait: | Character Trait: | Character Trait: |
| Text Evidence:   | Text Evidence:   | Text Evidence:   |
|                  |                  | <u> </u>         |
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