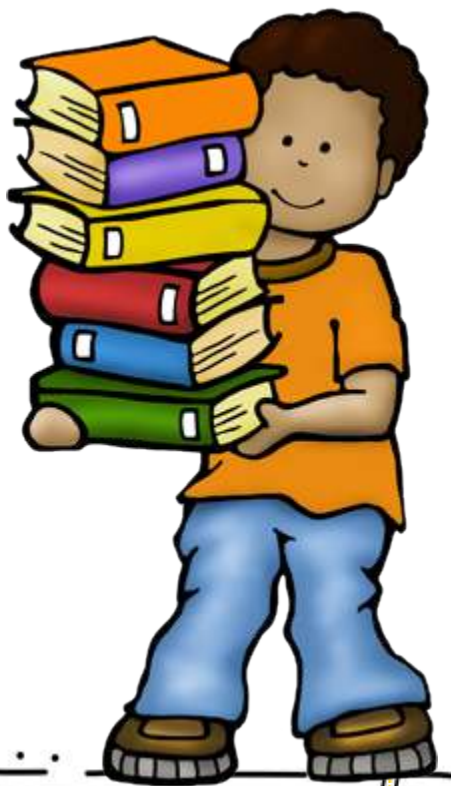


3rd-5th Grade
**Reading
Workshop**



Unit **5**

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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 fifth unit focuses on figurative language, poetry, and prose, so the beginning of the unit is more heavily concentrated on fiction texts. There is also a week dedicated to standardized testing. Please note that test prep passages and questions are not included.

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

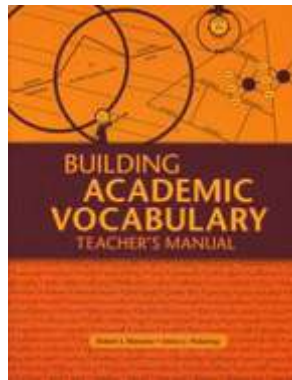
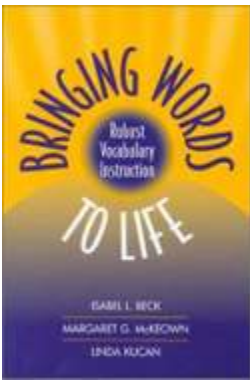
Reading fluency is the power to read quickly, accurately, and with expression. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers 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 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.

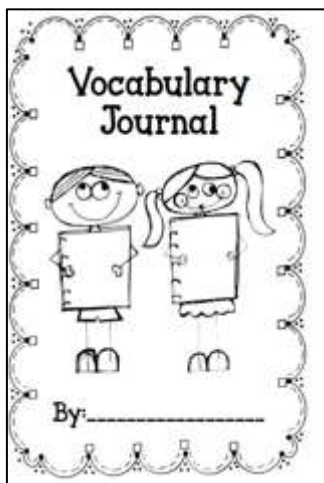
One of the best ways to increase vocabulary is through wide-reading, but it's not enough on its own. Marzano has a six-step process for teaching vocabulary: 1. description, 2. restate, 3. drawing, 4. activities, 5. discussion, 6. games. Throughout your vocabulary instruction, students have to use the 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 activity or game
- Friday–Weekly assessment (included)

The image shows a template for a vocabulary interactive notebook page. It is divided into two identical sections, one for the top half and one for the bottom half. Each section contains a 'Word' label followed by a blank line for the word, a 'Definition' label followed by a large blank box, and two smaller boxes labeled 'Picture' and 'Synonym' for drawing and writing respectively.

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.

| 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 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 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 Reread Directions & Questions | Day 28 Narrow Down Your Choices | Day 29 What to Expect | Day 30 Reread the Passage |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |

Day 1: Similes

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

Materials:

- Similes printable
- Fiona's Luck by Teresa Bateman

Mini Lesson: *This week we're going to begin a new unit on figurative language. This is such an interesting topic, and I'm sure you'll love it! We're going to begin this unit by learning about similes. Have you ever heard someone say, "I'm as cold as ice, or it's as big as an elephant"? Guess what? They were using similes! A simile is when you compare two unlike things using the words "like" or "as". Does anyone think they can share a different simile with the class? Give students a chance to share and then add similes to students' interactive notebooks.*

As I read Fiona's Luck, I'd like you to listen for examples of similes. Remember, you're listening for the words 'like' and 'as'. Read the book to students. After reading, allow students to share what similes they noticed. Then, model how to complete the similes printable.

Independent Reading: Similes are very common in fiction texts, so many students are likely to encounter similes as they read.. Have students write any similes they notice in their book on a sticky note as they read independently. Students may also complete the similes printable for additional practice.

Closing: Have students share some of the similes they found during their independent reading time. Some students may also share the similes they wrote on the Similes printable.

Optional Handout/Printable:

Figurative Language

Simile

Metaphor

Idiom

Adage

Completing and Writing Similes

Complete the similes below.

| | |
|---------------------------|---------------------------------------|
| I am as cold as a _____ | You are as cute as a _____ |
| I am as busy as a _____ | I can't hear it as clearly as a _____ |
| That is as hard as _____ | I am as hungry as a _____ |
| It is as light as a _____ | He is tough as _____ |

Write your own similes.

Essential Question.

- What is a simile?

Figurative Language

Simile

Metaphor

Idiom

Adage

Name _____

Date _____

Completing and Writing Similes

Complete the similes below.

I am as blind as a _____

You are as cute as a _____

I am as busy as a _____

I can hear it as clear as a

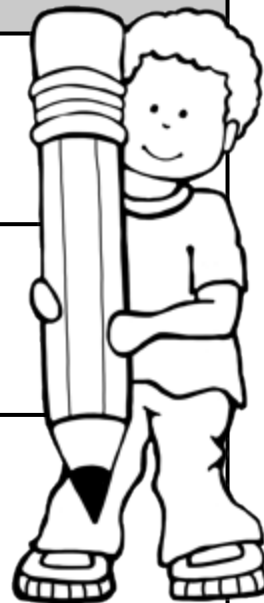
That is as hard as _____

I am as hungry as a _____

It is as light as a _____

He is tough as _____

Write your own similes.



Day 6: Parts of a Poem

Materials:

- Parts of a Poem recording sheet

Standard:

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

Mini Lesson: *This week we will begin learning about poetry, which I'm sure you will love. This week you'll be learning HOW to read a poem as well as the parts of a poem. Today, I'd like for us to learn about the parts of a poem. Poems are written using lines and stanzas.* Display a poem on a document camera and show students that poems are written using lines and stanzas. First, show students what a line is. Make sure that students understand that lines are not necessarily complete sentences and that lines do not always go all the way across. Then, show students that a group of lines is a stanza. This will probably need a little more explanation for students. Explain that a stanza is a group of lines in a poem, separated by space from other stanzas, much like a paragraph in prose.

Show students several examples of poems and read them together. Be sure to point out the lines and stanzas of each poem. To extend the mini lesson, allow students to work in groups to identify the lines and stanzas of a poem.

Independent Reading: Have students complete the Parts of Poem recording sheet. In the activity, students should label a line and draw a box around each stanza.

***Note—Students will reuse this poem, so make sure they do not throw it away or misplace it.

Closing: Allow a few students to share how they labeled the parts of the poem.

Optional Handout/Printable:



Essential Question.

- What is a stanza?

Name _____

Date _____

Parts of a Poem

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

By Robert Frost

1. Underline a LINE of poetry with a red crayon.

2. Circle a stanza of poetry with a blue crayon.

3. What is the difference between a line and a stanza? _____

Day II: Explicit Questions

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

Materials:

- “Little Things” or alternative poem
- “My Shadow” recording sheet

Mini Lesson: *This week we’re going to continue learning about poetry. Now that we know the parts of a poem and how to read a poem, I’d like to dig a little deeper with comprehending poetry. Each day we’re going to read a poem together and then break down the poem to completely understand the meaning of the poem. Then, you’ll repeat the same steps with a poem that you’ve read with a group, partner, or individually.*

Read “Little Things” with students. Read the poem and allow students to share their immediate thoughts. Read the poem again and highlight any vocabulary that may be confusing for students. Reread the poem and allow students to discuss the meaning of the poem. Discuss elements such as meter, rhyme, and figurative language. At this point in the week, emphasize explicit questions and answers.

Independent Reading: Have students read “My Shadow” with a small group. Allow students to work together to answer the explicit questions.

Closing: Allow one student from each group to share their responses to the “My Shadow” recording sheet.

Optional Handout/Printable:

My Shadow

I have a little shadow that goes with me,
And what can be the use of him is more than I can see;
He is very, very like me from the head up to the toes,
And I see him jump before me, when I jump into my shoes.

The funniest thing about him is the way he likes to grow—
Not at all the proper children, which is always very slow,
For he sometimes stands up taller than all the other boys;
And he sometimes goes so little that sometimes none of him shows.

He hasn't got a notion of how children ought to play,
And can only make a fuss of me in every sort of way,
He stays so close beside me, he's a coward, you can see,
I'd like to turn so quick to turn as this shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the thing was on every furniture;
But he lay like a ghost, and he or I slept in bed,
And looked on from behind me and with that, opened it broad.

By Robert Louis Stevenson

1. Where does the boy jump?
2. What is the funniest thing about the shadow?
3. Why does the boy say that his shadow stays close beside him?
4. What did the boy's shadow do early in the morning, before the sun was up?

Essential Question.

- How I understand poetry?

Little Things

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

Thus the little minutes,
Humble though they be,
Make the mighty ages
Of eternity.

By: Ebenezer Cobham Brewer

Name _____

Date _____

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward, you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

By: Robert Louis Stevenson.

1. Where does the boy jump? _____
2. What is the funniest thing about the shadow? _____
3. Why does the boy say that his shadow stays close beside him?

4. What did the boy's shadow do early in the morning, before the sun was up?

Name _____

Understanding Drama

The Picnic-Part I

Setting: On a field behind the children's grandparents' barn.

Cast of Characters: Millie, John, Grandma, and Grandpa

{Grandma and Grandpa were taking Mille and John on a picnic}

Mille: Grandma, do you think it's going to rain? (looking at the sky)

Grandma: I'm not sure, but I certainly hope it doesn't! If it does though, we can try again.

John: I don't care! I can eat in the rain. (talking excitedly)

Grandpa: What about eating outside with thunder and lightning? Would you do that?

John: Well (pause) maybe not that.

Grandma: If it rains, we could always bring our things inside the barn.
(pointing to the barn)

Millie: That's a great idea! We could eat with the cows and horses! (skipping happily)

{The family arrives at their picnic spot.}

Grandma: Millie and John, I need you to help lay out the blanket while Grandpa and I unpack all of our food.

Grandpa: I don't know about you all, but I sure am hungry! (rubbing his belly)

Name _____

Understanding Drama

1. What are the characters in the play? _____

2. What is the setting of the play? _____

3. Why does Millie look at the sky? _____

4. What are the children and grandparents planning to do? _____

5. What will the children do if it rains? _____

6. Why does Grandpa rub his stomach? _____

7. Describe how reading this drama is different from reading a typical paragraph.

Day 2!: What is Prose?

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

Materials:

- Characteristics of Prose recording sheet
- Large collection of picture books, chapter books, magazines, and newspapers

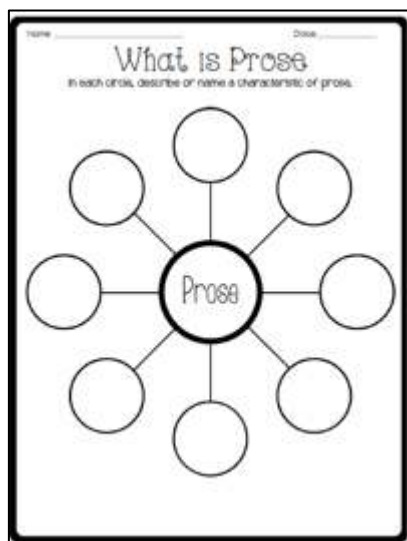
Mini Lesson: Show students your large collection of reading material and ask students what all of the texts have in common. Give students a little time to respond. *All of these examples of reading material can be called prose. Have any of you ever heard or used that term before? Prose is any text without metrical structure, which means it is almost anything except poetry. You are all already very familiar with prose, so let's spend just a few minutes together examining the characteristics of prose.*

Show students one example of a text and begin focusing on its features. Create a large class anchor chart and add to the chart elements such as: one sentence follows another, paragraphs, chapters, etc.

Independent Reading: Have students complete the Characteristics of Prose recording sheet. In the activity, students will work independently or in a small group to complete the graphic organizer that lists the characteristics of prose.

Closing: Allow a few students to share their graphic organizers with the class. Encourage students to ask questions and make comments about the graphic organizer.

Optional Handout/Printable:



Essential Question.

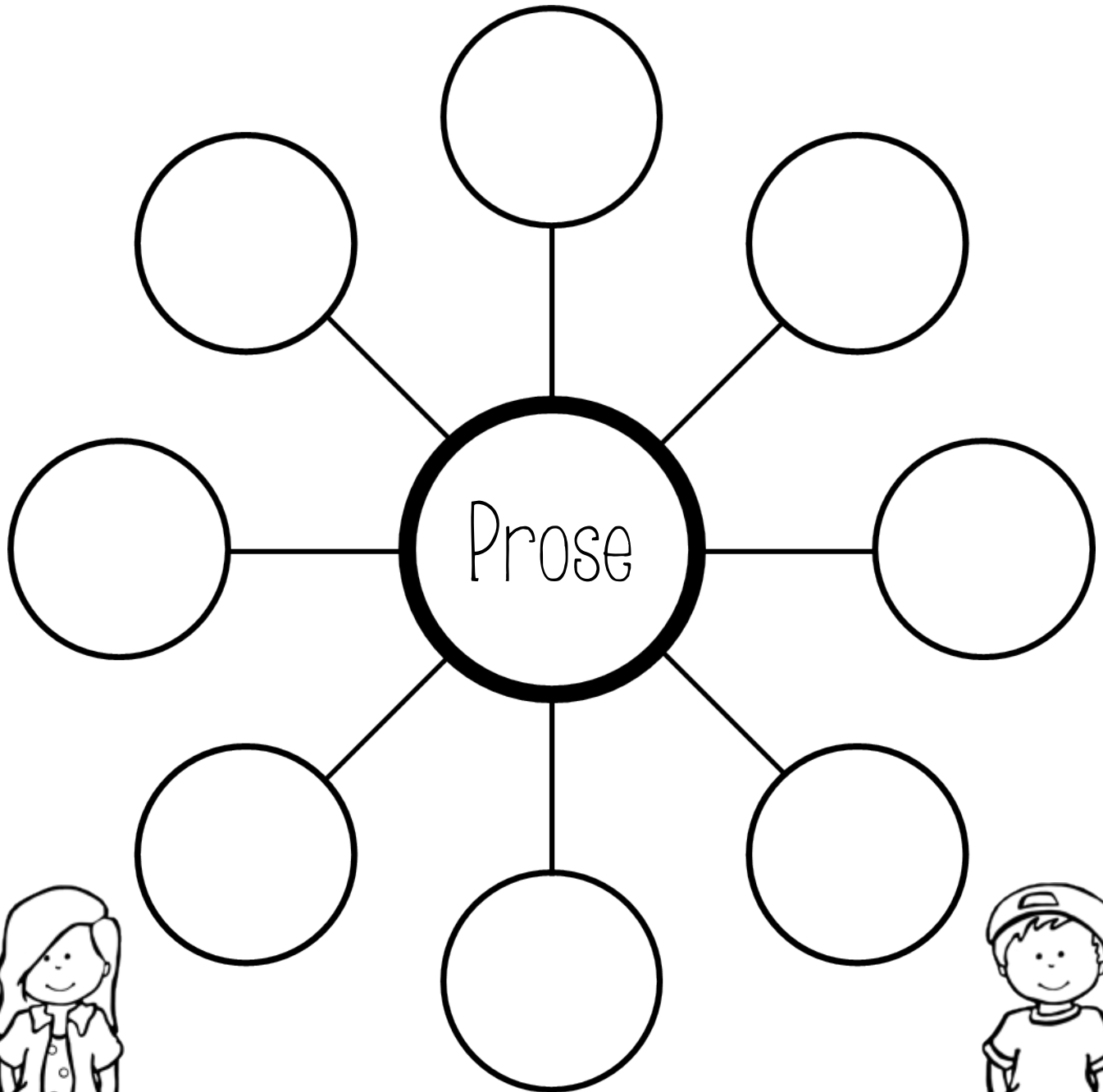
- What is prose?

Name _____

Date _____

What is Prose

In each circle, describe or name a characteristic of prose.



| | |
|---|--|
| Day 26: What are Standardized Tests | Materials: <ul style="list-style-type: none"> Standardized Test recording sheet <u>The Big Test</u> by Julie Danneberg |
| Standard: Not standard specific | |
| <p>Mini Lesson: Since almost every state standardized test has its own name, I will refer to the state test as "The Big Test". You can substitute your state test's name whenever necessary. <i>As the big test gets closer, I would like for us to spend a week learning how to take a standardized test. The first step is understanding exactly what a standardized test is. A standardized test is when all students take the same test and the test is given in the same (or standard) way and time no matter where the test is given.</i></p> <p>Spend the next several minutes sharing the name of your state's standardized test. Explain the purpose of the test. Then share how the test will be administered. Complete the Standardized Test printable together or allow students to complete the sheet independently.</p> | |
| Independent Reading: Have students complete a test prep practice sheet. Most states have an online collection of test prep passages and questions. You can download these for free. | |
| Closing: Discuss the test prep practice sheet together. As students work and talk, take note of the types of questions that give students trouble. | |
| Optional Handout/Printable: | Essential Question. <ul style="list-style-type: none"> What is a standardized test? |

Name: _____ Date: _____

What are **STANDARDIZED TESTS**

What standardized tests have you taken? How did it make you feel?

What standardized test are you taking? What is the purpose of the test?

What are your goals for the standardized test?

Name _____

Date _____

What are STANDARDIZED TESTS

What standardized tests have you taken? How did it make you feel?

What standardized test are you taking? What is the purpose of the test?

What are your goals for the standardized test?