

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 sixth unit includes a brief review of all of the reading for literature and reading for information standards. To keep things interesting, there will be a twist to the lessons on Thursday, and students will be the ones finding a mentor text for a topic. I've also tried to incorporate a bit of art on Fridays to keep students engaged this last part of the school year.

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 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

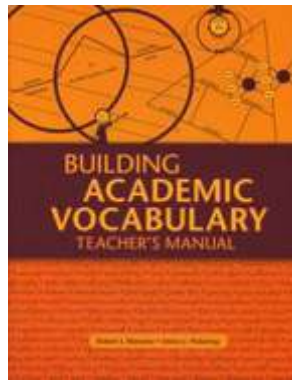
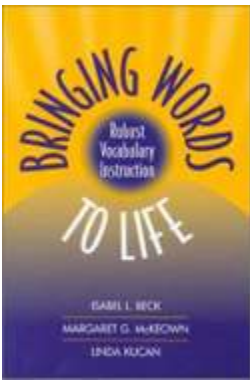
Reading fluency is the power to read quickly, accurately, and with expression. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers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

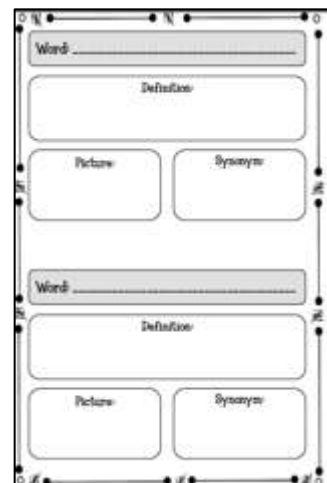
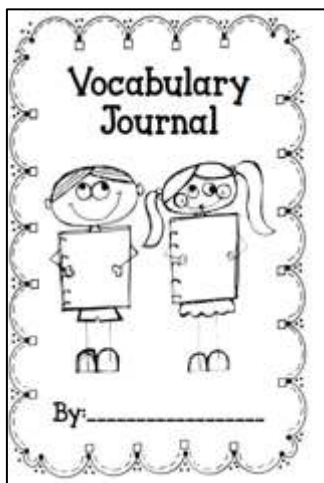
One of the best ways to increase vocabulary is through wide-reading, but it's not enough on its own. Marzano has a six-step process for teaching vocabulary: 1. description, 2. restate, 3. drawing, 4. activities, 5. discussion, 6. games. Throughout your vocabulary instruction, students have to use the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



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 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

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

Unit 6-Week 1

This first week of this unit begins with a review of the Reading for Literature-Key Ideas and Details standards. Students answer explicit and implicit questions, summarize a text, and compare and contrast story elements. At the end of the week students will select a mentor text that could be used for making inferences, and they will complete a story elements poster.

Beach Vacation

The hot sun was blaring down on me as I played in the waves at the beach. I was on a family vacation with my parents and brothers. We had played in the sand and water all day long. My older brother built an absolutely amazing sandcastle. We used shovels and buckets to create a solid base and then built the sandcastle as tall as we possibly could. I tried to build a moat around the sandcastle that allowed water to flow in and out with the tides.

We also learned how to skim board which was quite an adventure. We each had our own skim board and fell hundreds of times! Our skim board looked like a small foam surfboard. We would hold the skim board and then run along the edge of the shore. Once we reached a good pace, we would drop the skim board where the waves broke and then we would jump on the skim board. It looked easy, but it wasn't. The day's adventures will certainly give me lifelong memories that I will always cherish.

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

Unit 6, Week 1 Vocabulary
Crickwing

- toil-work
- despised-hated
- ravenous-hungry
- clobbered-hit hard
- cowering-crouch down in fear
- crevice-a narrow opening in a rock

Unit 6, Week 1 Vocabulary
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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.

Name _____

Date _____

Vocabulary Quiz

Match each of the following words with the correct definition.

- | | |
|--------------------|---------------------------|
| 1. _____ toil | A. very hungry |
| 2. _____ ravenous | B. small crack in a rock |
| 3. _____ despised | C. to hit hard |
| 4. _____ cowered | D. work |
| 5. _____ crevice | E. to crouch down in fear |
| 6. _____ clobbered | F. hate |

Answer the questions below.

7. Which of the following is an example of toil?

- A. labor
- B. barter
- C. share
- D. relax

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

- A. abhorred
- B. detested
- C. adored
- D. hate

9. Give an example of a time you were ravenous. _____

10. Describe a time you saw something cower. _____

Name _____

Date _____

Vocabulary Quiz

Match each of the following words with the correct definition.

- | | |
|----------------|---------------------------|
| 1. D toil | A. very hungry |
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| 3. F despised | C. to hit hard |
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Name _____

READING CHOICE BOARD

Unit 6 – Week 1

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?

Name _____

READING CHOICE BOARD

Title: _____ Author _____

Title: _____ Author _____

Title: _____ Author _____

Day 1: Answer Explicit and Implicit Questions

Standard:
3.RL.1, 4.RL.1, 5.RL.1

Materials:

- Answer the Questions printable
- Crickwing by Janell Cannon

Mini Lesson: *As the year draws to a close, it is important for us to stay strong and to keep working to become the best readers that we can be. I want us to spend the next several days reviewing and applying the reading skills and strategies we've learned about this year. This will give you the opportunity to take your learning to the next level. Today, I want us to practice answering explicit and implicit questions. First, I want someone to tell me the difference between the two types of questions.* Allow students to respond and make sure everyone has an understanding of the two types of questions. Anytime you see that students are confused, take a few minutes to clarify any misconceptions. Read Crickwing and discuss the text as you read aloud.

Independent Reading: Have students complete the Answer the Questions printable. In this worksheet, students will answer explicit and implicit questions about Crickwing. You may want to allow students to complete the sheet as you read the book or have students meet in a small group to be able to refer to the text for their answers.

Closing: Have students share some of their answers to the questions. They should be able to explain how they determined the answers for the implicit questions.

Optional Handout/Printable:

Name _____ Date _____

Crickwing

1. How do Crickwing get his name? _____
2. How do Crickwing avoid hearing his nickname? _____
3. Name three things that ruined Crickwing's masterpiece. _____
4. Why did Crickwing cry angrily? _____
5. Why did Crickwing try to trip the ant? _____
6. Why did the queen of the ants call a meeting? _____
7. How was Crickwing's wing fixed? _____
8. Why did the ants let Crickwing go? _____
9. How did Crickwing trick the army ants? _____
10. How did the ants help Crickwing? _____

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Essential Question.

- Why do I answer explicit and implicit differently?

Name _____

Date _____

Crickwing

1. How did Crickwing get his name? _____

2. How did Crickwing avoid hearing his nickname? _____

3. Name three things that ruined Crickwing's masterpiece. _____

4. Why did Crickwing cry angrily? _____

5. Why did Crickwing try to trip the ant? _____

6. Why did the queen of the ants call a meeting? _____

7. How was Crickwing's wing fixed? _____

8. Why did the ant's let Crickwing go? _____

9. How did Crickwing trick the army ants? _____

10. How did the ants help Crickwing? _____

Day 2: Summarizing Text

Standard:

3.RL.2, 4.RL.2, 5.RL.2

Materials:

- Summary graphic organizer
- Enemy Pie by Derick Munson

Mini Lesson: *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.*

Read The Snow Queen 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.

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.

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.

Optional Handout/Printable:

Writing a Summary

NAME _____ DATE _____

SOMEONE _____

WANTED _____

BUT _____

SO _____

Illustration of a girl at the bottom right.

Essential Question.

- How do illustrations impact the mood or tone of a text?

Name _____

Date _____

Writing a Summary

SOMEBODY

WANTED

BUT

SO



Day 3: Describing Story Elements

Standard:

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

Materials:

- Describing Story Elements recording sheet
- Westlandia by Paul Fleischman

Mini Lesson: *You have learned all about story elements this year, and today I'd like for us to take a few minutes to review story elements, because you'll soon be comparing story elements on your own.* Allow students to explain characters, setting, and plot. Make sure students can define and give examples of each of the story elements.

Read Westlandia by Paul Fleischman. After reading the text, model how to complete the Comparing Story Elements recording sheet. This is a bit more streamlined than some graphic organizers. In this printable, students will simply describe each story element and its impact on the overall meaning of the story. Students should draw from specific details in the text.

Independent Reading: Have students complete the Describing Story Elements recording sheet independently or with a partner. Students may respond to a text you've read aloud or they may use a text they are reading in a small group or independently.

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

Optional Handout/Printable:

The graphic organizer is titled "Describing Story Elements" and includes fields for "Name" and "Date". It is divided into three main sections: "Character", "Setting", and "Plot". Each section contains a prompt and several lines of space for writing.

Character
Use details from the text to describe a character in depth.

Setting
Use details from the text to describe the setting in depth.

Plot
Use specific details from the text to describe the plot of the story. Be sure to describe the rising action, climax and falling action.

Essential Question.

- Why should I learn about story elements?

Name _____

Date _____

Describing Story Elements

Character

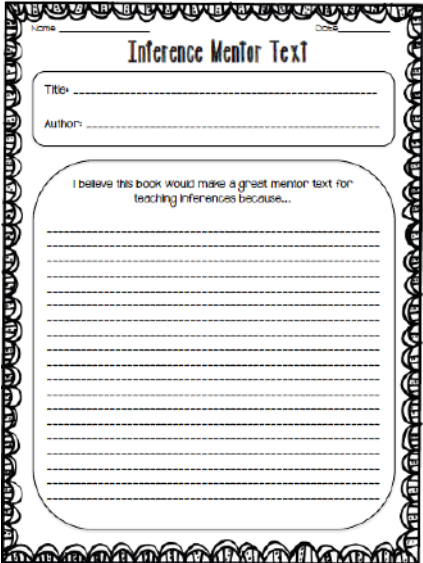
Use details from the text to describe a character in depth.

Setting

Use details from the text to describe the setting in depth.

Plot

Use specific details from the text to describe the plot of the story. Be sure to describe the rising action, climax, and falling action.

Day 4: Inference Mentor Text	<p>Materials:</p> <ul style="list-style-type: none"> • Inference Mentor Text recording sheet • <u>Spaghetti in A Hot Dog Bun</u> by Maria Dismondy
Standard: 3.RL.1, 4.RL.1, 5.RL.1	
<p>Mini Lesson: <i>Today, I'm going to change things up a bit, actually a lot! But first, let's read <u>Spaghetti in a Hot Dog Bun</u> and see what inferences we can make from the text.</i> Read the book to students and allow students to share what inferences they were able to make from the text and what clues that author that allowed them to make those inferences.</p> <p><i>Here is the big news! Today, you're going to be the teachers and you are responsible for finding a mentor text to teach inferences. You have to select a text where the author has written in a way that will allow the reader to make inferences. This means you're looking for examples of showing, not telling. After you make your selection, you need to write down the title and author of your book and then explain why you think it is a good choice.</i></p>	
Independent Reading: Students may work independently or with a partner for this activity. They may browse books in your classroom library or in your school library.	
Closing: Allow a few students to share their book choice with the class. Have students explain why the book they chose is a good choice. Allow students to give the presenter feedback. If there is time, read one of the books to the class.	
<p>Optional Handout/Printable:</p> 	<p>Essential Question.</p> <ul style="list-style-type: none"> • How can I chose an inference mentor text?

Date_____

Title: _____

Author: _____

I believe this book would make a great mentor text for teaching inferences because...

This image shows a blank sheet of white paper with horizontal dashed lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no other markings or text on the page.

Day 5: Story Elements Poster

Standard:
3.RI.3, 4.RI.3, 5.RI.3

Materials:

- Story Elements Poster printable
- Mr. Peabody's Apples by Madonna

Mini Lesson: Today's mini lesson should be very short to give students time to create their story elements poster. Students may either create their own poster from scratch or they may use the included template.

To model how to complete the poster, read Mr. Peabody's Apples and show students how to add the characters, setting, and plot to the poster. You may either have students focus on one character in depth or have students give a brief overview of all of the characters in the text.

Independent Reading: Give students time to complete the Story Elements poster. Students may use the book they are reading independently or in their guided reading group.

Closing: Allow a few students to share their posters with the class. Encourage students to ask questions about each others' poster.

Optional Handout/Printable:

Story Elements

characters

setting

plot

Essential Question.

- How do story elements create a good fiction story?

Story Elements

characters

setting

plot
