

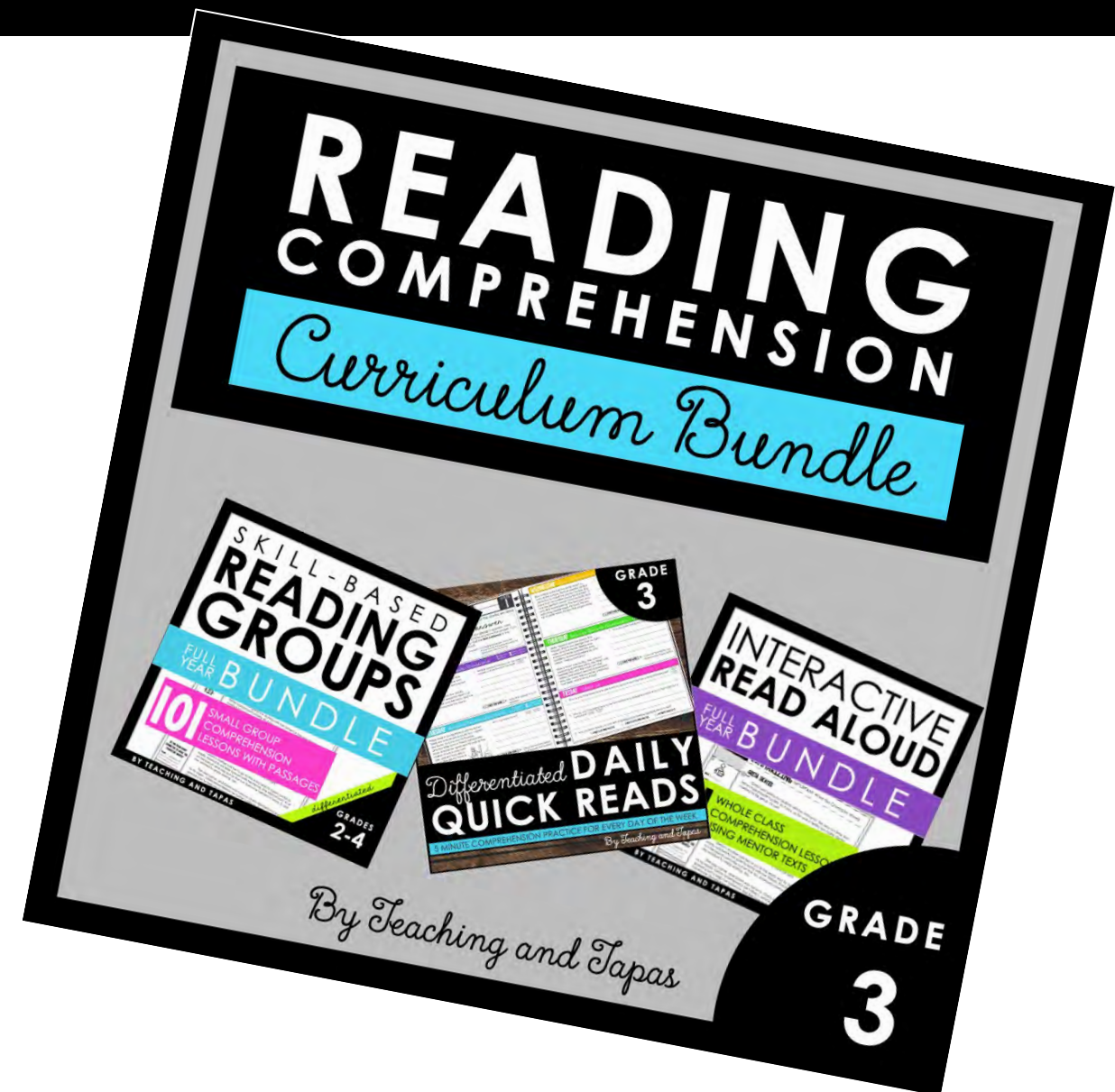
READING COMPREHENSION

THROUGH DIRECT, SKILL-BASED LESSONS



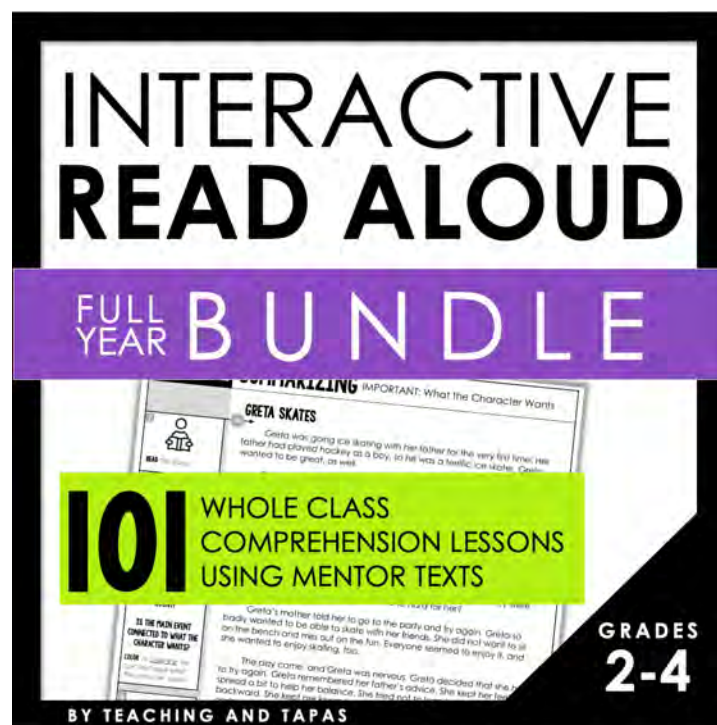
“Wow! I am amazed by this resource. There are so many tools available to use and everything is aligned so well. I love that the passages are differentiated. I love how there are a variety of lessons (short or long) depending on how much time you have available. This is probably one of the best resources I've ever purchased!”

- Cara M.

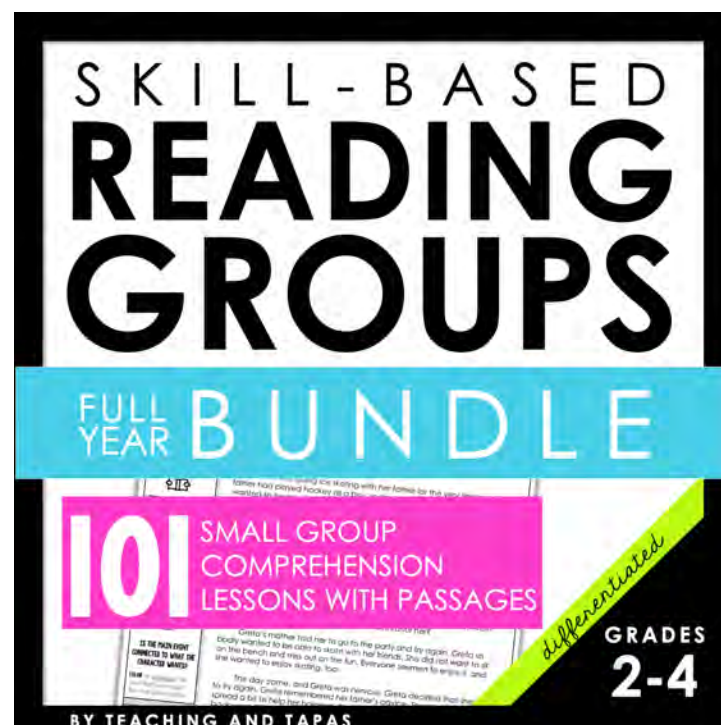


The FOUR parts of this bundle have EVERYTHING you need to improve reading comprehension.

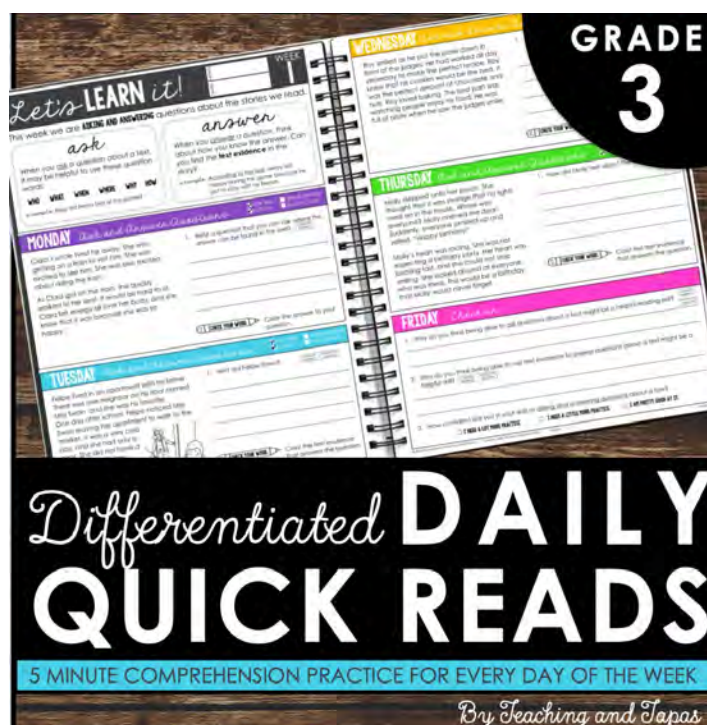
1 WHOLE CLASS LESSONS



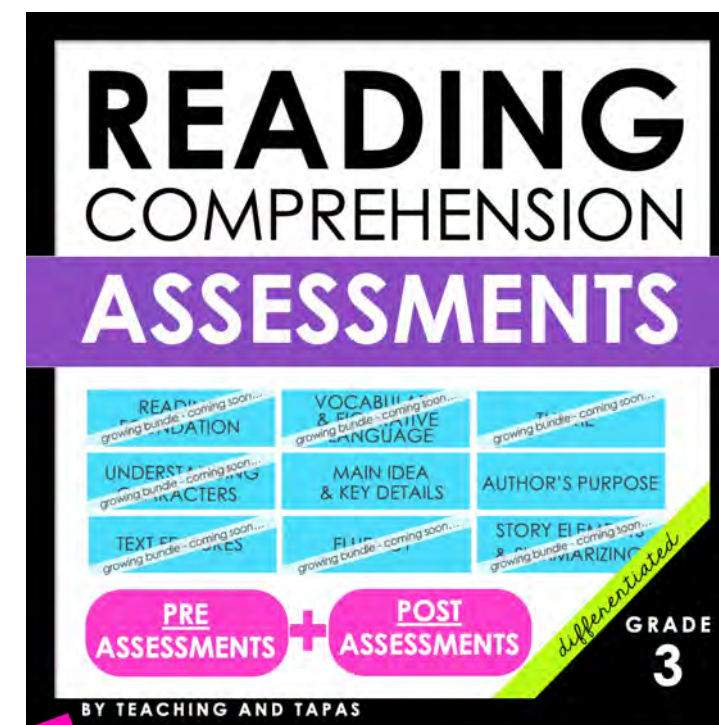
2 SMALL GROUP INTERVENTION



3 DAILY PRACTICE



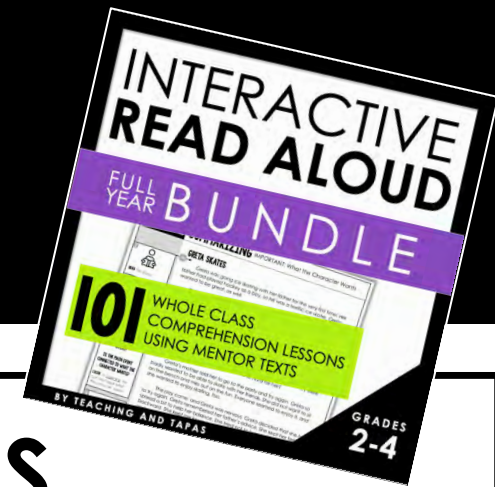
4 ASSESSMENTS



NOTE: The assessments are part of a "growing bundle" so not all units are complete YET.

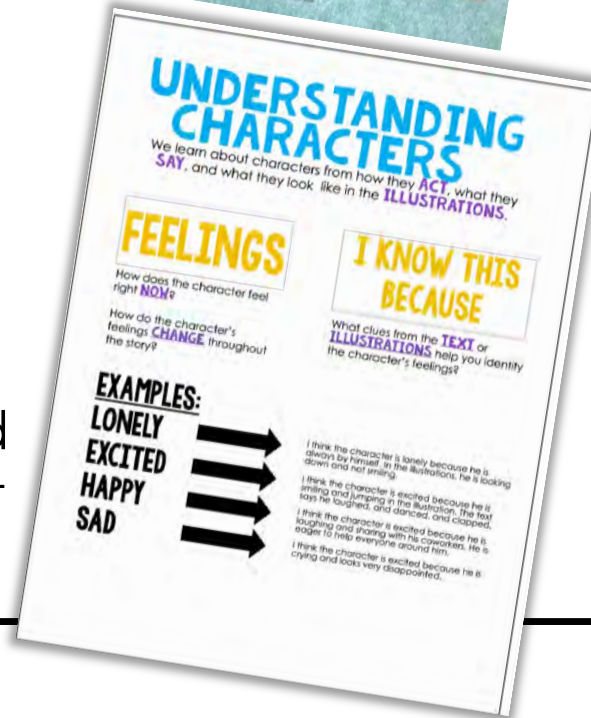
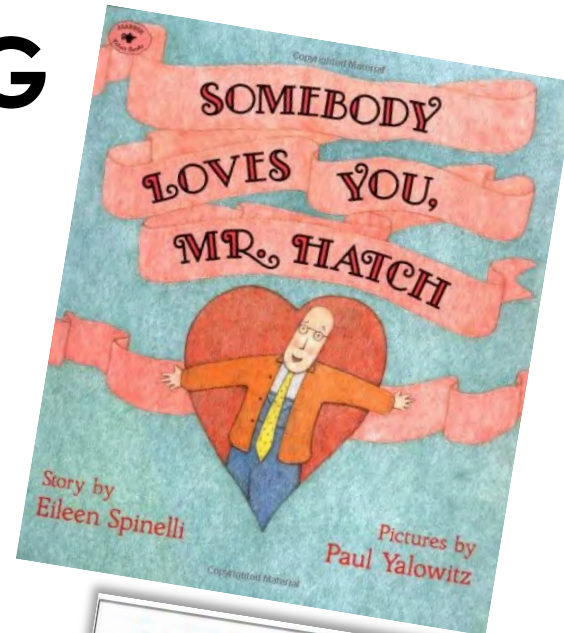
PART 1

WHOLE CLASS LESSONS



✓ EASY PLANNING

- Start by getting a copy of the suggested mentor text for the lesson.
- Only** mentor texts that are commonly found in most classroom or school libraries have been suggested.
- Suggested anchor charts are included for **every** lesson - with a printable option that can be printed on 8.5x11 or full-sized chart paper!



✓ EFFECTIVE LESSONS

You get 101 scripted read aloud lessons with interactive elements.

THE STRATEGY

THE NAME OF THE MENTOR TEXT

TIPS FOR PREPARING FOR THE LESSON

LESSON 1

UNDERSTANDING CHARACTERS

Character Expressions

STRATEGY: Pay attention to the character's expressions in the illustrations because they may tell you how the character is feeling.

TEXT: Somebody Loves You Mr. Hatch, written by Eileen Spinelli

LESSON LANGUAGE: What does the illustration tell you how the character is feeling? Make the same face that you see the character making. What feeling matches this face? How did the character's feelings change throughout the story?

EXTEND THE LEARNING: If some students need more directed practice, follow up with them using the Character Expressions strategy group lesson from the Reading Strategy Group pack.

ALTERNATE TEXTS: Wild, written by Emily Hughes
A Bad Case of Stripes, written by David Shannon

Planned Stopping Points

PREPARATION: Hang the anchor chart in your lesson area. You may wish to leave the examples off of the anchor chart at the beginning of the lesson so that you can add them while you are reading, or after you finish reading the text.

Students should sit with **TURN AND TALK** partners.

1. INTRODUCTION: In life, we look at faces to know other people are feeling. When we read, we use this same strategy by looking at the illustrations to guess or infer how characters feel.

Today, as we read *Somebody Loves You Mr. Hatch*, we will look at the expressions of the characters in the illustrations. This will help us make guesses about how the characters are feeling.

2. STOP AT THE START OF THE TEXT ON THE PAGE WHERE MR. HATCH IS LAYING IN BED (Page 4). When I look at the illustrations, I see that Mr. Hatch's expression has not changed much so far. I am also noticing that the people around Mr. Hatch also all seem to have the same expression (*flip through prior pages to show this*).

TURN AND TALK: Look at Mr. Hatch's expressions, and guess how he feels.

3. STOP AT THE START OF TEXT ON THE PAGE WHERE MR. HATCH IS SMILING WHILE WEARING A YELLOW APRON (Page 8). Mr. Hatch's expression has changed for the first time. I think he is excited because he is smiling and jumping up and down. Let's keep reading to see if the words match this expression.

4. STOP AT THE END OF THE TEXT ON THE PAGE WHERE MR. HATCH SADLY WALKS PAST "HOPSCOTCH" (Page 24). Mr. Hatch looks sad. I am also noticing that the expressions of the people around him have changed as well.

TURN AND TALK: How do you think the people around Mr. Hatch feel right now?

5. END OF STORY REFLECTION As we read this story, the characters expressions in the illustrations told us how they felt. The illustrations helped tell the story just like the words did.

TURN AND TALK: Why do you think it is important to look at the illustrations when you are reading?

6. SEND OFF When you are reading stories on your own, I want you to look at the illustrations to get clues about how the characters are feeling.

PAGE NUMBERS FOR STOPPING POINTS

(PAGE ONE IS ALWAYS THE FIRST PAGE WHERE THE TEXT STARTS)

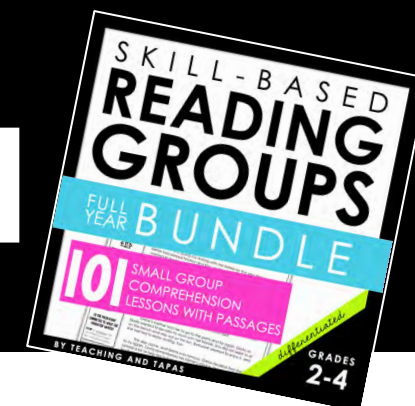
INTERACTIVE ELEMENTS

TELL STUDENTS YOUR EXPECTATION FOR USING THE SKILL INDEPENDENTLY

EASILY PRINT ALL PROMPTS ONTO STICKY NOTES

PART
2

SMALL GROUP INTERVENTION



1

WARM UP

5 MINUTES Mini-lesson/review

WARM UP 1

MAIN IDEA
Subtopics and Details

REVIEW: Remember, we can describe the main topic based on the words that are repeated over and over in a text.

QUESTION: Use 1-3 words to say the **main topic** of the text below?

The femur bone is the longest bone in your body. The femur is between your knee and your hip. You can reach down and touch your femur bone in your leg. This bone is very light in weight. However, it is strong- even stronger than concrete! It is hard to break a femur bone.

2

PRACTICE WITH A PASSAGE

15 MINUTES Practice the skill with a complete passage that includes prompts (psst... they are **differentiated!***)

The scripted prompts on the side of each passage tell you and your students **EXACTLY** what do to.

3

DISCUSS: What is this section **MOSTLY** about? What is a good subheading for this section?

* There are 3 differentiated text level options for EVERY passage.

PRACTICE

MAIN IDEA: Subtopics and Details

1

SKIM the whole text. Identify the **main topic** by looking for words that are repeated.

WRITE what you think the **main topic** is on a sticky note.

2

DISCUSS: What is this section **MOSTLY** about? What is a good subheading for this section?

3

DISCUSS: What is this section **MOSTLY** about? What is a good subheading for this section?

TITLE

Everything from a fallen rock to an abandoned house has a tale that could be told. Did you know that things like eyes and teeth have a story to tell as well? When we look at animals, insects, or reptiles, their eyes and teeth will tell us a lot about them. Studying these things helps us understand them better.

SUBHEADING

Let's begin with the eyes. The size, shape, and location of the eyes will tell us a lot about the organism. Animals with large eyes are probably active at night. The need large eyes to take in all the light they can. Even at night cities. Their large eyes take in the small amounts of light that allow them to see better than organisms with smaller eyes.

THE LOCATION OF AN ORGANISM'S EYES TELLS US SOMETHING DIFFERENT ABOUT IT. Some animals have eyes that sit facing forward on their head while others have eyes on the side. Deer have eyes that are on the side of their head. Why do you think this is? A deer is prey to other animals and are hunted as food. They rely on their eyes to be able to see danger. Having eyes on the side of their head allows them to see further around them than animals with forward facing eyes. This helps keep them safe as they can see dangerous hunters coming from behind them. A spider has many eyes that are often scattered all around its head so that it can spot potential prey or predators. An organism with forward facing eyes does not fear animals preying on it. They are most likely the hunters themselves.

SUBHEADING

Teeth come in many shapes and sizes. Animals with sharp, pointy teeth are probably carnivores. They use their sharp teeth to tear their food into pieces they can swallow. Herbivores eat plants and need their teeth to be flat to crush and grind plants into a mushy substance. Omnivores eat both plants and animals. Since they eat both, you will see both sharp, pointy teeth, as well as, flat, smooth teeth. Scientists prefer using teeth to understand what an organism eats versus checking the stomach remains.

3

INDEPENDENT TASK

Send your students off with accountability practice. They practice the strategy in their **independent reading** with their independently chosen books.

INDEPENDENT TASK

MAIN IDEA: Subtopics and Details

TASK: Read an informational text. While you are reading, write down the main topic and two subtopics with their supporting details.

MAIN TOPIC:	
SUBTOPIC:	SUPPORTING DETAILS:
SUBTOPIC:	SUPPORTING DETAILS:

NAME:

DATE COMPLETED:

TEACHER CHECK:

PART 3

DAILY PRACTICE



LEARN IT

Each week begins with instructions on how to use the week's comprehension skill or strategy.

PRACTICE

The practice lessons on **Monday, Tuesday, Wednesday, and Thursday** are all working on the same reading skill or strategy.

DIFFERENTIATED

The short passages come in **3 READING LEVELS** to best meet the needs of your diverse learners.

36 WEEKS

psst...that's a full school year!

Let's LEARN it! WEEK 1

This week we are **ASKING AND ANSWERING** questions about the stories we read.

ask
When you ask a question about a text, it may be helpful to use these question words:
WHO WHAT WHEN WHERE WHY HOW
example: How did Henry feel at the game?

answer
When you answer a question, think about how you know the answer. Can you find the **text evidence** in the story?
example: According to the text, Henry felt happy during the game because he got to play with his friends.

MONDAY Ask and Answer Questions ☒ NEW SKILL ☐ SPIRAL REVIEW ☒ FICTION ☐ NON FICTION

Clara's uncle lived far away. She was getting on a train to visit him. She was excited to see him. She was also excited about riding the train.

As Clara got on the train, she quickly walked to her seat. It would be hard to sit. Clara felt energy all over her body, and she knew that it was because she was so happy.

1. Write a question that you can ask where the answer can be found in the text?

2. **CHECK YOUR WORK:** Color the answer to your question.

TUESDAY Ask and Answer Questions ☒ NEW SKILL ☐ SPIRAL REVIEW ☒ FICTION ☐ NON FICTION

Felipe lived in an apartment with his father. There was one neighbor on his floor named Miss Swan, and she was his favorite. One day after school, Felipe noticed Miss Swan leaving her apartment to walk to the market. It was a very cold day, and she had only a coat. She did not have a hat or gloves. Felipe frowned at the thought of her being outside without those warm items.

1. WHY did Felipe frown?

2. **CHECK YOUR WORK:** Color the text evidence that answers the question.

WEDNESDAY Ask and Answer Questions ☒ NEW SKILL ☐ SPIRAL REVIEW ☒ FICTION ☐ NON FICTION

Roy smiled as he put the plate down in front of the judges. He had worked all day yesterday to make the perfect recipe. Roy knew that his cookies would be the best. It was the perfect amount of chocolate and nuts. Roy loved baking. The best part was watching people enjoy his food. He was full of pride when he saw the judges smile.

1. Write a question that you can ask where the answer can be found in the text?

2. **CHECK YOUR WORK:** Color the answer to your question.

THURSDAY Ask and Answer Questions ☒ NEW SKILL ☐ SPIRAL REVIEW ☒ FICTION ☐ NON FICTION

Molly stepped onto her porch. She thought that it was strange that no lights were on in the house. Where was everyone? Molly opened the door. Suddenly, everyone jumped up and yelled, "Happy birthday!"

Molly's heart was racing. She was not expecting a birthday party. Her heart was beating fast, and she could not stop smiling. She looked around at everyone who was there. This would be a birthday that Molly would never forget.

1. How did Molly feel about the surprise?

2. **CHECK YOUR WORK:** Color the text evidence that answers the question.

FRIDAY Check-in ☐ NEW SKILL ☐ SPIRAL REVIEW ☐ FICTION ☐ NON FICTION

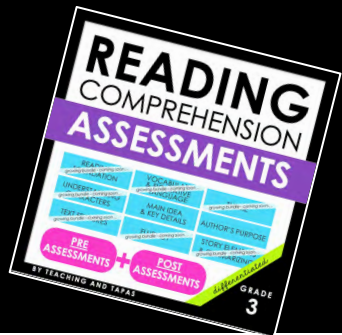
1. Why do you think being able to ask questions about a text might be a helpful reading skill?

2. Why do you think being able to use text evidence to answer questions about a text might be a helpful skill?

3. How confident are you in your skills of asking and answering questions about a text?
☐ I NEED A LOT MORE PRACTICE ☐ I NEED A LITTLE MORE PRACTICE ☐ I AM PRETTY GOOD AT IT.

PART
4

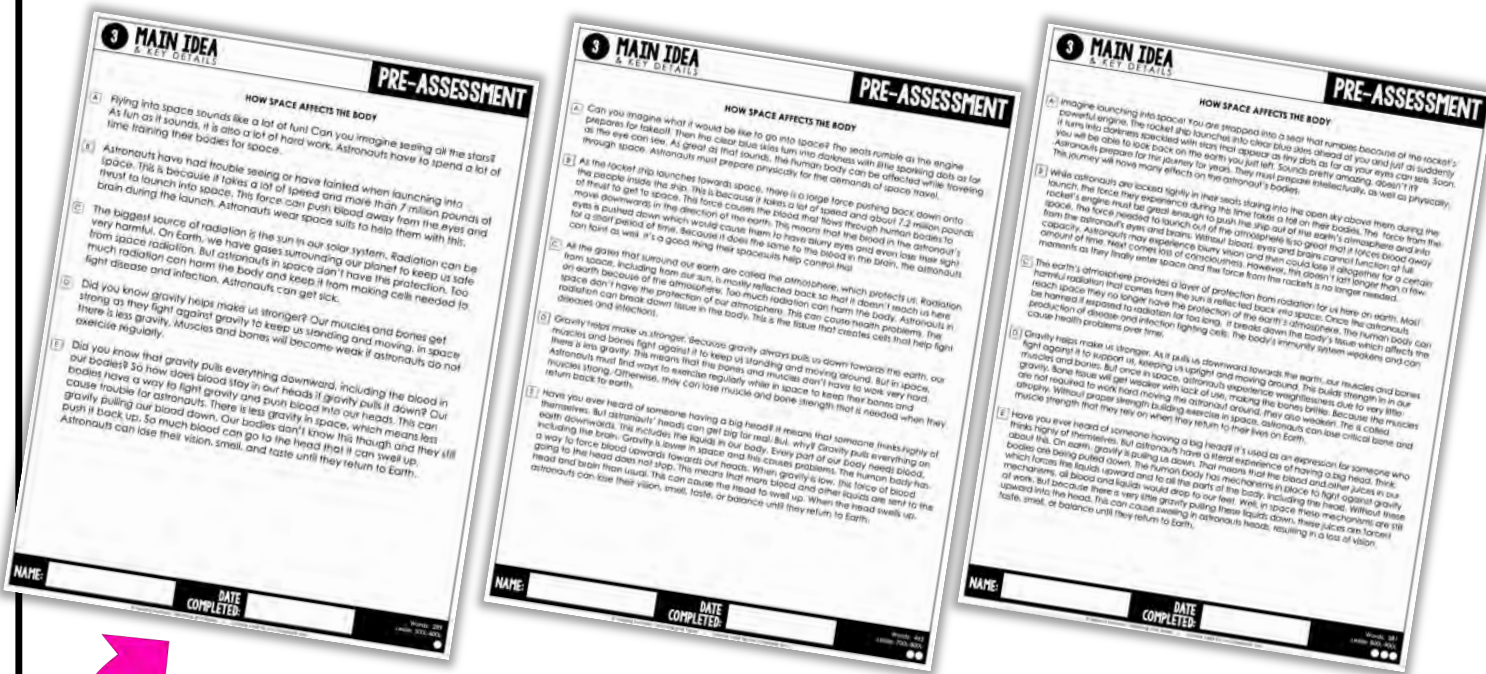
ASSESSMENTS



NOTE: The assessments are part of a “growing bundle” so not all units are complete YET.

✓ **DIFFERENTIATED PASSAGES**

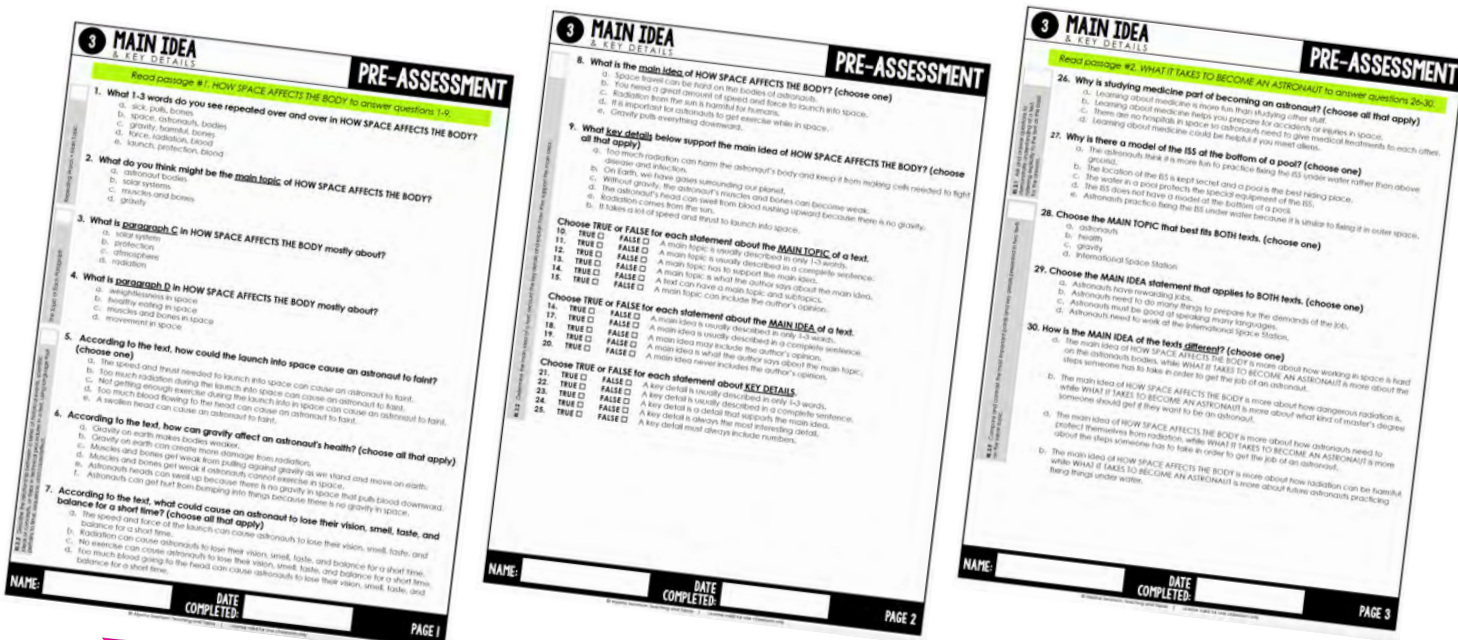
✓ **PRE AND POST ASSESSMENTS**



TAKE A CLOSER LOOK: This example is showing how each assessment has three **DIFFERENTIATED** text levels.

✓ **MULTIPLE-CHOICE**

✓ **SELF-GRADING OPTION**



TAKE A CLOSER LOOK: This is showing the **DEPTH** you get on these assessments. By the end of each (self-grading) assessment, you will have a **CLEAR** idea of each student's understanding.

ALSO INCLUDES...

CONFERRING NOTE PAGES FOR EVERY UNIT

MAIN IDEA CONFERRING notes

Conferring prompt suggestions:
What is the main topic of this text?
What are the subtopics of this text? How do you decide that? What details support the subtopics?
What is the main idea of this text? Can you show me some key details that support the main idea?

STUDENT NAME	DATE	NOTES	STRATEGY GROUP?
		Glow:	
		Grow:	
		Glow:	
		Grow:	
		Glow:	
		Grow:	
		Glow:	
		Grow:	

FLUENCY CONFERRING notes

Pay attention to the student's ability level with the following skills:
Does the reader's voice sound interested in the text? Or does he or she sound bored?
Does the reader pause at commas?
Does the reader read in natural chunks of 2-5 words? Or do does he or she read word-by-word?
Does the reader sound like the character when reading dialogue?
Does the reader's voice match the mood or tone of the text?
Does the reader match his or her voice to the dialogue tags?

STUDENT NAME	DATE	NOTES	STRATEGY GROUP?
		Glow:	
		Grow:	
		Glow:	
		Grow:	
		Glow:	
		Grow:	
		Glow:	
		Grow:	

DETAILED PLANNING PAGES FOR EVERY UNIT

LESSON 1 FOCUS: Repeating Words = Main Topic PAGES 6-12

STRATEGY: Notice the words repeated in an informational text. Use this to determine the main topic.
TODAY'S PROMPT: What words are repeated over and over? What is the main topic of the text?
WARM UP (5 MINS): Four task cards. Students identify the main topic.
PRACTICE (15 MINS): Read a full passage. Students notice the words that are repeated. This is the main topic.
INDEPENDENT TASK: Student reflects on the lesson and independently identifies the main topic in a text of their choice.

LESSON 2 FOCUS: Subtopics and Details PAGES 13-19

STRATEGY: Identify the main topic of a text, as well as the smaller subtopics that are supported by details.
TODAY'S PROMPT: Students can identify the main topic of an informational text based on what is repeated, in this text? What details support the subtopics and topic?
WARM UP (5 MINS): Four task cards. Students identify the subtopics of the main topic.
PRACTICE (15 MINS): Read a full passage. Students identify the main topic, subtopics, and supporting details.
INDEPENDENT TASK: Student independently identifies two subtopics and their supporting details in a text of their choice.

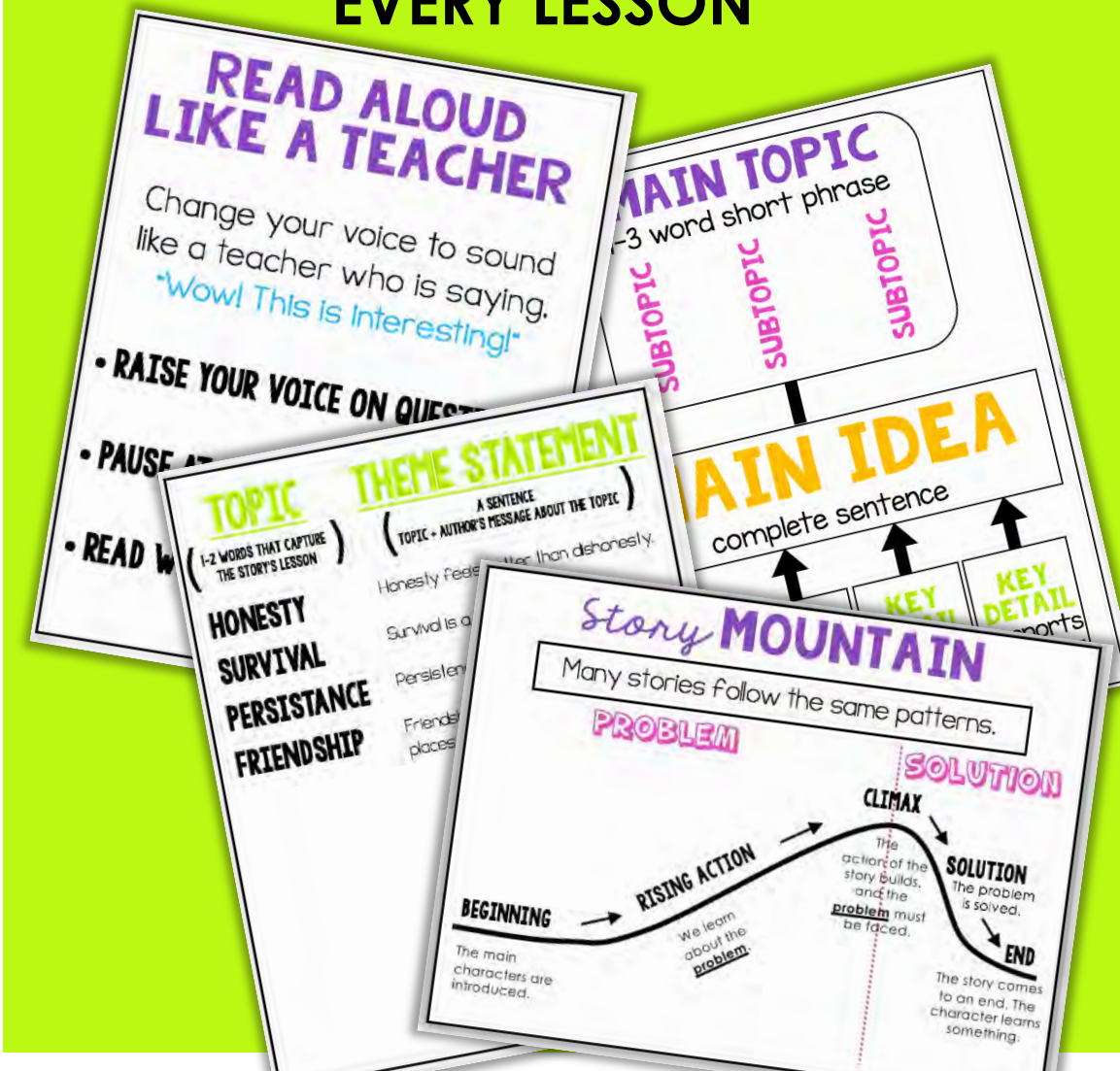
LESSON 3 FOCUS: Paraphrase Sections to Find the Main Idea PAGES 20-26

STRATEGY: Paraphrase sections of the text in your own words. Use this strategy to see the main idea of the text, and the details that support the main topic/subtopic.
TODAY'S PROMPT: What is this section of text mostly about? Write it down in your words, not the author's words. When you combine your notes, can you see the main idea of the whole text?
WARM UP (5 MINS): Four task cards. Students practice paraphrasing the text.
PRACTICE (15 MINS): Read a full passage. Students jot notes paraphrasing each section of text. Add the end of the text, they combine their notes to describe what the whole text is about. This is the main idea.
INDEPENDENT TASK: Student independently reads a text and paraphrases sections on a sticky note, then they reflect on their combined sticky notes to describe the main idea of the text.

LESSON 4 FOCUS: Add Up Details that Support the Main Idea PAGES 27-33

STRATEGY: Identify the key details that support the main idea.
TODAY'S PROMPT: Students can identify the main topic, subtopic, and supporting details. They can paraphrase sections of text to help them see the main idea.
WARM UP (5 MINS): Four task cards. Students practice describing the main idea in one sentence.
PRACTICE (15 MINS): Read a full passage. Determine the main idea. Then find the key details that support the main idea.
INDEPENDENT TASK: Student independently identifies the main idea and key details in an informational text.

PRINTABLE ANCHOR CHARTS FOR EVERY LESSON



EVERYTHING is aligned to fit together

✓ The download comes with a sample **scope and sequence**.

✓ You do not have to teach the units in this order to be successful. You can move the units around as much as you like. You can skip whatever lessons you do not need!

✓ **EVERY skill:**

- Is on a pre-assessment*
- Has a whole group lesson
- Has a small group lesson
- Is in daily practice spiral
- Is on a post-assessment*

DIFFERENTIATED

USING AUTHENTIC MENTOR TEXTS

DIFFERENTIATED

DIFFERENTIATED

DIFFERENTIATED

Sample PACING SCHEDULE GRADE 3	
The following is an example of how you can structure your interactive read aloud lessons and units in 3rd grade. The strategy groups and daily reading warm-ups are ADDITIONAL products options that you can add to your unit.	
October UNDERSTANDING CHARACTERS	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Character ExpressionsCharacter FeelingsFeelings Can ChangeThink and Speak Like the CharacterThe Storyteller's Point of ViewGuessing a Character's ThoughtsIntroduction to InferringInferring Character TraitsInner Traits vs. Outer TraitsDescribe Characters Using Text EvidenceAsk and Answer QuestionsCharacters Sometimes Repeat PatternsCharacter MotivationCompare Characters	READING WARM-UPS: WEEKS 5-8 (Week 5) Feelings Can Change (Week 6) Describe Characters with Text Evidence (Week 7) Guess a Character's Thoughts (Week 8) Infer Character Traits
November TEXT FEATURES & STRUCTURE	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Sketch and RereadHelpful HeadingsUsing Bold Words and the GlossaryStart With the GlossaryUsing the CaptionsPhotos Add to the TextCover It and Then Study ItUnderstanding DiagramsLearn From Everything on the PagePutting It All Together	READING WARM-UPS: WEEKS 9-12 (Week 9) Character Motivation (Week 10) The Character's Reaction (Week 11) Text Features (Week 12) Photos Add to the Text
December VOCABULARY & FIGURATIVE LANGUAGE	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Try Another WordUse the Context CluesMatch the MoodUse the WordUse a ReferenceLiteral vs. Figurative LanguageVocabulary in a Nonfiction Text**	READING WARM-UPS: WEEKS 13-14 (Week 13) Vocabulary in a Nonfiction Text (Week 14) Review
January MAIN IDEA & KEY DETAILS	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Repeating Words = Main TopicThe Topic of Each ParagraphThe Power of WowReflect on the FactsCan You Remember What You Just Read?Make a Scan PlanSubtopics and DetailsParaphrase Sections to Find the Main IdeaUse the Cover to Guess the Main IdeaKey Details Support the Main IdeaKey Details vs. Interesting Details	READING WARM-UPS: WEEKS 15-18 (Week 15) Repeating Words = Main Topic (Week 16) Main Topic vs. Main Idea (Week 17) Key Details (Week 18) Key Details vs. Interesting Details
January MAIN IDEA & KEY DETAILS (CONTINUED)	
February THEME	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Think About the Big TopicThe Story's LessonConnect the Topic to the ThemePlot vs. ThemeGive the Character AdviceLearn From CharactersLearn From the Author's Ending	READING WARM-UPS: WEEKS 19-22 (Week 19) The Story's Lesson (Week 20) Connect the Lesson to the Theme (Week 21) Topic vs. Theme (Week 22) Give the Character Advice
March FOCUS ON TEST PREP	
I recommend you take a break from introducing NEW content. Instead, use this time to prepare your students for standardized testing.	READING WARM-UPS: WEEKS 23-26 (Weeks 23-26) Review
April AUTHOR'S PURPOSE	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Problem/SolutionThe Author's Reasons and EvidenceThe Author's PerspectiveAuthor's Perspective vs. My PerspectiveWhy Did the Author Write This?	READING WARM-UPS: WEEKS 27-29 (Week 27) Author's Perspective (Week 28) Author's Perspective vs. My Perspective (Week 29) Facts vs. Opinions
May STORY ELEMENTS & SUMMARIZING	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Connect the Title to the TextThe Moral of the StorySummarize the Important PartsWhat the Character WantsThe Problem and SolutionHow Characters React to ProblemsThe Lesson LearnedSomebody, Wanted, But, So, ThenWho is the Storyteller?	READING WARM-UPS: WEEKS 30-33 (Week 30) Cause and Effect (Week 31) Ask and Answer Questions (Week 32) Review (Week 33) Review
June FLUENCY	
INTERACTIVE READ-ALOUD & STRATEGY GROUP LESSONS: <ul style="list-style-type: none">Read Aloud Like a TeacherEnd of Sentence PunctuationMid Sentence PunctuationGroup Your Words into ChunksReading DialogueMatch the Character's FeelingsMatch the Mood or ToneFollow the Author's Clues	READING WARM-UPS: WEEKS 34-36 (Week 34) Review (Week 35) Review (Week 36) Review

INTERACTIVE READ ALOUD & STRATEGY GROUP LESSONS

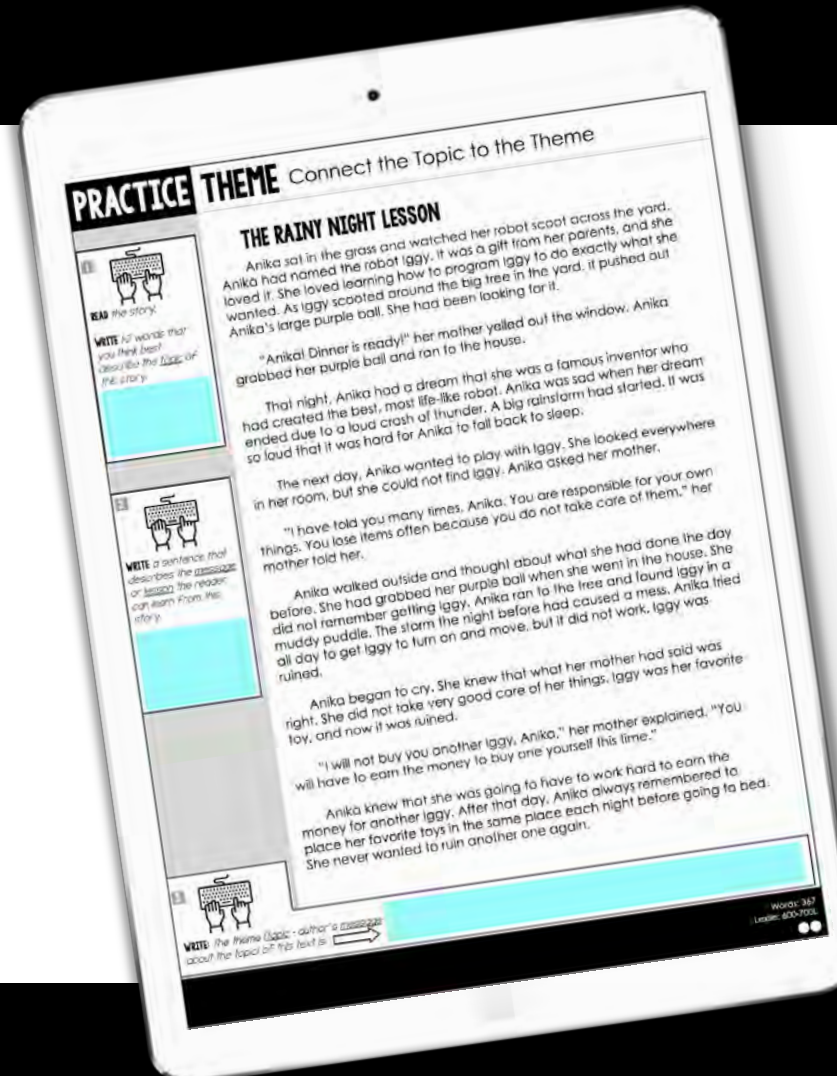
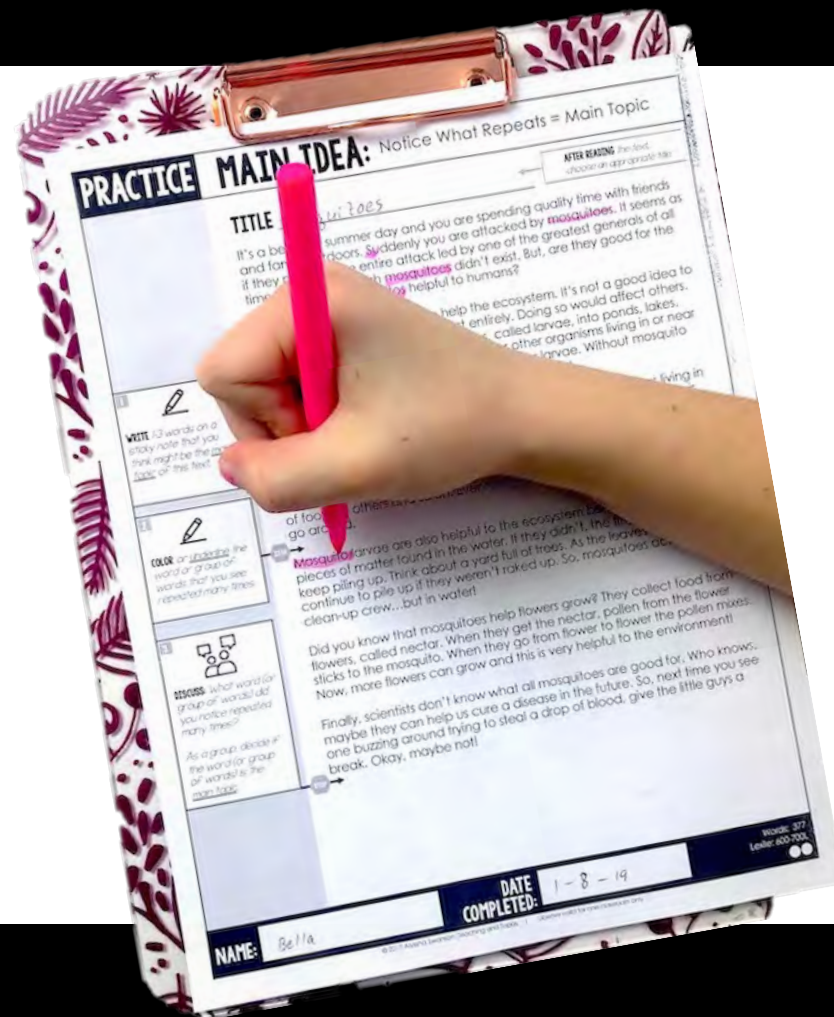
The lessons in the green section are Interactive Read Aloud lessons (whole class lessons) and Strategy Group lessons (small group intervention). For every Interactive Read Aloud lesson, there is a corresponding Strategy Group lesson.

DAILY QUICK READS

This column shows you which week you should be on in order to match the Interactive Read Aloud lesson schedule.

* The assessments are part of a "growing bundle" so not all assessments are complete YET.

EVERYTHING INCLUDED IS....



**DIGITAL
PREVIEWS**

click
here to
try!

[LEVEL O – Strategy Groups - THEME](#)
[LEVEL OO – Strategy Groups - THEME](#)
[LEVEL OOO – Strategy Groups – THEME](#)

The leveling information is meant to be discreet so that you know the level, but your students do not.

- **ONE DOT** signifies the simplified text/questions.
- **TWO DOTS** signify the grade level text/questions.
- **THREE DOTS** signify the advanced text/questions.

PRINTABLE OR DIGITAL

USING GOOGLE CLASSROOM 

WHAT 83 COMPREHENSION SKILLS

will my 3rd graders learn with this curriculum bundle?

ALL 83 COMPREHENSION STRATEGIES BELOW ARE INCLUDED:

ON A PRE-ASSESSMENT*

IN A WHOLE GROUP LESSON

IN A SMALL GROUP LESSON

IN A DAILY PRACTICE SPIRAL

ON A POST-ASSESSMENT*

Unit: **READING FOUNDATION**

- How Do You Know?
- Retell to Refocus
- Tap Into Your Prior Knowledge
- Make a Mental Picture
- Focused Reading Stamina

Unit: **UNDERSTANDING CHARACTERS**

- Character Expressions
- Character Feelings
- Feelings Can Change
- Think and Speak Like the Character
- The Storyteller's Point of View
- Guessing a Character's Thoughts
- Introduction to Inferring
- Inferring Character Traits
- Inner Traits vs. Outer Traits
- Describe Characters Using Text Evidence
- Ask and Answer Questions
- Sometimes Characters Repeat Patterns
- Character Motivation
- Compare Characters

Unit: **MAIN IDEA & KEY DETAILS**

- Repeating Words = Main Topic
- The Topic of Each Paragraph
- What's the Connection?
- The Power of Wow
- Reflect on the Facts
- Make a Scan Plan
- Subtopics and Details
- Paraphrase Sections to Find the Main Idea
- Use the Cover to Guess the Main Idea
- Key Details Support the Main Idea
- Key Details vs. Interesting Details
- Ask and Answer Questions
- Compare and Contrast Two Texts

Unit: **STORY ELEMENTS & SUMMARIZING**

- Connect the Title to the Text
- The Moral of the Story
- Summarize the Important Parts
- What the Character Wants
- The Problem and Solution
- How Characters React to Problems
- The Lesson Learned
- Somebody, Wanted, But, So, Then
- Who is the Storyteller?

Unit: **FLUENCY**

- Read Aloud Like a Teacher
- End of Sentence Punctuation
- Mid Sentence Punctuation
- Group Your Words Into Chunks
- Reading Dialogue
- Match the Character's Feelings
- Match the Mood or Tone
- Follow the Author's Clues

Unit: **TEXT FEATURES & STRUCTURE**

- Sketch and Reread
- Helpful Headings
- Using Bold Words and the Glossary
- Start With the Glossary
- Using the Captions
- Photos Add to the Text
- Cover It and Then Study It
- Understanding Diagrams
- Learn From Everything on the Page
- Putting It All Together
- Text Structure: Compare and Contrast
- Text Structure: Sequence
- Text Structure: Cause and Effect

Unit: **VOCABULARY & FIGURATIVE LANGUAGE**

- Try Another Word
- Use the Context Clues
- Match the Mood
- Use the Word
- Use a Reference
- Literal vs. Figurative Language
- Vocabulary in a Nonfiction Text

Unit: **THEME**

- Think About the Big Topic
- The Story's Lesson
- Connect the Topic to Theme
- Plot vs. Theme
- Give the Character Advice
- Learn From Characters
- Learn From the Author's Ending
- Compare and Contrast Themes

Unit: **AUTHOR'S PURPOSE**

- Problem/Solution
- The Author's Reasons and Evidence
- The Author's Perspective
- Author's Perspective vs. My Perspective
- Why Did the Author Write This?

* The assessments are part of a "growing bundle" so not all assessments are complete YET.

IS THIS ALIGNED TO STANDARDS?

YES

A complete, and detailed standards alignment guide is included in the download.

EVERY 3rd grade Common Core Reading Comprehension standard is included,...

...**assessed**,

...taught in **whole group** lessons,

...applied in **small group** lessons,

...and reinforced in **daily practice**.

The alignment guide pinpoints exactly which lessons target each standard.

IS THIS
EVERYTHING
I NEED TO
TEACH
READING?

NO

BUT,

...this bundle includes everything you need to teach **READING COMPREHENSION** skills to your 3rd graders.

This curriculum does not teach Tier 3 reading interventions.

It can be a stand-alone reading comprehension curriculum, or it can be a supplement.

This curriculum does not include decoding instruction. When you add research-based decoding to this research based-comprehension instruction, your students will be set up for reading success!

How does this fit with the SCIENCE OF READING?

The comprehension skills and strategies in these units **are a perfect compliment to teaching with the science of reading.**

These reading comprehension lessons were written to directly address the **LANGUAGE COMPREHENSION** half of Scarborough's reading rope.

The professionally written texts have been specifically tailored to offer application practice of these critical language comprehension skills.

BACKGROUND KNOWLEDGE

facts, concepts, etc.

VOCABULARY

breadth, precision, links, etc.

LANGUAGE STRUCTURES

syntax, semantics, etc.

VERBAL REASONING

inference, metaphor, etc.

LITERACY KNOWLEDGE

print concepts, genres, etc.

LANGUAGE COMPREHENSION

The passages included are **not** decodables and should only be used with students who have “mastered the code” and are developmentally ready to dig into texts to build comprehension skills. These reading groups are not meant to teach **WORD RECOGNITION** skills. The passages include multisyllabic words, complex sentences, and more.

PHONOLOGICAL AWARENESS

print concepts, genres, etc.

DECODING

alphabetic principle, letter-sound correspondences

SIGHT RECOGNITION

of familiar words

WORD RECOGNITION

WHAT MENTOR TEXTS

are suggested for the whole group lessons?

Unit READING FOUNDATION		5 LESSONS		
LESSON TITLE	SUGGESTED MENTOR TEXT	Suggested Grade Level		
		2	3	4
• How Do You Know?	Flexible text option	●	●	●
• Retell to Refocus	Flexible text option	●	●	●
• Tap Into Your Prior Knowledge	Flexible text option	●	●	●
• Make a Mental Picture	The poem, <i>Falling Up</i> by Shel Silverstein	●	●	●
• Focused Reading Stamina	Flexible text option	●	●	●

Unit UNDERSTANDING CHARACTERS		16 LESSONS		
LESSON TITLE		SUGGESTED MENTOR TEXT		
<ul style="list-style-type: none"> • Use the Illustrations • Character Expressions • Character Feelings • Feelings Can Change • Think and Speak Like the Character • The Storyteller's Point of View • Guessing a Character's Thoughts • Introduction to Inferring • Inferring Character Traits • Inner Traits vs. Outer Traits • Going Deeper With Inferring • Describe Characters Using Text Evidence • Ask and Answer Questions (Fiction) • Sometimes Characters Repeat Patterns • Character Motivation • Compare Characters 	The Cool Bean by Jory John			2
	Somebody Loves You, Mr. Hatch by Eileen Spinelli			3
	The Most Magnificent Thing by Ashley Spires			4
	The Big Orange Splot by Daniel Manus Pinkwater			2
	Spaghetti in a Hot Dog Bun by Maria Dismondy			3
	The True Story of the Three Little Pigs by Jon Scieszka			4
	The Paper Bag Princess by Robert Munsch			2
	Two Bad Ants by Chris Van Allsburg			3
	Olivia written by Ian Falconer			4
	My Rotten Redheaded Older Brother by Patricia Polacco			2
	The Stranger by Chris Van Allsburg			3
	Mirette on the High Wire by Emily Arnold McCully			4
	Fly Away Home by Eve Bunting			2
	The Giving Tree by Shel Silverstein			3
	The Stranded Whale by Jane Yolen			4
	Rose Meets Mr. Wintergarten by Bob Graham			2

Unit TEXT FEATURES & STRUCTURE		17 LESSONS			
LESSON TITLE	SUGGESTED MENTOR TEXT	Suggested Grade Level			
		2	3	4	
• Sketch and Reread	Flexible text option				
• Text Features	Flexible text option				
• Helpful Headings	Flexible text option				
• Using Bold Words and the Glossary	Flexible text option				
• Start With the Glossary	Flexible text option				
• Using the Captions	Flexible text option				
• Photos Add to the Text	Flexible text option				
• Cover It and Then Study It	Flexible text option				
• Understanding Diagrams	Flexible text option				
• Understanding Timelines	<i>Earth! My First 4.54 Billion Years</i> by Stacy McAnulty				
• Learn From Everything on the Page	Flexible text option				
• Putting It All Together	Flexible text option				
• Firsthand vs. Secondhand Account	<i>The Story of My Life</i> by Helen Keller (Public Domain)				
• Text Structure: Compare and Contrast	Flexible text option				
• Text Structure: Sequence/Chronology	Flexible text option				
• Text Structure: Cause and Effect	Flexible text option				
• Identify Multiple Text Structures	Flexible text option				

<h1><i>Unit</i> VOCABULARY & FIGURATIVE LANGUAGE</h1>		9 LESSONS	
LESSON TITLE	SUGGESTED MENTOR TEXT		
<ul style="list-style-type: none"> • Try Another Word • Use the Context Clues • Match the Mood • Use the Word • Use a Reference • Literal vs. Figurative Language • Similes • Metaphors • Vocabulary in a Nonfiction Text 	<p>The Empty Pot by Demi Sylvester and the Magic Pebble by William Steig Amos & Boris by William Steig Rosie Revere, Engineer by Andrea Beaty Miss Alaineus by Debra Frasier Owl Moon by Jane Yolen The Honest-to-Goodness Truth by Patricia McKissack The Good Egg by Jory John Flexible text option</p>	<div>2</div> <div>3</div> <div>4</div>	

Unit MAIN IDEA & KEY DETAILS		17 LESSONS			
LESSON TITLE	SUGGESTED MENTOR TEXT	Suggested Grade Level			
		2	3	4	
• Repeating Words = Main Topic	Flexible text option				
• The Big Topic and the Little Details	Flexible text option				
• Connect the Pages	Flexible text option				
• The Topic of Each Paragraph	Flexible text option				
• What's the Connection?	Flexible text option				
• The Power of Wow	Flexible text option				
• Reflect on the Facts	Flexible text option				
• Can You Remember What You Just Read?	Flexible text option				
• Make a Scan Plan	Flexible text option				
• Subtopics and Details	Flexible text option				
• Paraphrase Sections to Find the Main Idea	Flexible text option				
• Use the Cover to Guess the Main Idea	Flexible text option				
• Key Details Support the Main Idea	Flexible text option				
• Key Details vs. Interesting Details	Flexible text option				
• Ask and Answer Questions (Nonfiction)	Flexible text option				
• Compare and Contrast Two Texts	Flexible text option				
• What Happened and Why?	Flexible text option				
	<i>Moonshot: The Flight of Apollo 11</i> by Brian Floca				

Unit FLUENCY		8 LESSONS
LESSON TITLE	SUGGESTED MENTOR TEXT	Suggested Grade Level 2 3 4
• Read Aloud Like a Teacher	Flexible text option	• • •
• End of Sentence Punctuation	Flexible text option	• • •
• Mid Sentence Punctuation	Flexible text option	• • •
• Group Your Words Into Chunks	Flexible text option	• • •
• Reading Dialogue	Flexible text option	• • •
• Match the Character's Feelings	Flexible text option	• • •
• Match the Mood or Tone	Flexible text option	• • •
• Follow the Author's Clues	Flexible text option	• • •

Unit THEME		9 LESSONS
LESSON TITLE	SUGGESTED MENTOR TEXT	Suggested Grade Level
• Think About the Big Topic	<i>Spork</i> by Kyo Maclear (YouTube option)	2 3 4
• The Story's Lesson	<i>The Empty Pot</i> by Demi (YouTube option)	2 3 4
• Connect the Topic to Theme	<i>Slick and Stone</i> by Beth Ferry (YouTube option)	2 3 4
• More Than One Theme	<i>A Day's Work</i> by Eve Bunting (YouTube option)	2 3 4
• Plot vs. Theme	<i>A Bad Case of Stripes</i> by David Shannon (YouTube option)	2 3 4
• Give the Character Advice	<i>The Honest-to-Goodness Truth</i> by Patricia McKissack	2 3 4
• Compare and Contrast Themes	<i>Fables</i> by Arnold Label and <i>The Greatest Treasure</i> by Demi	2 3 4
• Learn from the Characters	Use any version of <i>The Boy Who Cried Wolf</i>	2 3 4
• Learn from the Author's Ending	<i>Swimmy</i> by Leo Lionni (YouTube option)	2 3 4

Unit AUTHOR'S PURPOSE

6 LESSONS

Suggested Grade Level

LESSON TITLE	SUGGESTED MENTOR TEXT	2 3 4
<ul style="list-style-type: none"> • Facts vs. Opinions • Problem/Solution • The Author's Reasons and Evidence • The Author's Perspective • Author's Perspective vs. My Perspective • Why Did the Author Write This? 	<p><i>I, Fly: The Buzz About Flies and How Awesome They Are</i> A Place for Bats by Melissa Stewart</p> <p><i>I Don't Like Snakes</i> by Nicola Davies</p> <p><i>When The Wolves Returned</i> by Dorothy Hinshaw Patent</p> <p><i>If Sharks Disappeared</i> by Lily Williams (YouTube option)</p> <p><i>Give Bees a Chance</i> by Bethany Barton (YouTube option)</p>	<div style="display: flex; justify-content: space-around;"> <div>●</div> <div>● ● ●</div> <div>● ● ● ● ●</div> </div>

Unit

STORY ELEMENTS & SUMMARIZING

14 LESSONS

Suggested Grade Level

LESSON TITLE	SUGGESTED MENTOR TEXT	2	3	4
<ul style="list-style-type: none"> Connect the Title to the Text The Beginning of the Story What is the Setting? The Moral of the Story How Does it End? Summarize the Important Parts What the Character Wants The Problem and Solution How Characters React to Problems The Lesson Learned Somebody, Wanted, But, So, Then Compare Two Versions of a Story Who is the Storyteller? What is the Plot? 	<p><i>The Thing Lou Couldn't Do</i> by Ashley Spires</p> <p><i>A Bad Case of Stripes</i> by David Shannon</p> <p><i>The Snowy Day</i> by Ezra Jack Keats</p> <p><i>The Name Jar</i> by Yangsook Choi</p> <p><i>The Bad Seed</i> by Jory John</p> <p><i>The Invisible Boy</i> by Trudy Ludwig</p> <p><i>Giraffes Can't Dance</i> by Giles Andreae</p> <p><i>The Day the Crayons Quilt</i> by Drew Dewart</p> <p><i>A Chair For My Mother</i> by Vera Williams (YouTube option)</p> <p><i>Enemy Pie</i> by Derek Munson</p> <p><i>We Don't Eat Our Classmates</i> by Ryan T. Higgins</p> <p><i>Bigfoot Cinderella</i> by Tony Johnston and Cinderella</p> <p><i>Dirty Laundry Poems: Poems in Different Voices</i> by Paul Janeczko</p> <p><i>The Rough-Face Girl</i> by Rafe Martin</p>			

Raving **REVIEWS!**

Other teachers like
you **LOVE** this
resource because it is
well-made and truly
easy to use!



"LOVE!!!! These units are FABULOUS! They are very thorough with planning and ideas. My favorite part is that the units have built in questions so you know you have excellent questions on the fly. I have also found it great for when I have subs that I can just print it off and not have to explain how to do everything - saves so much TIME!"

-Briana W.



"This resource is my absolute favorite of all that I've bought over the years. I use this more than our adopted curriculum. It's thorough and differentiated and so complete in teaching the skills and standards. Thank you --a million times over!"

- Leigh Ann S.



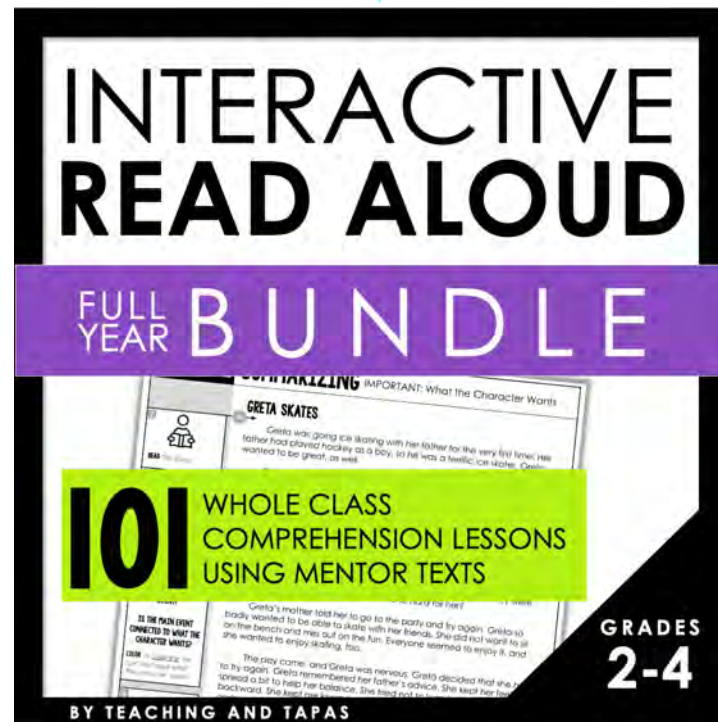
"Wow! I can't believe it took me so long to purchase this. I love having both in-person and digital materials at my finger tips. It makes everything a breeze when students switch quickly to virtual instruction. I LOVE the daily warm-ups. It is perfect for preparing for the state assessments this Spring and I love that they align perfectly with all the units. These lessons are great, with awesome materials that spice up the dull curriculum we have. Thank you!!!"

-Courtney's Classroom

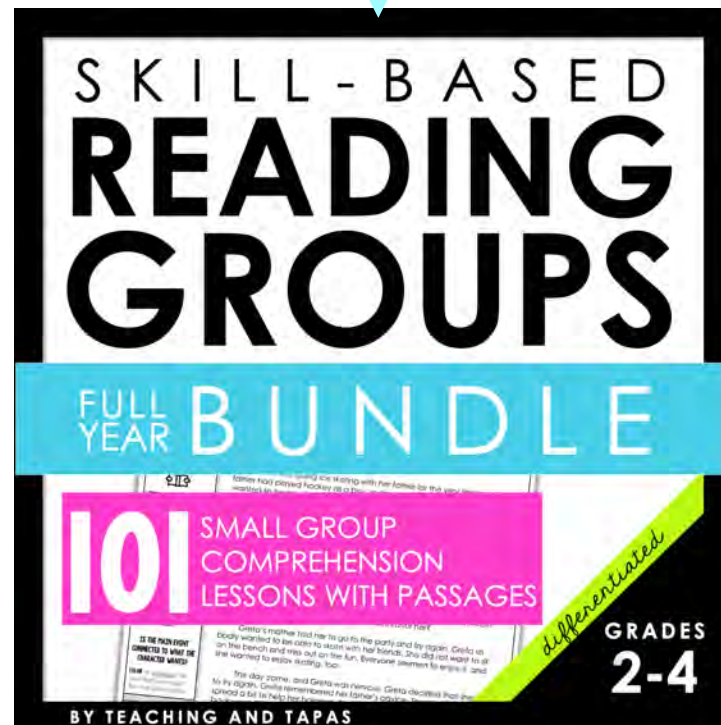
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CLICK BELOW ...

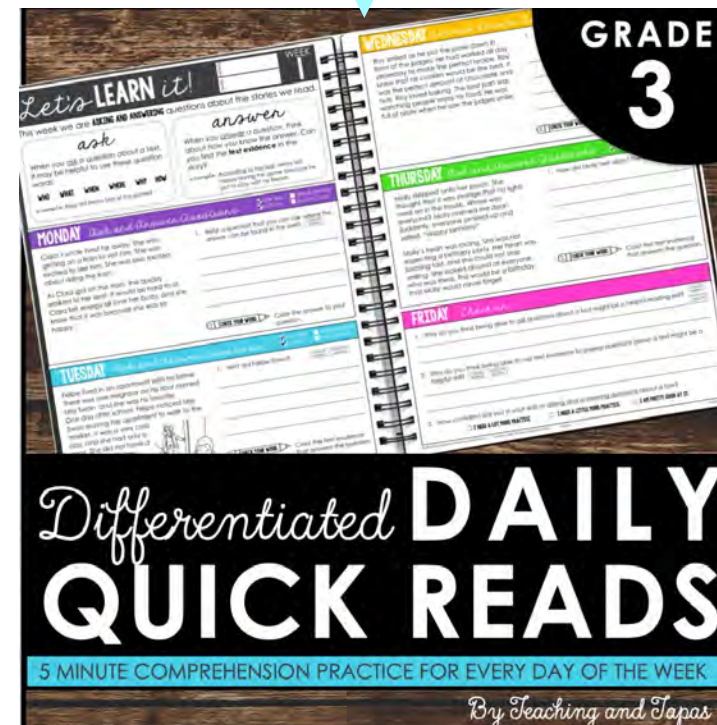
1 WHOLE CLASS LESSONS



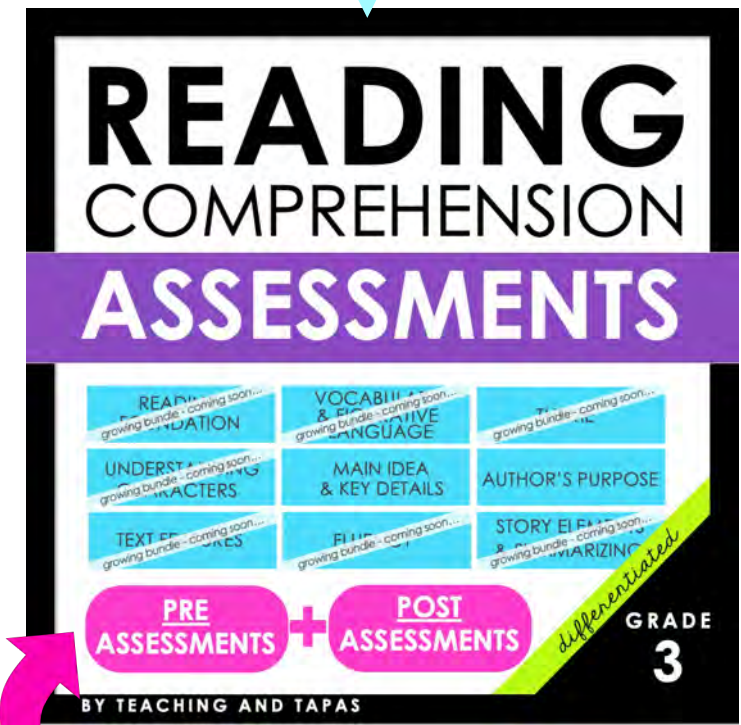
2 SMALL GROUP INTERVENTION



3 DAILY PRACTICE



4 ASSESSMENTS



NOTE: The assessments are part of a "growing bundle" so not all units are complete YET.