

Year Long Reading Comprehension Units

SCROLL to take a look inside!

Characters & Story Elements



Nonfiction Text Features



Mysteries

Making Inferences & Drawing Conclusions



Nonfiction Life Cycles

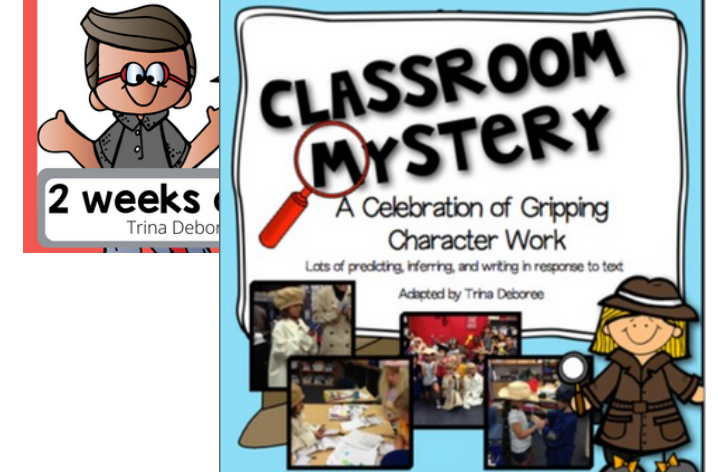


Fairytales

Folktales and Fables Unit

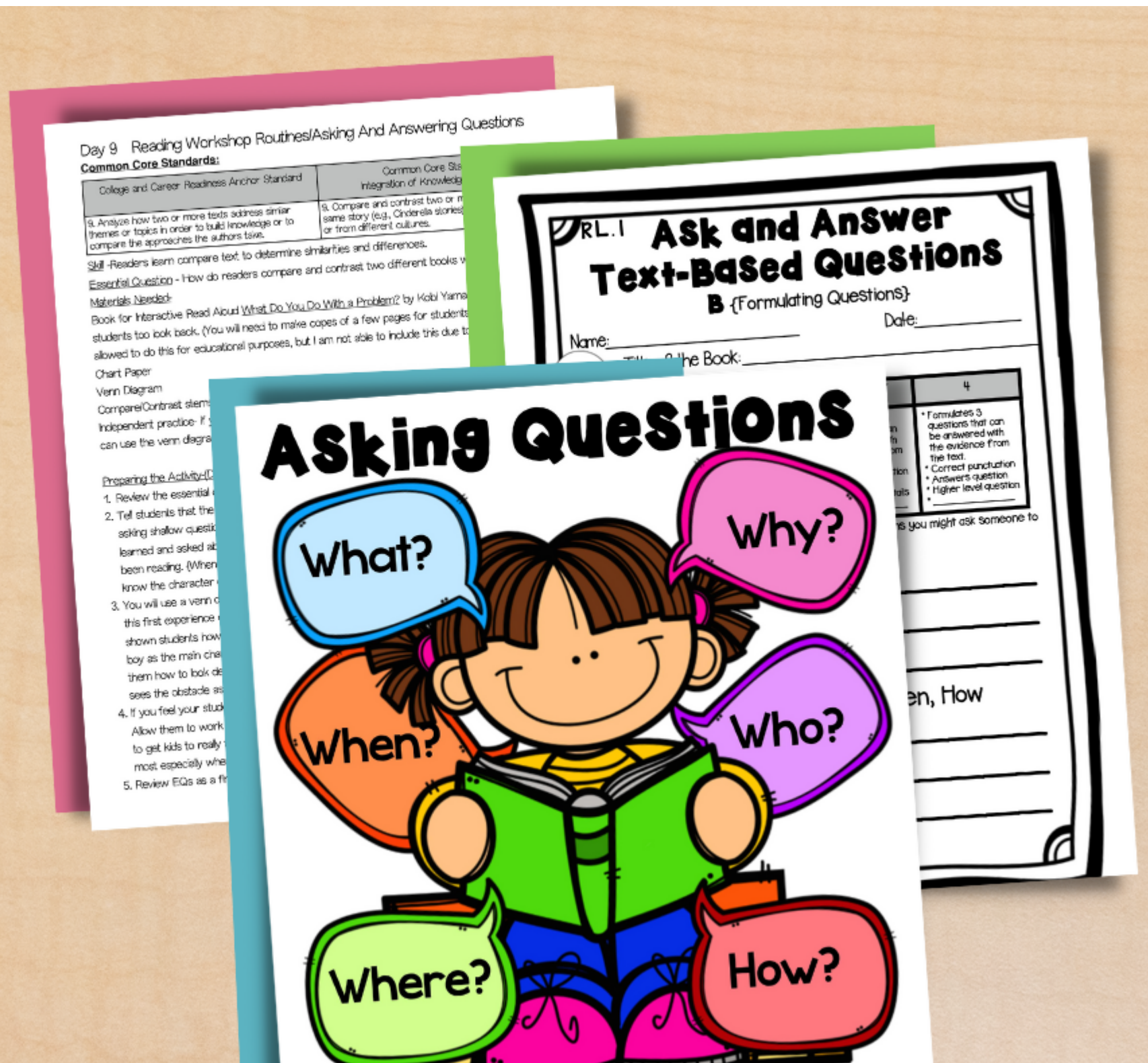


Reading Workshop Introduction



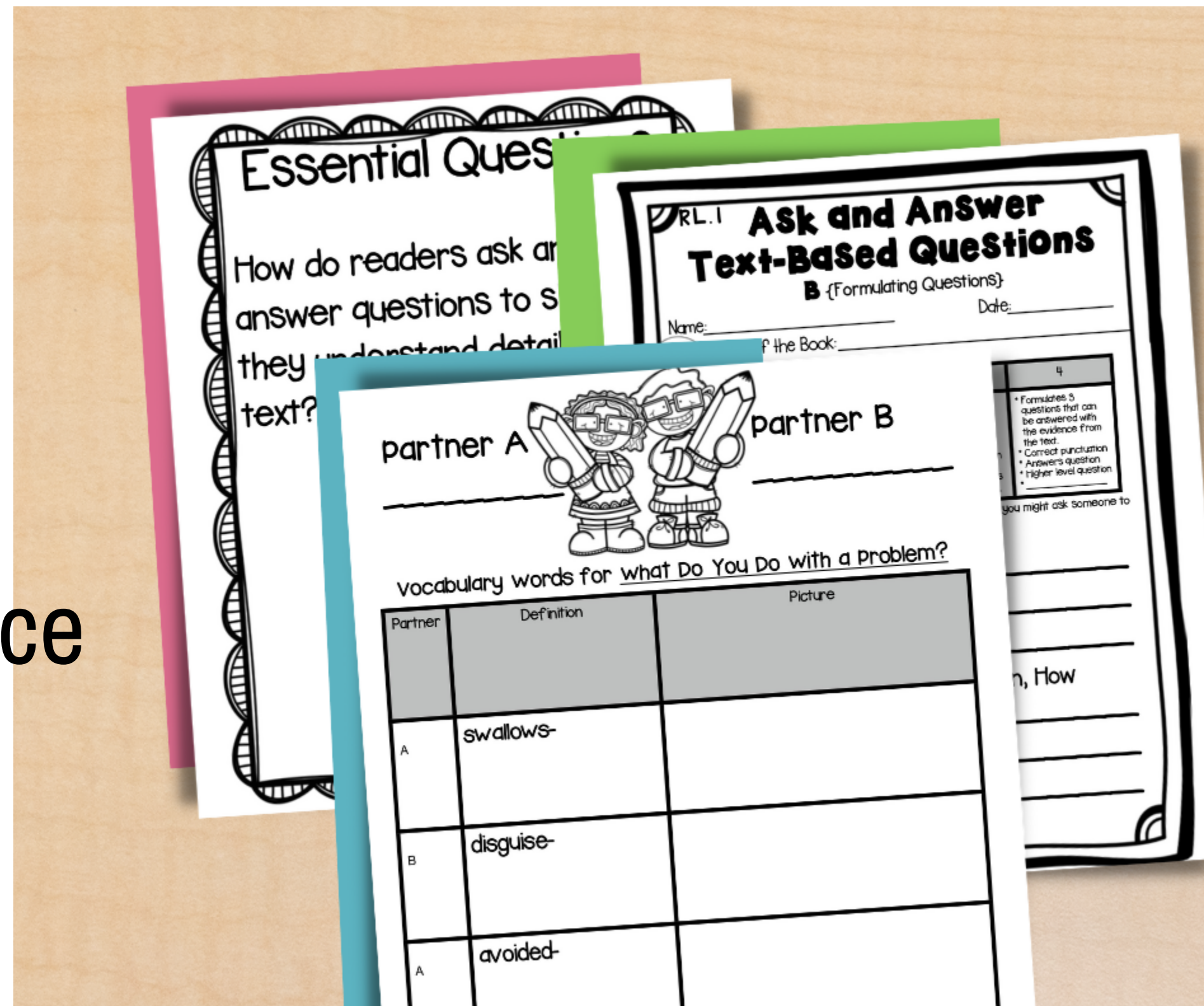
What's Included

- ✓ 5 Units Alternating Nonfiction and Fiction
- ✓ 130 Ready to Use Lesson Plans
- ✓ 130 Reading Response Printables (Formative)
- ✓ 42 Anchor Charts
- ✓ 6 Letters Home
- ✓ 5 End of Unit Celebration Ideas



Units and Focus

- ✓ **Characters Overcome**
Obstacles & Story Elements
- ✓ **Bonus Intro to Reading**
Workshop Included
- ✓ **Nonfiction Intro Close**
Up on Text Features
- ✓ **Mysteries- Focus on**
Inferring (Bonus Class Mystery)
- ✓ **Nonfiction Focus on Science**
Integration
- ✓ **Fairytales, Folktales, &**
Fables



Lesson Plans

Points of View, Different Versions, and Story Elements with FolkTales, Fairy Tales, and Fables in Literary Text Common Core Standards:

College and Career Readiness Anchor Standard	Common Core Standard Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Listening Common Core Standards Comprehension and Collaboration	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	

Skill

Characters can be the different or the same in different versions of the same story.
 Events can be the different or the same in different versions of the same story.
 Problems can be the different or the same in different versions of the same story.

Essential Question -

What is the same or different about the characters in two different versions of the same story?
 What is the same or different about the events in two different versions of the same story?
 What is the same or different about the problems in two different versions of the same story?

Materials Needed-

Essential questions
 Book for Interactive Read Aloud **Cinderella by Barbara Karlin**
 Text-based discussion questions (teacher)
 Chunks of text copied for students that answer the text-based questions. (1 per student- not attached)
 Text to Text venn diagram (1 per student)
 Chart paper

Preparing the Activity-(Day 1 Cinderella Version 2 by Barbara Karlin)

Reading and Discussion

1. Review the essential questions.
2. Briefly review the compare and contrast work you have done previously with the venn diagram from Stone Soup. Explain to students that you will be reading another version of Cinderella and watching and listening for the elements of the story that are the same and that are different.

Ready to copy and paste.

Scaffolding of skills and depth of complexity.

Discussion starts included.

Gradual Release Model evident.

Points of View, Different Versions, and Story Elements with FolkTales, Fairy Tales, and Fables in Literary Text Common Core Standards:

College and Career Readiness Anchor Standard	Common Core Standard Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Listening Common Core Standards Comprehension and Collaboration	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	

Skill

Characters can be the different or the same in different versions of the same story.
 Events can be the different or the same in different versions of the same story.
 Problems can be the different or the same in different versions of the same story.

Essential Question -

What is the same or different about the characters in two different versions of the same story?
 What is the same or different about the events in two different versions of the same story?
 What is the same or different about the problems in two different versions of the same story?

Materials Needed-

Essential questions
 Book for Interactive Read Aloud **Cinderella by Barbara Karlin**
 Text-based discussion questions (teacher)
 Chunks of text copied for students that answer the text-based questions. (1 per student- not attached)
 Text to Text venn diagram (1 per student)
 Chart paper

Preparing the Activity-(Day 1 Cinderella Version 2 by Barbara Karlin)


Reading and Discussion

1. Review the essential questions.
2. Briefly review the compare and contrast work you have done previously with the venn diagram from Stone Soup. Explain to students that you will be reading another version of Cinderella and watching and listening for the elements of the story that are the same and that are different.

Sample Reading Response

Folktales

L What I Learned	
	W What I Want to Know...
	Know...



RL.3 Compare and Contrast B (Compare Characters)

Name: _____ Date: _____

Title of the Book: _____

1	2	3	4
<ul style="list-style-type: none"> Identifies 2 characters Shares 1 similarity and 1 difference or is looking in one area Attempts to give details 	<ul style="list-style-type: none"> Identifies 2 characters Shares at least 2 similarities and 1 difference Mostly uses correct punctuation Description may be missing evidence and details 	<ul style="list-style-type: none"> Identifies 2 characters Shares at least 3 similarities and 1 difference Provides evidence from the text with specific details that show a higher level of understanding Shares 3 or more similarities and differences Correct punctuation 	<ul style="list-style-type: none"> Responds with specific name of 2 characters Provides evidence from the text with specific details that show a higher level of understanding Shares 3 or more similarities and differences Correct punctuation

Choose 2 characters. Then share some key similarities and some key differences.

Characters

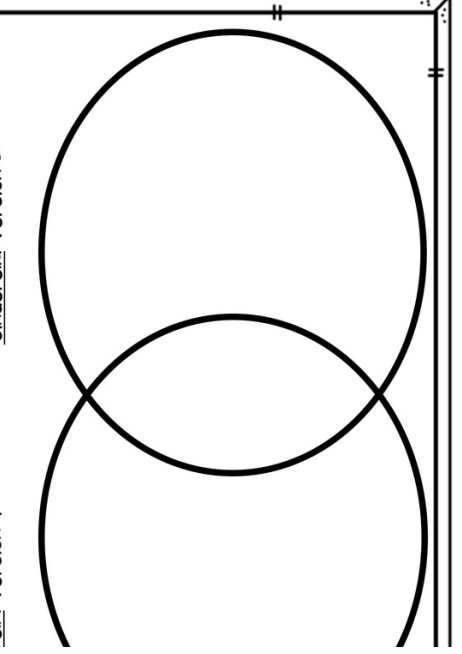
Character 1: _____ Character 2: _____

Both Characters

what is true about each story and then what is true stories. Record your thoughts below.

ella version 1

Cinderella version 2



Name: _____ (Partner A) Name: _____ (Partner B)

Main Idea and Evidence

Title: _____


Main Idea Partner A Evidence

Page #: _____

Evidence Partner B

Page #: _____

Main Idea

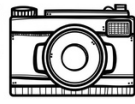


Names: _____ Date: _____

Picture This!

Title: _____

Illustrator: _____



1	2
<p>What does this illustration/image tell the reader?</p> <p>How does this image help the reader better understand the text?</p> <p>Visual type: _____</p> <p>Page #: _____</p>	<p>What does this illustration/image tell the reader?</p> <p>How does this image help the reader better understand the text?</p> <p>Visual type: _____</p> <p>Page #: _____</p>

<p>What does this illustration/image tell the reader?</p> <p>How does this image help the reader better understand the text?</p>	<p>What does this illustration/image tell the reader?</p> <p>How does this image help the reader better understand the text?</p>
--	--

RI.5 Knowing and Using Text Features B (Text Features)

Name: _____ Date: _____

Title of the Book: _____

1	2	3	4
<ul style="list-style-type: none"> Attempts to provide at least 1 text feature from the text Purpose or intentions may be missing or incomplete Evidence of the connection between the text feature and the reader may be missing or incomplete 	<ul style="list-style-type: none"> Accurately provides 2 or more text features that are in the text Describes the purpose or intention for using each text feature named with some parts missing or some confusion present Explains how each text feature helps the reader may be missing or incorrect 	<ul style="list-style-type: none"> Accurately provides 3 or more text features that are in the text Describes the purpose or intention for using each text feature named Explains how each text feature helps the reader 	<ul style="list-style-type: none"> Accurately provides 4 or more text features that are in the text Describes the purpose or intention for using each text feature named with evidence of higher thinking Explains with deeper level thinking evident of how each text feature helps the reader


Choose at least 3 text features from your text. Tell what they are, the intentions or purpose for the feature, and how the text feature helps the reader.

Feature	Purpose/intention	How it helps

My Thinking

While Reading About The Life Cycle of an animal


Sketch the life cycle of a frog. Use captions or labels to show each stage.



Choose one word that was important in your reading today.

Tell the meaning of the word.

Sketch of the word.



Name: _____

My Thinking While Listening and Reading!

Title: _____

How does this title help you work through the mystery?

Describe the beginning of the story. Give specific examples from the text. Tell how this beginning introduced the mystery.

Suspects: _____

Detectives: _____

Witness: _____

Scene (describe the setting or the location of the mystery)

Plot and Clues! (Share specific clues that helped the detectives and the reader think through the mystery)

Clue #1 _____

Clue #2 _____

Clue #3 _____

Any other clues: _____

Name: _____

My Visualization

Title of story: _____

Beginning

Ending

Write one or two sentences explaining the beginning of the story. (Be specific about how the author introduced the problem.)

Characters Respond to Events B (Respond to Events) RL.3

Name: _____ Date: _____

Title of the Book: _____

1	2	3	4
<ul style="list-style-type: none"> Limited response to events Parts of the response may be missing Attempts correct punctuation 	<ul style="list-style-type: none"> Responds to 1-2 events Attempts to give information the events Generally explains the response to events Mostly uses correct punctuation 	<ul style="list-style-type: none"> Responds with 3 specific events and 3 responses to event Provides evidence from the text with specific details Clear details of response to events Correct punctuation 	<ul style="list-style-type: none"> Provides evidence from the text with specific details that show a higher level of understanding Responds completely to response of at least 3 events and may provide a with. Correct punctuation

Major Events or Challenges

How the main characters respond to the events or challenges

Name: _____

written retelling

Title of book: _____

2. _____

Then: _____

4. _____

Next: _____

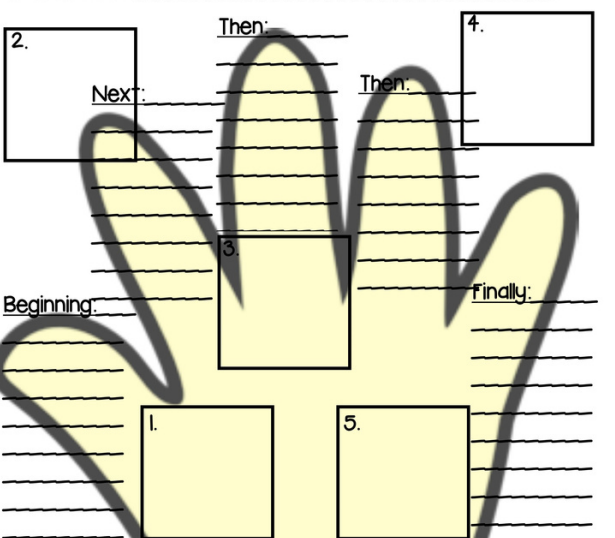
Then: _____

Beginning: _____

Finally: _____

1. _____

5. _____



RL.4 Vocabulary (Nouns and Verbs)

Name: _____ Date: _____

Title of the Book: *Knuffle Bunny Free*

1	2	3	4
<ul style="list-style-type: none"> Attempts to choose at least 1-2 new vocabulary words May have some difficulty reverting the words Attempts the correct copying of words 	<ul style="list-style-type: none"> Records at least 2 or more new vocabulary words May have some difficulty reverting the words Transfers words correctly onto the page 	<ul style="list-style-type: none"> Records at least 3 new nouns and verbs words Guesses meaning of words Transfers words correctly onto the page 	<ul style="list-style-type: none"> Records 4 or more new nouns and verbs words Guesses the meaning in own words and shares why word was chosen Transfers words correctly onto the page

Nouns and Verbs

Find at least 3 nouns and 3 verbs from your book. Record them below. Tell what they mean in your own words.

Nouns	Meaning	Verbs	Meaning

Save over 50% on Bundle

Sample Anchor Chart


Anchor charts provide:

- Visual representation
- References for independent work
- Collaboration and discussion
- Scaffolded Learning

“Clear and easy to follow plans that can be used as a supplement to any curriculum. Love the story choices.”
— Tiffany C.

Third Person

An untold narrator or the author is telling the story.




It just wasn't the giant's day. He was getting ready to cook himself a delicious hen when all of a sudden to steal his

Second Person

The narrator or character is telling the story, but they are speaking to YOU, the reader.

The word YOU is in the text.



You wouldn't have believed the giant's day! I mean wait until you get a load of this story. You really are going to be shocked. There was this annoying kid who tried to steal the giant's hen. Can you believe that?!

You feel like the writer is talking right to YOU.

First Person

The character is telling the story.



It just wasn't my day. I was getting ready to cook myself a delicious hen when all of a sudden this annoying kid tried to steal my main meal!

I also caught him trying to steal my gold!

As if you are hearing words right from the character.

Engaging Stories

The books chosen for each unit are highly engaging and of high interest, as well as easy to find.



More

Books Used

Unit 1 August-September

Mo Willems Book Titles include: Knuffle Bunny
Knuffle Bunny Too
Knuffle Bunny Free
Leonardo the Terrible Monster

Cynthia Rylant Book Titles include:
Henry and Mudge First Book of Adventures
Henry and Mudge and the Long Weekend
Henry and Mudge and the Bedtime Thumps
Henry and Mudge Get the Cold Shivers

Unit 2 October-November

Any nonfiction text can be used.

Unit 3 December-January

Mini Mysteries - Included
Nate the Great Marjorie Weinman Sharmat
Nancy Drew and the Clue Crew by Carolyn Keene
Encyclopedia Brown Solves Them All (The Case of the Super-Secret Hold) by Donald J. Sobol

Unit 4 February-March

Technology Integration: (App)
Anatomix Human Anatomy
Anatomy for Kids
ScienceFun (Life Cycles)

Discovery Education or YouTube
Plant Life Cycles
Animal Life Cycles
The Language of Science: Life Science K-2: The Human Body

Cartoons for Kids: Animal's Life Cycle: Science for Children
Cartoon for Kids: Plant Needs: Science for Children

Books:
Life Cycles by Peter J. Weber
Life in a Garden
Explore Life Cycles!: 25 Great Projects, Activities, Experiments (Explore Your World series) by Kathleen M. Reilly (Found on Amazon or iTunes library)
A Frog's Life Cycle by Ruth Thompson
A Sunflower's Life Cycle by Ruth Thompson

Books Used

Unit 5 April-May

Folktales:

(Version 1) Stone Soup by Jon J Muth

(Version 2) Stone Soup by Kevin Graal (created by Unilever to mark World Food Day)

The Elephant's Child How the Elephant Got His Trunk (Nook Book) by Rudyard Kipling

Websites that contain Folktales:

<http://www.pitara.com/talespin/folktales.asp>

Fairytales:

(Version 1) Cinderella by Barbara McClintock

(Version 2) Cinderella by Barbara Karlin

Seriously, Cinderella is So Annoying! By Trisha Speed Shaskan

Red Riding Hood by James Marshall

Honestly, Red Riding Hood was Rotten! by Trisha Speed Shaskan

Fables:

The Tortoise and the Hare by Aesop and illustrated by Arthur Rackham

The Boy Who Cried Wolf by Aesop

The Fox and the Grapes by Aesop



This is perfect for homework and small group, as well as whole group! Thank you so much for the engaging reading!
 — Carrie G.

I used this at the beginning of the school year (last year) and they were awesome!! My school did finally purchase a reading curriculum but I always find ways to use some of the resources within these units.. thanks so much! - Allison S.

I picked this up as a first year teacher in a district that has no standard curriculum. I needed curriculum creating the wheel everyday was tough. This product helped me get off to a great start. -Veronica B.

