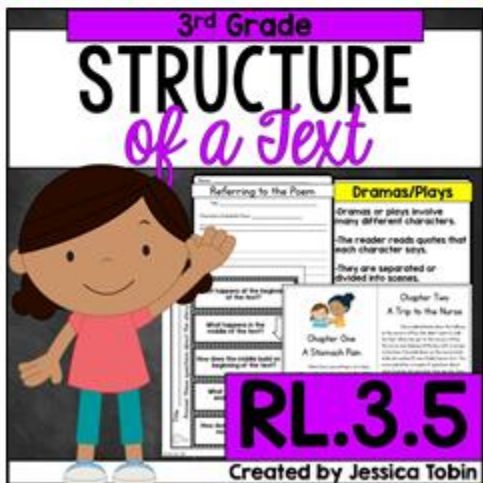


RL.3.5

This ELA unit provides resources to use while teaching the standard **RL.3.5**, which states that students will be able to

"Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections."



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

Stories

- Come in different forms
- picture books
- chapter books
- short passages
- They are separated and divided into paragraph chapters.
- These paragraphs and chapters build

Dramas/Plays

- Dramas or plays involve many different characters
- The reader reads quotes each character says.
- They are separated or divided into scenes.

Poems

- A story told through short lines in a paragraph (stanza)
- Sometimes may rhyme
- Has rhythm and beat
- They are separated or divided into lines or stanzas
- These stanzas build

Story Drama

Has lines and line breaks

Another way for this is 'play'

The successive order is shown with chapters.

The successive order is shown with stanzas.

Can have paragraphs and chapters

Has different stanzas

The successive order is shown with stanzas.

Tells a story with full paragraphs

How to Refer to Text

1. Read the entire story, poem, play one time through.
2. Underline or mark important events while you're reading.
3. Read your question or assignment task.
4. Recall where in the text you found that information.
5. Highlight or underline exactly where in the text you found answer.
6. Use direct words or quotes from

Referring to the Play

1. Where in the play does Patricia get annoyed with Samuel? What does she do?
2. In which scene does Patricia learn her lesson? How does this happen?
3. On what line in the play does Samuel begin to trick Patricia?

Write one of the lines that proves that Patricia knows what he is doing during the scene above.

Chapter One A Stomach Pain

When Cara was sitting in art class, she felt a weird pain in her stomach. She didn't want to get in trouble for getting out of her seat but she didn't want to raise her hand and tell everyone that she had a stomach ache. She slowly got out of her seat and walked to her art teacher. Her art teacher told her she shouldn't be out of her seat and she needed to go to the nurse's office. She didn't want to go but she had no choice.

Chapter Two A Trip to the Nurse

Cara walked slowly down to the nurse's office. She didn't want to go but she had no choice. The nurse was helping a little boy with his knee. Cara told her down on the floor while she worked. It was finally Cara's turn when her last meal was what she ate when Cara thought about her breakfast. The nurse said that might just hangry so she gave her some or let her lay down. In about ten minutes, she was feeling better. She went back to class.

What I Wish

I wish that I were older, So I could go to work I'd make lots of money To buy myself a shirt.

I wish that I were older, So I could buy a car I'd drive my car all day Until I was very far.

I wish that I were older, Cars and jobs seem neat, But I have a lot of time to wait.

Our Busy Snow Day

Put your pen to work and let the snow begin to fall.

When my brother and I woke up this morning, we peeked outside. Last night, the snow said it was going to snow over three inches. As we looked out the window, we saw a winter wonderland covered in white fluffy snow. We immediately put on our warmest clothes, jackets, snow boots, gloves, and scarves. When told us to wait just a second because we needed to wait first. So, we had to take off our mittens and coat to sit down for a bowl of cereal. Then, we got our warm gear back on and ran out the door. We spent about an hour and a half did riding down our next-door neighbor's huge hill. We each brought our own sleds, so that we could have races with each other. As it got later in the morning, more and more of our neighborhood friends came outside to join us in our snow day play. Once all five of the neighborhood crew was outside, we decided to build a snowman. Each of us had a specific job to build the snowman. It was great fun, and our teamwork made up a delightful snowman. I loved our snow day but I was very eager to get inside and warm up by a hot fire with some hot cocoa.

Scene 1

Samuel: I wish that I were older, So I could go to work I'd make lots of money To buy myself a shirt.

Patricia: I wish that I were older, So I could buy a car I'd drive my car all day Until I was very far.

Samuel: I wish that I were older, Cars and jobs seem neat, But I have a lot of time to wait.

My Birthday Party

It's my birthday today and I couldn't be more excited. I have had my birthday party for years. The party for the first time at 100. Now for the next 100 years, we have friends around us. As each person came in, they handed me a card and wished me happy birthday. I was so excited to start my party everyone arrived. It was time to start the excitement! My room is a beauty house and a little up there for the best. I'm pretty happy and I ran between the beauty house and the side of the house. There were a lot of. Another activity was played outside. We had a lot of candy. I had twenty-one wheels with a lot of the party had open and we were for candy. After we played it was time to go inside to eat. While we were eating, more and more of our neighborhood friends came outside to join us in our snow day play. Once all five of the neighborhood crew was outside, we decided to build a snowman. Each of us had a specific job to build the snowman. It was great fun, and our teamwork made up a delightful snowman. I loved our snow day but I was very eager to get inside and warm up by a hot fire with some hot cocoa.

Referring to the Play

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Write one of the lines that proves that Patricia knows what he is doing during the scene above.

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Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Instructional Passages

Task Cards for Any Text

Referring to the Story

Name: _____
Title: _____
Passage: _____
First in Paragraph: _____
Characters included in Chapters 1, 2, and 3: _____
Setting: _____

About My Poem

Name: _____
What is the title of the poem? _____
What is the topic of the poem? _____
How does the writer feel about this topic? _____
Which specific lines from the poem tell you that? _____

Referring to the Poem

Name: _____
Title: _____
Characters included in Poem: _____
Setting: _____

Card 1
What type of text did you read?

Card 2
What characters are in your text?

Card 3
What happens at the beginning of your text?

Card 4
What happens next?

Card 5
What happens in the middle of the text?

Card 6
What happens at the end of the text?

Card 7
How does the middle of the text build on the beginning of the text?

Card 8
What is a story and how can it be organized?

Card 9
What is a play and how can it be organized?

Card 10
What is a story and how can it be organized?

Card 11
What is a story and how can it be organized?

Card 12
What is a play and how can it be organized?

Story Structure

Name: _____
Describe the beginning, middle, and end of your story.
Title: _____
Beginning: _____
Middle: _____
End: _____

What If?

Name: _____
Answer the questions.
Title: _____
Describe how the story would be different if _____

Focusing on the Problem

Name: _____
Read your story, and then complete these questions.
Title: _____
Describe how the story would be different if _____

Problem and Solution

Name: _____
Read your story, and then complete these questions.
Title: _____
Describe how the story would be different if _____

End of the Story

Name: _____
Read your story, and then complete these questions.
Title: _____
Describe how the story would be different if _____

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What is a stanza?
Where can it be

poem be
organize

What is
When

Interactive Notebook
Templates

separate

Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.


Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Story Structure

Title:	Author:
Beginning	
Middle	
How does the middle build on the beginning?	
End	
How does the end build on the middle?	

Graphic Organizers




Toothbrush Games

Tim and Tina are twins that do everything together. Their mom called up to them from downstairs. She told them that their play time had run out and that it was time for bed. They needed to get into the bathroom to brush their teeth and prepare for sleep. Tim and Tina absolutely hated going to bed because they would prefer to stay up and play together all day and night.

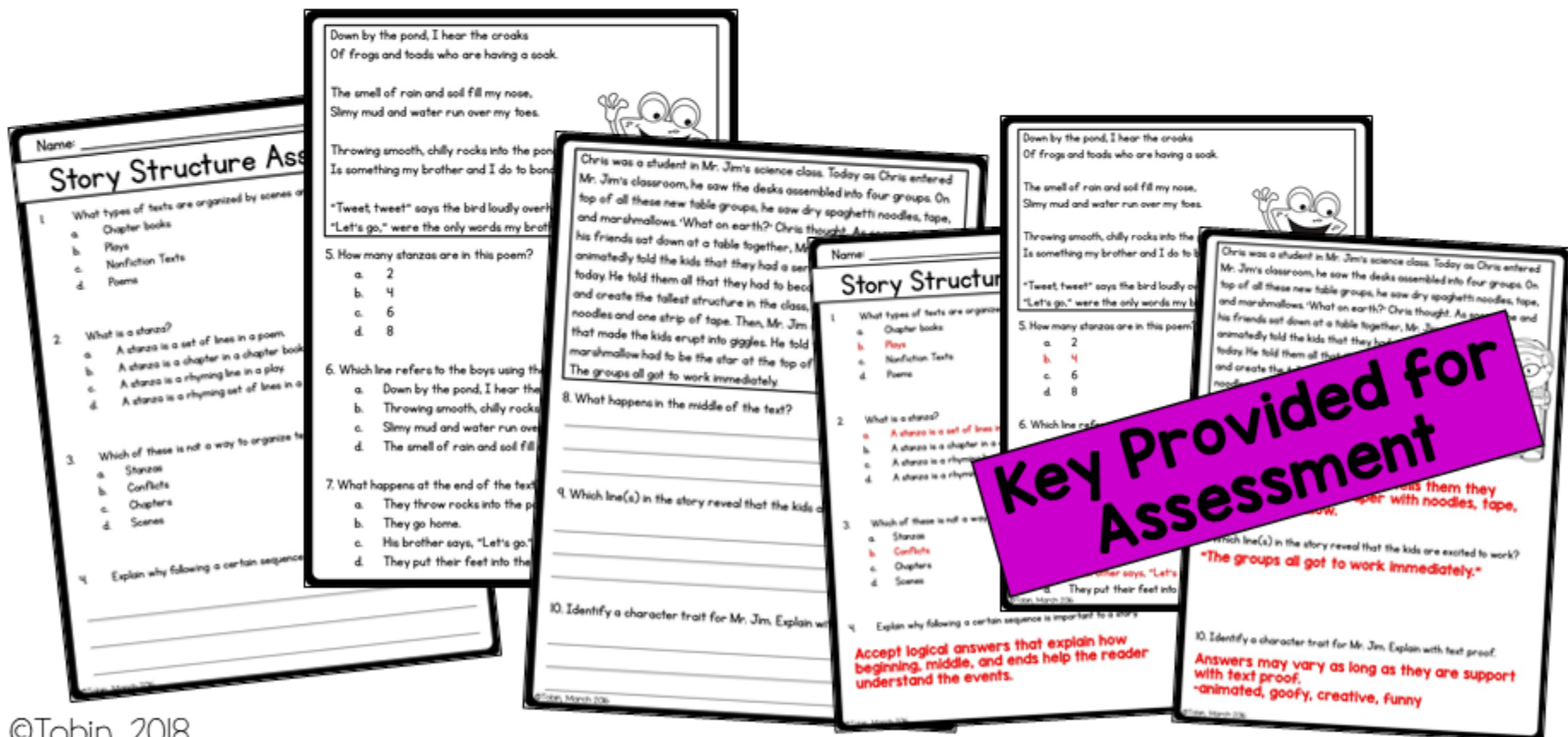
Tim looked at Tina and said, "Let's not brush our teeth the absolute best. Let's see who can brush their teeth the absolute best." Tina started scrubbing her teeth. Tim started scrubbing his teeth. They both worked on flossing. After their time, the contest was over. Tim and Tina took out their magic mouthwash. This mouthwash showed plaque that was left on their teeth after they brushed. Once they spit out the mouthwash and flashed their teeth in the mirror, they counted Tim's two plaque spots and none for Tina. Tina had won the Toothbrush Games!

Instructional Passages



Assessment

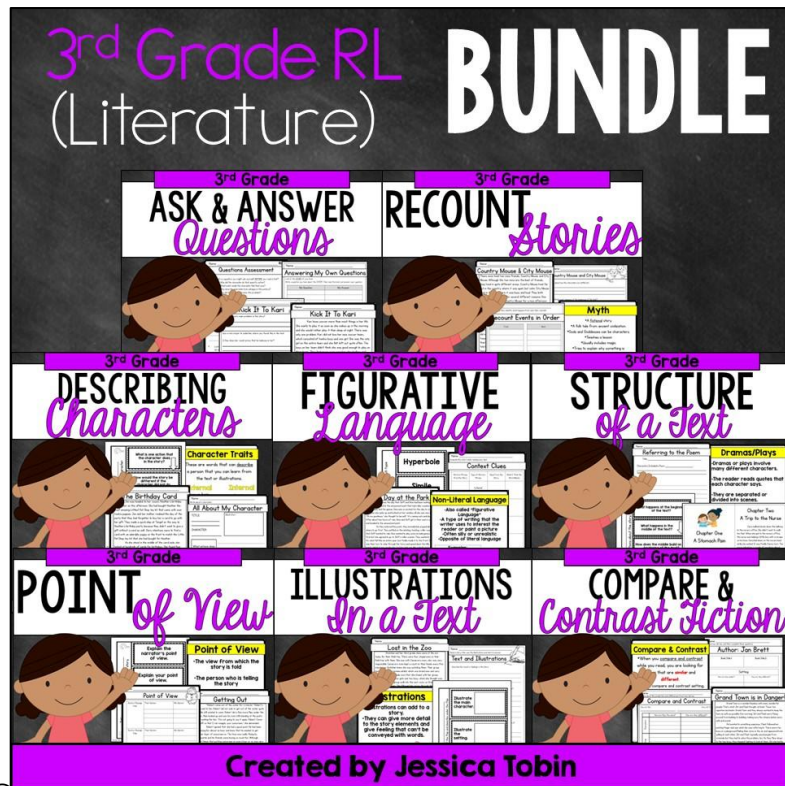
The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.



Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Literature Domain



3rd Grade RL BUNDLE
(Literature)

This bundle includes 10 resources for 3rd Grade Reading Literature:

- ASK & ANSWER Questions
- RECOUNT Stories
- DESCRIBING Characters
- FIGURATIVE Language
- STRUCTURE of a Text
- POINT of View
- ILLUSTRATIONS In a Text
- COMPARE & Contrast Fiction

Created by Jessica Tobin

-or-

All 6 ELA Domains



ALL-YEAR ELA
3rd Grade

This bundle includes 6 resources for 3rd Grade ELA:

- 3rd Grade SPEAKING & Listening
- 3rd Grade RI (Informational) BUNDLE
- 3rd Grade L (Language) BUNDLE
- 3rd Grade Common Core WRITING BUNDLE
- 3rd Grade RF (Foundational Skills) BUNDLE
- 3rd Grade RL (Literature) BUNDLE

Created by Jessica Tobin