

# Unit 2 - Reading Mysteries Unit

Content Area: **English Language Arts**  
Course(s): **Reading 3**  
Time Period: **October**  
Length: **6 Weeks**  
Status: **Published**

## Unit Summary

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During this unit, students will move forward with the foundational skills developed in the prior Launching Unit. Students will work in partnerships to closely read and discuss mysteries, collecting and interpreting clues in order to solve the mystery. Students will attempt to think like the mystery solver as they analyze characters and details that may lead to solving the mystery. Readers will make and revise predictions based on information gathered from the story. By the end of the unit, students will see that readers can learn life lessons by reading mysteries.

## Standards

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LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	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.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as

necessary.

- LA.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- LA.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- LA.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LA.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- LA.L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
- LA.L.3.4.B Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- LA.L.3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- CRP.K-12.CRP1.1 Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
- CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
- CRP.K-12.CRP5.1 Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
- CRP.K-12.CRP6.1 Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Student Learning Objectives

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Students will learn to:

- read and discuss mysteries with partners.
- understand that mystery stories contain genre specific elements (sleuth, villain/criminal, red herring, etc).
- read suspiciously and use illustrations in order to find and analyze clues.
- use information from the mystery and clues to make and revise predictions and inferences.
- solve the mystery before the sleuth in the story.
- compare and contrast characters in mysteries.
- identify and discuss life lessons developed throughout mysteries.

## Essential Questions

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- How can discussing books with partners help us to understand the story better?
- How can I read mysteries, collecting and interpreting clues so that I can solve the mystery before the crime solver does?
- How can I not only solve mysteries but learn valuable life lessons as I read mystery stories?

## Enduring Understandings

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Students will understand that:

- mystery stories have components that are specific to the genre (sleuth, villain, clues, red herring).
- retelling parts of a story helps readers to make predictions, revise predictions and make inferences.
- through collecting and analyzing clues, readers can solve the mystery before the sleuth.
- solving a mystery can help readers learn life lessons.

## Application

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Students will be able to independently use their learning to:

- discuss a mystery with a partner.
- make and revise predictions.
- use analysis of clues and characters to solve a mystery.

## **Skills**

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Students will be skilled at:

- retelling and discussing the details of a story with a partner.
- identifying and thinking deeply about clues.
- making and revising predictions.
- comparing/contrasting characters.