

# Unit 6 Reading: Mysteries

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

## **Brief Summary of Unit**

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In this unit readers will utilize fiction reading skills. Readers will learn and apply knowledge of the elements of a mystery. Students will utilize inferential reading skills to solve the mystery alongside the detective in the book. Readers will work in book clubs to develop and discuss theories.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

## **Pacing Guide**

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 3](#).

Please refer to [this scope and sequence for Word Study](#).

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

## **Standards**

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The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
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.3.5	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.3.10	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.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.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

## **Essential Questions/Enduring Understandings**

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How can I read mysteries, collecting and interpreting clues so that I solve the mystery before the crime-solver does?

How can I not only solve the mysteries, but also learn the life lessons as I do this?

Readers will dig deep into the details of a mystery story to solve the mystery along with the main character.

Readers will use the details of a mystery story to identify suspects, motives, and clues.

Readers will use evidence to make predictions about the solution to the mystery.

Readers will learn life lessons from the choices the characters make in mystery stories.

Readers will discuss their books with partners to help them solve the mystery.

Readers will learn about human nature and how to solve problems in their own lives from reading mystery stories.

Readers think deeply to learn from the characters in their books.

Readers understand the parts of a mystery and utilize these features to understand what they are reading.

Readers utilize comprehension strategies to better understand a text.

Readers develop theories about their characters and mysteries.

Readers share their thinking with book clubs to build stronger theories and better understand the text.

## **Students Will Be Skilled At/Students Will Know**

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Students will predict story events based on knowledge of character and personal experience

Students will infer character's thoughts, feelings, and motivations

Students will synthesize and interpret providing relevant text evidence

Students will compare characters & plots across books in a series

Students will participate in book clubs

Students will build independent reading stamina and fluency

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Readers share their thinking with book clubs to build stronger theories and better understand the text.

## **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the

classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### Formative Assessments

- Responses to Essential Questions
- Post-It notes telling each time the text gives them new information about the character
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Post-it Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work
- Group discussions
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions

### Summative Assessments

- Book review
- "Write Longs"
- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- "Stop and Jot" Assessments
- Reading Comprehension Assessments
- Word Study Assessments
- Performance- and project-based learning

- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

## Benchmark Assessments

- Complete Comprehension, Independent Reading Assessment, nonfiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS), as needed
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

## Learning Plan

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Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

## Balanced Literacy

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs\*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Guided Reading and Small-Group provides instruction around specific **Level P** language and literary features:

- Specific descriptions of setting provide important information for understanding plot
- Settings distant in time and space from students' experiences
- Multi-syllable proper nouns that are difficult to decode
- Many complex multi-syllable words that are challenging to take apart

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

### **Structured Literacy**

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Third grade transitions from the study of phonics or morphology, and teachers use a multisensory approach to instruction. For Word Study, please refer to the [Cranford Scope and Sequence](#).

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

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### **Suggested Teaching Points/Lessons: Mystery Readers Read for Clues**

Mystery readers start our books wondering. We read the title, the blurb, and chapter titles and ask:

- What is our big mystery?

Read the first few pages to try to identify the problem.

- Who's the character that will solve the mystery?

Read to decide if the detective (sleuth) is one person or a group of people.

- How will the mystery get solved?

Read deeper into the book gathering clues and suspects

Mystery readers know how fiction stories go and they ask questions as they read.

Mystery readers step into the detective's shoes and search for clues with them. They notice details that are surprising or don't fit and ask, "Can this out-of-place detail be a clue?"

- Think about all of the information saying, "This might be important because..."
- Asking, "Why would...?" or "How could...?" o Read with suspicion, making a list of suspects and possible clues
  - Why would this suspect want to do this?
  - Who was near the scene of the crime or had access to it?
  - What's the motive? Who had the opportunity to do this? What would they gain?
  - How is the sidekick helping the main character with the mystery?

Criminal Motives (brainstorm & chart)

- Motive: Jealousy – envy - revenge – retribution - greed
- Academic vocabulary: evidence, patterns, alibi, suspect, red herring, sidekick o Retrace our steps, reread for important details, to revisit the crime scene and study clues.
- Rethink old clues as we get new information. Ask,
  - "How does what I'm reading now fit with what I read before?"
  - "Do I need to revise my prediction based on the new clue?"
- Become the detective in the moment. We see more than the detective does, wanting to shout, "Look out!"
- Consider the red herrings (false clues) that tricked us and remember not to fall for that in future mysteries!

## **Suggested Teaching Points/Lessons: Reading Across Mysteries**

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### **Suggested Teaching Points/Lessons: Reading Across Mysteries**

Mystery readers in a series often change the pace of their reading knowing when to slow down and read a bit more carefully such as when new characters are introduced or the crime scene is visited. They also expect to see familiar faces and places.

- Advantages:
  - Knowing the base setting for the detective
  - Knowing the detective’s habits and strengths helps us predict the steps they will take to solve the mystery
  - Knowing the sidekick lets us predict how they might help the detective unwittingly raising questions to come up with new solutions
- Challenges:
  - Being alert to other settings the detective visits that could be full of clues
  - Paying attention to new characters as they are introduced – are they a suspect or red herring?
  - Being alert to the sidekick – does he stay the same or surprise us and change?

Mystery readers not only search for clues, they make something of those clues and use inference to do so by working in book clubs, just as detectives work with their sidekicks, to discuss clues and solve mysteries.

- When we talk to other mystery readers, we use the language of prediction or questioning by saying,
  - I think this means....
  - I think this could show...
  - Because of this...I think...
  - How could....?
  - Why would...?
- When we talk to other mystery readers, we compare lists of clues and suspects, including text evidence, to support our discussions and our writing to support our hunches about the mystery
  - One reason is...
  - This shows...
  - In addition
  - Another example
  - This example shows

Mystery readers push themselves to think across books. They ask, “What changes across books and what remains the same?” They pay attention to the following:

- Setting
- Characters
- Character’s actions and reactions
- Plot and themes

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**Suggested Teaching Points/Lessons: Mystery Readers Learn Life Lessons From Books**

Mystery readers can learn a lot from studying the choices that characters in their books make. We do this by noticing that the small choices a character makes can also guide the choices we make in our own lives. “What lesson could I learn from the choice this character made?”

Mystery readers pay close attention to when a character is having a strong emotional reaction. “What is motivating the character to act this way?”

Mysterier readers learn valuable lessons about life.



- When we solve a mystery, we learn something about human nature. We ask ourselves, “Why would this person do this thing?”
- When a mystery is solved, we learn that crimes and negative motives are discovered and have consequences.
- Mystery readers become curious and begin looking for clues and details to solve problems in our own lives.

## **Materials**

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The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Readaloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: [Core Book List](#). Teachers must refer to this list while selecting whole-class or small-group leveled resources.

## **Instructional Materials**

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### **Possible Mentor Texts/ Read Aloud:**

- *The Spary-Paint Mystery* by, Angela Shelf Medearis
- *Magic Tree House* series
- *Jigsaw Jones* series
- *The Boxcar Children* series
- *A to Z Mysteries* series
- *Encyclopedia Brown* series
- *Cam Jansen* series
- *ABC Mysteries* series
- *Nancy Drew* series
- *Famous Five*
- *Secret Seven*

Word Study Scope and Sequence using multisensory approach to word work [Cranford Word Work Scope and Sequence: Grade 3](#).

## **Teacher Resources**

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Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 3 Heinemann, 2013.

- Teachers College Reading and Writing Project Reading Units of Study, Grade 3, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- [Fountas and Pinnell Classroom Slides](#)
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

## **Suggested Strategies for Modifications and Accommodations**

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[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Provide a to-do list
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer

Possible modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.