

Welcome to *Units of Study in Reading*

The new *Units of Study in Reading* for Grades 3–5 invite you and your students into a world of joyful, purposeful reading. Every unit is grounded in the latest research on how children learn to read, weaving the science of reading, as well as key research around comprehension and knowledge building, into lessons that feel authentic, engaging, and emphasize critical thinking. You'll find structured whole-class instruction that lifts every reader—explicit phonics lessons for Grade 3, rich opportunities to grow fluency and oral language, and abundant chances to build knowledge, grapple with text-dependent questions, and read closely. These units nurture not just comprehension, but also curiosity, agency, and a lifelong love of reading.



Research-Based

The *Units of Study in Reading* are grounded in decades of classroom practice and academic research, designed and re-designed in collaboration with thousands of teachers, researchers, and literacy leaders across the world. Built on key principles of the science of reading and best practices in literacy instruction, the curriculum integrates research-backed principles such as:

- **Explicit, systematic instruction** in foundational skills, comprehension, and higher-level thinking, with daily opportunities for guided and independent practice. This design reflects research showing that explicit, systematic phonics, vocabulary, and comprehension instruction strengthens reading achievement.
- **Gradual release of responsibility**, giving students scaffolding through model texts, sentence stems, and visual supports while steadily fostering independence.
- **Assessment-driven small groups**, allowing teachers to meet students where they are and move them forward with targeted instruction. This approach aligns with research emphasizing differentiated, responsive instruction.
- **Repeated structures and routines** that free teachers to observe, confer, and provide feedback while ensuring students develop confidence as independent readers.
- **Integration of social-emotional learning**, drawing from Responsive Classroom® and CASEL competencies to strengthen collaboration, empathy, and classroom community.

I am most excited to have curriculum that integrates all of the essential blocks of literacy. I feel like I have a one place with so much depth to support and guide my instruction and help me be responsive to student needs.

5TH GRADE PILOT TEACHER

RESEARCH THAT INFORMS THE UNITS OF STUDY

Scaffolding & Independence

Pearson & Gallagher – *Gradual Release of Responsibility* (students move from modeling → guided practice → independence)

Phonics & Word Recognition

National Reading Panel – Explicit, systematic phonics builds decoding and fluency Ehri – *Orthographic Mapping* explains how words are stored for automatic recognition

Spelling & Morphology

Moats – Decoding and spelling strengthen each other when taught explicitly

Vocabulary & Comprehension

Duke & Cartwright – High-frequency word instruction in meaningful contexts supports fluency & comprehension

Inferential Thinking

Beers & Probst – *Notice and Note* signposts help students track themes, characters, and deeper meaning

Social-Emotional Learning

Responsive Classroom® & CASEL – Evidence-based practices build empathy, collaboration, and strong classroom communities

Content-Area Integration

Next Generation Science Standards® (NGSS®) – Provides the foundation for nonfiction research units in science and beyond

Knowledge Building

Oakhill, Cain, & Elbro – Background knowledge is critical for comprehension and inferential thinking

I'm so excited about clear and cohesive alignment across each workshop—from the teaching point and mid-workshop teaching to the share and extensive read-aloud guide—all working together to create such a rich and engaging reading and learning experience. Every component is thoughtfully designed and builds beautifully over time.

4TH GRADE PILOT TEACHER

Student Outcomes with Units of Study

Stronger Fluency & Accuracy

Students grow into fluent, confident readers through systematic phonics, repeated practice, and engaging texts.

Deeper Comprehension

Readers learn to ask questions, infer meaning, and synthesize across texts, supporting long-term comprehension and critical thinking.

Expanded Vocabulary

Daily vocabulary extensions and content-rich units build robust academic vocabulary that transfers across subjects.

Critical & Interpretive Thinking

Students analyze themes, arguments, and perspectives, preparing them for success on state assessments and real-world problem-solving.

Engagement & Independence

Research-based workshop structures foster independence and choice, helping students see themselves as lifelong readers.

Collaboration & Empathy

Book clubs, partner reading, and discussion protocols strengthen students' ability to listen, debate respectfully, and build community.

STANDARD ALIGNMENT CHARTS

GRADE 3



GRADE 4



GRADE 5

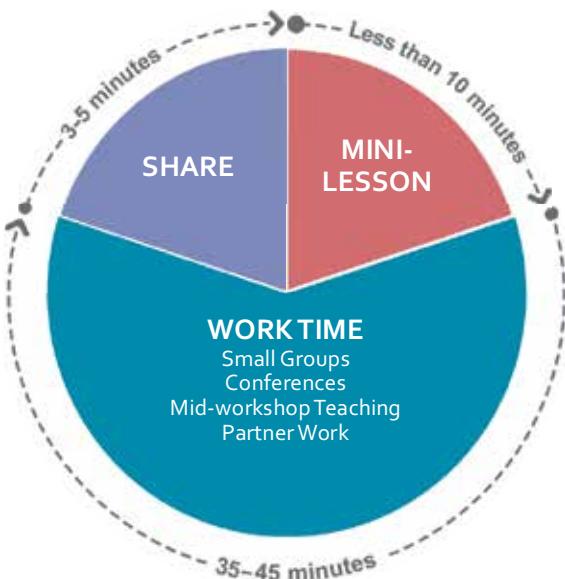


— +GRADE 3 WORD STUDY —



The Workshop Model Framework

The *Units of Study* curriculum is based on a workshop model framework that provides predictable structures across days and grade levels, allowing teachers and students to focus fully on rich, meaningful content. This framework balances structure with flexibility, giving teachers the autonomy to adapt lessons to meet their classroom needs or integrate instruction throughout the day.



1

MINILESSON:

Begin each day in reading workshop with whole-group, teacher led explicit instruction.

2

WORK TIME:

Differentiated instruction for students through small-group work, 1:1 conferences, and partner work.

3

SHARE:

Wrap-up the day's learning with students reflecting on what they've learned to crystallize their learning.

ADDITIONAL INCLUDED LITERACY COMPONENTS

Read-Aloud: Daily 15-20-minute read-alouds perfectly aligned to unit goals—rich with drama, discussion, vocabulary, and close reading.

Vocabulary: Daily 5-minute, research-based lessons emphasizing active use of words and morphemes.

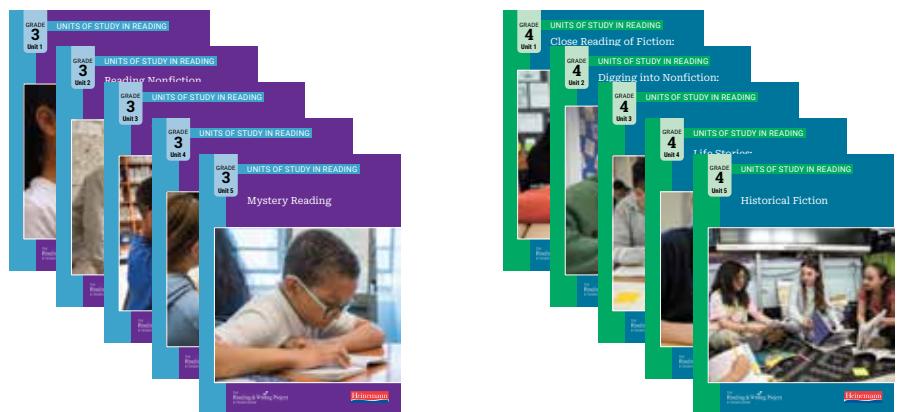
Word Study: A complete year-long word study sequence for Grade 3, with 15-minute lessons focused on syllable types, multisyllabic words, and a study of key morphemes.



Units of Study in Reading, 3–5 Series Components

Units of Study in Reading (3, 4, 5)

The *Units of Study* provide daily, explicit instruction aligned to the Common Core State Standards and organized around essential questions, knowledge-building, vocabulary, writing about reading, and assessment. Each session features a focused minilesson connected to priority standards, strategies for supporting all learners, and a structured work time with if/then charts, conferring, small groups, as well as mid-workshop teaching and a share. Each grade level has 5 Units. Each Unit has 21 sessions and is divided into three “bends”: the first introduces key skills and concepts, the second extends and deepens learning, and the third offers new ways to apply it—ensuring that skills are revisited and strengthened across the year and grade levels.

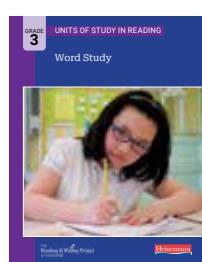


Read Aloud Plans

Within each session, you'll find read-aloud plans aligned to the minilessons that build high-level comprehension skills. Each plan highlights essential vocabulary to deepen understanding and enrich academic conversations, while structured opportunities for partner talk and whole-class discussion promote collaborative, text-based thinking. Close reading support is included, featuring text-dependent questions. There are also knowledge-building activities and culminating tasks to extend and solidify learning.

Vocabulary Extensions

Within each session, you'll also find daily instruction for vocabulary is provided through brief five-minute lessons. Across each unit, students learn new words and engage in a variety of vocabulary games. Students also learn a collection of morphemes, including prefixes, suffixes, and root words. Instruction emphasizes active use, giving students frequent opportunities to apply new words in speaking and writing, helping them master vocabulary and expand their oral language skills.



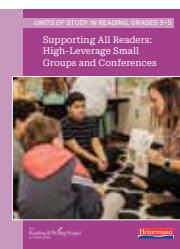
Word Study (3)

The Grade 3 word study curriculum includes five units that strengthen foundational word knowledge by explicitly teaching the six syllable types, introducing common prefixes and suffixes, and providing high-frequency word instruction. Students also learn consistent strategies for decoding multisyllabic words, all within playful, engaging themes that connect to their reading work. Phonics instruction is not provided for Grades 4–5, as most students have mastered these skills by that point; however, additional phonics support is recommended for students who still need it.



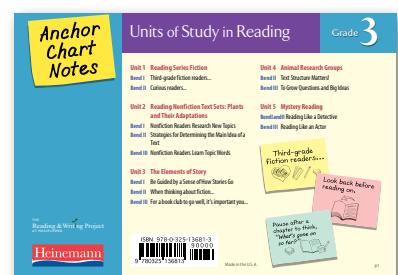
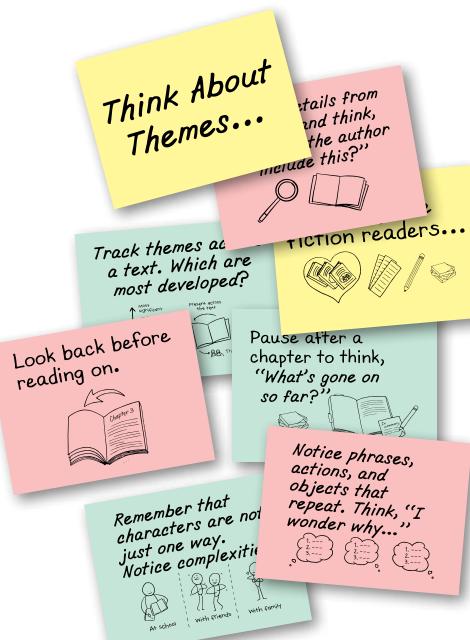
A Guide to the Reading Workshop (3–5)

This guide provides a comprehensive introduction to the essentials of reading instruction and development. It explains how reading workshop fits into the school day, outlines the architecture and principles of effective minilessons, and offers strategies for leading powerful work-time instruction.



Supporting All Readers: High-Leverage Small Groups and Conferences (3–5)

This book supplements the units, providing teachers with ready-to-use small group lessons, conferences, charts, and tools. Whether the goal is to increase reading volume, improve multisyllabic word reading, build vocabulary, or deepen character analysis, teachers will find progressions of small groups at varying levels of support, ensuring accessible and challenging options for every reader.



Digital Resources

Each Unit of Study comes with a rich collection of digital resources to support teaching—such as anchor charts, assessment tools, demonstration texts, and materials for small groups and conferring—along with additional supports.

Anchor Chart Sticky Notes

The Anchor Chart Sticky Notes feature each day's teaching point and help teachers create and evolve anchor charts across the units.

Trade Book Packs

Each Unit of Study Trade Book Pack includes grade-level appropriate books that teachers use as demonstration texts to model the skills and strategies they want students to try. These books are used in both the *Units of Study* themselves, and in the “Let’s Gather” lessons.

What's New

We've reimagined every detail to make these units more powerful, more practical, and more joyful than ever.

Supports for Multilingual Language Learners –

Built-in scaffolds help MLLs thrive, with predictable workshop structures and collaborative routines. Spanish translations of key resources are included.

Minilessons Made Simple –

Every session is a two-page spread with quick-glance charts for materials, vocabulary, and read-alouds. Less prep, more teaching.

Skills That Stick –

Each bend zeroes in on one essential skill, with small groups designed to build mastery and confidence.

Vocabulary in Just Minutes a Day –

5–7 minute, research-based routines tied to unit topics to supercharge students' word knowledge and build morphological awareness.

Read-Alouds That Do It All – Daily 15–20-minute *Let's Gather* read-alouds perfectly aligned to unit goals—rich with drama, discussion, and test-ready close reading days.

Phonics Where You Need It – Grade 3 now includes a complete year-long word study sequence for rock-solid foundational skills.

Knowledge-Building with Text Sets – A balanced mix of fiction and nonfiction grows vocabulary and deepens understanding. Science-aligned nonfiction topics—like plant adaptations, earth processes, and space—spark curiosity and meet Next Generation Science Standards.

Ensuring Access – Practical strategies for adapting instruction and expectations so all students engage with essential content, plus if/then charts for addressing real-world challenges.

Aligned with Writing – Designed to work seamlessly with the newly revised *Units of Study in Writing*, Grades 3–5.



I am thrilled to see that there is now an even deeper cohesion between read-aloud, the sequence of minilessons that follows and students' independent practice. The new read-aloud and vocabulary teacher's guide is a phenomenal tool!

5TH GRADE PILOT TEACHER

A Look Inside One Day of Reading Workshop

Session 3

Build Theories About Characters, Rooted in Evidence

Reading Workshop at a Glance

Minilesson 8–10 min.	Students learn that readers build theories about characters—especially theories about why characters act as they do—that are rooted in specific evidence from the text. Drawing on <i>Miles Images the World</i> , readers remember how they came to understand why Miles added kites and bridges to his drawings. Drawing on <i>Big Red Lollipops</i> , readers recall why Saria acted the way she did when she was upset with her sister.
Mid-Workshop Teaching 3 min.	You help students understand what is and isn't a detail, encouraging them to move their texts for specific, general details. You help them think, "Are there other details that suggest this is a pattern?" and "Does this detail fit in with other parts of the book?"
Work Time 25–30 min.	Students will continue reading their novels, capturing notes on their characters' traits and changes. If some read a book, they begin the next.
Share 5–7 min.	You return to a chart from earlier, helping kids talk about how particular parts of their independent reading books fit with other parts of their text.

Focus Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.4.1)
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS.ELA-LITERACY.RL.4.3)

GETTING READY

YOU WILL NEED...

- To add another sticky note to the "To understand characters..." chart.
- To display the "Thinking Deeply About One Part" chart (see Share).

STUDENTS WILL NEED...

- Their chapter books and reader's notebooks in the meeting area, today and every day.

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BEND II: DEVELOP COMPLEX THEORIES ABOUT CHARACTERS

"Reading Workshop at a Glance" outlines the focus of the day's teaching and learning, so you understand the key objectives before digging into the details of the session.

Each session is centered around 2–3 Focus Standards.

You can easily see how to prepare for each session with "Getting Ready" sections that are organized into both teacher and student needs.

ENSURING ACCESS

YOUR ULTIMATE GOAL TODAY is for students to build theories about characters—especially theories about why characters act as they do. Readers will need to ensure that these theories are rooted in specific evidence from the text.

- Your instruction should be assessment-based. If some of your students are skimming over the text and missing all the details—which is common today's minilesson will be especially helpful. But remember that in your small groups, you can help readers with whatever the work is that they need to be doing.
- If some kids aren't understanding or recalling the text they are reading, consider your options. You could help them begin the text again, if their motivation is relatively high, with you providing more scaffolding. Or you can help them make swift progress with this book, summarizing what they have read and either reading aloud or giving them access to a read-aloud version of the rest of the book so as to get them into another text, which you support more closely from the start. Alternatively, you may coach them to put this book aside for now and to move to a book that is better matched, this time giving them a rich text-introduction.
- If you have students who want to abandon their books, then you'll want to start by figuring out the underlying issue. Have a quick conversation to assess why the book is a poor fit (too challenging, low-level interest, etc.). If the book is a poor fit, help the reader choose a new book, and invest time in making it as likely as possible that the next book works, either becoming a reading partner for the student or providing a partner. Encourage the reader to listen to an audiobook version of the story or of a few chapters (see *Scsi*, *EPIC! Libby*, *Learning Ally*).

Day at a Glance: Read-Aloud and Vocabulary

Let's Gather: Read Aloud and Close Reading
15–20 min.

You'll read aloud Chapter 5 to Chapter 8, coaching students to think deeply about Ravi and Joe. Students will have made a text-based prediction about the start of Chapter 5 in the previous session, and you will call on them to remember—and check—those predictions as you read. These chapters reveal family relationships for Ravi and Joe in great detail, and you will pause throughout, drawing students' attention to these relationships in ways that allow them to compare and contrast them.

Do this read-aloud between Bend II Session 2 and Bend II Session 3.

Vocabulary
3 min.

After recalling what they know about two words already taught (*humble* and *oblivious*), you'll teach the meaning of four new words: *quietly withdrawn*, *resentful*, and *elminated*. You'll coach students to orally compose sentences using these new words.

SESSION 3 • BUILD THEORIES ABOUT CHARACTERS, ROOTED IN EVIDENCE

A Look Inside One Day of Reading Workshop

MINILESSON

CONNECTION
Ask students to talk about their predictions from the previous session, saying what they did to make a strong one. Point out that the stronger predictions were grounded in text details.
"Readers, as you read on in your books yesterday, I was pleased to see that when I asked, 'What do you think will happen next?' you drew on what you knew of the characters and the story to predict. Will you do that again, right now? Open up your books, note where you are in the story, and then look ahead briefly, just skimming to get a vague idea of what might come next." Give kids about half a minute.
"Now, think with more detail about how you imagine things will unfold in that upcoming chapter."
"Can I stop you? What I want to suggest is that some of your predictions are stronger than others. The stronger predictions will be those that use details, specifics about your characters and the events and the setting of your story, thus far, to help you anticipate what might happen. The stronger predictions will take into account specific details from the text."
+ Name the teaching point.
"Today I want to teach you that readers build theories about characters—especially theories about why characters act as they do—that are rooted in specific evidence from the text."
Add a new sticky note to the "To understand characters" anchor chart.

TEACHING
Remind students of earlier times when their knowledge of a character—their specific evidence about that character—allowed them to understand why that character acted as he or she did.
"Readers, do you remember earlier, when Milo added parakeets flying freely out of their cages into his drawing of the whiskered man's apartment, you figured out why he did that? He was thinking about cages, and freedom, because...why? Yes, because he was on his way to visit his Mom in prison.
"It was your knowledge of what researchers call text-based details that allowed you to understand why Milo imagined that apartment as he did—you may even understand more than Milo himself understood about his psychology. Milo may have been unaware of why he added birds flying free and other details related to freedom and imprisonment into his drawings.
"Similarly, when you wrestled with the question of why Rubina concealed herself when Bere was being so awful, you speculated that she might be as contrite and polite as she is because, although Sava has done things that many of us would call unacceptable, Rubina is still her mother's daughter, a child of the same very polite culture that shaped her.
"Reading allows us to get to know characters who are different than we are and, as we note specific details about those characters, to speculate over what makes those people tick."

ACTIVE ENGAGEMENT
Ask readers to consider which characters in their books they are coming to know so well that they understand how they tick. Remind them to root their theories in specific text evidence.
"So—who are the characters in your book that you are coming to understand in these deeper ways? Will you think of one character, maybe one you've been jostling notes on as you read, and think, 'What do I expect this character will do in an upcoming part of the book?' Then push yourself to say, 'What particular, specific details do I know about this character that I'm drawing on as I anticipate upcoming parts of the story? Jot about this in your reader's notebook.'

"As you do this, check yourself: Ask, 'Am I basing my theory on specific text evidence? Be sure you look back at pages in your book and record the page numbers that support your theory.'

70 BEND II - RECYCLE COMPLEX THEORIES ABOUT CHARACTERS

Each day's Reading Workshop starts with a streamlined, explicit minilesson tied to a focus standard, so that you have plenty of time left for responsive teaching and targeted next steps inside of small groups and conferences.



Anchor charts build across sessions and help students hold onto the most important parts of each day's teaching.

LINK

Remind readers to read, trying to get to know their characters well.
"As you read today and every day, remember that characters matter. Try to get to know your characters so well that you understand why they act as they do, and so you can even anticipate how they'll probably act and feel in parts of the story you haven't read yet. Your close attention to characters will allow you to build theories about them based on text evidence. Your notes should capture some of your ideas about your characters."
"As you read on today, will you continue to develop your theories about your characters? Be thinking about your character's main traits and evidence for those traits. Think, also, about whether your character is changing, and if so, ask, 'What was the character like at first? Later? What may have caused that change?'

Timmy searched for the right word to describe Ramí from A Strange Thing Happened in Cherry Hall.

71 BEND II - RECYCLE COMPLEX THEORIES ABOUT CHARACTERS

Embedded professional learning appears in the margins at point of use, and is designed to be your personal coach, providing bits of wisdom, research, and guidance when leading the lesson.

LINK

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72 BEND II - RECYCLE COMPLEX THEORIES ABOUT CHARACTERS

SESSION 3 - BUILD THEORIES ABOUT CHARACTERS, ROOTED IN EVIDENCE

73 BEND II - RECYCLE COMPLEX THEORIES ABOUT CHARACTERS

WORK TIME

CONFERENCE: A Replicable Template for a Reading Conference

When conferring with a reader, if nothing else seems pressing, try following this template:
"Where are you in your book? What's happening at this point?"
+ Listen closely as your student summarizes. Pay especially close attention to a student's ability to provide key story elements (main character, secondary character(s), setting, problem, plot); and the most relevant, necessary details.
+ Follow up with questions such as, "Tell me about him" and "What's the problem?"
"Will you read on, reading aloud? I don't remember this part of the book, and I'd love to get caught up."
+ Listen closely, assessing your student's fluency (accuracy, rate, and prosody).
+ If the student struggled to provide an accurate summary and is not reading with fairly strong accuracy and pace, consider suggesting the book be put aside while the student reads an easier book.
+ If the student is reading fluently, carry on with the sorts of questions that reveal comprehension ("Why is he...?" "What did she mean by...?")
"How does this part connect to what you've read so far?"
+ Listen closely, assessing your student's ability to make significance of the details on a given page and to establish part-to-part connections across the text.
+ If a student struggles to answer, redirect the student's eyes to the page. "Read a paragraph in your head and think about how this connects to an earlier part of the story."
+ If a student references an idea on the page, then ask, "Can you take me to that part? How do these parts go together?"
+ If a student struggles, then say, "Record the idea you have on a sticky note and put it at the end of your chapter. When you reach it, try again to see if you can make it connect to an earlier part."
+ If a student connects the part they just read to an earlier part, marvel, "What you've just done is what thoughtful readers do. You read forward and backwards."
Then teach, perhaps suggesting the reader think about the author's purpose/motif, perspective, structure, symbolism, or theme, as these are all challenging and usually pertinent to any story.

72 BEND II - DEVELOP COMPLEX THEORIES ABOUT CHARACTERS

Mid-Workshop Teaching is an opportunity to remind students of the day's goals, offer additional tips, or provide instruction for the remainder of their independent work time.

The Share is framed by a small amount of teacher talk, before offering students more practice with a given skill or repertoire of strategies or celebrating student work.

Every session includes grab-and-go Work Time supports for powerful, responsive instruction that requires little or no advance preparation for the teacher.

Additional Work Time supports be found in Supporting All Readers: *High-Leverage Small Groups and Conferences*, a resource included in each grade level kit, and Skill Progressions at the end of each Bend.

MID-WORKSHOP TEACHING

With Specific Details, Readers Can Develop Insights

"Fourth graders, I've been looking over your shoulders as you jot notes about your characters, and I want to point out that often, what I see you jotting are big generalizations." Share an example of a detail one child wrote. For example, you might say, "Rory is writing about Tiger Rising, and she jotted that Sistine is becoming a friend to Rob. Rory realized that a generalization like that won't bring the character to life. So Rory instead wrote 'Sistine wears frilly dresses.' Notice the specificity."

"The most important thing was for Rory to push herself to develop theories based on details like that. So first she thought, 'Are there other details like this? Is there evidence that frilly dresses are part of a pattern in Sistine?' Does this one detail fit with other parts of the book? So she wrote, 'I'm thinking that her name is also different, even frilly. Sistine is especially fancy because it goes with the Sistine Chapel and the painting of angels.'

"I hope you, like Rory, will collect specific details, explore whether there is a pattern in your book, and then think, 'I wonder why the author did this?' You won't know the answer, so use phrases like 'Maybe this shows...' and 'Perhaps these details suggest that...' So far Rory's written, 'I think maybe these frilly dresses and the fancy name make Sistine stick out like a sore thumb.'

"Will you go back to your book to collect—and think—with some very specific details?"

SHARE

Return to Beginnings to Scoop Up Important Details

Remind readers that beginnings are important. Have them return to the first page of their book to reread it, mining it for repeated details.

"Do you remember thinking about how important beginnings are? Remember that Mattie La Fiefs spent three weeks just thinking about the first page of *Milo Imagines the World*? So often the first pages of a book reveal an important central idea, a theme, that's carried across the book. Sometimes that idea is lodged in a little detail, maybe even one that comes up again and again. But often at the start of the book, we don't yet know enough to see those clues as significant."

"So, with this in mind, I'm going to suggest we all do a close rereading of the beginnings of our books. Scoop up and examine each detail like you might scoop up a handful of sparkling sand on the beach. Study the details. Ask, 'Why might the author have put this here at the very beginning? You might use this chart for help.' Show the 'Thinking Deeply About One Part' chart.

"For those of you who are reading a book alongside your partner, read the first page aloud, practicing your fluent reading as well as your close study. All of you, talk with each other."



SESSION 3 - BUILD THEORIES ABOUT CHARACTERS, ROOTED IN EVIDENCE

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A Look Inside One Day of Reading Workshop

BEND H

SKILL PROGRESSION

Infer About Characters

TRY IT #1: Move from Physical Traits to Character Traits

Students will need sticky notes. You'll need three pieces of paper labeled "Physical Characteristics," "Character Traits," and "Feelings." Students will need copies of "Papa's Parrot" as well as their chapter books. ☀

RALLY

Help students distinguish between physical characteristics, character traits, and feelings.

"Right now, will you jot some words you could use to describe yourself? The words you use to describe yourself can also be used to describe characters in books. And learning to talk well about the people you meet in fiction stories is a big deal.

"The words that we use to describe ourselves and characters in books can be put into three categories. Some are physical characteristics, some are character traits, and some are feelings."

TRY IT #2: Sort Words by Category

Invite partners to sort the words they've generated by category, then explain that character trait words are generally most helpful when describing a person.

"Will you and your partner sort the words you came up with to describe yourselves into these three categories, and then come up with some other words that you could have used for each category?"

"Good job! Here is a tip. When helping someone get to know themselves—or a character—it is almost always most helpful to cite character traits rather than physical characteristics or feelings, which tend to change many times a day. It often matters more that you are enthusiastic rather than that you have braces on your teeth."

Channel readers to study Mr. Tillian in "Papa's Parrot." Encourage them to use his actions, thoughts, and words to generate possible character traits.

"Will you look back at 'Papa's Parrot' and think, 'What is Mr. Tillian like? What are his traits?' To determine his traits, pay close attention to his actions, thoughts, and words because they show his traits. Think, 'What do these details show about Mr. Tillian's character traits?'"

After a moment, say, "Turn and talk. What actions, thoughts, and words have you noticed? What do they seem to reveal about what kind of person he is?"

TRY IT #2/LINK

Channel partners to turn to a passage from one reader's book that especially highlights a character, and to mine it for possible character traits.

"With your partner, go to a passage in one of your books where the main character is making a decision or taking action. Reread that section together, looking for details that suggest something about the character's traits."

After readers do this, say, "As you read on, it often is interesting to notice character changes. Character traits don't change for no reason—they tend to sometimes something big enough happens and a person's traits act. That's a big deal, if you see it in a story."

TRY IT #3: Read Words with Long Vowel Patterns

You will provide copies of the "Vowel Patterns Blueprint" chart and word list. Students will need whiteboards and markers. ☀

RALLY

Remind students that vowel sounds are represented by different combinations of letters.

"Quickly remind your partner what you know about short and long vowel sounds." Listen as partners recall what they've learned.

"Here's a chart of some long vowel patterns. Read over it with your partner. When you see these spelling patterns in words, it's usually a sign that it will make the long vowel sound of one of the vowels in the pattern."

TRY IT #4: Practice Reading Words with Long Vowel Patterns

Challenge students to read some words with vowel patterns located in different parts of a word.

"Let's practice reading words with these vowel patterns. The vowel patterns will show up in different places in different words. Think about which long vowel sound is being made in each of the patterns."

TRY IT #2

Challenge students to spell words with different vowel patterns, thinking about words they've seen before and what they know about the patterns.

"Now here's the real trick: A big reason to read lots of words with those patterns is because then you'll learn to spell lots of words with those patterns. So let's switch it up.

"I'll say a word that has one of these long vowel patterns. You'll each write the word on your whiteboard. Some of the words you might just know how to spell. For other words, you might look at the charts to remind yourself of which long vowel pattern you'll need to use based on where the long vowel sound is in the word. You might try spelling a word with different vowel spellings, to see which one looks correct."

Dictate the following words:

- spray - The ocean waves spray water high into the air.
- thief - The thief ran away with the bag of gold.
- clue - The detective found a clue hidden under the rug.
- speech - She gave a powerful speech about kindness.
- night - The stars shine brightly in the night sky.

For each word, say the word, use it in a sentence, and have students write it. Then, display the correct spelling. Ask students to hold up their whiteboards and compare their spelling to yours. You might also ask a student to explain why they chose a specific spelling.

LINK

Set students up to use their knowledge of long vowel patterns as they read and write.

"Remember, friends, that it'll be really important that you're reading lots so you see and learn as many of these long vowel patterns as you can, and that you're checking your spelling when you're writing."

BEND H

Vowel Patterns Blueprint

	Long A			Long E			Long I			Long O			Long U		
ai	ay	ea	ee	ai	ay	ea	ee	ai	ay	ea	ee	ai	ay	ea	
team	play	tear	play	team	play	tear	play	team	play	tear	play	team	play	tear	
team	play	tear	play	team	play	tear	play	team	play	tear	play	team	play	tear	

at stain
ea pie
ee freight
ai float
ay ceiling
ee grey
ai shield
ay donkey
ee new
ai train
ay foe

BEND H

At the end of each Bend, you'll find a sequence of small groups, arranged from most supportive to more advanced, designed to target specific skills such as inferring about characters or decoding multisyllabic words.

Small Groups use the Rally, Try #1, Try #2 structure, a consistent routine that quickly engages students in active work while helping teachers and students become comfortable with the process.

Each Bend features Gold Pages—powerful, easy-to-use coaching prompts that teachers can rely on again and again to boost student learning and strengthen key skills.

A Look Inside One Day of Reading Workshop

Read-Aloud Between Session 2 and Session 3: Read Chapters 5–8 to Grow Ideas about Characters' Relationships

Focus Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **CCSS.ELA-LITERACY.RL.4.1**
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **CCSS.ELA-LITERACY.RL.4.3**

BEFORE READING
Channel students to think over their predictions about chapter 5.
"Readers, before you get started, think back to your predictions about chapter 5. I told you that in this chapter Ravi comes home from school, and as he gets off the bus, people are waiting there for him. Can you remember who you thought would be waiting there for him? What was your evidence for that idea, and what do you know about those people? Is Ravi going to open up about the way he struggled at school and how his teacher, Mrs. Seem, thought he needed extra support? Why or why not?"
"As I read through this chapter, I want you to evaluate your prediction. Was it mostly right? Or was it wrong, and if so, think, 'Why? What did I miss?'"
"I'm going to leave my notes on Ravi up here and add to them with the new ideas I get as I read. Will you plan to do the same as we read the next few chapters? You might even use arrows to show which parts connect. Remind your partner what second story element you're covering, as they can nudge you to record those details too." 

DURING READING
Read aloud chapters 5–8, pausing occasionally to prompt students to think about Ravi and Joe's relationships with their families. Channel students to record new info about their character and their story element.
Pause on page 31 after reading "I know how Penima feels about ABCD's": "Wow, take that in for a second. Twice Ravi's grandmother talked about other Indian students being in his class, and Ravi finally says no. Does this confirm part of your predictions, or do you need to revise your predictions about Ravi sharing his first day with his family? Talk with your partner."
Listen, then continue reading.
Pause on page 33 after reading "she whispers back": "Everyone—try that. Close your eyes and breathe in. Did you feel your body relax a bit? The author said, 'As we enter the house I close my eyes and breathe in.' Did you notice the way Ravi took in the smells of his house, and how it seemed to make him feel at home again? That part reveals a lot about what Ravi was really feeling inside. I'm wondering if Anna, his mom, caught that."
Pause at the end of chapter 5: "Now we have a Joe chapter coming up. Time for another quick prediction. In this chapter, Joe will go home from school, too, and the first person he sees is his mom. How do you think he will react based on what happened at school? Draw

26 GRADE 4 • UNIT 1 • LET'S GATHER

Each unit highlights optional opportunities for formative assessment. These checkpoints help you monitor students' progress and include suggested next steps to guide and strengthen future instruction.

on that last moment from the cafeteria as you make your prediction." Listen to students' predictions, then continue reading.

Pause on page 36 after reading "I hear someone calling my name": "Think to yourself for a moment, 'Did that moment go as you expected?' Talk with a partner."

Pause after chapter 6: "We've just spent a good amount of time with Ravi and with Joe in their first moments home after the first day of school. What have you noticed about our characters now that they are interacting with their families? What stands out as important? Talk with your partner then jot some quick notes."

Pause after chapter 7: "It's interesting that Ravi tells his father the truth right away, isn't it? It's seems like that goes against a lot of our predictions. Talk with your partner. How did this interaction alter what you predicted about Ravi sharing about his first day? You might say, 'At first I thought... Now I'm thinking...' And Ravi not taking add these thoughts to your notes."

Pause after chapter 8: "A lot was just revealed about Joe as a person in this chapter. Can you and your partner talk about what new learning you just did about Joe? Of course, Joe notetakers, you might add some of this to your notes."

AFTER READING
Set students up to compare Ravi or Joe's relationships with their families.
"Readers, those chapters were so revealing weren't they? We went home with Ravi and Joe, and we learned about their family relationships. We learned more about Ravi's relationship with Anna and Penima, and Appa. We saw Joe with his mother and Mr. Barnes. Will you take a moment and jot notes comparing Ravi and Joe's relationships with their families? What's similar between the two families? What's different? Be sure to support your thinking with evidence from these chapters."

Joe's relationship with his family is similar to Ravi's relationship with his family because they both are trying about their school days. They are the same because their dads are almost never home.

Joe and Ravi's similarities between Joe and Ravi's family relationships, but his response lacks specific text evidence.

Formative Assessment Opportunity
After today's read-aloud, you could collect students' notes and analyze students' ability to jot notes about characters and relationships. Consider students' ability to note nuances in their characters to differentiate between character perspectives, and to use increasingly precise vocabulary.

27 UNIT 1 • BOOK 4 • SAVE ME A SEAT

Session 3: Introduce Additional Words, and Use Words in Context

RALLY/TRY IT #1
Set students up to remind each other of two key words they've encountered already during the unit.

"Today I want to remind you of some big, important words you've learned and teach you a few new ones! First, look at these first two words: **humble** and **observant**." Display both vocabulary cards. "We've learned a lot about these words already! Partner 1, turn and remind Partner 2 what **humble** means, then Partner 2 will remind Partner 1 what **observant** means. Make sure you tell your partner everything you think would help them recall the word!"

TRY IT #2
Introduce four new words, and channel partners to create sentences about the read-aloud using these words.

Display each vocabulary card as you define the word. "Now, let's add four new words to our collection. The first word is **quirky**. You might be **quirky** if you do little things that most people don't do. You might have a **quirky** habit like touching your glasses often when you talk or tapping your finger to your chin when you are upset."

"The next word I want to teach you is **withdrawn**. Someone is **withdrawn** when they keep away from others or don't want to participate in what's happening around them. You can be **withdrawn** from your friends or family when you are upset."

"People can be **resentful** when they don't get things that others get. Sometimes, people are **resentful** of another person's feelings. You might feel **resentful** when your little brother gets to go out for donuts with your mom."

"Our final word is **alienated**. When someone is **alienated**, it means that other people have moved away from them. You might have been **alienated** from your friends after getting into a fight where everyone thought you were wrong. Or sometimes our behaviors can **alienate** others from being our friends."

"I'll add these words to our Vocabulary Word Wall. While I do that, turn to your partner, and spend two minutes making up sentences about familiar read-aloud characters like Joe and Ravi using these words. Got it?"

"Now that you've learned these new words, we will spend the next few days practicing them. See if you can use them as you read, as you write, and as you talk with others at school and at home."

quirky 
withdrawn 
resentful 
alienated 

65 UNIT 1 • BUILD VOCABULARY AROUND CHARACTER TRAITS

Daily Vocabulary Extensions give students a quick, engaging way to grow their word knowledge through explicit instruction, playful practice, and meaningful use in reading, writing, and conversation—all in just five minutes a day.

“The read-aloud plans for each unit make it easy for teachers to weave high-level comprehension into daily lessons while keeping students engaged with rich, purposeful conversations. The careful alignment between the mini lessons and the read-alouds [will] allow teachers to focus less time on planning from scratch and more on the joy of reading and discussing great books! **”**

PK–5 PILOT INSTRUCTIONAL COACH

“I'm excited to have more formative assessment opportunities built into the Units so that I can be more responsive to students' needs. **”**

5TH GRADE PILOT TEACHER

A Look Inside One Day of Reading Workshop

Session 4: Introduce Open Syllables and Read Words in Isolation

GETTING READY

YOU WILL NEED

- to display the chart, "Tips for Breaking Apart and Reading Multisyllabic Words."
- to display words to model decoding.
- to display the chart, "Syllable Types Toolbox."

STUDENTS WILL NEED

- copies of word lists for partner work.

CONNECTION

Rally students to learn about open syllables.

"Word Builders, you've done amazing work building words with closed syllables! Today, we're going to unlock a new kind of syllable that helps us read even more tricky words. Every great builder knows that there's more than one way to build strong structures, and today, we'll start learning about open syllables!"

NAME THE TEACHING POINT

"Today, I want to remind you that **open syllables** end with a vowel, and when that happens, the vowel usually makes its long sound. Knowing how to spot open syllables will help you read words with confidence!"

TEACHING

Model how to identify and read words with open syllables.

"Let me show you what I mean." Display the word *got*. "You remember, when there's a vowel followed immediately by a consonant in a syllable, then that syllable is a closed syllable, right? It's like the consonant is closing in the vowel, signaling the vowel to make its short sound. But watch what happens when I take off the consonant."

Revise got to go. "Now, this word is *go*. Since the vowel isn't closed in by a consonant, or any other letters, this is considered an open syllable, and the vowel makes its long sound."

"Just like we learned with closed syllables, open syllables don't only come in short words like *go*. They can be found in longer words, too. Let me show you what I mean."

Display two words: *robot* and *robin*.

"Do you remember how we talked about the importance of finding vowels in longer words as a way to help you find the syllables to read the words more easily? Let's try that with this word."

Tap the word *robot*. Underline the vowels. "In this word, we have a vowel-consonant-vowel pattern. When you see this pattern in a word, the most common way to break the word apart is after the first vowel. Let's give that a try." Draw a slash between *ro*/*bot*. "The first syllable of this word is an open syllable, *ro*, and the second syllable is a closed syllable, *bot*. When we put them together we get *robot*. That's a familiar word."

"Let's try it with another word. Yesterday I was reading a book to learn about the birds in my backyard and I came across this word a few times." Tap the word *robin* and underline it.

UNIT 1 - BECOMING WORD BUILDERS

16

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Daily Word Study sessions follow a three-day replicable structure. During Day 1, students learn a new concept and read words with that concept in isolation. During Day 2, students review the concept, learning related tips, and read words with that concept in context. During Day 3, the focus shifts to spelling, and students learn how to spell words that include that context.

Word Study sessions are brief, just 15-20 minutes in length, and provide multiple opportunities for explicit instruction and for student practice. Sessions build in complexity across the year and also include cumulative review.

A Fully Coordinated K–5 Reading Curriculum

The *Units of Study in Reading* offer a carefully designed, fully coordinated progression of instruction from kindergarten through grade 5. Each year's curriculum builds deliberately on the foundations of the previous grade, ensuring that students' reading skills, strategies, and habits develop in a powerful, connected way. This continuity gives students the confidence and competence they need to thrive as readers today—and for years to come.

Across the elementary grades, students:

- **Develop Strong Foundations**

Children establish the building blocks of reading—phonics, phonological awareness, and early decoding—while also cultivating comprehension and fluency.

- **Strengthen Core Skills Year by Year**

Students grow their capacity in comprehension, vocabulary, accuracy, fluency, and stamina. Each grade level raises expectations in ways that are challenging yet achievable.

- **Engage with High-Quality Texts**

From beloved picture books to rich chapter books, students read a wide variety of diverse, high-quality texts that expand their perspectives and deepen their love of reading.

- **Talk and Write About Reading**

Discussion and writing are woven throughout the curriculum, helping students make meaning, build arguments, and articulate insights about what they read.

- **Become Independent, Joyful Readers**

Above all, students learn to see themselves as readers—choosing books that matter to them, setting goals, and reading with confidence, curiosity, and joy.

With *Units of Study in Reading*, schools can be assured that every child, every year, is supported with a curriculum that is intentional, seamless, and deeply aligned with the developmental journey of young readers.

**LEARN MORE
ABOUT THE
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IN READING,
GRADE K–2 HERE:**



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PK–5 INSTRUCTIONAL COACH

Getting Started

The *Units of Study in Reading* are authored by The Reading & Writing Project at Mossflower and published by Heinemann. Together, we are committed to helping teachers bring this powerful K–5 reading curriculum to life.

When you choose *Units of Study*, you don't just receive materials—you gain access to the authors themselves. The Reading & Writing Project offers professional development and implementation support designed to ensure your teachers have the tools, knowledge, and confidence to make the curriculum thrive in every classroom.

NEXT STEPS

1

**JOIN THE LIST TO BE
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