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Jen Bengel



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

PN Day 1	PN Day 2	PN Day 3	PN Day 4
PN Day 5	PN Day 6	PN Day 7	PN Day 8
PN Day 9	PN Day 10	PN Day 11	PN Day 12
PN Day 13	PN Day 14	PN Day 15	PN Day 16
PN Day 17	PN Day 18	PN Day 19	PN Day 20

LINKS ACTIVE IN PAID VERSION

What's Included in This 2nd Edition

There is SO much included in this unit that you will literally have <u>everything you need</u> to successfully teach a personal narrative genre in reading and writing for a month!!

<u>WHAT IS INCLUDED:</u>

1. Standards attached to every lesson
   - Common Core
   - TEKS
2. 20 Reading lessons
   - With sample anchor charts
   - Teacher suggested language
3. 20 Writing lessons
   - With sample anchor charts
   - Teacher suggested language
4. Student Note-Taking pages for every lesson
   - Outline matches class anchor chart
   - Perfect to glue into notebooks and keep the learning all year
5. Mentor Texts Included!
   5. 7 original 2-page stories with custom illustrations.
6. Graphic Organizers for Every Reading Lesson
   - These are perfect for assessing and grading.
   - Can be used with ANY text students are reading independently.
7. Writing Rubrics, Revising, and Editing Checklists
   - All the writing rubrics and forms align with the skills taught in daily lessons.
8. Tons of Teacher Support Pages
   - Informal assessment note pages
   - Status of the Class
   - Writing conference forms
   - Organizational teacher support
   - Help with setting up poetry notebooks
9. Cover Pages and Binder Organization.
   - Set up student workbooks.
   - Set up teacher editions.
   - Everything you need to stay organized!

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Common Text Features

PERSONAL NARRATIVE READING 1

Mini Lesson Statement:

Readers think about the kinds of text features that are in personal narratives so they can better understand what they are reading.

Before the Lesson:

1. Read one of the personal narrative mentor texts provided before the lesson {or read your own PN picture book}.
2. Make copies of the text features charts for PN.
3. Write the ML statement and titles on the anchor chart.

Introduction (use this language as a guide) "I am so excited for our workshop time today because we are beginning a brand new unit. For the next few weeks we are going to be learning about personal narrative stories and thinking deeply about them as readers. As writers, we are going to write our own personal narratives. Trust me, this is going to be FUN! To get us started, let's first start thinking about what a personal narrative story is. Then we'll look through one of the stories we've already read to find some common text features found in personal narratives. A text feature is a common characteristic that is often found in a specific genre. We'll make a list of common text features found in personal narratives."

1. Model for the Class:

- Begin by defining what a personal narrative is for students. Ask for help and write the definition on the anchor chart.
- Remind students of a mentor text that you've read together that's a personal narrative. Tell them you are going to reread the text and their job is to listen for text features that tell them it's a personal narrative.

2. Invite Students to Help:

- Think aloud about some text features you heard in the mentor text. Ask students to help you think about the features and begin writing ideas on the list.
- As students share, write their answers on the class anchor chart as they write on their note-taking page.
- They may also write on the text feature chart.

3. Engage All Learners:

- Ask students to turn and talk with a partner about more features they could add to the list. Give them 1-2 minutes, then ask them to share what their partner said with the whole class.
- As students share, write their answers on the class anchor chart as they write on their note-taking page.

4. Transition to Independent Time:

- Review your list with the class.
- Instruct students to pay attention to text features in the books they are reading independently *(they don't have to be PN books, but they can be)*.
- Tell students they will be sharing those features at the

Sample Anchor Chart

Readers think about the kinds of text features that are in personal narratives so they can better understand what they are reading.

A personal narrative is a story about something that happened to a person in real life!

Text Features We Saw in the Text: *{mentor text title here}*

Have students help you make a list of personal narrative text features you noticed from the mentor text already read in class.

5. The Share:

Gather together as a class. Use turn-and-talk to have students share with a partner what text features they noticed while

20 READING LESSONS | 20 WRITING LESSONS

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I can identify common text features in a personal narrative story.

Readers think about the kinds of text features that are in personal narratives so they can better understand what they are reading.

A personal narrative is a story about something that happened to a person in real life!

Text Features We Saw in the Text:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

STUDENT NOTE-TAKING PAGES FOR EVERY LESSON

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Puppy Day

personal narrative



I bounced up and down in my seat, looking out the window. My heart beat faster in **anticipation**. This was the day I had been waiting for. This was the day I would meet my new puppy!

We left home early in the morning. It was a long drive, and I couldn't relax. I was too **anxious** to get there. Dad drove carefully down the bumpy road, while Mom read the numbers on the mailboxes.

"There," Mom said, pointing to a **gravel** drive. We turned in and after a few minutes I saw a white farmhouse. Behind it was a big red barn and a fenced-in barnyard. A big red sign read, "*Bloomfield Farm Dog and Puppy Rescue*".

"Look!" I cried, pointing. "That's it!"

In the yard, a bunch of dogs chased each other around, barking happily as we drove up. Dad pulled up and parked and I jumped out of the car, **impatient**.

Mom laughed. "Hold your horses, Punkin'," she said.

I was already sticking my hand through the fence. A black and white dog with the longest tongue I'd ever seen hanging out of its mouth came over and gave me a sniff. When I looked up a tall woman with long blond hair pulled into a ponytail was walking down the drive toward us.

"You must be Clara," she said, smiling at me. I nodded, suddenly **shy.** "I'm Jenny. There are some puppies inside who would love to meet you."

I [illegible] into the barn.

7 MENTOR TEXTS WITH CUSTOM ILLUSTRATIONS!

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Thinking About Figurative Language

Name: _____ Date: _____

Directions: Copy any figurative language you find in the story. Then describe how it helps add to the meaning of the story.

Title:

Figurative Language:	How It Adds Meaning:



Figurative Language:	How It Adds Meaning:

Figurative Language:	How It Adds Meaning:



GRAPHIC ORGANIZERS FOR EVERY READING LESSON

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What's Included and How to Use it All:

This personal narrative reading and writing unit is an awesome resource for teaching a month of both reading and writing workshops. Included are 20 lessons for reading and 20 lessons for writing.

Each lesson includes a sample anchor chart, teachable language to introduce the skill of the day, detailed directions for each stage of the workshop, and ideas to prepare the lesson. Use the suggested language as a guide and add your own ideas into the mini-lesson language.

Mentor texts are included in the unit. These are original passages designed to model text features often found in this genre. Use these mentor texts throughout the unit as examples when working on the reading and writing skills. They are perfect to reference throughout the unit again and again. Feel free to print copies for the entire class to mark/highlight parts that reflect skills taught in the lesson.

You may also use any mentor text that matches this genre in your mini lessons. If you have some favorite picture books that will go well with the lessons, feel free to use those as well.

*** The great thing about the lessons is that you can use any mentor text as examples when teaching!*

There are also student pages for taking notes during each lesson. Each note-taking page matches the anchor chart, so students can easily take notes during whole group instruction. I recommend gluing these into student notebooks in the 'mini lesson' section. This is a FABULOUS way to keep the learning going all year long, and not just for one day. The lessons can be a great review. It's also super fun for students to see all the lessons they've learned throughout the year.

There are graphic organizers and thinkmarks available for every reading lesson. These are perfect for independent time. Students can spend 5 minutes responding to their reading in written form just before the share time. The ways to use these pages are limitless. They can be placed in centers, used in a strategy group or guided reading, done independently, used as homework, and so on.

*** The best part is that these pages allow for differentiation during independent time. Students can use any book they are reading to complete each organizer.*

There are several other pages of support found throughout this unit. My goal was to provide you with EVERYTHING you need to plan, teach, and assess this unit. I hope you and your students enjoy the lessons!!

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Breakdown of Workshop Format

The Reading Workshop(45-60 min.)

The Mini-Lesson (10-15 min.)

•Sit at the carpet in a circle so everyone can see each other when they talk.

•Students bring their reader's notebooks and copy the mini-lesson statement, which is written on chart paper into the section marked 'mini-lessons.' (they could also glue a copy of the statement into their notebooks)

•For the most part, mini-lessons follow the same structure

1. Read the mini-lesson statement and tell students WHY this strategy is the focus for today. Students appreciate and respect teachers who share the purpose behind what they are learning. The second part of most mini-lesson statements begin with, 'so that.' This is the purpose part of the lesson.
Walk students through an example of what the mini-lesson is focusing on. (direct instruction)

2. Practice an example as a large group. (shared learning)

3. Call on students to share, often adding ideas to your chart paper.
Ask students to try-out an example by turning and talking with a partner. Come back together and share what each other said. (independent learning)

• By following this format, teachers scaffold the learning from direct instruction to shared learning and finally independent learning.

•They also ensure that every student has an opportunity to be heard.

•Teachers are able to informally monitor who is not participating and plan to visit them for a conference right away during independent time.

•End the lesson by Challenging students to try-out the reading strategy during
• their independent reading time.

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Independent Practice (15-30 minutes)

•Students are reading books that they have chosen. They are often responding to their reading on a thinkmark (a bookmark that you can write on), a post-it, notecard, or in their reader's notebook.

•The teacher is either conducting guided reading groups or individual conferencing.

1. At the beginning of the year, it is common to spend the first 4-6 weeks having individual conferences with students.
2. Teachers take notes on what students are reading, what they say about what they are reading, and a variety of other reading related skills that are noticed. These notes are critical because they help teachers understand every student's reading interests and abilities.
3. This information can be used to help students find new books in the library, connect what their reading interests to other students in the room (building that sense of community), informally evaulating oral reading fluency, vocabulary skills, comprehension, and problem-solving strategies.
4. Teachers can take notes using the 'Reading Workshop Observation Form.'

The Share (last 5-10 minutes)

• All the students come back to the carpet and sit in a circle. (yes, even the big fifth grade boys☺)

• They turn-and-talk to a partner about what they were reading and thinking during independent time.

• They usually share what they wrote on thinkmarks or in their notebooks.

• This allows everyone an opportunity to share with at least one other person. Giving all students a chance for their voices to be heard during the school day is powerful.

• Teachers may have everyone share in the circle if it's a quick share. Other times, they may choose a few to share their thoughts with the large group.

• Often times the teacher will add new insights to the mini-lesson chart.

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The Writing Workshop (45-60 min.)

The Mini-Lesson (10-15 min.)

•The same structure for the reading mini-lesson is followed for the writing workshop.

•Students copy the mini-lesson statement into their writer's notebooks in the section labeled 'mini-lessons.'

•Lessons are often refered to throughout the year as the class dives deeper into writing. It is very cool to have a record of learning!

Independent Practice (15-30 minutes)

•As with the reader's workshop, students are writing independnently while the teacher is having individual writing conferences. As the year progresses, guided writing groups are added to the teacher's role during the independent writing time.

•At the beginning of the year, teachers need to target conferences around those reluctant writers. It may be necessary to visit with one or two students every day, talking specifically about their writing strengths and building their confidence as writers.

•Keeping track of these conferences on the 'Writing Conference Form' can be very helpful in remembering what each student's writing needs are.

The Share (last 5-10 min)

•Much like the reader's workshop share, students return to the carpet with their notebooks or other writing. They share with a partner. They might share their favorite line, explain what they were working on today, or read sections of their work. Often, a few students are called on to share with the group after everyone has had a chance to share and listen with partners.

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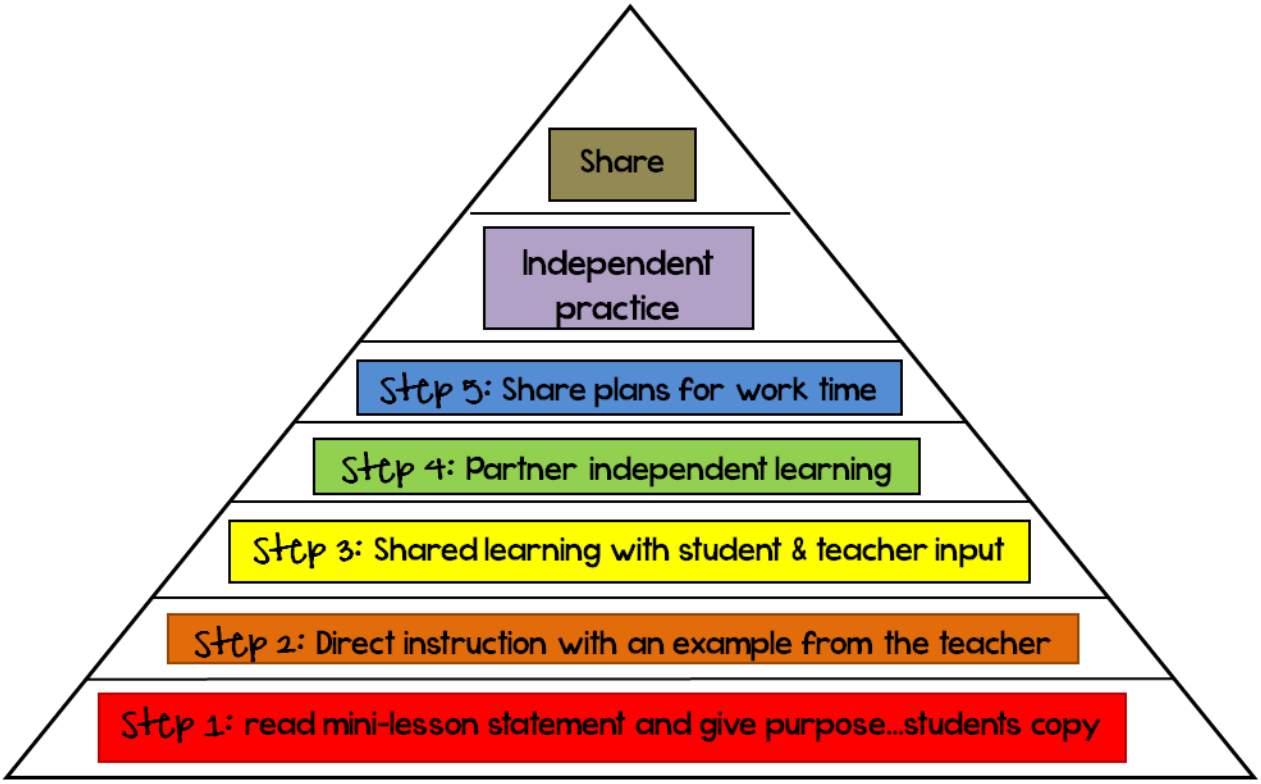

The Structure of a reading and writing mini-lesson

This structure follows a format of I do, we do, you do. It also includes time for students to state a plan of learning for their independent time. Finally, there is a 5- 10 minute share at the end of the workshop that gives students the opportunity to discuss, listen, and reflect on their learning from the mini-lesson and independnent practice.

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Interactive Read Aloud Benefits:

- It builds a sense of community in your classroom.
- Everyone has the same background information because you and the students have read the same books.
- You can talk about a book on the last day of school that you read on the first day.
- Read-alouds can be used as mentor texts in reading and writing conferences.
- Not only does reading picture books (in all genres) build a strong sense of community and common background, it is the heart of the reading and writing workshops.
- Without reading to the class, teachers would not be able to use text as teaching examples during mini-lessons. Sure, they could still make mini-lesson statements and present them to the class. But they would have no way of modeling how a good reader or writer applies the mini-lesson statement to his/her work if they could not reference common text that all students are familiar with.
- Also, students would not be able to try-out the mini-lesson strategy if there was no common text to reference.
- If you use or have ever used a basal, consider reading books to your class your new basal.
- Teachers can teach the Common Core Standards using Interactive Read Aloud's in the workshop format in a way that is personalized for students, engaging, highly intentional, and extremely specific to students' needs and abilities.
- Examples from previously read IRA (interactive read-alouds) are used for direct instruction, shared learning, and partner independent learning during the reading and writing mini-lessons.
- For example, if a mini-lesson statement was, *"Readers think about what makes the main character change in a memoir so that they can understand that person's point-of-view,"* a teacher could talk about this statement in reference to a memoir read together in class. Then, ask students to share their thinking as a class with another memoir they had read. Finally, ask students to turn-and-talk about a third character from a memoir that was read (notice learning is scaffolded from teacher-led, group-led, student-led).
- So, for each mini-lesson, a teacher might reference three previously read IRA's. It is very common to reference one IRA in several different lessons throughout the year.
- IRA's are not meant to be read during the reading and writing workshop. If they were read during this time and then a mini-lesson was taught, there would be no time for students to try-out their new learning independently!
- IRA's should be read during language time or any other time during the day when the teacher has 10 minutes available.

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- Since IRA's are the heart and soul of the reading and writing mini-lessons, it is extremely important to keep a class record of books that have been read in class. I can't stress the value of this enough.

- This list can be referenced all year long. A simple chart with lined paper can be used. Write down the title, author, and genre of each book read. By the end of the year the class will have a long list of books and a sense of accomplishment.

- Teachers can use these charts daily to talk about books and reference past learning in comparison with new insights. They can look for patterns in genre, authors, content, and theme.

- Chapter books can also be used for IRA's. Teachers may read the same book in sections for a week or two.

- This is great for intermediate students because they need to begin holding information in longer text over periods of time. Books like, Stone Fox by John Reynolds Gardiner and Love That Dog by Sharon Creech are excellent chapter books that include longer story lines where students can practice their comprehension stamina.

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Interactive Read Aloud Texts Included:

Remember…in order to reference these books in a mini-lesson they need to be read *before* the lesson! The beginning of the year is tough because teachers have to frontload a lot of reading to build a sense of community and common background, but it is so fun to read to the kids…even the fifth and sixth graders enjoy listening to picture books!!

Some of the management mini-lessons do not include the use of IRA's. The goals of these lessons are not to practice a reading or writing strategy, rather to set up routines, roles, and expectations.

1. Farewell Package
2. Puppy Day
3. The Bird show Surprise
4. Up, Up and Away
5. Ouch!
6. Sand Dollar Sunday
7. I Don't Want to Be Careful

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Additional IRA Text Suggestions:

Even though I've provided several mentor passages for you in this unit, I wanted to share some of my favorite read-aloud mentor texts with you as well.

Remember, you have options on which mentor texts and passages you'd like to use, since the lessons are teaching skills that can be applied to any text within the genre.

If you are looking for more mentor texts, I suggest searching your school or public library for books that fit the genre. I hope you find this list of suggestions for this unit helpful!

- Thank You Mr. Falker by Patricia Polacco
- Saturdays and Teacakes by Lester Laminack
- Night in the Country by Cynthia Rylant
- Peppe the Lamplighter by Elisa Bartone
- White Socks Only by Evelyn Coleman
- Owl Moon by Jane Yolen
- Nothing Ever Happens on 90th Street by Roni Schotter
- Big Mamas by Donald Crews
- The Keeping Quilt by Patricia Polacco
- Shortcut by Donald Crews
- Ma Dear's Aprons by Patricia C. McKissack
- Sister Anne's Hands by Marybeth Lorbiecki
- Crow Call by Lois Lowry
- Mr. Lincoln's Way by Patricia Polacco
- My Rotten Redheaded Older Brother by Patricia Polacco
- David Goes to School by David Shannon
- Canoe Days by Gary Paulsen
- When I was Young in the Mountains by Cythina Rylant
- Up North at the Cabin by Marsha Wilson Chall
- Fireflies by Julie Brinckloe

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Personal Narrative

Day	Reading	Writing
1	Personal Narrative text features	Planting seeds
2	Notice important information	Reveal something important
3	Identify moments full of emotion	Write moments full of emotion
4	Identify characteristics of fiction	Write with all fiction characteristics
5	Identify characteristics of fiction	Write with all fiction characteristics
6	Author's purpose	Writing for a specific audience
7	Story events	Writing story events
8	Notice story tension	Writing to build tension
9	Compare thoughts to author	Include personal thoughts in writing
10	Thinking about understanding a text	Plan writing to make the most sense
11	Story settings	Writing with a timeframe
12	Compare/contrast characters	Revising work to keep the best parts
13	Compare characters from different stories	Revising work to take out parts
14	Making inferences	Include the use of inner voice
15	Noticing strong parts of text	Writing with care and commitment
16	Evaluating multiple texts	Write engaging and honest memoirs
17	Identify descriptive language	Add descriptive language
18	Compare personal experiences	Share work for revising/editing
19	Analyze events and develop opinions	Writing final drafts
20	Identify feelings in a memoir	Writing final drafts

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 1	CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	2.10ab Discuss the author's purpose for writing text. Discuss how the use of text structure contributes to the author's purpose
Writing Day 1	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.11a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 2	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.8b Describe the main character's (characters') internal and external trait
Writing Day 2	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.10a Discuss the author's purpose for writing text.
Reading Day 3	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information 2.10d Discuss the use of descriptive, literal, and figurative language.
Writing Day 3	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	2.12a Compose literary texts, including personal narratives and poetry
Reading Day 4	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.8d Describe the importance of the setting. 2.9c discuss elements of drama such as characters, dialogue, and setting
Writing Day 4	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.12a Compose literary texts, including personal narratives and poetry

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 5	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.8 c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently
Writing Day 5	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11 a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 6	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and*how* to demonstrate understanding of key details in a text.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information 2.10 a Discuss the author's purpose for writing text.
Writing Day 6	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or shortsequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11 a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 7	CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.	2.8a Discuss topics and determine theme using text evidence with adult assistance.
Writing Day 7	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or shortsequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11 a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 8	CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
Writing Day 8	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or shortsequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11 a Plan a first draft by generating ideas for writing such as drawing and brainstorming.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 9	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information 2.7a Describe personal connections to a variety of sources.
Writing Day 9	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.7a Describe personal connections to a variety of sources. 2.11 a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 10	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information 2.10d Discuss the use of descriptive, literal, and figurative language
Writing Day 10	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.10b Discuss how the use of text structure contributes to the author's purpose.
Reading Day 11	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.8d Describe the importance of the setting 2.9c Discuss elements of drama such as characters, dialogue, and setting
Writing Day 11	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.8d Describe the importance of the setting 2.9c Discuss elements of drama such as characters, dialogue, and setting
Reading Day 12	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.8b Describe the main character's (characters') internal and external traits.
Writing Day 12	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 13	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.8b Describe the main character's (characters') internal and external traits.
Writing Day 13	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
Reading Day 14	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.6f Make inferences and use evidence to support understanding.
Writing Day 14	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
Reading Day 15	CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	2.6a Establish purpose for reading assigned and self-selected texts. 2.6g Evaluate details read to determine key ideas
Writing Day 15	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
Reading Day 16	CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.7a Describe personal connections to a variety of source.
Writing Day 16	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 17	CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10d Discuss the use of descriptive, literal, and figurative language.
Writing Day 17	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.10d Discuss the use of descriptive, literal, and figurative language. 2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
Reading Day 18	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.8b Describe the main character's (characters') internal and external traits.
Writing Day 18	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.11d Edit drafts using standard English conventions.
Reading Day 19	CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.10a Discuss the author's purpose for writing text.
Writing Day 19	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.11e Publish and share writing.
Reading Day 20	CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.10a Discuss the author's purpose for writing text.
Writing Day 20	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.11e Publish and share writing.

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