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Jen Bengel

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 traditional literature reading and writing workshop for an entire 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!
   - 7 original 2-page texts 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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Types of Traditional Literature

TRADITIONAL LIT. READING 1

Mini Lesson Statement:

Readers understand the different types of traditional literature so that they can identify characteristics of each type.

Before the Lesson:

1. Have students choose a traditional literature book to read independently.
2. Read 1-2 TL texts sometime before the lesson begins.
3. Write the ML statement and outline on the anchor chart.
4. Complete the definitions in advance.

Introduction (use this language as a guide)

"Today we're going to begin our new unit on traditional literature. Who can tell me what traditional literature means? (show the definition on the anchor chart). There are many types of traditional literature stories. In our unit we are going to focus on the four main types of traditional literature stories; folktales, fables, myths, and legends. Each of these types of stories is based on fiction and is a story passed down from generation to generation. That means that grandmas and grandpas were told these stories when they were kids, then they told the stories to their own kids and their grandkids. Let's spend today learning about the four main types of traditional literature stories."

1. Model for the Class:

- Begin by defining what traditional literature means. Think aloud as you remember some of the stories you have already read together.
- As you reveal the definition on the chart, ask students to take notes on their note-taking page.

2. Invite Students to Help:

- Think aloud about the definition for folktales. Invite students to help you identify some stories they may have read in the past that are examples of folktales.
- As students share, write their responses on the class anchor chart as they write on their note-taking page.

3. Engage All Learners:

- Follow the same process for Fables, Myths, and Legends. After you share the definitions, ask students to turn and talk with a partner, identifying examples of stories they've read in each category. Give them 1-2 minutes, then ask them to share what their partner said.
- As students share, write their answers on the class anchor chart as they write on their note-taking page.

Sample Anchor Chart

Readers understand the different types of traditional literature so that they can identify characteristics of each type.

What is Traditional Literature? Narrative stories passed down from generation to generation often including magic, moral lessons, and fictional characters

Folktales:	Fables:	Myths:	Legends:
A type of storytelling passed down orally and believed to be untrue.	An untrue story that usually teaches a lesson or tells about a legendary person.	An old story usually dealing with supernatural beings or ancestors that teach cultural lessons.	A story told through generations that may or may not be true. They may include some elements of history.

4. Transition to Independent Time:

- Review the key learning with the class.
- Instruct students to identify text features in mentor passages they read today. Ask them to identify whether the TL story was a folktale, fable, myth, or legend. Be sure they include reasons for their responses.
- Pass out an organizer or thinkmark for this lesson and give students 3-4 minutes after independent reading to write a response [illegible]

5. The Share:

Gather together as a class. Use turn-and-talk to have students share their independent reading responses with a partner. [illegible]

20 READING LESSONS | 20 WRITING LESSONS

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I can identify and understand different types of traditional literature stories.

Readers understand the different types of traditional literature so that they can identify characteristics of each type.

What is Traditional Literature?

Folktales:	Fables:	Myths:	Legends:

STUDENT NOTE-TAKING PAGES FOR EVERY LESSON

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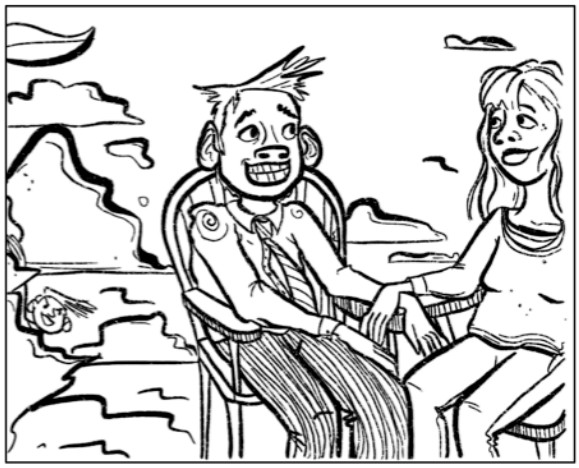
A Giant Tale

Traditional Literature



Fee, Fi, Foe, Phooey! That is what I think of the stories going on about me. I am not a grumbly old milkman. Just because I am a giant, all the Lilliputian folk say horrible things about me. Well, I did nothing wrong. It was that thieving Jack who is the real villain in this story. My true story is much different.

Once upon a time, when I was just a lad, I walked the land with the humans. At the time, I had not grown to my full height. However, at nine-years old, I was as tall as a human man.

While I was wandering around on the ground, I came upon a broken cart and a sad looking chap.

"Do you need help, sir?" I asked.

"I truly could," he said.

I helped him lift his cart so he could mend the wheel. As I was saying my farewells, he offered me three small trinkets.

"Please take this egg, wire, and leather pouch," he said.

I accepted graciously and we went our separate ways.

I stayed on the ground a while longer, but found it dry and dull. Therefore, I hurried back home.

I showed my parents the trinkets I had acquired. We decided to try to hatch the egg. We placed it under our sitting goose, Fee fi foe fum. The egg never hatched, but as the goose continued to sit upon it, she turned as gold as a sunrise. Later, she began to lay golden eggs.

7 MENTOR TEXTS WITH CUSTOM ILLUSTRATIONS!

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Types of Traditional Literature

Name: _____

Date: _____

Directions: Decide which type of traditional literature story you read today. Then describe characteristics from the story that helped you decide. Share any new thinking you have about traditional literature stories.

Title: _____

The story I read today was a *(circle one)*:

Fable Folktale Myth Legend

Other: _____

Characteristics from the story: _____

_____

_____

_____

My Thinking About Traditional Literature:

_____

_____

_____

Types of Traditional Literature

Name: _____

Date: _____

Directions: Decide which type of traditional literature story you read today. Then describe characteristics from the story that helped you decide. Share any new thinking you have about traditional literature stories.

Title: _____

The story I read today was a *(circle one)*:

Fable Folktale Myth Legend

Other: _____

Characteristics from the story: _____



My Thinking About Traditional Literature:

_____

_____



GRAPHIC ORGANIZERS FOR EVERY READING LESSON

What's Included and How to Use it All:

This traditional literature 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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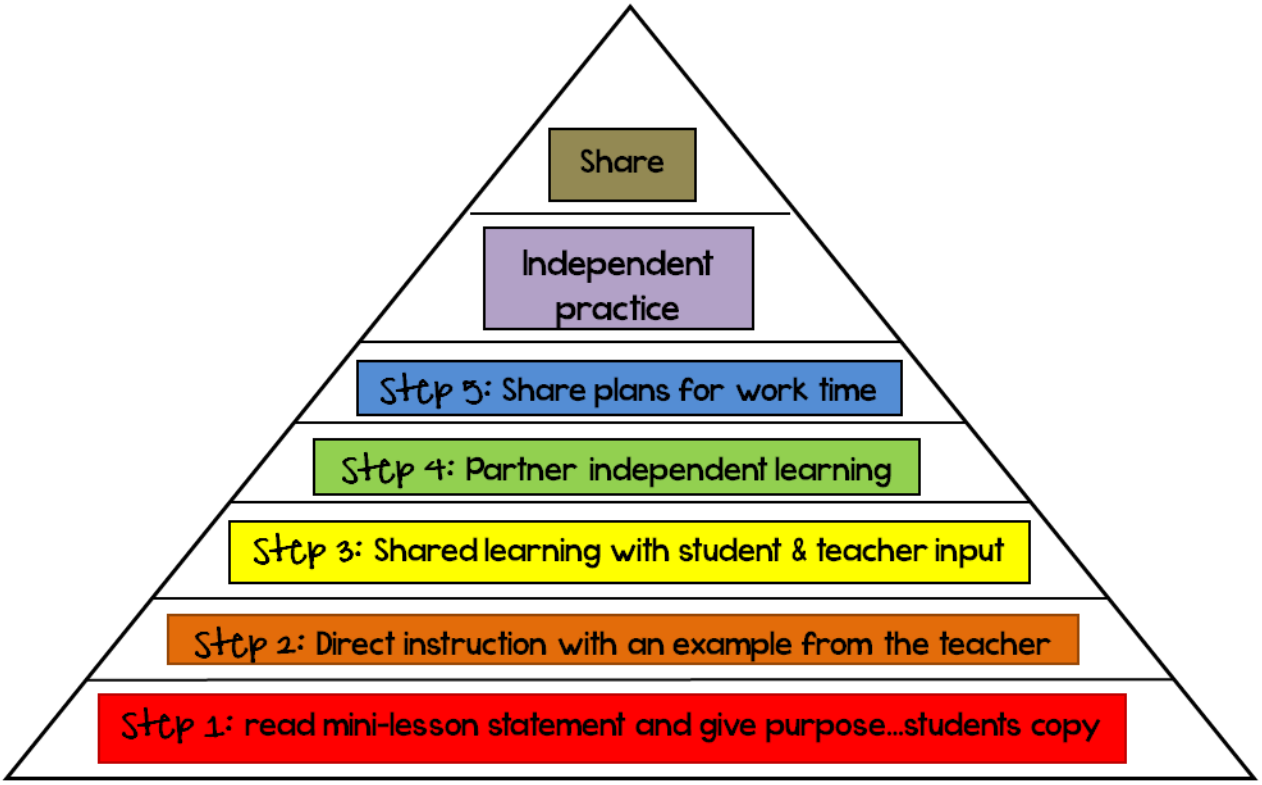

The Structure of a reading and writing mini-lesson

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!!

1. Charna and the Monster
2. A Giant Circle
3. Silver Moon
4. The Wrinkles of the Wise
5. 3 Silly Goats Gruff
6. The Ladybugs' Spots
7. Little Blue Riding Hood

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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!

- The Three Sillies retold by Kathryn Hewitt
- The Three Swingin' Pigs by Vicky Rubin
- The Orphan by Anthony L. Manna & Soula Mitakidou
- The Princess and the Magic Locket by Nick Ellsworth
- The Trouble With Wishes by Dianne Stanley
- Sylvester and the Magic Pebble by William Steig
- The Princess and the Pizza by Mary Jane
- Adelita A Mexican Cinderella Story by Tomie dePaola
- The Emperor's New Clothes retold by Susan Blackaby
- The Princess and the Pea retold by Susan Blackaby
- The True Story of the Three Little Pigs! by Jon Scieszka
- Cinder Edna by Ellen Jackson
- Princess Furball by Charlotte Huck
- The Duchess of Whimsy by Randall de Seve
- Princess Pigatoria and the Pea by Pamela Duncan Edwards
- Gone With the Wand by Margie Palatini
- The Frog Prince retold by Edith H. Tarcov
- Tico and the Golden Wings by Leo Lionni
- The Ugly Duckling by Jerry Pinkney
- The King's Stilts by Dr. Seuss

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Traditional Literature

Day	Reading	Writing
1	Identify types of traditional Lit.	Make lists of traditional lit. titles
2	Patterns in traditional literature	Explore traditional lit. patterns
3	Identify heroes in stories	Develop a hero for story
4	Identify villains in stories	Develop a villain for story
5	Identify main problem and solution	Create main problem and solution
6	Identify moral lesson	Create moral lesson
7	Identify main events	Brainstorm events for story
8	Recognize when good triumphs evil	Create tension events
9	Identify elements of magic	Create elements of magic
10	Compare story endings	Revise story ending
11	Notice repeated language	Choose to repeat lines
12	Connect different versions	Ask yourself questions while writing
13	Comparing themes in texts	Edit language to add interest
14	Identify key facts in text	Create illustrations
15	Identify figurative language	Add figurative language
16	Notice font size and shape changes	Add common language
17	Recognize common language	Borrow ideas for poetry
18	Analyze moral lesson	Peer revising
19	Ask and answer questions	Edit writing
20	Reflect on new learning	Publish writing

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 1	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
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.	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
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	2.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Writing Day 2	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.	2.11a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 3	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 3	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.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 4	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 4	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 5	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.8c 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 shortsequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 6	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
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.	2.11b Develop drafts into a focused piece of writing.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 7	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
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.	2.11bi Develop drafts into a focused piece of writing organizing with structure.
Reading Day 8	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including byspeaking in a different voice for each character when reading dialogue aloud.	2.7a Describe personal connections to a variety of sources, including self-selected texts.
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.	2.11bii Develop drafts into a focused piece of writing by developing an engaging idea with relevant details.
Reading Day 9	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
Writing Day 9	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.	2.11bii Develop drafts into a focused piece of writing by developing an engaging idea with relevant details.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 10	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.	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
Writing Day 10	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.	2.11bi Develop drafts into a focused piece of writing organizing with structure.
Reading Day 11	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.	2.10b Discuss how the use of text structure contributes to the author's purpose.
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.	2.11bii Develop drafts into a focused piece of writing by developing an engaging idea with relevant details.
Reading Day 12	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
Writing Day 12	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.	2.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 13	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.	2.7a Describe personal connections to a variety of sources, including self-selected texts.
Writing Day 13	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.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
Reading Day 14	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
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.	2.7e Interact with sources in meaningful ways such as illustrating or writing.
Reading Day 15	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 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.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 16	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.10c Discuss the author's use of print and graphic features to achieve specific purposes.
Writing Day 16	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.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
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.	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
Writing Day 17	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.	2.11c Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.
Reading Day 18	CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including byspeaking in a different voice for each character when reading dialogue aloud.	2.7a Describe personal connections to a variety of sources, including self-selected texts.
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.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 19	CCSS.ELA-Literacy.RL.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.
Writing Day 19	CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.11d Edit drafts using standard English conventions.
Reading Day 20	CCSS.ELA-Literacy.RL.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.
Writing Day 20	CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	2.11e Publish and share writing.

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