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Jen Bengel

What's Included in This 2nd Edition

There's SO much included in this unit that you will literally have <u>everything you need</u> to successfully launch your reading and writing workshops the first month of school!

WHAT IS INCLUDED:

1. Google Classroom Digital Version
   - The student pages for each reading and writing lesson are now available in a digital version!
2. Standards attached to every lesson
   - Common Core
   - TEKS
3. 20 Reading lessons
   - With sample anchor charts
   - Teacher suggested language
4. 20 Writing lessons
   - With sample anchor charts
   - Teacher suggested language
5. 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!
   - 4 complete interactive read-alouds designed for this unit.
   - 3 sample mentor texts for the lessons.
6. Completed Anchor Charts
   - Use these as examples to lessons.
   - Perfect for management lessons.
7. Graphic Organizers for Every Reading Lesson
   - These are perfect for assessing and grading.
   - Can be used with ANY text students are reading independently.
8. Writing Rubrics, Revising, and Editing Checklists
   - All the writing rubrics and forms align with the skills taught in daily lessons.
9. Tons of Teacher Support Pages
   - Informal assessment note pages
   - Status of the Class
   - Writing conference forms
   - Organizational teacher support
10. Cover Pages and Binder Organization.
   - Set up student workbooks.
   - Set up teacher editions.
   - Everything you need to stay organized!

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

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

LINKS ACTIVE IN PAID VERSION

Reading is Thinking!

LAUNCHING UNIT READING 2

Mini Lesson Statement:

Readers are always thinking and talking about what they are reading so that they can remember their new learning.

Before the Lesson:

Read the book, "Miguel's Book Dilemma" as an interactive read aloud.



Introduction (use this language as a guide)

"As readers, there are many things that go through our minds before, during, and after reading. There's so much to think about! This year we are going to learn so many awesome things about reading. One of the biggest things I want you to know about reading is that when we read, we are thinking. When you read, your brain is looking to understand what the words on that page actually mean when they are put together. Your brain wants answers! All year long we are going to teach our brains how to find the meanings in texts we read. Today, we are going to think about all the ways we are thinking as we read. Then, we'll practice reading our own books and thinking about what we read."

1. Model for the Class:

- Begin by reminding students of a book or passage you have already read together. **This may be the book, "Miguel's Book Dilemma" or another book/text you've already read aloud.*
- Turn to a section of the book where you did some important thinking. Share that thinking out loud and write it on the class anchor chart as students copy onto their note-taking pages.

2. Invite Students to Help:

- Turn to another section of the mentor text. **You may use the same mentor text or another text/book you've already read to the class for your second example.*
- Ask students to help you by sharing some of their thinking about that section of the text.
- As students share, write their answers on the class anchor chart as they write on their note-taking page.

Sample Anchor Chart

Readers are always thinking and talking about what they are reading so that they can remember their new learning.	
Book or Text Title:	**Our Thinking:**
Write the title of each book or text used as a mentor text	Describe some thinking from this part of the mentor text.

3. Engage All Learners:

- Ask students to turn and talk with a partner about some thinking they have based on a mentor text. 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 all the thinking on the chart.
- Hand out 2 post-it notes for each student. Ask them to mark 2 spots in their independent reading where they had [illegible] thinking OR [illegible]

5. The Share:

Gather together as a class. Use turn-and-talk to have students share their thinking about what they read with a partner. After a few minutes, have them share responses with the class.

20 READING LESSONS | 20 WRITING LESSONS with comprehension

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I can identify evidence in a book that makes me feel a certain way.

Readers are always thinking and talking about how books make them feel so they can share those feelings with others.

Book or Passage:	Our Feelings:	Evidence:

STUDENT NOTE-TAKING PAGES FOR EVERY LESSON

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My Name is Kaia



"Good morning, class," greets the teacher as she welcomes her new third grade students to their classroom. "My name is Miss Kilkenny. Please come in and find your desks with your names on them."

The students walk into the classroom, curiously looking around to find their desks. Behind her, Kaia can hear the boys making fun of the teacher's name.

"What kind of name is that? Kill-a-penny?? So weird."

"I would hate to have a weird name like that."

Kaia puts her head down and quietly finds her way to her desk. She becomes uncomfortable, seeing that one of those boys sits right next to her. "Wait until he hears my name," she says to herself. Being in third grade, she hasn't met a single person in school that could pronounce her name correctly. "I hate my name," she thinks, as she waits for this teacher to mess up her name too, and the embarrassment that follows.

"Ok, boys and girls, please raise your hand when I call your name. John. Mary. Sam. Lucie. Nathan…"

With every name called, Kaia feels herself tense up, knowing hers could be next.

"Kaia," the teacher smiles looking right at her.

Kaia thinks, "She got it right. She actually got it right. And it doesn't sound so bad when she says it." Kaia smiles and raises her hand. The teacher winks at her, and Kaia instantly feels better, calmer.

MENTOR TEXTS AND READ ALOUDS INCLUDED!

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Listening and Talking About Books

Name: _____ Date: _____

Directions: Decribe what good listeners and speakers sound and look like.

What a *listener* looks like:	What a *speaker* looks like:
What a *listener* sounds like:	What a *speaker* sounds like:





GRAPHIC ORGANIZERS FOR EVERY READING LESSON

Launching the Readers and Writers Workshops

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Lesson H

Rationale:

These reading and writing lessons are carefully created with several goals in mind. The first goal is to build a sense of community in the classroom. It is extremely important that students are able to share their work, thoughts, and feelings in a safe, non-judgemental environment. Students in the intermediate grades need to know their teacher and classmates care about what they are saying. Students will believe this is true when they see their teacher and classmates listening attentively when they share.

The second goal of these lessons is to establish classroom routines that will be expected throughout the year. These management lessons can- and should be- repeated throughout the year. Anchor charts with mini-lesson statements and examples can remain on classroom walls all year. Included with each lesson is an example of what a class chart may look like. Another option is to have students copy the mini-lesson statements into their reader's or writer's notebooks. I have also included a reproducible list of the mini-lessons if you prefer to make copies and have your students glue them into their notebooks. My students have sections in each of their notebooks labeled, "mini-lessons," where they keep a dated list of the statements along with examples, lists, and other work completed during the mini-lessons.

Teaching students to work within their instructional range of learning is the third goal of these beginning lessons. Students need to independently recognize what books are good fits for their independent reading time. They also need to begin thinking of themselves as writers and exploring what type of writing they do best.

The fourth goal of these lessons is to establish a high level of expectations for the students and the reading/writing work they will be doing throughout the year. Students will rise to their teacher's level of expectations. Students also need to see themselves as good readers and writers in order to independently work to their maximum potential throughout the year.

The fifth and final goal is to teach students to become independent learners. I am always encouraging students to think critically, make comparisons, develop opinions, make personal connections, and inquire. Through scaffolding reading and writing strategies in mini-lesson formats, students are given structured opportunities to observe, participate in, and try-out new learning. The workshop format allows for independent practice time as well as a reflective share time, both of which encourage self-discovery of new ideas.

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What's Included and How to Use it All:

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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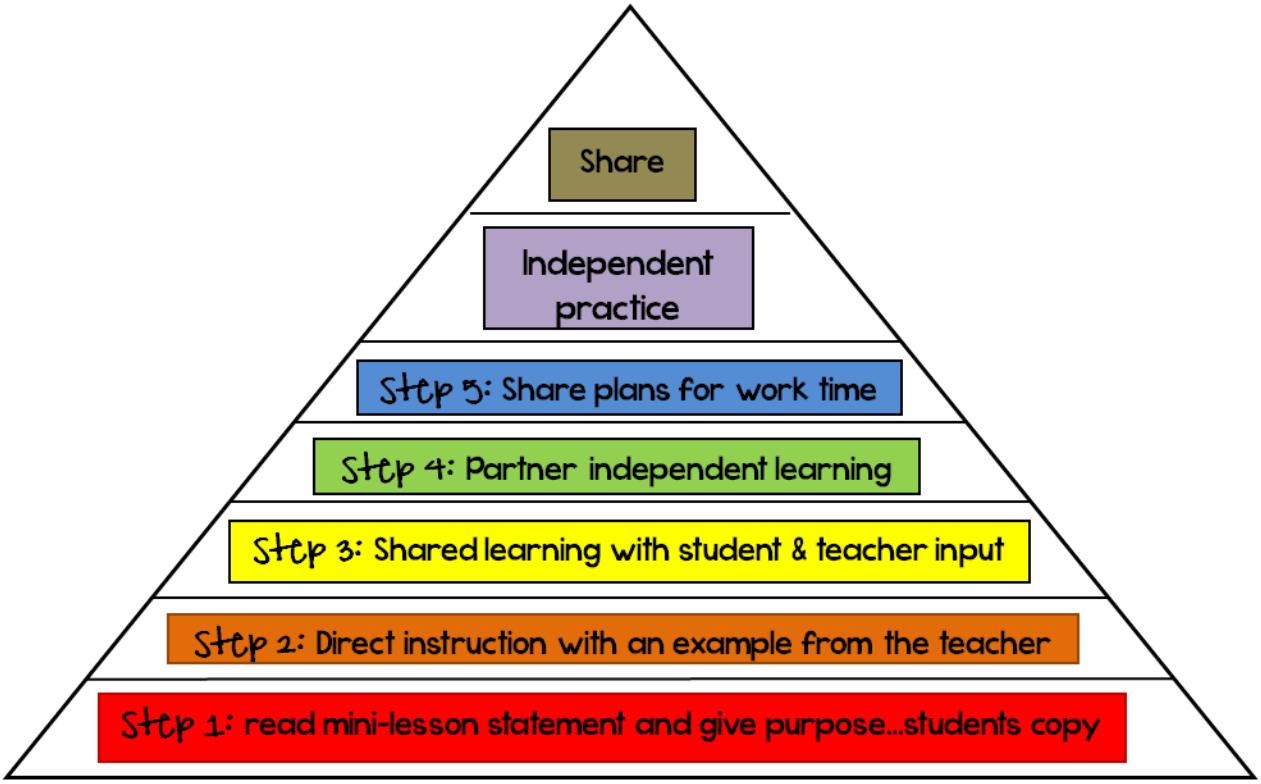

The Structure of a reading and writing mini-lesson

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. The Mystery Box
2. Mr. Fletcher Teaches Kids to Write
3. Miguel's Book Dilemma
4. Our Community Learns Together
5. Hi, My Name is Samantha
6. What's In a Name?
7. My Name is Kaia

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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 Exceptionally, Extraordinary Ordinay First Day of School by Albert Lorenz
- Miss Malarkey Leaves No Reader Behind by Judy Finchler
- My Mouth is a Volcano by Julia Cook
- The Juice Box Bully: Empowering Kids to Stand up For Others by Maria Dismondy
- Enemy Pie by Derek Munson
- The Name Jar by Yangsook Choi
- Chrysanthemum by Kevin Henkes
- Tiki Tiki Tembo by Arlene Mosel and Blair Lent
- The Man Who Walked Between the Towers by Mordicai Gerstein
- Tuesday by David Wiesner
- Spaghetti in a Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy
- Ira Sleeps Over by Bernard Waber
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- The Girl Who Never Made Mistakes by Gary Gubinstein

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Launching the Workshops

Day	Reading	Writing
1	Choosing just right books	Setting up writer's notebooks
2	Thinking and talking about reading	Planting seeds in notebooks
3	Talking about how books make you feel	Reflecting on seeds in notebooks
4	Thinking about thinking	Learning about prewriting strategies
5	When to abandon a book	Ideas from life experiences
6	Fiction v. nonfiction	Getting ideas from other books
7	Types of fiction and nonfiction	Getting ideas from other writers
8	Keep a record of reading	Rereading notebook seeds
9	Routines and expectations	Get the junk out journals
10	Thinking of new ideas	Writing about new ideas
11	Identify reading interests	Reread to look for writing patterns
12	Recommending books to others	Writing a first draft
13	Form opinions about reading	Writing with complete sentences
14	Check for understanding	Revising work
15	Strategies for solving words	Writing with description
16	Reading with punctuation	Editing tools
17	Using background knowledge	Sharing writing work
18	Compare and contrast	Writing final drafts
19	Making connections	Adding elements to writing
20	Evaluate character choices	Record of writing

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 1	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.4a Self-select books and read independently for a sustained period of time.
Writing Day 1	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.10a Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
Reading Day 2	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.5b Generate questions about text before, during and after reading to deepen understanding and to gain information
Writing Day 2	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.10a Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
Reading Day 3	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.6a Describe personal connections to a variety of sources including self-selected texts. 6.6c Use text evidence to support an appropriate response.
Writing Day 3	W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6.10a Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
Reading Day 4	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6.1abd Listen actively to interpret verbal and nonverbal messages, ask relevant questions and make pertinent comments. Follow and give oral instructions. Participate in student-led discussions.
Writing Day 4	W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.10a Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 5	Standard 10: Range, Quality, & Complexity	6.4a Self-select books and read independently for a sustained period of time.
Writing Day 5	W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.10a Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
Reading Day 6	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.8a Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.
Writing Day 6	W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.10a Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
Reading Day 7	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	6.5c Make, connect, or confirm predictions using text features, characteristics of genre and structures
Writing Day 7	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	6.12a Generate student selected and teacher guided questions for formal and informal inquiry.
Reading Day 8	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.3a Adjust fluency when reading grade level texts based on the reading purpose.
Writing Day 8	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.10b ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 9	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	6.1abd Listen actively to interpret verbal and nonverbal messages, ask relevant questions and make pertinent comments. Follow and give oral instructions. Participate in student-led discussions.
Writing Day 9	W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	6.10a Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
Reading Day 10	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.5b Generate questions about text before, during and after reading to deepen understanding and to gain information.
Writing Day 10	W.6.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	6.10b ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details
Reading Day 11	RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6.5a Establish purpose for reading assigned and self-selected texts.
Writing Day 11	RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6.5a Establish purpose for reading assigned and self-selected texts.
Reading Day 12	SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6.6a Describe personal connections to a variety of sources including self-selected texts. 6.6c Use text evidence to support an appropriate response.
Writing Day 12	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.10b ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 13	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.6b Write responses that demonstrate understanding of texts, including comparing sources within and across genre
Writing Day 13	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6.10d Edit drafts using standard English conventions including i) Complete simple and compound sentences with subject verb agreement and avoidance of splices, run-ons, and fragments.
Reading Day 14	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.5b Generate questions about text before, during and after reading to deepen understanding and to gain information.
Writing Day 14	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6.10c Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
Reading Day 15	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6.2a Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Writing Day 15	RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.2b Use context such as definition, analogy, and examples to clarify the meaning of words
Reading Day 16	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6.10d ix, x, xi Edit drafts using standard English conventions including ix)capitalization, x) punctuation, xi)spelling
Writing Day 16	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6.10d ix, x, xi Edit drafts using standard English conventions including ix)capitalization, x) punctuation, xi)spelling

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 17	CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.5e Make connections to personal experiences, ideas in texts, and to society.
Writing Day 17	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.10cd Revise drafts for clarity, development, organization, style, word choice, and sentence varietEdit drafts using Standard English conventions.
Reading Day 18	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.7b Analyze how the characters' internal and external responses develop the plot.
Writing Day 18	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6.10d ix, x, xi Edit drafts using standard English conventions including ix)capitalization, x) punctuation, xi)spelling
Reading Day 19	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.7b Analyze how the characters' internal and external responses develop the plot.
Writing Day 19	W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6.9c Analyze the author's use of print and graphic features to achieve specific purposes
Reading Day 20	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.7b Analyze how the characters' internal and external responses develop the plot.
Writing Day 20	W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6.10b ii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details

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