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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 an informational, nonfiction 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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Comparing Informational Texts

INFORMATIONAL READING 2

Mini Lesson Statement:

Readers compare and contrast the facts from two informational texts on the same topic so they can notice details that are the same or different between the two texts.

Before the Lesson:

1. Read 2 informational texts that have similar topics. {it may be one mentor text included and a library book}.
2. Write the ML statement and outline on the anchor chart.
3. Complete the first example in red, using a mentor text.

Introduction (use this language as a guide)

"Today we're going to take a super close look at two texts we've read together. These two informational texts have the same topic, but their details and facts are a bit different. There is so much to learn about every topic that there can be multiple books covering different facts. For example, there may be a book about ocean animals that focuses on how whales migrate. Another might focus on what whales eat or how long they live. Because there is so much to learn in the world, we can read more than one informational book on the same topic and learn even more. The more we read informational books, the more we learn. And the more we learn, the more we know about the world."

1. Model for the Class:

- Begin by reminding students of the 2 mentor texts you've already read together that have the same topic. Point out the topic. Identify an important fact from each of the texts. Think aloud as you share the facts.
- As you reveal the first example on the chart, ask students to take notes on their note-taking page.

2. Invite Students to Help:

- Think aloud about another fact from each text. Ask students to help you identify the fact.
- As students share, write their answers on the class anchor chart as they write on their note-taking page.
- Have students help you find a third fact from each text. Talk about all the facts you've identified together.

3. Engage All Learners:

- Ask students to turn and talk with a partner about how the facts are the same and different from the 2 mentor texts. 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 the key learning with the class.
- Instruct students to identify information facts from informational texts they're reading independently.
- Pass out an organizer or thinkmark for this lesson and give students 3-4 minutes after independent reading to write a response and prepare to share.
- Conference with readers who need extra support.
- [illegible] they know.

Sample Anchor Chart

Readers compare and contrast the facts from two informational texts on the same topic so they can notice details that are the same or different between the two texts.

Mentor Text:	Facts:	Differences:
Write the title from each mentor text	Describe facts from the text.	Compare and contrast how the facts from the texts are the same and different

5. The Share:

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

20 READING LESSONS | 20 WRITING LESSONS

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I can compare and contrast facts from two informational texts about the same topic.

Readers compare and contrast the facts from two informational texts on the same topic so they can notice details that are the same or different between the two texts.

Mentor Text:	Facts:	Differences:

STUDENT NOTE-TAKING PAGES FOR EVERY LESSON

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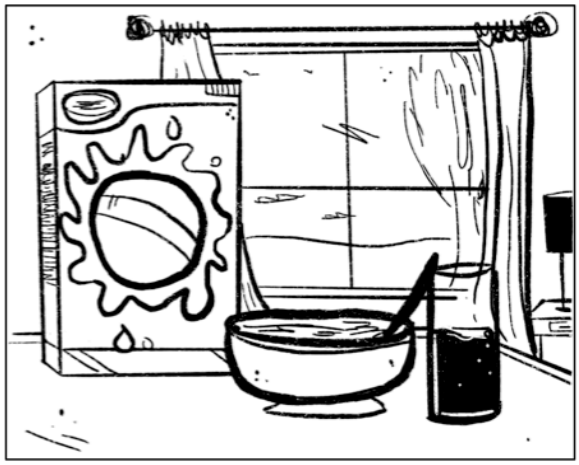
A History of Cereal

Informational



Have you ever had a bowl of cereal for breakfast? When do you think people started eating cold cereal? Did the knights munch on corn flakes before they slayed dragons? Did pioneers traveling west have toasted o's every morning in their covered wagons? When did cold cereal start?

The Very Beginning

Before the late 1800s, cold cereal did not exist. People ate beefsteak, boiled chicken, lamb, or oysters for breakfast. They ate eggs, pastries, pancakes, or bread. When people all over America complained of stomachaches, Dr. John Harvey Kellogg said the solution was to eat a simpler breakfast.

In 1863 (during the Civil War) a man in New York invented a cereal called "granula." Granula was so hard that some **critics** called it "wheat rocks" because the cereal had to be soaked in milk overnight just to make it soft enough to eat. Granula did not become popular.

Kellogg Company

Dr. John Harvey Kellogg tried to make his own kind of granula, but in the 1890s, he and his brother Will invented something even better. They invented corn flakes! Later, Will realized that the cereal would taste better if it had sugar in it. Dr. Kellogg knew sugar was not good for people. He refused to go along with his brother's idea to ruin his health food. In the end, Will Kellogg took over the Kellogg Company and added sugar to their corn flake recipe. The cereal is still popular today.

7 MENTOR TEXTS WITH CUSTOM ILLUSTRATIONS!

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Thinking About My Own Reading Interests

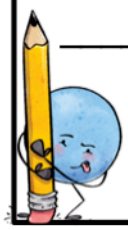
Name: _____ Date: _____

Directions: Make a list of all the people, places, and things you are interested in learning more about. Circle which topics you are most interested in and then describe how you plan to find texts about your topics.

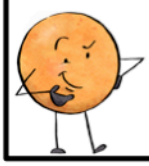
People:



Places:



Things:



My Plan to Find Texts on These Topics:



GRAPHIC ORGANIZERS FOR EVERY READING LESSON

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What's Included and How to Use it All:

This informational 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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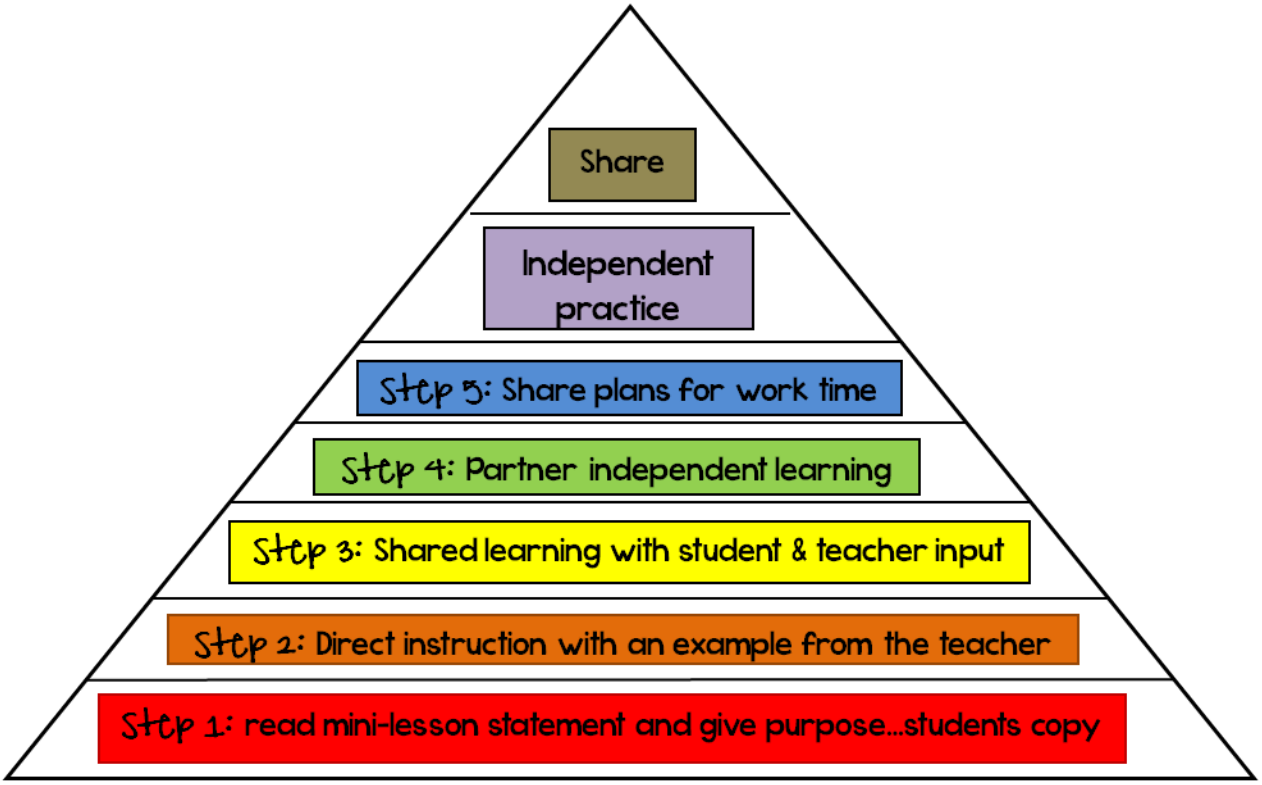

The Structure of a reading and writing mini-lesson

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. The Platypus
2. Sea Turtles
3. A History of Cereal
4. From Bologna to Lunchables
5. History of Soccer
6. Baseball: America's Game
7. Monopoly

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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!

- Incredible Sharks by Seymour Simon
- 101 Facts About Sharks by Julia Barnes
- Airplanes of World WarII by Nancy Robinson Masters
- Jungle Survival Guide by Ruth Owen
- Living Sunlight How Plants Bring the Earth to life by Molly Bang & Penny Chisholm
- Climbing Lincoln's Steps the African American Journey by Suzanne Slade
- If You Made a Million by David M. Schwartz
- We the Kids the Preamble to the Constitution of the United States by David Catrow
- Z is for Zamboni A Hockey Alphabet by Matt Napier
- Civil War Spies by Tim O'Shei
- Extreme Weather Hurricanes by Kay Manolis
- Can You Say Peace? by Karen Katz
- Weird But True Weather by Carmen Bredeson
- Asteroids, Comets, and Meteoroids by Fran Howard
- A Warmer World From Polar Bears to Butterflies, How Climate Change Afftects Wildlife by Caroline Arnold
- Play Soccer Like a Pro Key Skills and Tips by Christopher Forest
- 101 Facts about Oceans by Julia Barnes
- I Feel Better with a Frog in My Throat History's Strangest Cures by Carlyn Beccia
- Firetalking by Patricia Pollaco
- September 12th We Knew Everything Would Be Alright by 1st grade students of H. Byron Materson Elementary School in Kennett, Missouri

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Informational

Day	Reading	Writing
1	Informational text features	Planting seeds
2	Comparing facts in texts	Planting seeds, choosing a topic
3	Understanding NF text features	Planning to write with NF features
4	Identify NF reading interests	Audience and purpose
5	Identify main idea and details	Identify topic and narrow angle
6	Identify types of NF texts	Creating subtopics
7	Using text features to understand	Develop specific text features
8	Compare new learning to old	Develop specific text features
9	Draw inferences from facts	Consider all facts in writing
10	Defining key vocabulary	Choosing key vocabulary
11	Using details to understand the main idea	Develop details in writing
12	Notice new subtopics in texts	Use linking words to connect topics
13	Thinking about the text beginning	Clear purpose at the beginning
14	Thinking about the text body	Writing the text body
15	Thinking about the text conclusion	Writing the text conclusion
16	Identify interesting NF texts	Produce accurate NF text
17	Share new learning	Revising work
18	Share new learning	Revising work
19	Describe connections	Editing work
20	Keep a record of reading	Writing final drafts

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 1	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.9dii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Writing Day 1	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11a Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
Reading Day 2	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	3.9dii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Writing Day 2	W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 3	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.9dii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Writing Day 3	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 4	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.5a Self-select texts and read independently for a sustained period of time.
Writing Day 4	W.3.10. 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.	3.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 5	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.6g Evaluate details read to determine key ideas.
Writing Day 5	W.3.2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	3.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 6	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.9dii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Writing Day 6	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 7	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	3.6b 3.7c Generate questions about text before, during, and after reading to deepen understanding and gain information. Use text evidence to support an appropriate response.
Writing Day 7	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 8	RI.3.6. Distinguish their own point of view from that of the author of a text.	3.6h Synthesize information to create new understanding.
Writing Day 8	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 9	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.6fh Make inferences and use evidence to support understanding. Synthesize information to create new understanding.
Writing Day 9	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.	3.11bi Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.
Reading Day 10	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	3.3b Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple meaning words.
Writing Day 10	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.12b Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
Reading Day 11	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	3.9dii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Writing Day 11	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.12b Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
Reading Day 12	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	3.9dii Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.
Writing Day 12	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11c Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 13	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Writing Day 13	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bi Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.
Reading Day 14	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.6g Evaluate details read to determine key ideas.
Writing Day 14	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bi Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.
Reading Day 15	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.6g Evaluate details read to determine key ideas.
Writing Day 15	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bi Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.
Reading Day 16	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.6a Establish purpose for reading assigned and self-selected texts.
Writing Day 16	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.11bi Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

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The Standards

	Common Core State Standard	TEKS Standard
Reading Day 17	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	3.1c Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
Writing Day 17	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3.11c Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
Reading Day 18	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	3.1c Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
Writing Day 18	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	3.11c Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
Reading Day 19	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.9d Recognize characteristics and structures of informational text.
Writing Day 19	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3.11e Publish written work for appropriate audiences.
Reading Day 20	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	3.6a Establish purpose for reading assigned and self-selected texts.
Writing Day 20	W.3.10. 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.	3.12b Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

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