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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 opinion genre in reading and writing for a month!!

<u>WHAT IS INCLUDED:</u>

1. Standards attached to every lesson
   - Common Core
   - TEKS
2. 20 Reading lessons
   - With sample anchor charts
   - Teacher suggested language
3. 20 Writing lessons
   - With sample anchor charts
   - Teacher suggested language
4. Student Note-Taking pages for every lesson
   - Outline matches class anchor chart
   - Perfect to glue into notebooks and keep the learning all year
5. Mentor Texts Included!
   5. 7 original 2-page biography mentor 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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Forming Opinions

OPINION READING 1

Mini Lesson Statement:

Readers form opinions before, during, and after reading so that they can carefully consider their own thoughts.

Before the Lesson:

1. Have students choose an opinion book to read independently.
2. Read 1-2 opinion texts sometime before the lesson begins.
3. Write the ML statement and outline on the anchor chart.
4. Complete the first example in red, using a mentor text.

Introduction (use this language as a guide)

"Today we're going to begin our new unit on opinions. Who can tell me what an opinion is? We all have them! We have opinions about foods we eat, the best places to go on vacation, the best pair of jeans, if we should have homework every night or not. Writers have opinions too. And sometimes they choose to write an opinion piece so that they can share their opinions with readers. Writers usually choose topics they have strong opinions to write about. They usually try to convince readers to share their opinions. Today, let's look at some opinion pieces we've already read and share our own opinions from the beginning, middle, and end of the text.."

1. Model for the Class:

- Begin by reminding students of 1 or 2 mentor texts you've already read together. Reread the beginning of one as you think aloud about your opinions.
- Reveal your opinions from the beginning of the text as students take notes on their note-taking page.

2. Invite Students to Help:

- Reread the middle of the text. Think aloud about some of your opinions. Ask students to help you by sharing their opinions about that part of the text.
- As students share, write their answers on the class anchor chart as they write on their note-taking page.

3. Engage All Learners:

- Reread the end of the text. After reading, ask students to turn and talk with a partner, sharing their opinions about the end of the 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.
- Use the same turn and talk system to find evidence.

Sample Anchor Chart

Readers form opinions before, during, and after reading so that they can carefully consider their own thoughts.		
Mentor Text:		
Beginning:	Middle:	End:
Share an opinion from the beginning of the text	Share an opinion from the middle of the text	Share an opinion from the end of the text

4. Transition to Independent Time:

- Review the key learning with the class.
- Instruct students to read an opinion story or text independently. Have them write at least one of their opinions from the beginning, middle, and end of the text.
- Pass out an organizer or thinkmark for this lesson and give students 3-4 minutes after independent reading to [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 from opinions from the beginning, middle, and end of a text.

Readers form opinions before, during, and after reading so that they can carefully consider their own thoughts.

Mentor Text:

Beginning:	Middle:	End:

STUDENT NOTE-TAKING PAGES FOR EVERY LESSON

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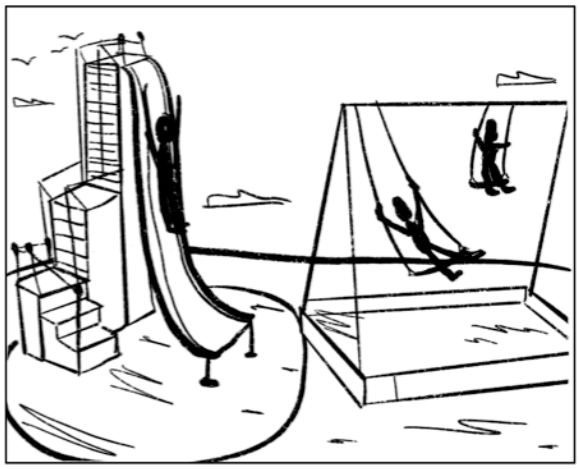
Recess is Necessary

Opinion

Monroe Intermediate School
Mr. David Smerek
154 Main Street
Chicago, IL 60131



Dear Mr. Van Smerek,

Last week my class visited the new intermediate school where we will be attending next year. The building was full of all kinds of cool technology and amazing classrooms with the most comfortable looking furniture. Everything seemed top notch until you informed my class and me that there is no recess at Monroe Intermediate School. I stopped listening to your presentation and information. I was in disbelief, and my mind was completely consumed with the fact that I may not have recess beginning next year.

Upon returning to my elementary school, I found that I was not the only student who was concerned about not having recess next year. Together my friends and I researched the benefits of recess. I took the lead to write you a letter in order to inform you of our findings. I think you will be interested to know recess promotes a positive learning environment.

To an adult, recess may seem unnecessary, when the opposite is actually the truth. Recess provides students with opportunities for physical activity and social interactions that cannot be matched with classroom experiences. Recess gives students informal opportunities to form relationships with peers. Classroom schedules have been tweaked

7 MENTOR TEXTS WITH CUSTOM ILLUSTRATIONS!

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Forming Opinions While Reading

Name: _____ Date: _____

Directions: Describe some decisions characters made while you read today. Then decide if you agree with those choices and explain why or why not.

Title: _____

Character Choice:	Do you Agree?: {Circle One} YES! NO! Somewhat!	Your Opinion:
_____		_____
_____		_____
_____		_____
_____		_____



Character Choice:	Do you Agree?: {Circle One} YES! NO! Somewhat!	Your Opinion:
_____		_____
_____		_____
_____		_____
_____		_____

Character Choice:	Do you Agree?: {Circle One} YES! NO!	Your Opinion:
_____		_____
_____		_____



GRAPHIC ORGANIZERS FOR EVERY READING LESSON

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What's Included and How to Use it All:

This opinion 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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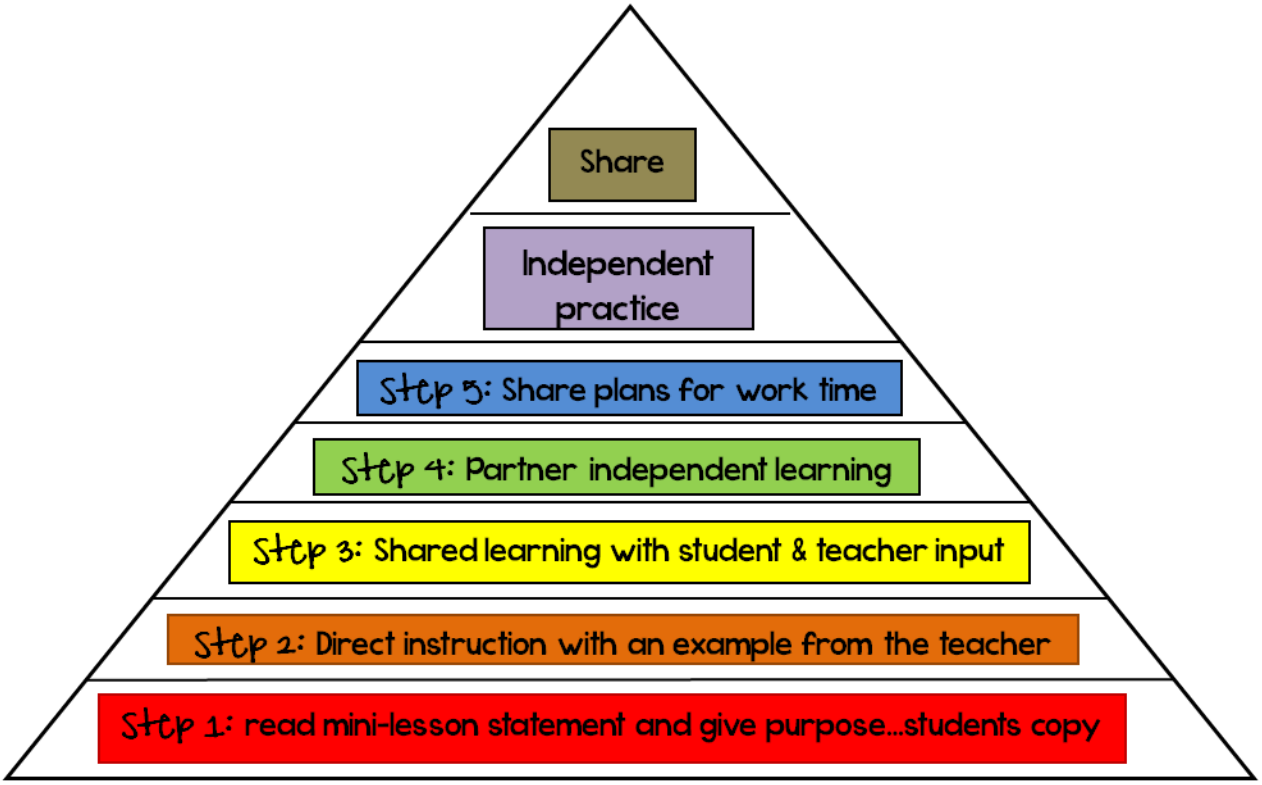

The Structure of a reading and writing mini-lesson

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. Benefits of Cell Phones
2. Books are Better
3. Pets, a Good or Bad Idea?
4. Time for School
5. PS4 v. Xbox
6. Cursive or Print?
7. Recess is Necessary

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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!

- Bad News for Outlaws by Vaunda Micheaux Nelson
- Salt in His Shoes by Deloris Jordan
- Molly Bannaky by Alice McGill
- Coming Home from the life of Langston Hughes by Floyd Cooper
- Satchel Paige by Lesa Cline-Ransome
- Sonia Sotomayor by Jonah Winter
- Lady Liberty: A Biography by Doreen Rappaport
- Abe's Honest Words by Doreen Rappaport
- Talkin' About Bessie by Nikki Grimes
- Eleanor, Quiet No More by Doreen Rappaport
- The Boy Who Invented TV The Story of Philo Farnsworth by Kathleen Krull
- Martin's Big Words The Life of Dr. Marin Luther King, JR. by Doreen Rappaport
- An Eye for Color the Story of Josef Albers By Natasha Wing
- Marie Curie Prize-Winning Scientist by Lori Mortensen
- Annie Oakley by Jan Gleiter and Kathleen Thompson
- Beverly Cleary She Makes Reading Fun by Patricia Stone Martin
- A Picture Book of George Washington Carver by David A. Adler
- Alfred Nobel the Man Behind the Nobel Piece Prize by Kathy-Jo Wargin

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Opinion

Day	Reading	Writing
1	Form opinions while reading	Consider topics and opinions
2	Identify nonfiction text features	Narrow down thinking
3	Connect to author's message	Choose an opinion topic
4	Notice fonts and layouts in text	Research topics for facts
5	Identify Audience and Purpose	Consider audience and purpose
6	Compare different opinions	Develop a strong opinion
7	Identify main idea and details	Include facts and details
8	Consider both sides of an issue	Acknowledge other opinions
9	Think about the introduction	Create a strong lead
10	Form opinions of characters	Clear descriptions of arguments
11	Form opinions of facts	Include reasons for opinions
12	Persuading characters	Insert stories to facts and opinions
13	Reread for meaning	Opinions supported by facts
14	Predict character actions	Provide expert testimony
15	Illustrations and text connections	Adding illustrations
16	Changing opinions	Writing a conclusion
17	Connections between ideas	Revising work
18	Noticing playful language	Peer revising
19	Draw conclusions	Editing work
20	Infer author's opinion(s)	Publish writing

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 1	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4.6e Make connections to personal experiences, ideas in other texts, and society.
Writing Day 1	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.11a 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.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Writing Day 2	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.11a 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 3	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6a Establish purpose for reading assigned and self-selected texts.
Writing Day 3	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.11a 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.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 4	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4.10c Analyze the author's use of print and graphic features to achieve specific purposes.
Writing Day 4	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	4.13b Develop and follow a research plan with adult assistance.
Reading Day 5	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.10a Explain the author's purpose and message within a text.
Writing Day 5	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.11a 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 6	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4.6b Generate questions about text before, during, and after reading to deepen understanding and gain information.
Writing Day 6	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4.11b Develop drafts into a focused, structured, and coherent piece of writing.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 7	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4.6g Evaluate details read to determine key ideas.
Writing Day 7	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1b Provide reasons that are supported by facts and details.	4.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 8	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6e Make connections to personal experiences, ideas in other texts, and society.
Writing Day 8	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 9	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Writing Day 9	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1b Provide reasons that are supported by facts and details.	4.11bii 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	TEK Standard
Reading Day 10	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.7a, 4.8b Describe personal connections to a variety of sources, including self-selected texts. Explain the interactions of the characters and the changes they undergo.
Writing Day 10	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1b Provide reasons that are supported by facts and details.	4.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 11	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4.7c Use text evidence to support an appropriate response.
Writing Day 11	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1b Provide reasons that are supported by facts and details.	4.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 12	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.8b Explain the interactions of the characters and the changes they undergo.
Writing Day 12	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4.11bii 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	TEK Standard
Reading Day 13	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6i Monitor comprehension and make adjustments such as re-reading using the background knowledge, asking question, and annotating when understanding breaks down.
Writing Day 13	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	4.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 14	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.6f, 4.8b Make inferences and use evidence to support understanding. Explain the interactions of the characters and the changes they undergo.
Writing Day 14	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 15	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Writing Day 15	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4.9dii Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 16	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
Writing Day 16	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1d Provide a concluding statement or section related to the opinion presented.	4.11bii Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 17	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1c Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*).	4.3b Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Writing Day 17	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4.11c Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
Reading Day 18	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.10d Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Writing Day 18	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4.11c 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	TEK Standard
Reading Day 19	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	4.6f Make inferences and use evidence to support understanding.
Writing Day 19	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	4.11d Edit drafts using standard English conventions.
Reading Day 20	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.6f Make inferences and use evidence to support understanding.
Writing Day 20	W.4.10. 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.	4.11e Publish written work for appropriate audiences.

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