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Jen Bengel

What's Included in This 2nd Edition

There is SO much included in this unit that you will literally have <u>everything you need</u> to successfully teach a biography 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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Understanding Biographies

BIOGRAPHY WRITING 1

Mini Lesson Statement:

Writers understand what biographies are and why they're important so that they can begin planning to write their own biography piece.

Before the Lesson:

1. Write the ML statement on the anchor chart.
2. Begin a list of what biographies are and why the are important. Cover them up.

Introduction (use this language as a guide)

"Raise your hand if you've ever admired someone. Maybe it's someone famous, or a person in your family who gives you lots of love. Or maybe it's an older kid in your neighborhood that you look up to. We all admire someone. I want you to start thinking in the back of your mind about the people you admire. Today, we are going to get a very good understanding of what biographies are and why they are so important. In other words, why do writers take the time to write a nonfiction piece about someone else's life? Why is this important work? I'll start our thinking out, and then I'm going to need your help!"

1. Model Writing:

- Begin by sharing the mini-lesson statement with the class. Remind students that biography texts have NF and are based on the story of someone's life. They include details to teach readers about the subject's life.
- Reveal the first example of what a biography is. Explain a bit about why you included that detail on your list.
- Do the same for the first example about why biographies are important.

2. Engage all Writers:

- Ask students to help you add a few ideas to the left side of the column, writing their thinking as they take notes.
- Tell students to turn and talk with a partner about what a biography is. Write their thoughts on the chart.
- Follow the same 2 steps for why biographies are important. Have a class discussion as students take notes on their note-taking page.

Sample Anchor Chart

Writers understand what biographies are and why they're important so that they can begin planning to write their own biography piece.	
What a Biography is:	Why they are Important:
Make a list of statements that define biographies	Make a list of reasons why biographies are important.

3. Transition to Independent Time:

- Ask students to think about the two lists carefully.
- Ask students to make a list of people they admire during their writing time today. {this should not take them too long, so you can have them reading biographies if you have extra time in writing today.}

4. Independent Time:

- Have students continue building their lists. Ask them to think about more ideas to add to the class list as they are writing and reading.

5. The Share:

Bring students back to the carpet for the last 5 minutes with their notebooks. Have them share with a partner what they wrote on their list. After a few minutes, call on students

20 READING LESSONS | 20 WRITING LESSONS

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I can define what a biography is and explain why biography writing is so important.

Writers understand what biographies are and why they're important so that they can begin planning to write their own biography piece.

What a Biography Is:	What they are Important:

STUDENT NOTE-TAKING PAGES FOR EVERY LESSON

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Sacagawea

Biography



The only woman on a famous excursion, Sacagawea was considered to be a great asset to Lewis and Clark's exploration west. She was born in 1788 in Lemhi County, Idaho which was surrounded by the Rocky Mountains in the Salmon River Region. She was part of the Shoshone tribe, where her father was the chief. At age 12, her tribe was attacked by their enemy. She was captured and taken as a slave. She was later sold to a French-Canadian trapper named Toussaint Charbonneau, who made her one of his wives.

In 1804, President Thomas Jefferson hired Meriwether Lewis to explore the newly acquired land from the French known as the Louisiana Purchase. The purpose of this expedition was to determine the actual boundaries of the U.S. land. He asked William Clark to join him on the journey. Their expedition led them to arrive near to where Sacagawea and her family lived. Once arriving, Lewis and Clark were in search of a guide to help them through the land to the west. They met Charbonneau and quickly hired him to serve as an interpreter on their expedition. Sacagawea was also chosen because they believed that her knowledge of the Shoshone language would help them later in their journey. In 1805, the expedition headed out.

Sacagawea was able to help out on the expedition right away. She was skilled at finding edible plants. When a storm caused the boat that she was traveling on to tip sideways and fill with water, she remained calm and rescued instruments, books, gunpowder, medicines and

7 MENTOR TEXTS WITH CUSTOM ILLUSTRATIONS!

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Changes Over Time

Name: _____ Date: _____

Directions: Describe the age of the main character at the beginning and end of the biography. Then tell how and why this person changed over time.

Title:

_____

Description of the Character at the **Beginning** of the Story: _____	Description of the Character at the **End** of the Story: _____
_____	_____
_____	_____
_____	_____
_____	_____
Age: _____	Age: _____

How the Character Change:	Why the Character Changed:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





GRAPHIC ORGANIZERS FOR EVERY READING LESSON

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What's Included and How to Use it All:

This biography 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.

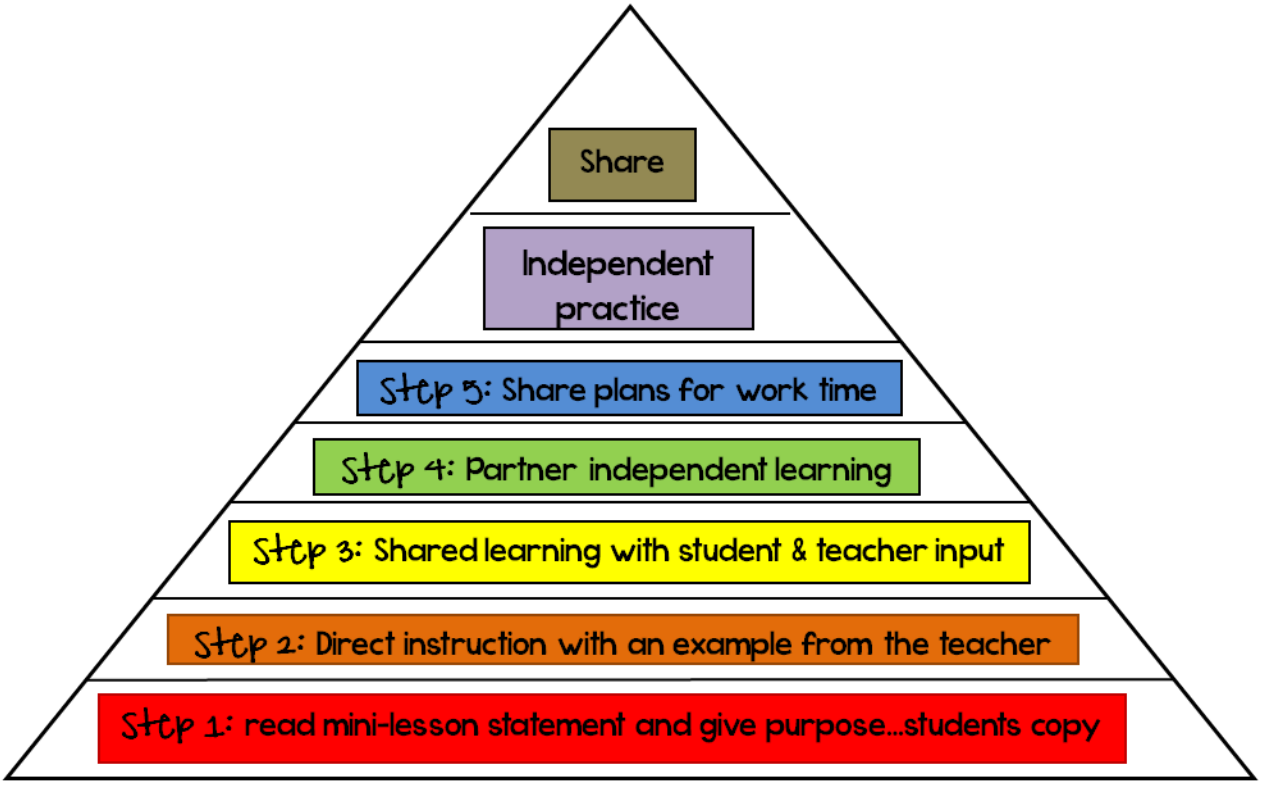
•At the beginning of the year, teachers need to target conferences around those reluctant writers. It may be necessary to visit with one or two students every day, talking specifically about their writing strengths and building their confidence as writers.

•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. Jerry Lawson
2. Helen Keller
3. Eleanor Roosevelt
4. Sacagawea
5. Alexander Miles
6. Harriet Tubman
7. Maria Tallchief

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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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Biography

Day	Reading	Writing
1	Identify biography traits	Planting seeds
2	Elements of fiction	List important people
3	Setting and the subject	List people to write about
4	Consider author's research	Begin researching subject
5	Identify audience and purpose	Consider the audience
6	Analyze key events	Choose only key events
7	Identify organization of biography	Choose organization style
8	Making predictions	Begin rough drafts
9	Form opinions	Write about major turning points
10	Notice descriptive language	Describe main subject in biography
11	Draw conclusions	Include other people in writing
12	Identify the subject's importance	Show subject's importance
13	Subject's age from beginning to end	Adding fiction to biographies
14	Empathize with subject	Include fiction pieces in writing
15	Ask and answer questions	Revise with sentence fluency
16	Form opinions of subjects	Reveal opinions in writing
17	How events are connected	Revising work
18	Share new learning	Revising work
19	Describe connections	Editing work
20	Evaluate the quality of illustrations	Writing final drafts

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 1	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.6a Establish purpose for reading assigned and self-selected texts.
Writing Day 1	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3.7b Write a response to a literary or informational text that demonstrates an understanding of a text.
Reading Day 2	CCSS.ELA-Literacy.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.	3.7c, 3.9d Use text evidence to support an appropriate response. Recognize characteristics and structures of informational text.
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.	3.11a 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	CCSS.ELA-Literacy.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.	3.8d Explain the influence of the setting on the plot.
Writing Day 3	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.	3.11a 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 4	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.13cde Identify and gather relevant information from a variety of sources. Identify primary and secondary sources. Demonstrate understanding of information gathered.
Writing Day 4	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.	3.11a 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 5	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.10a Explain the author's purpose and message within a text.
Writing Day 5	CCSS.ELA-Literacy.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.	3.10a Explain the author's purpose and message within a text.
Reading Day 6	CCSS.ELA-Literacy.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 6	CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.	3.6g Evaluate details read to determine key ideas. 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 7	CCSS.ELA-Literacy.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.	3.9d Recognize characteristics and structures of informational text.
Writing Day 7	CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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 8	CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	3.6e Make connections to personal experiences, ideas in other texts, and society.
Writing Day 8	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	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.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 9	CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	3.7a Describe personal connections to a variety of sources, including self-selected texts.
Writing Day 9	CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.	3.11bi Develop drafts into a focused, structured, and coherent piece of writing byy organizing with purposeful structure, including an introduction and a conclusion.
Reading Day 10	CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3.6d Create mental images to deepen understanding.
Writing Day 10	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3.8b Explain the relationships among the major and minor characters.
Reading Day 11	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.8b Explain the relationships among the major and minor characters.
Writing Day 11	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	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 12	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.6f Make inferences and use evidence to support understanding.
Writing Day 12	CCSS.ELA-Literacy.W.3.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	3.10a Explain the author's purpose and message within a text.

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The Standards

	Common Core State Standard	TEK Standard
Reading Day 13	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.6b, 3.8b Generate questions about text before, during, and after reading to deepen understanding and gain information. Explain the relationships among the major and minor characters.
Writing Day 13	CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	3.9d Recognize characteristics and structures of informational text.
Reading Day 14	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.7a Describe personal connections to a variety of sources, including self-selected texts.
Writing Day 14	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3.11bi Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
Reading Day 15	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.8b Explain the relationships among the major and minor characters.
Writing Day 15	CCSS.ELA-Literacy.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 16	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.	3.7a Describe personal connections to a variety of sources, including self-selected texts.
Writing Day 16	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	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	TEK 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.	3.6c Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
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, editing, rewriting, or trying a new approach	3.11d Edit drafts using standard English conventions.
Reading Day 19	CCSS.ELA-Literacy.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).	3.9di Recognize characteristics and structures of informational text, including the central idea and supporting.
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	CCSS.ELA-Literacy.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).	3.13e Demonstrate understanding of information gathered.
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.	3.11e Publish written work for appropriate audiences.

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