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What's Included in This 2nd Edition

There is **SO** much included in this bundle that you will literally have everything you need to successfully teach reading and writing workshops for an entire year!!

WHAT IS INCLUDED:

1. Standards attached to every lesson
 - Common Core
 - TEKS
2. 200 Reading lessons
 - With sample anchor charts
 - Teacher suggested language
3. 200 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!
 - 70+ 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!

Types of Traditional Literature

TRADITIONAL LIT.
READING

1

Mini Lesson Statement:

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

Before the Lesson:

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

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

1. Model for the Class:

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

2. Invite Students to Help:

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

3. Engage All Learners:

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

4. Transition to Independent Time:

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

Sample Anchor Chart

Readers understand the different types of traditional literature so that they can identify characteristics of each type.			
What is Traditional Literature? Narrative stories passed down from generation to generation often including magic, moral lessons, and fictional characters			
Folktales:	Fables:	Myths:	Legends:
A type of storytelling passed down orally and believed to be untrue.	An untrue story that usually teaches a lesson or tells about a legendary person.	An old story usually dealing with supernatural beings or ancestors that teach cultural lessons.	A story told through generations that may or may not be true. They may include some elements of history.

- 5. The Share: Gather together as a class. Use turn-and-talk to have students share their

200 READING LESSONS

200 WRITING LESSONS

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

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

What is Traditional Literature?

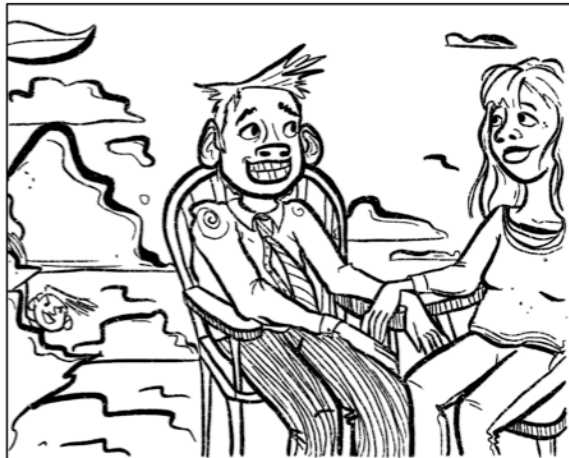
Folktales:	Fables:	Myths:	Legends:
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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STUDENT NOTE-TAKING PAGES FOR EVERY LESSON

A Giant Tale

Traditional
Literature

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



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

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

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

"I truly could," he said.

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

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

I accepted graciously and we went our separate ways.

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

Therefore, I hurried back home.

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

70+ MENTOR TEXTS WITH CUSTOM ILLUSTRATIONS!

Types of Traditional Literature

Name: _____

Date: _____

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

Title: _____

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

Fable Folktales Myth Legend

Other: _____

Characteristics from the story: _____

My Thinking About Traditional Literature:

Types of Traditional Literature

Name: _____

Date: _____

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


Title: _____

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

Fable Folktales Myth Legend

Other: _____

Characteristics from the story: _____



My Thinking About Traditional Literature:

Revising Checklist

Name: _____ Date: _____

What To Do:

Read the writing piece 5 separate times. Focus on one revising strategy each time you read. Put your initials in each box after you read and make changes!

Skill	Author	Reviser	Teacher
Characters: The characters' actions, words, and problems made sense with the setting of the story.			
Setting: The setting of the story was based on a real time in history. It was clearly explained and easy to understand.			
Organization: The writing was organized in a way that was easy for the reader to follow. Events were told in chronological order.			
Content: There was enough background knowledge in the story so that the readers understood the time in history. Tension was used in the story.			
Word Choice: Dialogue was used throughout the story. The language used matched how people would talk at that time in history.			
Other revising tips for making the writing stronger			

REVISING CHECKLISTS SPECIFIC TO EACH GENRE

Editing Checklist

Name: _____ Date: _____

What To Do:

Read the writing piece 4 separate times. Focus on one editing strategy each time you read. Put your initials in each box after you read and edit!

Skill	Author	Editor	Teacher
Grammar and Punctuation: All grammar (<i>subject/verb agreement</i>) and punctuation (<i>end marks, commas, contractions, etc.</i>) are correct.			
Title: The title of the historical fiction piece was creative and made sense.			
Spelling and Capitalization: All words were spelled and capitalized correctly.			
Handwriting: The text was easy to read.			
Other Editing Tips for making the writing stronger.			

EDITING CHECKLISTS SPECIFIC TO EACH GENRE

Final Writing Grade

Name: _____ Date: _____

Title: _____

Skill			
Characters: The characters' actions, words, and problems made sense with the setting of the story.			
Setting: The setting of the story was based on a real time in history. It was clearly explained and easy to understand.			
Organization: The writing was organized in a way that was easy for the reader to follow. Events were told in chronological order.			
Content: There was enough background knowledge in the story so that the readers understood the time in history. Tension was used in the story.			
Word Choice: Dialogue was used throughout the story. The language used matched how people would talk at that time in history.			
Spelling and Capitalization: All words are spelled and capitalized correctly.			
Handwriting: The text is easy to read.			
Title: The title of the historical fiction piece was creative and made sense.			
Grammar and Punctuation: All grammar (<i>subject/verb agreement</i>) and punctuation (<i>end marks, commas, contractions, etc.</i>) are correct.			
Effort: It was obvious that there was a great effort to write the best historical fiction piece possible.			

Final Grade:

FINAL WRITING RUBRICS SPECIFIC TO EACH GENRE

What's Included and How to Use it All:

There are 10 reading and writing units, each covering one month of reading and writing workshop. This is an awesome resource for teaching an entire year of both reading and writing workshops. Included are 200 lessons for reading and 200 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!!

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.

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 evaluating 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.

The Writing Workshop (45-60 min.)

The Mini-Lesson (10-15 min.)

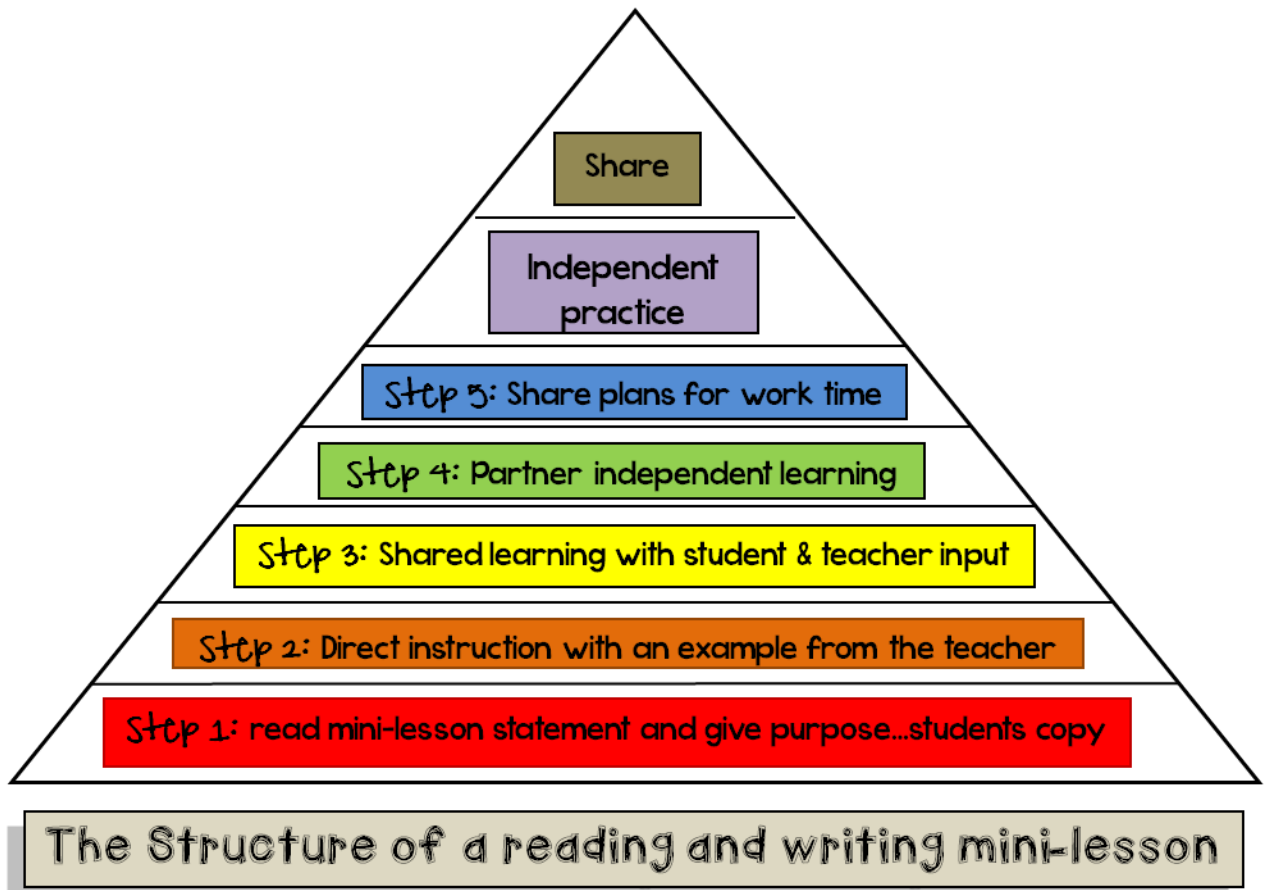
- The same structure for the reading mini-lesson is followed for the writing workshop.
- Students copy the mini-lesson statement into their writer's notebooks in the section labeled 'mini-lessons.'
- Lessons are often referred to throughout the year as the class dives deeper into writing. It is very cool to have a record of learning!

Independent Practice (15-30 minutes)

- As with the reader's workshop, students are writing independently 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.



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 independent practice.

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.

- 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.

Launching the Workshops

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

Personal Narrative

Day	Reading	Writing
1	Personal Narrative text features	Planting seeds
2	Notice important information	Reveal something important
3	Identify moments full of emotion	Write moments full of emotion
4	Identify characteristics of fiction	Write with all fiction characteristics
5	Identify characteristics of fiction	Write with all fiction characteristics
6	Author's purpose	Writing for a specific audience
7	Story events	Writing story events
8	Notice story tension	Writing to build tension
9	Compare thoughts to author	Include personal thoughts in writing
10	Thinking about understanding a text	Plan writing to make the most sense
11	Story settings	Writing with a timeframe
12	Compare/contrast characters	Revising work to keep the best parts
13	Compare characters from different stories	Revising work to take out parts
14	Making inferences	Include the use of inner voice
15	Noticing strong parts of text	Writing with care and commitment
16	Evaluating multiple texts	Write engaging and honest memoirs
17	Identify descriptive language	Add descriptive language
18	Compare personal experiences	Share work for revising/editing
19	Analyze events and develop opinions	Writing final drafts
20	Identify feelings in a memoir	Writing final drafts

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

Realistic Fiction

Day	Reading	Writing
1	Describe character traits	List character traits
2	Notice important events	List important events
3	Visualizing settings	List settings for a story
4	Problem and inferring solution	List possible problems for a story
5	Describe solutions	List possible solutions for a story
6	Compare narrators from stories	Choose a story narrator
7	Describe how characters change	Beginning, middle, end
8	Understand audience and purpose	Identify your audience and purpose
9	Compare characters to self	Describe characters with detail
10	Identify strong descriptive words	Choose strong descriptive words
11	Pausing and phrasing	Writing with long/short sentences
12	Infer lessons from stories	Include lessons in stories
13	Recognize when characters fail to solve a problem	Include more than one way to solve a problem
14	Identify story dialogue	Create story dialogue
15	Identify the lead in a story	Create strong leads
16	Rereading stories	Revising work
17	Rereading for meaning	Editing work
18	Judging stories	Editing work
19	Partner reading	Writing final drafts
20	Keep a record of reading	Writing final drafts

Biography

Day	Reading	Writing
1	Identify biography traits	Planting seeds
2	Elements of nonfiction	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

Historical Fiction

Day	Reading	Writing
1	Notice setting	Identify memorable times in history
2	Analyze character traits	Develop potential characters
3	Connect main problem to setting	Consider problems in history
4	Narrator and point of view	Create narrator with point of view
5	Identify the main idea	Create beginning, middle, end
6	Compare events	Get ideas from other authors
7	Use background knowledge	Identify audience
8	Use evidence to form opinions	Write a strong lead
9	Identify tension and suspense	Include tension and suspense
10	Compare different cultures	Show how characters feel
11	Evaluate parts of a story	Use dialogue in a story
12	Identify key words in history	Use language that fits specific time in history
13	Compare facts in history	Double check historical facts
14	Identify important information	Add important information
15	Notice the flow of events	Revise flow of events
16	Compare cultures between books	Add elements of culture
17	Evaluate illustrations	Revising work
18	Share new learning	Revising work
19	Ask and answer questions	Editing work
20	Determine fact v. fiction	Writing final drafts

Fantasy

Day	Reading	Writing
1	Identify fantasy story traits	List fantasy character traits
2	Identify favorite fantasy events	Brainstorm fantasy events
3	Identify fantasy setting(s)	List fantasy setting ideas
4	Identify adventures and problems	List potential adventures and problems
5	Identify the ending	List ideas for the ending
6	Describe beginning, middle, end	Organize beginning, middle, end
7	Identify fantasy words and phrases	List fantasy words and phrases
8	Identify dialogue	Add dialogue
9	Notice highest point of tension	Add high points of tension
10	Identify language describing setting	Use language that describes setting
11	Identify language used to pass time	Use language to help pass time
12	Identify central message/lesson	Add strong message to writing
13	Describe fantasy theme	Create fantasy theme
14	Analyze illustrations	Add illustrations to fantasy
15	Reread for meaning	Remove distracting parts
16	Compare fantasy stories	Revising work
17	Compare characters	Editing work
18	Judge fantasy stories	Editing work
19	Partner reading and thinking	Reflect on new learning
20	Record of reading	Writing final drafts

Poetry and Figurative Language

Day	Reading	Writing
1	Identify and explain poetry	Read and copy poems
2	Thinking more deeply about poems	Line spacing and line breaks
3	How to read poetry aloud	Analyze poems
4	Notice themes in poems	Comment on other poems
5	Notice beginnings and endings	Try out line spacing and breaks
6	Visualize and feel emotions	Communicate feelings in poems
7	Identify use of similes	Write poems that interest them
8	Identify use of metaphors	Express emotion and feelings
9	Identify use of analogies	Identify different types of poems
10	Show v. Tell: visualizing	Use words to express feelings
11	Identify use of alliteration	Use strong imagery words
12	Identify use of personification	Poetic v. ordinary language
13	Identify use of onomatopoeia	Write satisfying endings
14	Identify use of hyperboles	Carefully select poem titles
15	Identify use of idioms	Choose significant topics
16	Identify use of clichés	Remove extra words
17	Visualize events and emotions	Borrow ideas for poetry
18	Understand figurative language	Write poem in response to another poem
19	Reflect on favorite poems	Edit poems
20	Poetry journals	Publish poems

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

Traditional Literature

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

Standards for EVERY Lesson!

	Common Core State Standard	TEK Standard
Reading Day 4	CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to <u>major events</u> and challenges.	2.8b Describe the main character's (characters') internal and external traits.
Writing Day 4	CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.11a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 5	CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or <u>moral</u>	2.8c Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.
Writing Day 5	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or <u>shortsequence of events</u> , include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11a Plan a first draft by generating ideas for writing such as drawing and brainstorming.
Reading Day 6	CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 <u>text</u> complexity band proficiently, with scaffolding as needed at the high end of the range.	2.9a Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
Writing Day 6	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or <u>shortsequence of events</u> , include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.11b Develop drafts into a focused piece of writing.