

CCSS INFORMATIONAL READING UNIT

17 lesson plans and interactive notebook activities

Objective I can determine and analyze text structures.

Meaning While we are reading non-fiction texts, that they often have text structures that help them while they are reading. These text structures can be helpful when we are trying to answer questions and identify information.

Objective I can determine a main idea or central idea of a text and explain how it is conveyed through supporting details.

Meaning While you are reading nonfiction texts, you will need determine the what the text is mostly about. This can become a vital skill for you as learn about studying and learning new information.

Non-Fiction Text

Original Gangster

Date:

...us American gangster of all

...who had immigrated from Gabriele and Teresina of 12, when he dropped of this group, was Lucky met his wife, Mary, in

...ly conduct charge, ng the peace."

...vo men. Any witness or admitted to seeing or "gang etiquette" Capone, and his

...proved to be the Capone soon would illegally

...entually eamed "Scarface." One king of an inn, customer and y his brother.

Detail 1

Detail 2

Detail 3

Main/Central Idea

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fourth-sixth
GRADE



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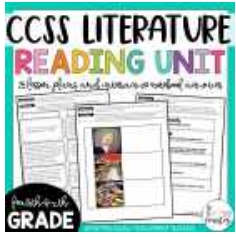

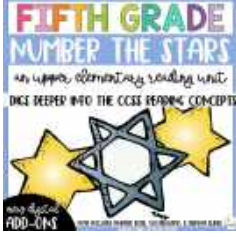


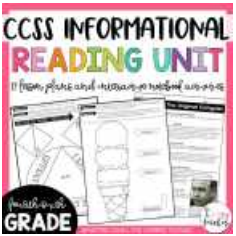

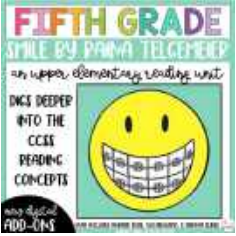

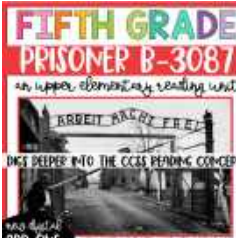
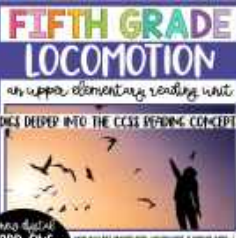
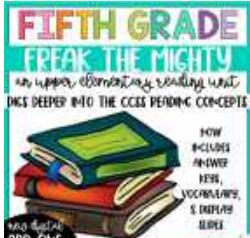
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FIFTH GRADE

CURRICULUM AND PACING GUIDE SNAPSHOT

5th grade novel reading

ENTIRE YEAR CURRICULUM

INTRO TO LITERATURE 5 weeks	REALISTIC FICTION 4 weeks	HISTORICAL FICTION 3 weeks	SCIENCE FICTION 3 weeks
			
POETRY 1 WEEK	INTRO TO NON-FICTION 3-4 WEEKS	NON-FICTION 3 WEEKS	GRAPHIC NOVELS 1 WEEK
			
FANTASY 6 weeks	HISTORICAL FICTION 4 weeks	POETRY 1 week	REALISTIC FICTION 3 weeks
			

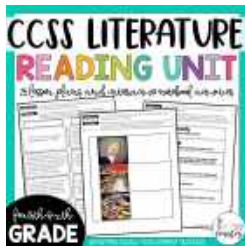
SIXTH GRADE

CURRICULUM AND PACING GUIDE SNAPSHOT

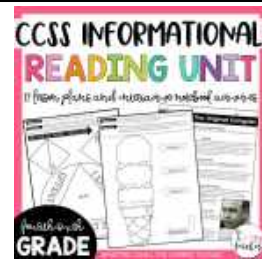
6th grade novel reading

ENTIRE YEAR CURRICULUM

INTRO. TO LITERATURE	REALISTIC FICTION	HISTORICAL FICTION	SCIENCE FICTION
5 WEEKS	3 WEEKS	3 WEEKS	5 WEEKS



POETRY	INTRO. TO NONFICTION	NONFICTION/INFORMATIONAL
3 WEEKS	2-3 WEEKS	3-4 WEEKS



FANTASY	HISTORICAL FICTION	REALISTIC FICTION	BONUS UNIT
5 WEEKS	3 WEEKS	3 WEEKS	4 WEEKS



nonfiction article links

When I updated this resource, I tried to use nonfiction articles for some of the lessons to offer some easy-to-use examples.

All examples were chosen from commonlit.org at the 5th grade reading level.

I put the links here in case you want to have them downloaded as PDF for students beforehand or if you wanted to link them in Google classroom. I have also put the links in the lessons for students, but they will need a commonlit account to use the articles online. Everything is free and so easy to use and I can't recommend it enough.

LESSON	ARTICLE	LINK
2	"The Fastest Woman in the World"	https://www.commonlit.org/en/texts/fastest-woman-in-the-world
9	"Stop the Atlantic Express"	https://www.commonlit.org/en/texts/stop-the-atlantic-express
10	"How Do I Look?"	https://www.commonlit.org/en/texts/how-do-i-look
11	"Waiting for Miss Liberty"	https://www.commonlit.org/en/texts/waiting-for-miss-liberty
12	"Diary of a Teenage Refugee"	https://www.commonlit.org/en/texts/diary-of-a-teenage-refugee

4 TH GRADE READING INFORMATIONAL STANDARD	LESSONS
<p>CCSS 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	2, 3, 4
<p>CCSS 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	5, 6
<p>CCSS 4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	7
<p>CCSS 4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	8
<p>CCSS 4.RI.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.</p>	9, 10, 11, 12
<p>CCSS 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	13, 14
<p>CCSS 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	15, 17
<p>CCSS 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	16
<p>CCSS 4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	17
<p>CCSS 4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	1

5 TH GRADE READING INFORMATIONAL STANDARD	LESSONS
<p>CCSS 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	2, 3, 4
<p>CCSS 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	5, 6
<p>CCSS 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	7
<p>CCSS 5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	8
<p>CCSS 5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	9, 10, 11, 12
<p>CCSS 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	13, 14
<p>CCSS 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	15, 17
<p>CCSS 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	16
<p>CCSS 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	17
<p>CCSS 5.RI.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 4-5 text complexity band independently and proficiently.</p>	1

6 TH GRADE READING INFORMATIONAL STANDARD	LESSONS
<p>6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	2, 3, 4
<p>6. RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	5, 6
<p>6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	7
<p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	8
<p>6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	9, 10, 11, 12
<p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	13, 14
<p>6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	15, 17
<p>6.RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	16
<p>6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	17
<p>6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	1

LESSON 2: QUOTING AND CITING ACCURATELY

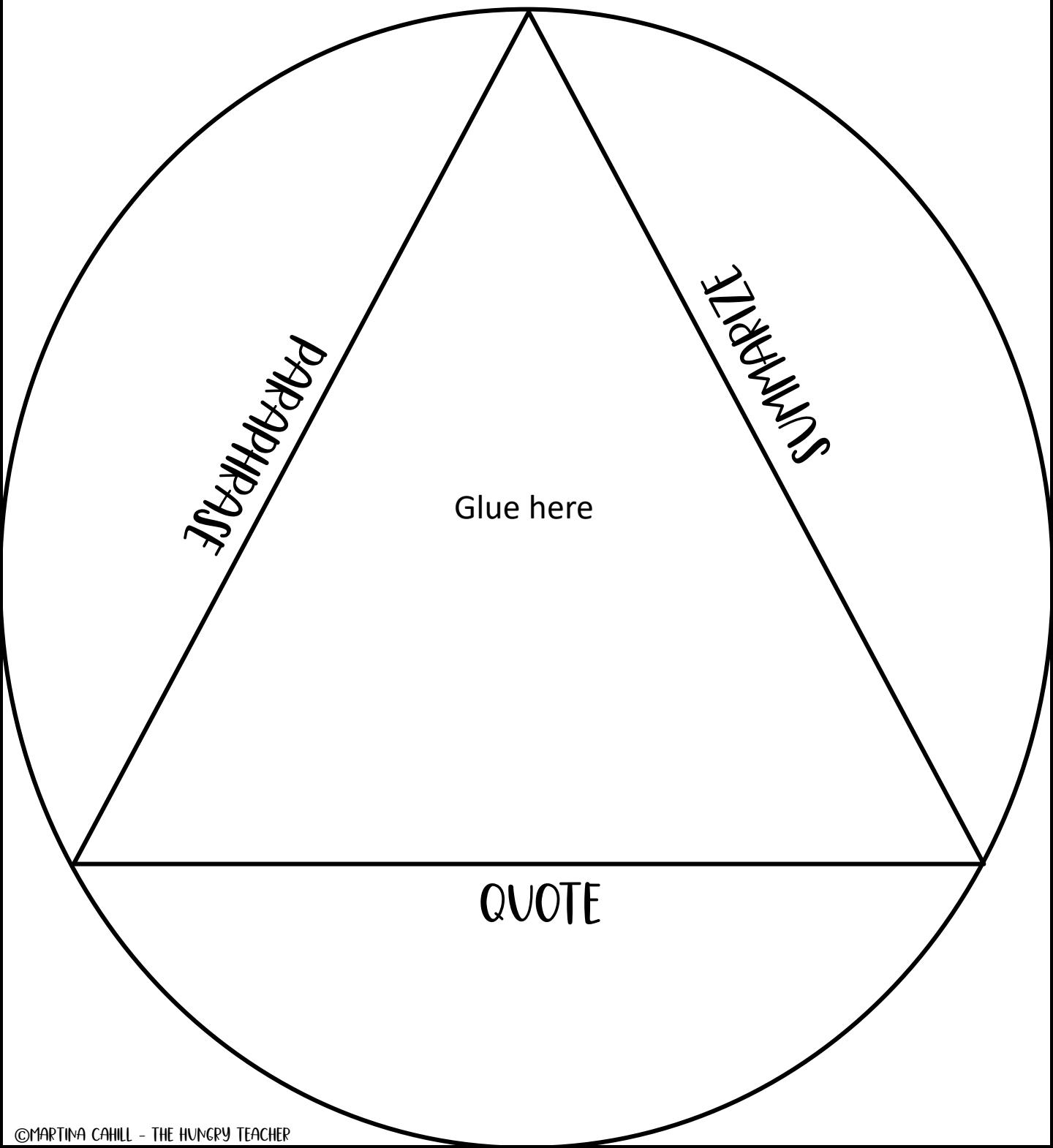
Standards	<ul style="list-style-type: none">• 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text• 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.• 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Learning Target	<ul style="list-style-type: none">• I can quote accurately from the text when explaining and analyzing what the text says explicitly.
Materials	<ul style="list-style-type: none">• Short nonfiction article or nonfiction book you're reading. We used this nonfiction article from commonlit.org: "The Fastest Woman in the World"<ul style="list-style-type: none">• https://www.commonlit.org/en/texts/fastest-woman-in-the-world• Chart paper and chart markers• Reader's notebooks• Copy of interactive notebook page for each student• Scissors• Glue• Markers, crayons, or colored pencils
Activate Prior Knowledge	<ol style="list-style-type: none">1. Ask students what they know about quoting or quotations.2. Ask students what they know about citing.
Learning Period	<ol style="list-style-type: none">1. Explain to students that they throughout the year, you will regularly be asking them to look back at the text to answer the questions you will be asking them.2. Because of this, it will be important for them to know how to appropriately and effectively answer, quote, and cite their answers.3. Explain to them that there are three different ways to refer back to the text to answer the questions, and it is important for them to know all three.4. Give the students their interactive notebook pages and have them cut and glue them into their notebooks.5. If you are making a chart paper, this would be a good time to prepare that.6. Fill out the interactive notebook pages as a class (examples included).7. Write the three ways to quote accurately on the outside of the flaps.8. Then write the question in the triangle portion of the flappable.9. Answer the question all three ways, making sure to analyze as well.10. Make sure to discuss which response works best and why.
Closing	<ol style="list-style-type: none">1. Ask students to think about these methods during their reading today. Could they use this skill while reading or sharing their reading? How?

OBJECTIVE

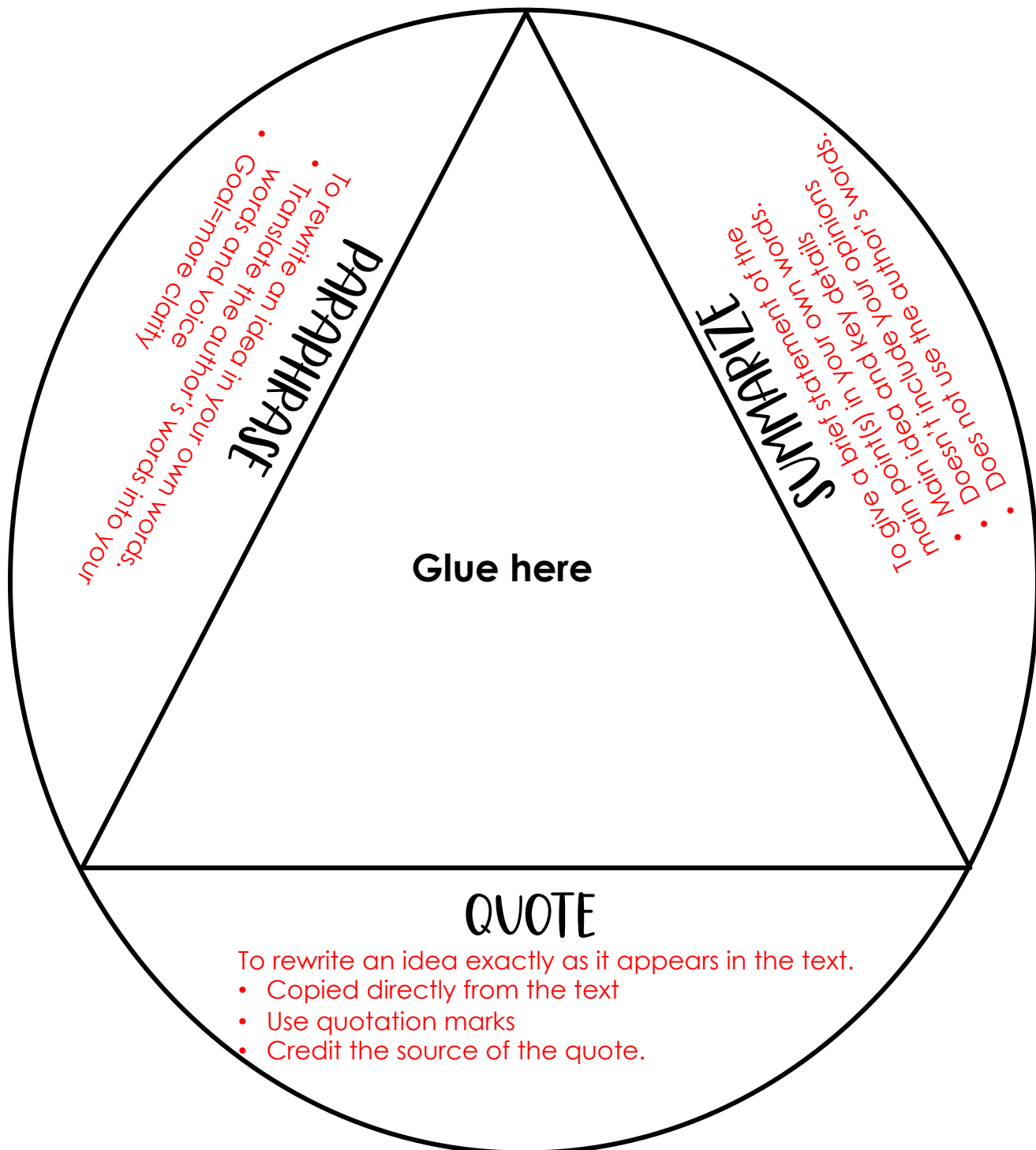
I can quote accurately from the text when explaining and analyzing what the text says explicitly.

MEANING

While you are reading, you are looking for evidence to answer questions that have been asked or questions you might have. Once you find the answer, you need to quote/cite the information correctly.



INTERACTIVE NOTEBOOK EXAMPLE



INTERACTIVE NOTEBOOK EXAMPLE

Question: What did we learn from "Fastest Woman in the World."
<https://www.commonlit.org/en/texts/fastest-woman-in-the-world>

In "The Fastest Woman in the World," struggled with many physical hurdles like polio, that lead to an injury to her leg.

In "The Fastest Woman in the World," the reader is surprised to find that Wanda had a lot of struggles to overcome physically. Wanda was very motivated and a hard worker and nothing ever seemed to stop her.

These notes go inside the interactive notebook flappable pages.

In "The Fastest Woman in the World," we learn that Wilma had many physical hurdles to overcome as a child including dealing with polio, "Wilma fought her hardest childhood battle against polio, a disease that crippled her left leg" (Parker, 2015).

INTERACTIVE NOTEBOOK EXAMPLE

Lesson 2

Quoting and Citing Accurately

Objective

I can quote accurately from the text when explaining and analyzing what the text says explicitly.

Meaning

While you are reading, you are looking for evidence to answer questions that have been asked or questions you might have. Once you find the answer, you need to quote/cite the information correctly.

Question: What did we learn from "Fastest Woman in the Word."

Quote

Type here

Example

Type here

Paraphrase

Type here

Example

Type here

Summarize

Type here

Example

Type here

INTERACTIVE NOTEBOOK EXAMPLE

Lesson 2

Quoting and Citing Accurately

TEACHER ANSWER KEY

Meaning

answer questions that the text says explicitly. might have. Once you find the quote/cite the information correctly.

Question: What did we learn from "Fastest Woman in the Word."

Quote

To rewrite an idea exactly as it appears in the text.

- Copied directly from the text
- Use quotation marks
- Credit the source of the quote.

Example

In "The Fastest Woman in the World," we learn that Wilma had many physical hurdles to overcome as a child including dealing with polio, "Wilma fought her hardest childhood battle against polio, a disease that crippled her left leg" (Parker, 2015).

Paraphrase

To rewrite an idea in your own words.

- Translate the author's words into your own words and voice.
- Goal= more clarity

Example

In "The Fastest Woman in the World," struggled with many physical hurdles like polio, that lead to an injury to her leg.

Summarize

To give a brief statement of the main points in your own words

Example

In "The Fastest Woman in the World," the reader is surprised to find that Wanda had a lot of struggles to overcome physically. Wanda was very motivated and a hard worker and nothing ever seemed to stop her.

LESSON 3: INFERENCES DAY 1

Standards	<ul style="list-style-type: none">• 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.• 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.• 6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Learning Target	<ul style="list-style-type: none">• I can quote accurately from the text, when explaining inferences I have drawn from my reading.
Materials	<ul style="list-style-type: none">• Reader's notebooks• Copy of interactive notebook page for each student• Scissors• Glue• Markers, crayons, or colored pencils
Activate Prior Knowledge	<ol style="list-style-type: none">1. Ask students what they know about the word inferences and what it means to infer.
Learning Period	<ol style="list-style-type: none">1. Give students a brief introduction to what inferences are: "While you are reading, you will make inferences. Inferences are when you use what you already know (your schema) and clues and evidence from the book to make a conclusion or judgment."2. Explain to them that today we are going to practice this skill using pictures.3. Give each student the interactive notebook page and have them cut and glue them into their notebooks.4. On the front of the flap, next to the picture, have them write their inferences, or come up with the inferences as class.5. On the inside of the flap, have students provide evidence for their inferences and then model how to cite their evidence.6. Repeat this process for all three pictures.
Closing	<ol style="list-style-type: none">1. Have students share any inferences they made during their reading.

OBJECTIVE

I can quote accurately from the text, when explaining inferences I have drawn from my reading.

MEANING

While you are reading, you will make inferences. Inferences are when you use what you already know (your schema) and clues and evidence from the book to make a conclusion or judgment.



OBJECTIVE

I can quote accurately from the text, when explaining inferences I have drawn from my reading.

MEANING

While you are reading, you will make inferences. Inferences are when you use what you already know (your schema) and clues and evidence from the book to make a conclusion or judgment.



INTERACTIVE NOTEBOOK EXAMPLE

Objective

I can quote accurately from the text, when explaining inferences I have drawn from my reading.

Meaning

While you are reading, you will make inferences. Inferences are when you use what you already know (your schema) and clues and evidence from the book to make a conclusion or judgment.



- It's Christmas time
- This family celebrates Christmas.
- The house has high ceilings.



- The baseball player hit the ball.
- You could also infer that they baseball player didn't hit the ball
- The baseball player is in high school.



- It's winter time.
- This is a neighborhood.
- The person who took the picture was on a walk.

because theres mostly novels.

INTERACTIVE NOTEBOOK EXAMPLE

Objective

I can quote accurately from the text, when explaining inferences I have drawn from my reading.

Meaning

While you are reading, you will make inferences. Inferences are when you use what you already know (your schema) and clues and evidence from the book to make a conclusion or judgment.

- It's Christmas time because you can see the Christmas tree and the presents.
 - This family celebrates Christmas because their house has the traditional Christmas decorations.
 - The house has high ceilings because you can see that the tree is tall, doesn't touch the ceilings, and you still can't see the ceiling. Also you can see that the windows keep going up higher.
-
- The baseball player hit the ball based on how strong his swing looks.
 - You could also infer that they baseball player didn't hit the ball based on how the catcher looks like he's catching the ball.
 - The baseball player is in high school based on his size.
-
- It's winter time based on all the snow on the ground.
 - This is a neighborhood based on all the houses and that it looks like it's the end of a cul-de-sac at the end of the picture.
 - The person who took the picture was on a walk because it doesn't look they're taking the picture from a car or car window

INTERACTIVE NOTEBOOK EXAMPLE

Lesson 3

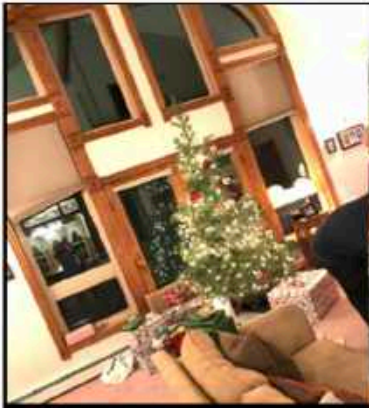
Inferences Day!

Objective

I can quote accurately from the text, when explaining inferences I have drawn from my reading.

Meaning

While you are reading, you will make inferences. Inferences are when you use what you already know (your schema) and clues and evidence from the book to make a conclusion or judgment.



Inferences

Type here

Evidence

Type here

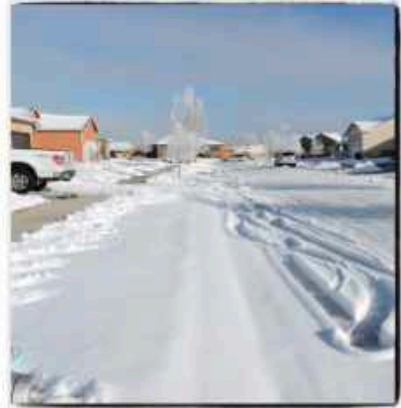


Inferences

Type here

Evidence

Type here



Inferences

Type here

Evidence

Type here

INTERACTIVE NOTEBOOK EXAMPLE

Lesson 3

Inferences Day!

can quote accurately from the text, when explaining
drawn from my reading.

Meaning

Inferences (a schema) and clues and a conclusion or judgment.

TEACHER ANSWER KEY



Inferences

- It's Christmas time
- This family celebrates Christmas.
- The house has high ceilings.

Evidence

- It's Christmas time because you can see the Christmas tree and the presents.
- This family celebrates Christmas because their house has the traditional Christmas decorations.
- The house has high ceilings because you can see that the tree is tall, doesn't touch the ceilings, and you still can't see the ceiling. Also you can see that the windows keep going up higher.



Inferences

- The baseball player hit the ball.
- You could also infer that they baseball player didn't hit the ball
- The baseball player is in high school.

Evidence

- The baseball player hit the ball based on how strong his swing looks.
- You could also infer that they baseball player didn't hit the ball based on how the catcher looks like he's catching the ball.
- The baseball player is in high school based on his size.



Inferences

- It's winter time.
- This is a neighborhood.
- The person who took the picture was on a walk.

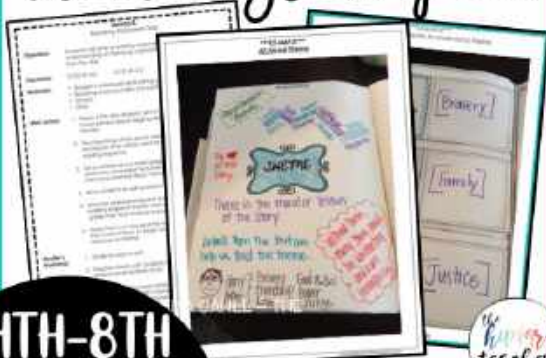
Evidence

- It's winter time based on all the snow on the ground.
- This is a neighborhood based on all the houses and that it looks like it's the end of a cul-de-sac at the end of the picture.
- The person who took the picture was on a walk because it doesn't look they're taking the picture from a car or car window.

OTHER READING UNITS AVAILABLE IN MY STORE

THEME UNIT

that digs deeper



4TH-8TH
common core

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7TH-8TH grade middle school POETRY AND VERSE

unit to use with any poems or verse novels



THOUGHT PROVOKING LESSONS TO DIG DEEPER INTO POETRY



4 weeks of
LESSONS

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CHARACTER TRAITS

unit that digs deeper



4TH-8TH
common core

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DIGITAL AND PRINT GENRE UNIT

that digs deeper into
GENRES



4TH-8TH
common core

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CCSS LITERATURE READING UNIT

25 lesson plans and interactive notebook activities



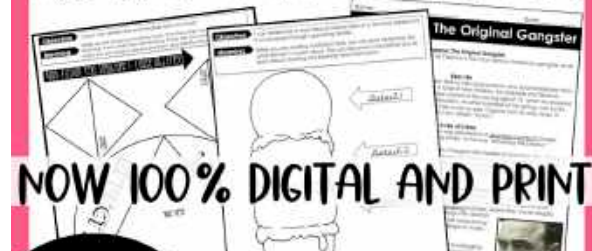
fourth-sixth
GRADE

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CCSS INFORMATIONAL READING UNIT

17 lesson plans and interactive notebook activities



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GRADE

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the hungry teacher newsletter

BE THE FIRST TO KNOW ABOUT NEW RESOURCES, NEW BLOG POSTS,
AND GET EXCLUSIVE FREEBIES LIKE THIS SENT STRAIGHT TO YOUR INBOX.

CCSS LITERATURE

READING UNIT

exclusive 3 lesson freebie

The image displays three overlapping lesson worksheets. The leftmost worksheet is titled 'Objective' and 'Meaning' and includes a quote: "Myra's head is as empty as a flower pot." -Holes. The middle worksheet is titled 'Objective' and 'Meaning' and features a photograph of a girl with a pink bow in her hair. The rightmost worksheet is titled 'Lesson 17' and 'Text Sections' and includes a table with the following content:

TEXT SECTIONS		Synopsis
Epilogue	Foreword	
AUTHOR'S CRAFT		
SYNTAX		PARALLEL STRUCTURE
ASSONANCE		IMAGERY
FORESHADOWING		FLASHBACK

DIGITAL AND PRINT FREEBIE LESSONS

three free
LESSONS

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