

# CCSS LITERATURE

# READING UNIT

25 lesson plans and interactive notebook activities

**Objective** I can determine the meaning of words and phrases as they are used in a text, including figurative language.

**Meaning** While you are reading, you will see multiple instances of figurative language. The most important part of figurative language is being able to make sense of what the figurative language means.



"Myra's head is as em... as a flower pot." -Holt

"Magnesium!" he shouts as the white sparkles glitter down the pond. "Potassium chlorate!" shells go womp-womp-womp everybody goes ooooooh! "Potassium nitrate! Sulphur! Aluminum!" -Freak the Migs

...this reminded Sunny of sinister secrets that surround the three siblings, and how they were from understand

**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.



... summarize the text in a way that is distinct from personal opinions or judgments.

er you are done reading a book, or a section of a book, you could be able to briefly tell someone else about the book. In this instance, you want the information to be concise and informative.

...?

what y?

les?

...of.com

NOW 100% DIGITAL AND PRINT

fourth-sixth  
**GRADE**



# table of contents

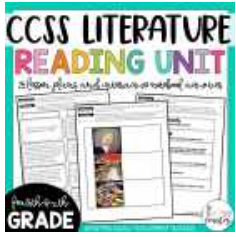




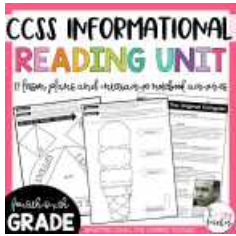

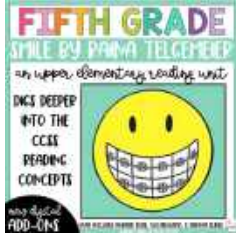

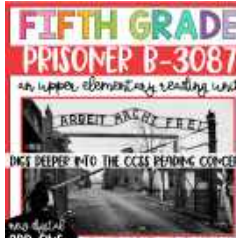
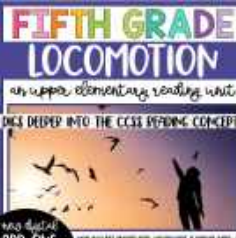
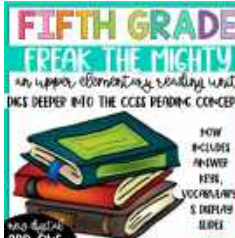
PAGE NUMBER	CCSS STANDARDS	CONTENTS
3		5th Curriculum Pacing Guide
4		6th Curriculum Pacing Guide
5		4 <sup>th</sup> Grade CCSS Literature Alignment
6		5 <sup>th</sup> Grade CCSS Literature Alignment
7		6 <sup>th</sup> Grade CCSS Literature Alignment
8		Pre-Lesson: Table of Contents
11	RL.10	Reading Complex Texts
14	RL.1	Quoting and Citing Accurately
19	RL.1	Inferences
29	RL.2	Theme
43	RL.2	Summarizing
47	RL.2, RL.3	Character Traits
58	RL.3, RL.5	Plot
63	RL.4	Vocabulary/Context Clues
68	RL.4	Figurative Language
79	RL.4, RL.7	Tone and Mood
84	RL.5	Poem Structures
89	RL.5	Drama Structures
94	RL.5	Text Structures
101	RL.6	Point of View
111	RL.7	Visual Multimedia Elements
116	RL.7	Audio Multimedia Elements
121	RL.9	Different Genres of Text
127	RL.9	Different Forms of Texts
132	RL.9	Traditional Literature
137	RL.9	Greek Mythology

# FIFTH GRADE

## CURRICULUM AND PACING GUIDE SNAPSHOT

### 5th grade novel reading

# ENTIRE YEAR CURRICULUM

INTRO TO LITERATURE <b>5 weeks</b>	REALISTIC FICTION <b>4 weeks</b>	HISTORICAL FICTION <b>3 weeks</b>	SCIENCE FICTION <b>3 weeks</b>
			
POETRY <b>1 week</b>	INTRO TO NON-FICTION <b>3-4 weeks</b>	NON-FICTION <b>3 weeks</b>	GRAPHIC NOVELS <b>1 week</b>
			
FANTASY <b>6 weeks</b>	HISTORICAL FICTION <b>4 weeks</b>	POETRY <b>1 week</b>	REALISTIC FICTION <b>3 weeks</b>
			



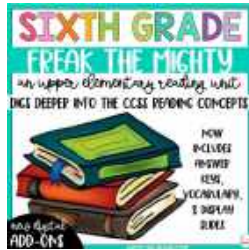
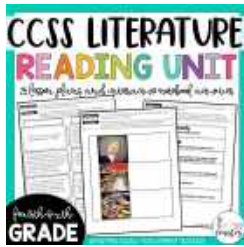
# SIXTH GRADE

## CURRICULUM AND PACING GUIDE SNAPSHOT

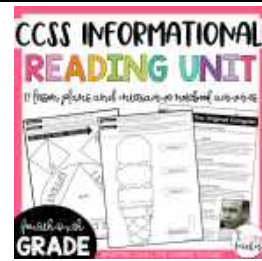
6th grade novel reading

# 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



4 <sup>TH</sup> GRADE READING LITERATURE STANDARD	LESSONS
<p><b>4.RL.1</b> 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><b>4.RL.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	5, 6, 7, 8, 9
<p><b>4.RL.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	8, 9, 10
<p><b>4.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	11, 12, 13, 25
<p><b>4.RL.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	15, 16
<p><b>4.RL.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	18, 19
<p><b>4.RL.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	20, 21
<p><b>4.RL.8</b> <i>(not applicable to literature)</i></p>	
<p><b>4.RL.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	24, 25
<p><b>4.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 21, 24, 25

5 <sup>TH</sup> GRADE READING LITERATURE STANDARD	LESSONS
<p><b>5.RL.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	2, 3, 4
<p><b>5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	5, 6, 7, 8, 9
<p><b>5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	8, 9, 10
<p><b>5.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	11, 12, 13
<p><b>5.RL.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	10, 15, 16, 17
<p><b>5.RL.6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p>	18, 19
<p><b>5.RL.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	14, 20, 21, 25
<p><b>5.RL.8</b> <i>(not applicable to literature)</i></p>	
<p><b>5.RL.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	22
<p><b>5.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	11, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 113, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24

6 <sup>TH</sup> GRADE READING LITERATURE STANDARD	LESSONS
<p><b>6.RL.1</b> 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><b>6.RL.2</b> Determine a theme or 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, 7, 8, 9
<p><b>6.RL.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	8, 9, 10
<p><b>6.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	11, 12, 13, 14
<p><b>6.RL.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	5, 6, 10, 15, 16, 17
<p><b>6.RL.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	18, 19
<p><b>6.RL.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	14, 20, 21
<p><b>6.RL.8</b> <i>(not applicable to literature)</i></p>	
<p><b>6.RL.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	22, 23
<p><b>6.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 113, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

# Lesson 3: Inferences Day 1

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

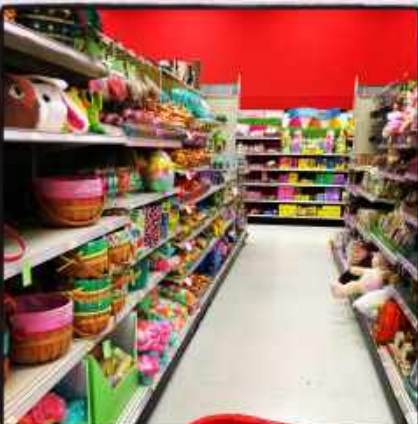


**Objective**

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.



- The picture-taker is outside.
- The picture-taker is wearing the shoes.
- The person wearing the shoes runs a lot.



- The picture taker is in a grocery store
- It's spring time
- It's Easter time



- These books are in a classroom.
- Someone is labeling the books
- Students ordered the books
- older kid classroom

because there's 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.

- The picture taker is outside because it looks like the shoe is on asphalt.
- The person wearing the shoes took the pictures because it looks like they're looking down at the shoe.
- The person wearing the shoes runs a lot because they have a hole in their shoe.
- The picture-taker is in a grocery store because there are aisles and multiples of the same items.
- It's Easter and/or Spring time because there are items like Easter baskets, peeps, and typical Spring colors.
- They might be in Target because the walls red.
- There are a lot of books so they are probably in a classroom. It also looks like they are on a teacher desk.
- A teacher or someone is probably labeling the books for students because there are sticky notes all over.
- It's probably an older kids classroom because there's mostly novels.

# DIGITAL INTERACTIVE NOTEBOOK EXAMPLE

## Lesson 3

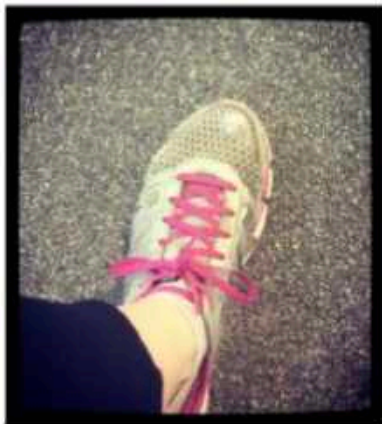
*Inferences Day!*

### Objective

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

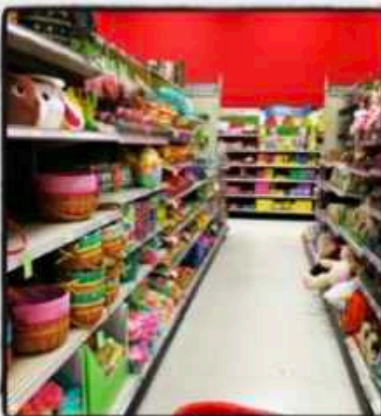
### Meaning

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



### Inferences

Type here



### Inferences

Type here

### Evidence

Type here

### Evidence

Type here

### Evidence

Type here



# DIGITAL INTERACTIVE NOTEBOOK EXAMPLE

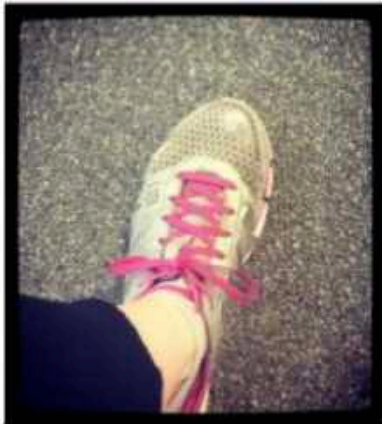
## Lesson 3

*Inferences Day!*

### Meaning

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

### TEACHER ANSWER KEY

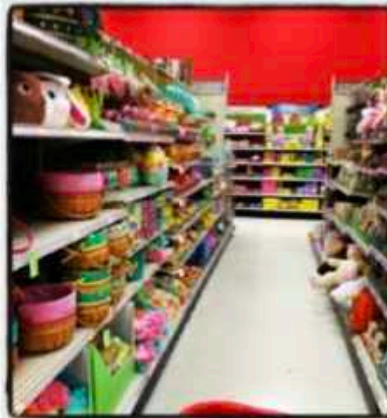


### Inferences

1. The picture taker is outside
2. The picture taker is wearing the shoes.
3. The person wearing the shoes runs a lot.

### Evidence

1. It looks like the shoes are on asphalt.
2. It looks like they're looking down at the shoe.
3. There is a hole in the shoe.



### Inferences

1. The picture taker is in a grocery store.
2. It's spring time.
3. It's Easter time.
4. The picture taker is in Target.

### Evidence

1. There are grocery store aisles.
2. There are spring-like items in the store.
3. There are Easter-like items in the store.
4. The walls are red.



### Inferences

1. These books are in a classroom.
2. Someone is labeling the books.
3. Students ordered the books and they are upper elementary or middle school students.

### Evidence

1. There are a lot of books; it also looks like a teacher's desk.
2. It looks the teacher or someone is labeling the books for students, with sticky notes.
3. The books look like they're novels for older elementary or middle school students.

# LESSON 8: CHARACTER TRAITS DAY 1

<b>Standards</b>	<ul style="list-style-type: none"><li>• <b>4.RL.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li><li>• <b>5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li><li>• <b>5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li><li>• <b>6.RL.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</li></ul>
<b>Learning Target</b>	<ul style="list-style-type: none"><li>• I can describe a character and analyze how they respond to challenges to make conclusions about their character traits.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• A book you have read or a picture you book you could read for this lesson.</li><li>• Chart paper and chart markers</li><li>• Reader's notebooks</li><li>• Interactive notebook page for each student</li><li>• Scissors</li><li>• Glue</li><li>• Markers, crayons, or colored pencils</li></ul>
<b>Activate Prior Knowledge</b>	<ol style="list-style-type: none"><li>1. Ask students what they know about the word character.</li></ol>
<b>Learning Period</b>	<ol style="list-style-type: none"><li>1. Explain to students that we are going to have an introduction to character traits.</li><li>2. Have students cut and glue their interactive note book page into their reader's notebooks. Make sure they only put glue on the side flaps as we are literally going to cut down the middle of the paper in a second.</li><li>3. Select a character from the book of your choosing. I used Stanley from the book, Holes, because we were all familiar with this character. A picture book will work great here too! (Mr. Peabody's Apples is perfect for this).</li><li>4. Have students do a quick sketch of the character. Artistry doesn't matter here, as long as they know who they are drawing.</li><li>5. As a class, describe the character's physical traits on the outside, making sure to emphasize that these are the character's physical traits.</li></ol>

<b>Learning Period</b>	<ol style="list-style-type: none"><li>6. Then... tell students to grab their scissors and literally cut their character down the middle. Now we are going to describe the character and what he/she is like on the inside, emphasizing that these are their characters traits.</li><li>7. Have students discuss what made them determine the character traits (evidence) because tomorrow we will be looking for explicit evidence from the text.</li></ol>
<b>Closing</b>	<ol style="list-style-type: none"><li>1. Tell students to be on the lookout for character traits during their reading today and have them share their findings.</li></ol>

**OBJECTIVE**

I can describe a character and analyze how they respond to challenges to make conclusions about their character traits.

**MEANING**

While you are reading, characters will interact with each other and they will respond to challenges. Their interactions with each other and their responses to challenges can show us what kind of people they are on the inside (character traits). This in turn, can reveal the themes and lessons of the book.

--	--	--	--

# INTERACTIVE NOTEBOOK EXAMPLE

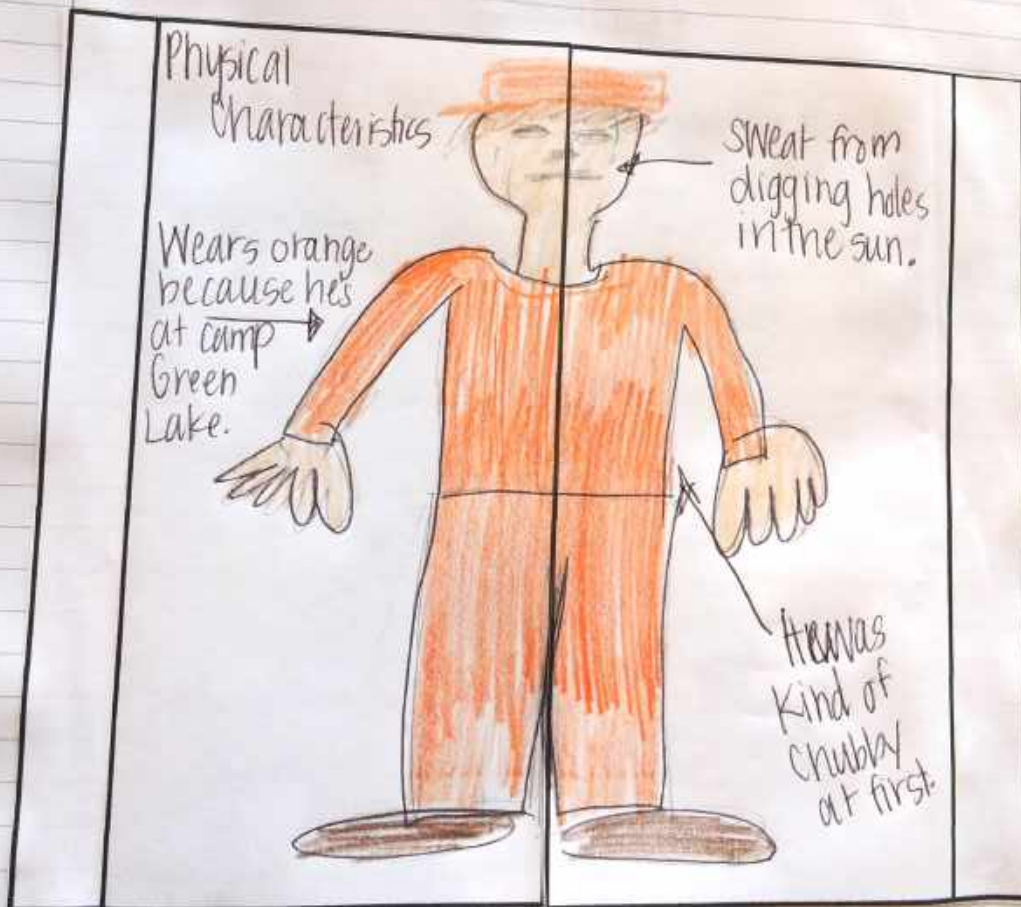
## Objective

I can describe a character and analyze how they respond to challenges to make conclusions about their character traits.

## Meaning

While you are reading, characters will interact with each other and they will respond to challenges. Their interactions with each other and their responses to challenges can show us what kind of people they are on the inside (character traits). This in turn, can reveal the themes and lessons of the book.

Stanley from Holes.





# INTERACTIVE NOTEBOOK EXAMPLE

## Objective

I can describe a character and analyze how they respond to challenges to make conclusions about their character traits.

## Meaning

While you are reading, characters will interact with each other and they will respond to challenges. Their interactions with each other and their responses to challenges can show us what kind of people they are on the inside (character traits). This in turn, can reveal the themes and lessons of the book.

## Stanley from Holes.

Character traits are what characters are like on the inside.

Determined: Stanley is determined to serve his time at camp Green Lake by learning how to dig holes like all the other campers.

Selfless: Helps Zero multiple times even though it was a big risk for him.

Reliable: Has a reliable friend and family member

# DIGITAL INTERACTIVE NOTEBOOK EXAMPLE

## Lesson 8

*Character Traits*  
*Day 1*

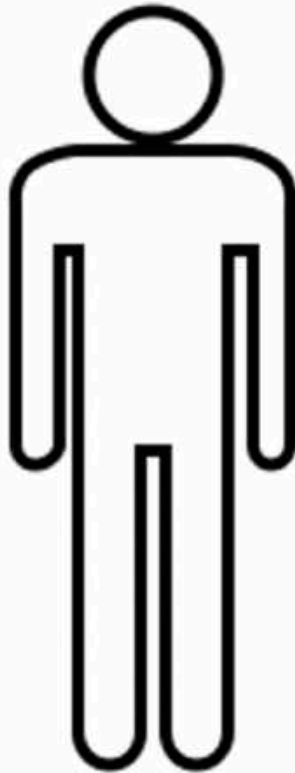
### Objective

I can describe a character and analyze how they respond to challenges to make conclusions about their character traits.

### Meaning

While you are reading, characters will interact with each other and they will respond to challenges. Their interactions with each other and their responses to challenges can show us what kind of people they are on the inside (character traits). This in turn, can reveal the themes and lessons of the book.

## Physical Characteristics



Type here

## Inside Traits

Type here

# DIGITAL INTERACTIVE NOTEBOOK EXAMPLE

## Lesson 8

Character Traits  
Day 1

## TEACHER ANSWER KEY

### Meaning

can describe a character and analyze how they respond to events and make conclusions about their character. They will respond to events and their responses to events they are on the inside (character traits), themes and lessons of the book.

### Physical Characteristics

Dirty and sweaty from digging holes.

In this photo, he is "thinned" out from digging holes, though the movie never really shows him being chubby, like the book did.

Wears orange because he is at Camp Green Lake for breaking the law.



### Inside Traits

Character traits are what characters are like on the inside.

**Determined:** Stanley is determined to serve his time at Camp Green Lake by learning how to dig holes, like all the other campers.

**Selfless:** Stanley helps Zero multiple times even though it was a big risk for him.

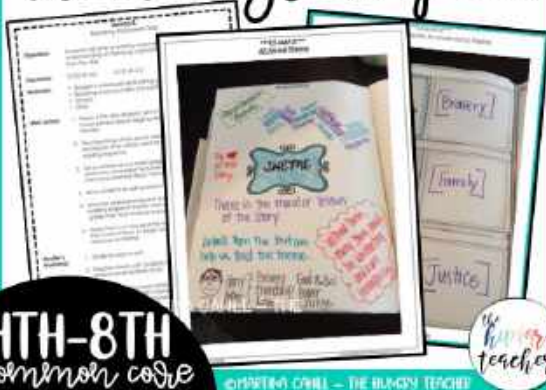
**Reliable:** Stanley is a reliable friend and family member because they can always count on him.



OTHER READING UNITS AVAILABLE IN MY STORE

# THEME UNIT

that digs deeper



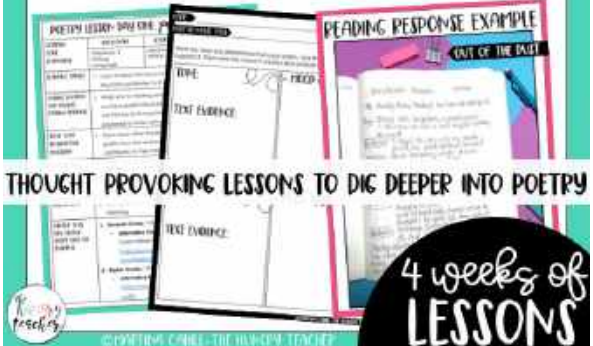
4TH-8TH  
COMMON CORE

©MARTINA CAHILL - THE HUNGRY TEACHER



# 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

©MARTINA CAHILL - THE HUNGRY TEACHER



# CHARACTER TRAITS

unit that digs deeper



4TH-8TH  
COMMON CORE

©MARTINA CAHILL - THE HUNGRY TEACHER



# CCSS informational READING UNIT

17 lesson plans and interactive notebook activities



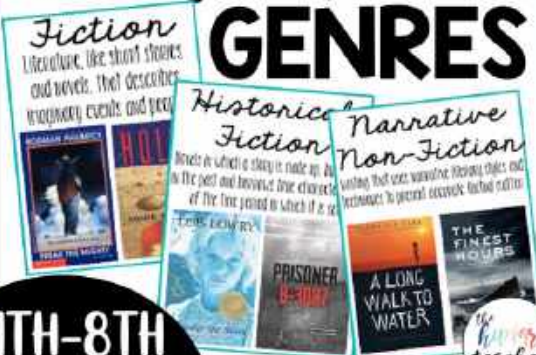
fourth-sixth  
GRADE

©MARTINA CAHILL - THE HUNGRY TEACHER



# GENRE UNIT

that digs deeper into  
GENRES



4TH-8TH  
COMMON CORE

©MARTINA CAHILL - THE HUNGRY TEACHER



# CCSS literature READING UNIT

25 lesson plans and interactive notebook activities



fourth-sixth  
GRADE

©MARTINA CAHILL - THE HUNGRY TEACHER









# 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

INCLUDES  
digital  
VERSION

## MIDDLE GRADE

# ELA bell ringers



three  
FREE WEEKS



editable  
**TEXT**

©MARTINA CAHILL - THE HUNGRY TEACHER

[HTTPS://THE-HUNGRY-TEACHER.CK.PAGE/13E75B23AA](https://the-hungry-teacher.ck.page/13e75b23aa)

# terms of use

---

each page of this document is copyrighted

## YOU MAY NOT

---

- You MAY NOT claim any part of this document as your own.
- You MAY NOT share or sell anything based on this document.
- You MAY NOT post any part of this document online or on a shared server.
- For editable resources, you MAY NOT edit them to be redistributed in any way, claimed as your own in any way, or altered and shared as if it were my original work.

## YOU MAY

---

- This product is designed for personal use in one classroom (one teacher) only. For use in multiple classrooms, please purchase additional licenses.
- FREEBIES: If you choose to share one of my freebies on your website or on social media, please share a link for people to download the item from me at the original source.
- BLOGGERS: Feel free to blog about using my products in your classroom, or use the cover page to a resource AS LONG AS you credit me and provide a link to the item at the original source.

---

**THANK YOU FOR YOUR PURCHASE AND FOR  
YOUR SUPPORT IN PROTECTING MY WORK**

---



MARTINAGCAHILL@GMAIL.COM

fonts by:



---

# THANK YOU

---



*Martina*

**CAHILL**

*the hungry teacher*  
• • • • •

connect with me



[TEACHERSPAYTEACHERS.COM/STORE/MARTINA  
-CAHILL-THE-HUNGRY-TEACHER](https://www.teacherspayteachers.com/store/martina-cahill-the-hungry-teacher)



[THEHUNGRYTEACHERBLOG.COM](http://THEHUNGRYTEACHERBLOG.COM)



[@THEHUNGRYTEACHER8TH](https://www.instagram.com/thehungryteacher8th)



[FACEBOOK.COM/THEHUNGRYTEACHER/](https://www.facebook.com/thehungryteacher/)