

CCSS LITERATURE

READING UNIT

25 lesson plans and interactive notebook activities

Lesson 3
Inferences Day!

Objective I can quote accurately from the text, when explaining inferences I have made.

Meaning While you are reading, you will see multiple instances of inferences (schema) and a conclusion.

Lesson 12
Figurative Language Day!

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.

SIMILE
compares two unlike things using "like" or "as."

METAPHOR
comparing two things that are not alike to suggest they have something in common.

HYPERBOLE
an exaggeration that can't possibly be true.

ADAGE
a proverb or short statement expressing a general truth.

IDIOM
an expression of two or more words that means something other than the actual or literal meaning.

Lesson 17
Text Structures

Objective I can analyze how a particular sentence or chapter fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Meaning Authors have what is called an author's craft. Author's crafts are the parts of the story that make up the structure and author's use these to develop their stories' theme, setting, or plot.

Synopsis
of the plot of a story, movie, or television show.
the back of the cover of a book.

Epilogue example:
Number the Stars

Foreword example:
Diary of Anne Frank

Synopsis example:
Back of books

PARALLEL STRUCTURE
of the same pattern of phrases within a sentence to give them the same levels of importance.

PACING

REPEITION
the repetition of beginning consonant sounds in two or more neighboring words or syllables.

ONOMATOPOEY
naming something or action by imitating the sound associated with it.

ONOMATOPOEY
the use of figurative language to imitate a sound.

FLASHBACK
an event in time earlier than the present time.

100% DIGITAL GOOGLE SLIDES VERSION

fourth-sixth
GRADE



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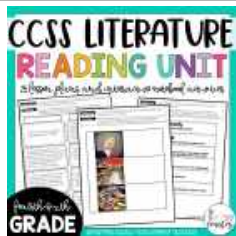
FIFTH GRADE

CURRICULUM AND PACING GUIDE SNAPSHOT

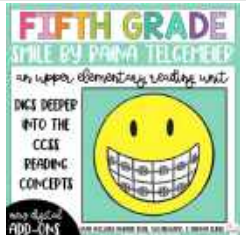
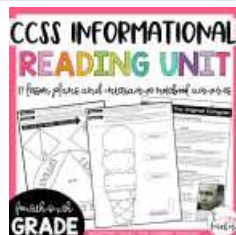
5th grade novel reading

ENTIRE YEAR CURRICULUM

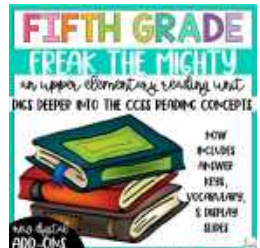
INTRO TO LITERATURE	REALISTIC FICTION	HISTORICAL FICTION	SCIENCE FICTION
5 weeks	4 weeks	3 weeks	3 weeks



POETRY	INTRO TO NON-FICTION	NON-FICTION	GRAPHIC NOVELS
1 week	3-4 weeks	3 weeks	1 week



FANTASY	HISTORICAL FICTION	POETRY	REALISTIC FICTION
6 weeks	4 weeks	1 week	3 weeks



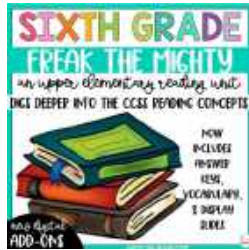
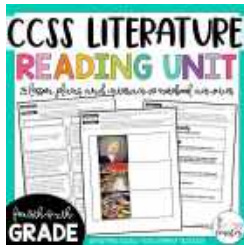
SIXTH GRADE

CURRICULUM AND PACING GUIDE SNAPSHOT

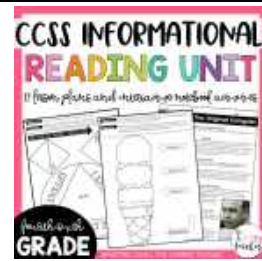
6th grade novel reading

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



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

5 TH GRADE READING LITERATURE STANDARD	LESSONS
<p>5.RL.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>5.RL.2 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>5.RL.3 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>5.RL.4 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>5.RL.5 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>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	18, 19
<p>5.RL.7 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>5.RL.8 <i>(not applicable to literature)</i></p>	
<p>5.RL.9 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>5.RL.10 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 TH GRADE READING LITERATURE STANDARD	LESSONS
<p>6.RL.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.RL.2 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>6.RL.3 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>6.RL.4 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>6.RL.5 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>6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	18, 19
<p>6.RL.7 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>6.RL.8 <i>(not applicable to literature)</i></p>	
<p>6.RL.9 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>6.RL.10 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 I

Standards	<ul style="list-style-type: none">• 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.• 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.• 6.RL.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.

DIGITAL INTERACTIVE NOTEBOOK EXAMPLE

Lesson 3

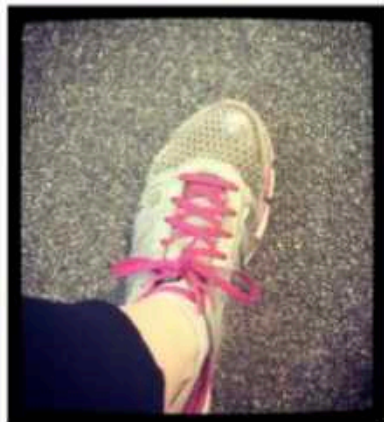
Inferences Day!

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

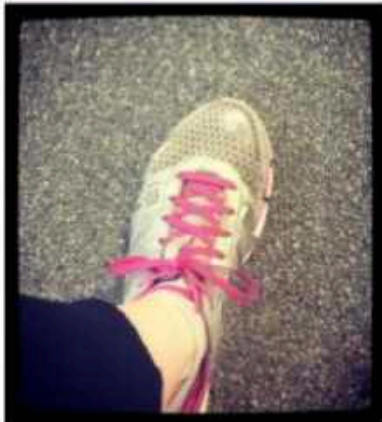
Lesson 3

Inferences Day!

Meaning

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

TEACHER ANSWER KEY

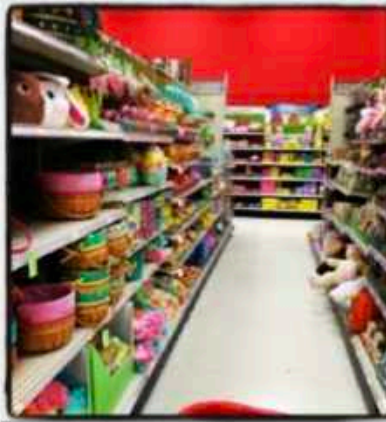


Inferences

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 12: Figurative Language Day 1 of 2

Standards

- **4.RL.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **5.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **6.RL.4** 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.

Learning Target

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

Materials

- Chart paper and chart markers
- Reader's notebooks
- Interactive notebook page for each student
- Scissors
- Glue
- Markers, crayons, or colored pencils

Activate Prior Knowledge

1. Ask students what they know about figurative language and if they know any types of figurative language.

Learning Period

1. Explain to students that we are going to learn about the different types of figurative language today.
2. Have students cut and glue their interactive notebook pages into their reader's notebooks.
3. Go over each type of figurative language and its definitions.
 - I always make a figurative language chart paper because my students tend to reference it all year long. It's always one of our favorite tools.
 - I also try to leave room because tomorrow's lesson has examples of each type of figurative language, and I like to add them to the chart paper.
4. Explain to students that tomorrow you will be digging deeper into figurative language by looking at examples and analyzing their meaning.

Closing

1. Have students share what they learned and tell them to be on the lookout for figurative language in their reading.

DIGITAL INTERACTIVE NOTEBOOK EXAMPLE

Lesson 12

Figurative Language
Day 1

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.

SIMILE

Type here

METAPHOR

Type here

HYPERBOLE

Type here

PERSONIFICATION

Type here

ALLITERATION

Type here

ONOMATOPOEIA

Type here

ADAGE

Type here

IDIOM

Type here

DIGITAL INTERACTIVE NOTEBOOK EXAMPLE

Lesson 12

Figurative Language
Day 1

TEACHER ANSWER KEY

Meaning

determine the meaning of words and phrases as they
including figurative language.
language. The
able to make sense of what the

SIMILE

compares two unlike things using "like" or "as."

METAPHOR

comparing two things that are not alike to suggest they have something in common.

HYPERBOLE

an exaggeration that can't possibly be true.

PERSONIFICATION

giving something actual human qualities.

ALLITERATION

the repetition of beginning consonant sounds in two or more neighboring words or syllables.

ONOMATOPOEIA

naming a thing or an action by imitating the sound associated with it.

ADAGE

a proverb or short statement expressing a general truth.

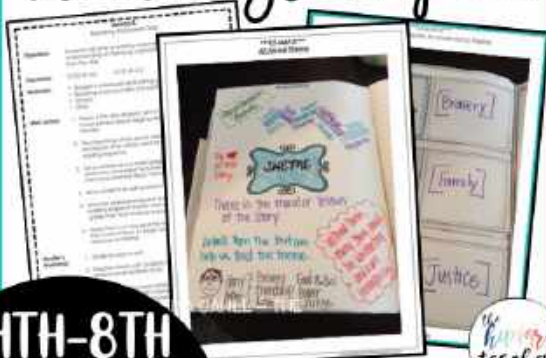
IDIOM

an expression of two or more words that means something other than the actual or literal meaning.

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



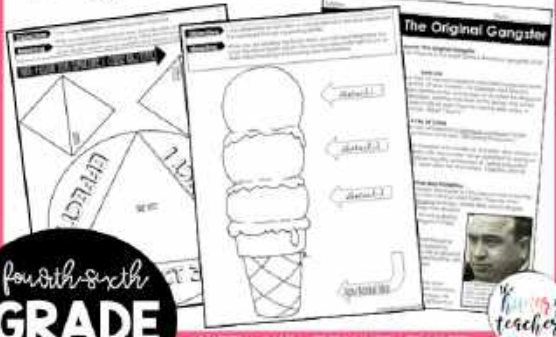
4TH-8TH
common core

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CCSS informational READING UNIT

17 lesson plans and interactive notebook activities



fourth-sixth
GRADE

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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
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editable
TEXT



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