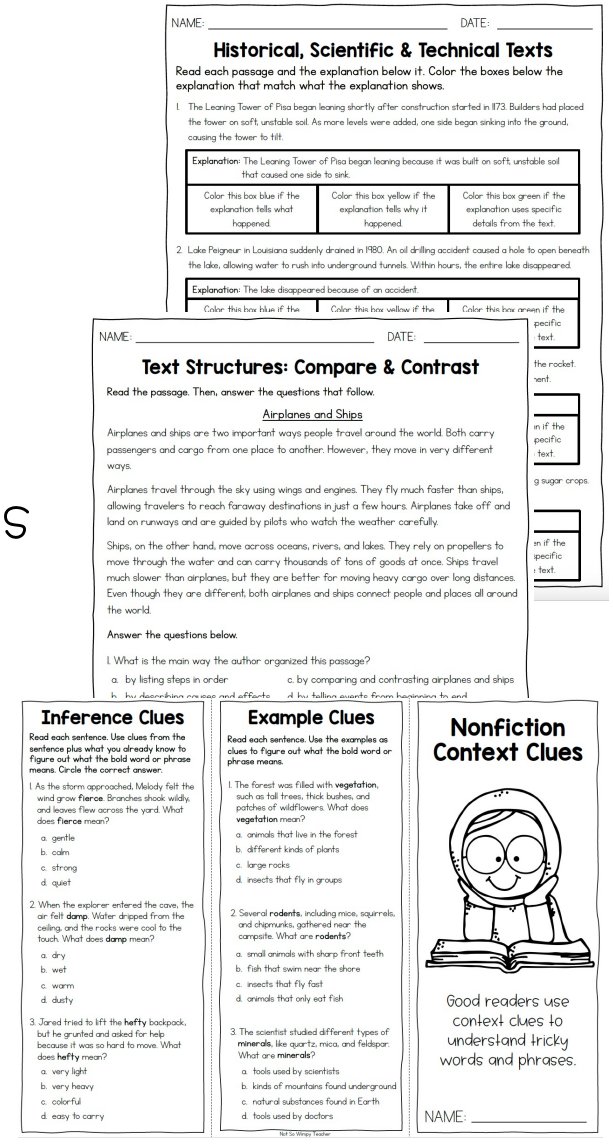


10-day units designed to teach, review & assess students on all fiction & nonfiction reading standards – 18 units included!

- Day 1: PowerPoint to introduce the skill
- Day 2: Interactive notebook activity
- Day 3: Skill worksheet
- Day 4: Worksheet for any text
- Day 5: Checkpoint passage with questions
- Day 6: PowerPoint to reinforce the skill
- Day 7: Interactive notebook activity
- Day 8: Skill worksheet
- Day 9: Tri-fold activity
- Day 10: Assessment



NAME: _____ DATE: _____

Historical, Scientific & Technical Texts

Read each passage and the explanation below it. Color the boxes below the explanation that match what the explanation shows.

1. The Leaning Tower of Pisa began leaning shortly after construction started in 1173. Builders had placed the tower on soft, unstable soil. As more levels were added, one side began sinking into the ground, causing the tower to tilt.

Explanation: The Leaning Tower of Pisa began leaning because it was built on soft, unstable soil that caused one side to sink.		
Color this box blue if the explanation tells what happened.	Color this box yellow if the explanation tells why it happened.	Color this box green if the explanation uses specific details from the text.

2. Lake Peigneur in Louisiana suddenly drained in 1980. An oil drilling accident caused a hole to open beneath the lake, allowing water to rush into underground tunnels. Within hours, the entire lake disappeared.

Explanation: The lake disappeared because of an accident.		
Color this box blue if the	Color this box yellow if the	Color this box green if the

NAME: _____ DATE: _____

Text Structures: Compare & Contrast

Read the passage. Then, answer the questions that follow.

Airplanes and Ships

Airplanes and ships are two important ways people travel around the world. Both carry passengers and cargo from one place to another. However, they move in very different ways.

Airplanes travel through the sky using wings and engines. They fly much faster than ships, allowing travelers to reach faraway destinations in just a few hours. Airplanes take off and land on runways and are guided by pilots who watch the weather carefully.

Ships, on the other hand, move across oceans, rivers, and lakes. They rely on propellers to move through the water and can carry thousands of tons of goods at once. Ships travel much slower than airplanes, but they are better for moving heavy cargo over long distances. Even though they are different, both airplanes and ships connect people and places all around the world.

Answer the questions below.

1. What is the main way the author organized this passage?
   a. by listing steps in order
   c. by comparing and contrasting airplanes and ships

Inference Clues

Read each sentence. Use clues from the sentence plus what you already know to figure out what the bold word or phrase means. Circle the correct answer.

1. As the storm approached, Melody felt the wind grow **fierce**. Branches shook wildly, and leaves flew across the yard. What does **fierce** mean?
   a. gentle
   b. calm
   c. strong
   d. quiet

2. When the explorer entered the cave, the air felt **damp**. Water dripped from the ceiling, and the rocks were cool to the touch. What does **damp** mean?
   a. dry
   b. wet
   c. warm
   d. dusty

3. Jared tried to lift the **hefty** backpack, but he grunted and asked for help because it was so hard to move. What does **hefty** mean?
   a. very light
   b. very heavy
   c. colorful
   d. easy to carry

Example Clues

Read each sentence. Use the examples as clues to figure out what the bold word or phrase means.

1. The forest was filled with **vegetation**, such as tall trees, thick bushes, and patches of wildflowers. What does **vegetation** mean?
   a. animals that live in the forest
   b. different kinds of plants
   c. large rocks
   d. insects that fly in groups

2. Several **rodents**, including mice, squirrels, and chipmunks, gathered near the campsite. What are **rodents**?
   a. small animals with sharp front teeth
   b. fish that swim near the shore
   c. insects that fly fast
   d. animals that only eat fish

3. The scientist studied different types of **minerals**, like quartz, mica, and feldspar. What are **minerals**?
   a. tools used by scientists
   b. kinds of mountains found underground
   c. natural substances found in Earth
   d. tools used by doctors

Not So Wimpy Teacher

Nonfiction Context Clues

Good readers use context clues to understand tricky words and phrases.

NAME: _____

Students follow a consistent weekly routine that builds familiarity, strengthens skills, and supports deeper learning throughout the unit.

>>>>>>> MAIN IDEA >>>>>>>

Hints for finding the main idea:

- Look at the title.
- Look at the first or last sentence.
- Think about the words or ideas that are repeated.

AUTHOR'S REASONS & EVIDENCE

Author's Point

An author's point is a specific idea or claim the author wants the reader to understand or believe.

It is more than just a topic.
It is something the author is *claiming*

>>>INTEGRATING INFORMATION>>>

Text #1	Text #2
Bees play an important role in our environment. As bees move from flower to flower collecting nectar, they pollinate plants. Pollination helps plants grow fruits and vegetables. Without bees, many of the foods we eat would not grow.	Bees are facing serious challenges. Pesticides, habitat loss, and climate change are harming bee populations. As bee populations decrease, farmers struggle to grow crops that depend on pollination.

The topic of both texts is bees and their importance.

Not So Wimpy Teacher

>>>INTEGRATING INFORMATION>>>

Reporter #1



Yesterday, Jefferson Elementary held its annual science fair. Fourth grader, Maya Lopez, won first place for creating a device that cleans dirty water using layers of sand, gravel, and charcoal. Judges were impressed with how clearly she explained her project and demonstrated how it removed visible dirt from the water.



>>> MEDIA & TEXT CONNECTIONS

Let's practice!

Lia stepped carefully into the dark cave. Her lantern glowed a soft yellow, lighting up the rocky walls. She listened to the dripping water echoing around her.



DETERMINING THEME >>>

Just like our box had a hidden message, stories we read have hidden messages.

We call the hidden message in a story the **THEME**



Not So Wimpy Teacher

CHARACTER, SETTING & EVENTS

What are the ingredients of a story?

CHARACTER	Who is in the story?
SETTING	Where does the story take place? When does the story take place?
EVENTS	What is important that happens in the story? (*Could include the problem,*

>> NONFICTION CONTEXT CLUES

Turn and Talk:
Have you ever read a nonfiction article, book, or online text and found a word you didn't understand? What did you do?

>>>>>> POINT OF VIEW



Helpful Hint!

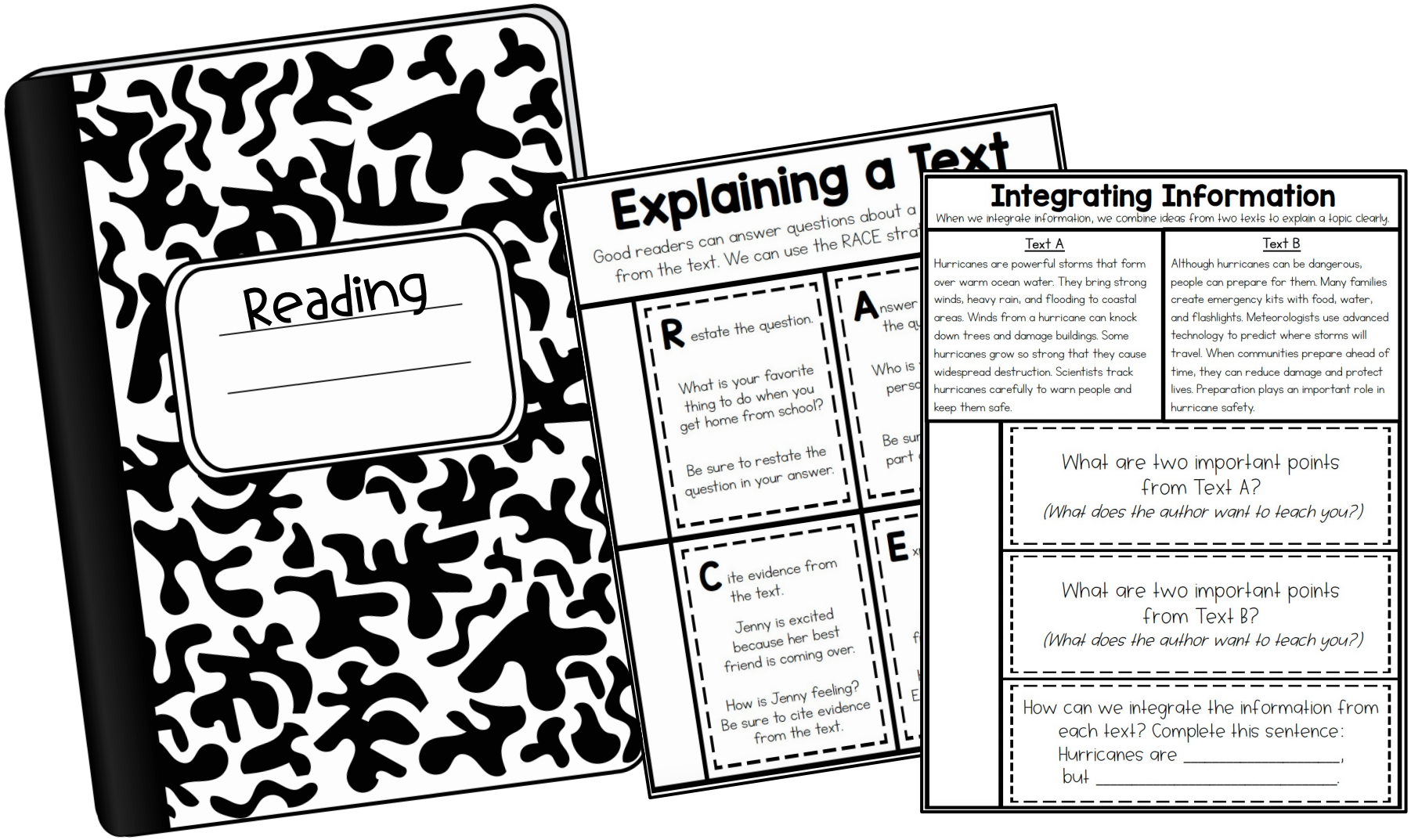


Clue Word "I" = 1st person point of view!

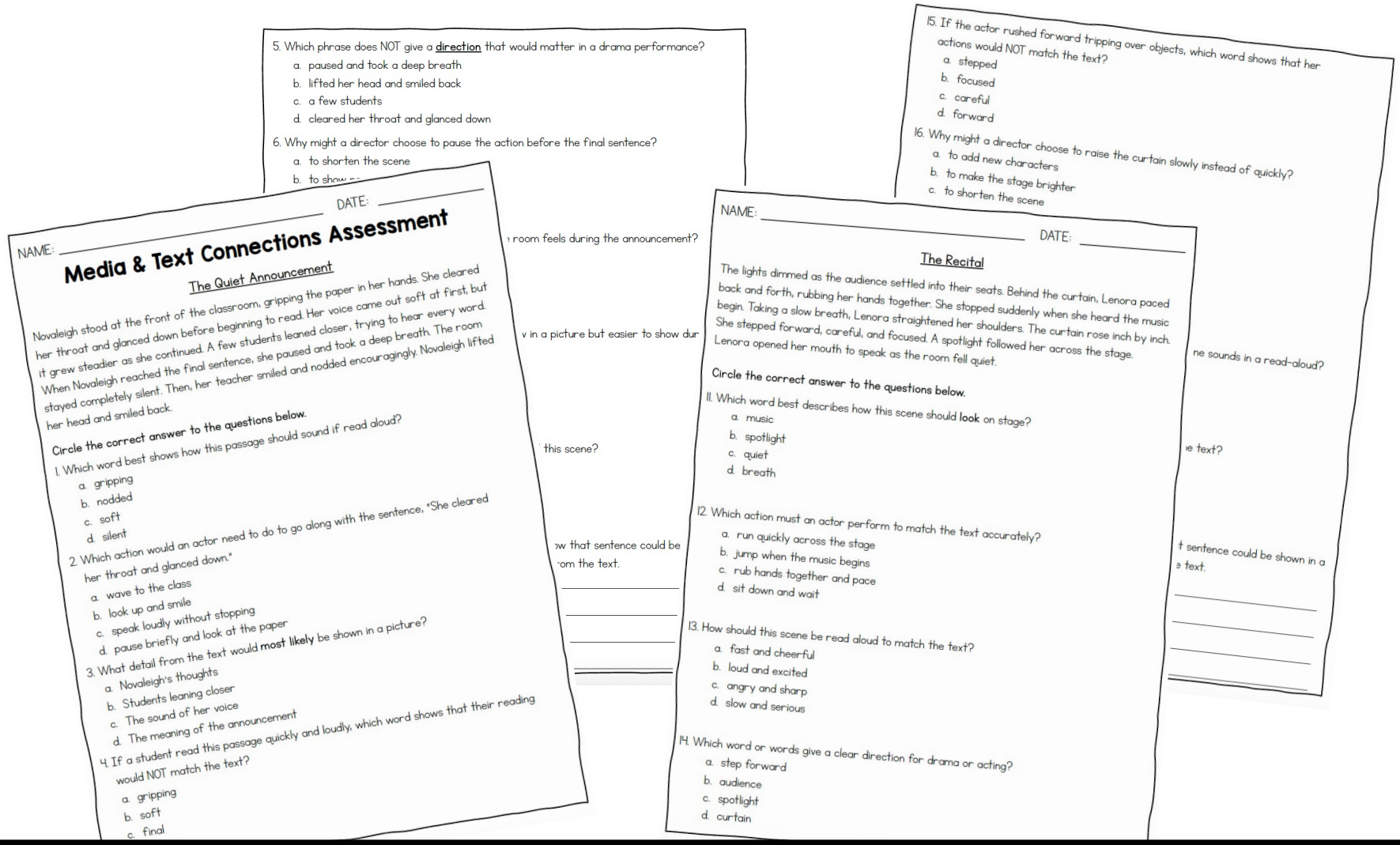
The letter "I" looks like the number one!

Not So Wimpy Teacher

36 PowerPoint Lessons to Introduce & Reinforce Each Skill



2 Interactive Notebook Activities Per Skill



NAME: _____ DATE: _____

Media & Text Connections Assessment

The Quiet Announcement

Novaleigh stood at the front of the classroom, gripping the paper in her hands. She cleared her throat and glanced down before beginning to read. Her voice came out soft at first, but it grew steadier as she continued. A few students leaned closer, trying to hear every word. When Novaleigh reached the final sentence, she paused and took a deep breath. The room stayed completely silent. Then, her teacher smiled and nodded encouragingly. Novaleigh lifted her head and smiled back.

Circle the correct answer to the questions below.

1. Which word best shows how this passage should sound if read aloud?
   a. gripping
   b. nodded
   c. soft
   d. silent
2. Which action would an actor need to do to go along with the sentence, "She cleared her throat and glanced down."
   a. wave to the class
   b. look up and smile
   c. speak loudly without stopping
   d. pause briefly and look at the paper
3. What detail from the text would **most likely** be shown in a picture?
   a. Novaleigh's thoughts
   b. Students leaning closer
   c. The sound of her voice
   d. The meaning of the announcement
4. If a student read this passage quickly and loudly, which word shows that their reading would NOT match the text?
   a. gripping
   b. soft
   c. final

5. Which phrase does NOT give a **direction** that would matter in a drama performance?
   a. paused and took a deep breath
   b. lifted her head and smiled back
   c. a few students
   d. cleared her throat and glanced down
6. Why might a director choose to pause the action before the final sentence?
   a. to shorten the scene
   b. to show ...

... room feels during the announcement?

... v in a picture but easier to show dur...

... this scene?

... ow that sentence could be ... om the text.

NAME: _____ DATE: _____

The Recital

The lights dimmed as the audience settled into their seats. Behind the curtain, Lenora paced back and forth, rubbing her hands together. She stopped suddenly when she heard the music begin. Taking a slow breath, Lenora straightened her shoulders. The curtain rose inch by inch. She stepped forward, careful, and focused. A spotlight followed her across the stage. Lenora opened her mouth to speak as the room fell quiet.

Circle the correct answer to the questions below.

11. Which word best describes how this scene should **look** on stage?
    a. music
    b. spotlight
    c. quiet
    d. breath
12. Which action must an actor perform to match the text accurately?
    a. run quickly across the stage
    b. jump when the music begins
    c. rub hands together and pace
    d. sit down and wait
13. How should this scene be read aloud to match the text?
    a. fast and cheerful
    b. loud and excited
    c. angry and sharp
    d. slow and serious
14. Which word or words give a clear direction for drama or acting?
    a. step forward
    b. audience
    c. spotlight
    d. curtain

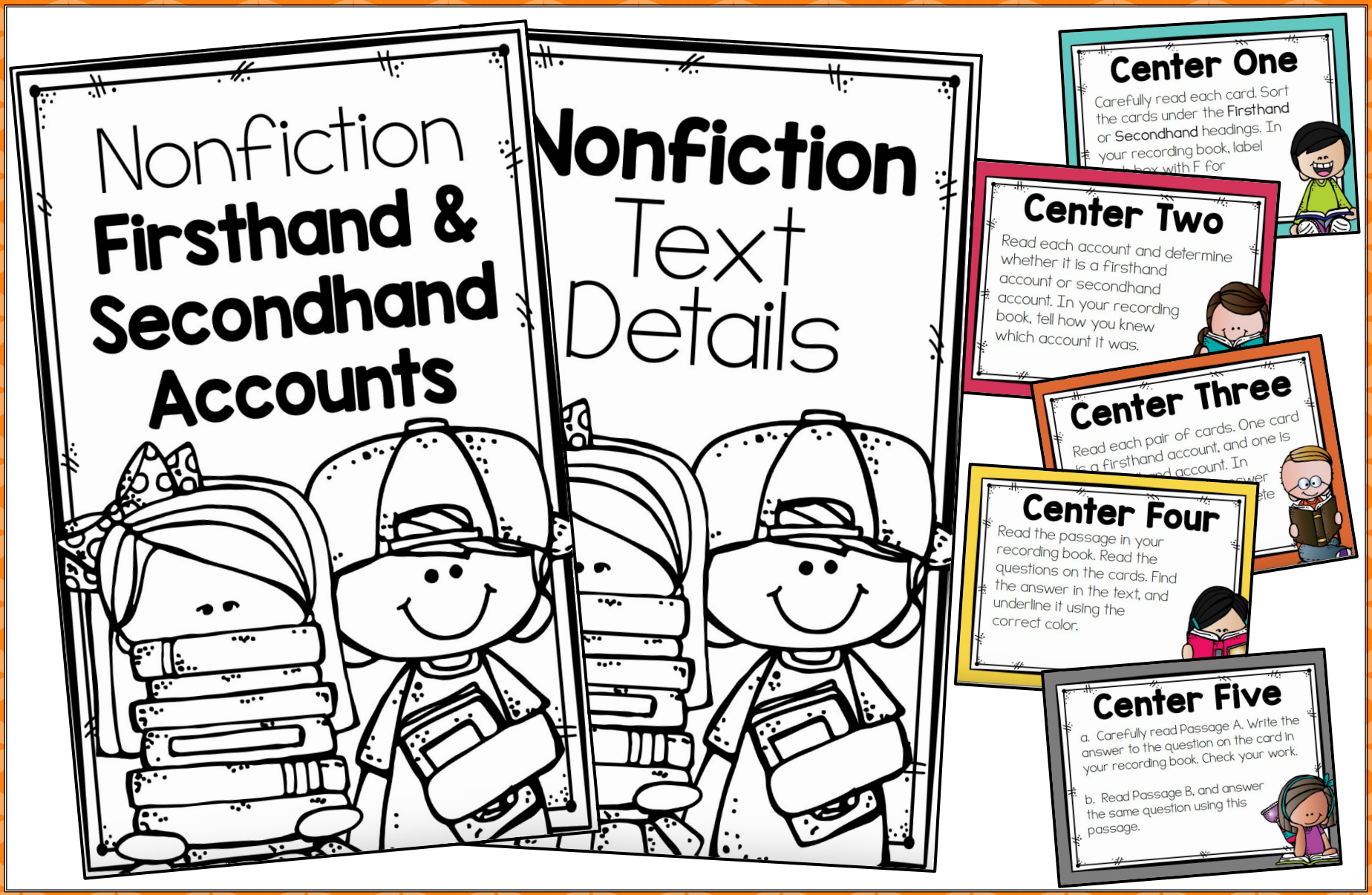
15. If the actor rushed forward tripping over objects, which word shows that her actions would NOT match the text?
    a. stepped
    b. focused
    c. careful
    d. forward
16. Why might a director choose to raise the curtain slowly instead of quickly?
    a. to add new characters
    b. to make the stage brighter
    c. to shorten the scene

... ne sounds in a read-aloud?

... e text?

... t sentence could be shown in a ... e text.

Unit assessment included to gauge student understanding of each standard



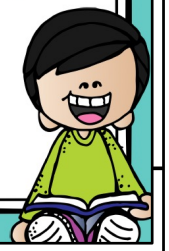
5 Centers with a Recording Book Per Skill

1 Determining Theme

Center One



Carefully read the passage. Think about the clues that might help you find a lesson or message in the story. Write answers to the questions in your recording book.



2 Answer Match

Center Two



How long can an adult blue whale grow? 1

More than 90 feet long C

How much krill can a blue whale eat in one day during a feeding season? 3

Up to 4 tons of krill E

3 Name the Cause & Effect

Center Three



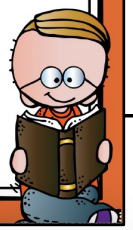
...ry cool plants! ... They are just ...y get nutrients ... air. However, the soil in which these plants live does not have enough nutrients for them to survive. Venus flytraps eat flies so that they can get all the nutrients they need to live.

1



Farmers m... these days ... bring their ... you without the foods sitting on shipping trucks. You can find all sorts of foods, from meats and cheeses to fruits and vegetables, at the farmers market. Because these foods are straight from the farm, they are fresh when you buy them. Next time you need healthy foods, try out your local famers market.

3



5

6

7

8

4 Color Answers

Last week, Liz and Max were walking to school. They had their backpacks, lunchboxes, and water bottles. As they were walking, they played "I Spy."

Center Four



...tree? Is it

...d.

...anything

...Liz asked.

...use she

..."I'll give you a clue! Look down and around!" Max ...

...he talking about? Suddenly she saw it!

...lp! You got it! Max said.

What was the setting of the story?
Underline the answer in red.

What is the beginning of the story?
Circle the answer in blue.

How does Max help Liz solve the problem?
Underline the answer in purple.

FICTION	NONFICTION
• Making Inferences • Summarizing • Theme • Character, Setting & Events • Context Clues • Story Structure • Point of View • Media & Text Connections	• Text Details • Main Idea, Details & Summarizing • Historical, Scientific & Technical Texts • Context Clues • Text Structures: Chronological and Cause & Effect • Text Structures: Compare & Contrast and Problem Solution • Firsthand & Secondhand Accounts • Text Features • Author's Reasons & Evidence • Integrating Information

18 Standards Included