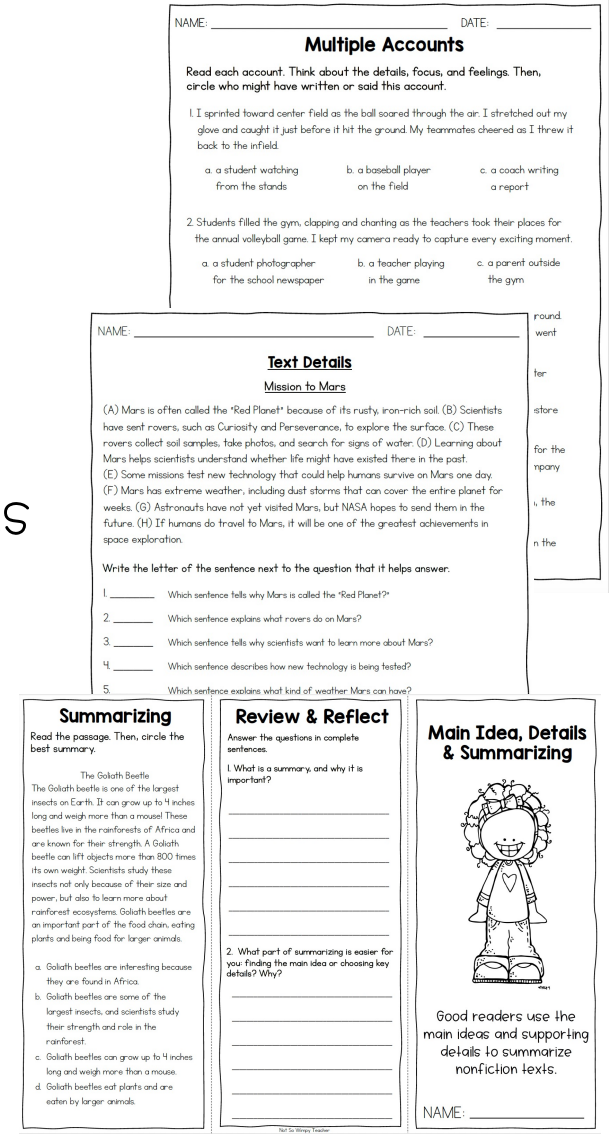


10-day units designed to teach, review & assess students on all fiction & nonfiction reading standards – 18 units included!

- 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: _____

Multiple Accounts

Read each account. Think about the details, focus, and feelings. Then, circle who might have written or said this account.

1. I sprinted toward center field as the ball soared through the air. I stretched out my glove and caught it just before it hit the ground. My teammates cheered as I threw it back to the infield.

a. a student watching from the stands b. a baseball player on the field c. a coach writing a report

2. Students filled the gym, clapping and chanting as the teachers took their places for the annual volleyball game. I kept my camera ready to capture every exciting moment.

a. a student photographer for the school newspaper b. a teacher playing in the game c. a parent outside the gym

NAME: _____ DATE: _____

Text Details

Mission to Mars

(A) Mars is often called the "Red Planet" because of its rusty, iron-rich soil. (B) Scientists have sent rovers, such as Curiosity and Perseverance, to explore the surface. (C) These rovers collect soil samples, take photos, and search for signs of water. (D) Learning about Mars helps scientists understand whether life might have existed there in the past. (E) Some missions test new technology that could help humans survive on Mars one day. (F) Mars has extreme weather, including dust storms that can cover the entire planet for weeks. (G) Astronauts have not yet visited Mars, but NASA hopes to send them in the future. (H) If humans do travel to Mars, it will be one of the greatest achievements in space exploration.

Write the letter of the sentence next to the question that it helps answer.

1. _____ Which sentence tells why Mars is called the "Red Planet?"
2. _____ Which sentence explains what rovers do on Mars?
3. _____ Which sentence tells why scientists want to learn more about Mars?
4. _____ Which sentence describes how new technology is being tested?
5. _____ Which sentence explains what kind of weather Mars can have?

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Summarizing

Read the passage. Then, circle the best summary.

The Goliath Beetle

The Goliath beetle is one of the largest insects on Earth. It can grow up to 4 inches long and weigh more than a mouse! These beetles live in the rainforests of Africa and are known for their strength. A Goliath beetle can lift objects more than 800 times its own weight. Scientists study these insects not only because of their size and power, but also to learn more about rainforest ecosystems. Goliath beetles are an important part of the food chain, eating plants and being food for larger animals.

a. Goliath beetles are interesting because they are found in Africa.
b. Goliath beetles are some of the largest insects, and scientists study their strength and role in the rainforest.
c. Goliath beetles can grow up to 4 inches long and weigh more than a mouse.
d. Goliath beetles eat plants and are eaten by larger animals.

Review & Reflect

Answer the questions in complete sentences.

1. What is a summary, and why it is important?

2. What part of summarizing is easier for you: finding the main idea or choosing key details? Why?

Main Idea, Details & Summarizing

Good readers use the main ideas and supporting details to summarize nonfiction texts.

NAME: _____

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

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

Turn and Talk:
Why do you think an informational text might have more than one main idea?

>>>>> MULTIPLE ACCOUNTS >>>>>

When we compare and contrast accounts, we see what's similar (the same event) and what's different (the focus and tone).

AUTHOR'S REASONS & EVIDENCE

Author's Point

To find the author's point, ask:
"*What is the author trying to teach or prove?*"

In longer informational texts, authors often make more than one point, and each point has its own reasons and evidence.

Not So Wimpy Teacher

>>>>>> TEXT FEATURES >>>>>>

Bold Words and Glossary

When a word is bold, it is an important word. Sometimes, bold words are defined in a glossary.

Bold Words

There are four different groups of rays. **Stingrays** have a long, pointy spine on their tail. **Skates** don't have a pointy spine on their tail, and are the only rays that make eggs. **Electric rays** can give an electric shock.

Glossary

Electric rays: flat, round bodied fish that can produce an electric shock
Sawfishes: ocean animals that are a type of ray, with a shark-like body
Skates: a flat kite-shaped fish that lives on the ocean floor

>> MEDIA & TEXT CONNECTIONS

Visual elements help readers:

- understand what is happening
- learn about characters and settings
- think more deeply about the

CHARACTER, SETTING & EVENTS

We have learned that characters play very important roles in stories.

Good readers pay attention to:

- what characters do, say & think
- how characters interact with each other
- how characters influence the plot

Not So Wimpy Teacher

>>>>>> POINT OF VIEW

Let's Review!

First Person Point of View	Third Person Point of View
• the narrator is a character inside the story • Words to look for:	• the narrator is a character outside the story • Words to look for:

DETERMINING THEME >>>

Let's think about these two stories. First, we will compare and contrast.

How They are Alike	How They are Different
• In each story, the character is not satisfied with what they have. • Both characters learn an important lesson.	• In the first story, the stonecutter learns his lesson through his experiences. • In the second story, the dog learns his lesson

>> NONFICTION CONTEXT CLUES

More than one clue type can appear in the same paragraph. Remember, the five different types of context clues are:

1. Definition
2. Synonym (means the same)
3. Antonym (means the opposite)
4. Example
5. Inference (use clues & what you know)

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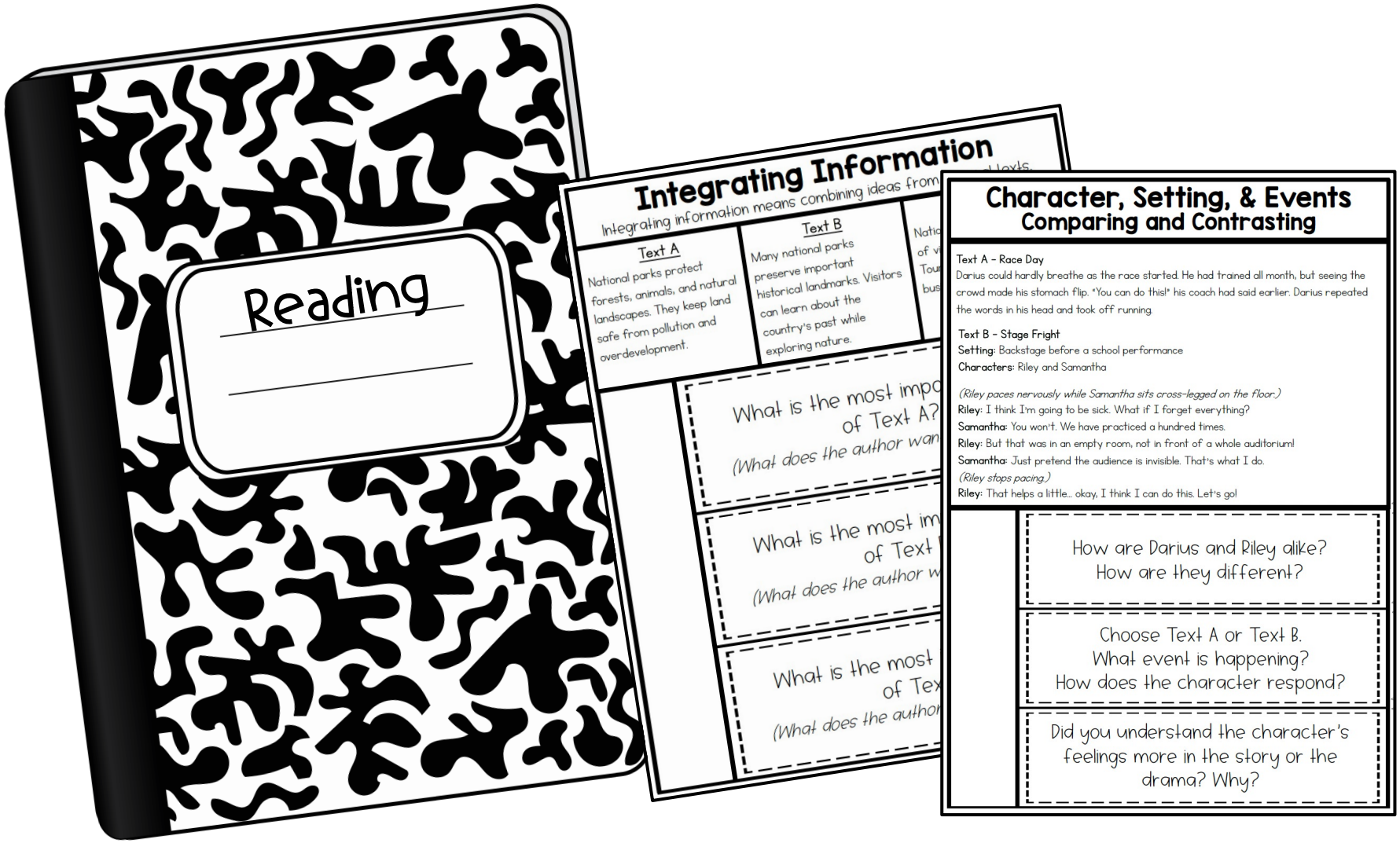
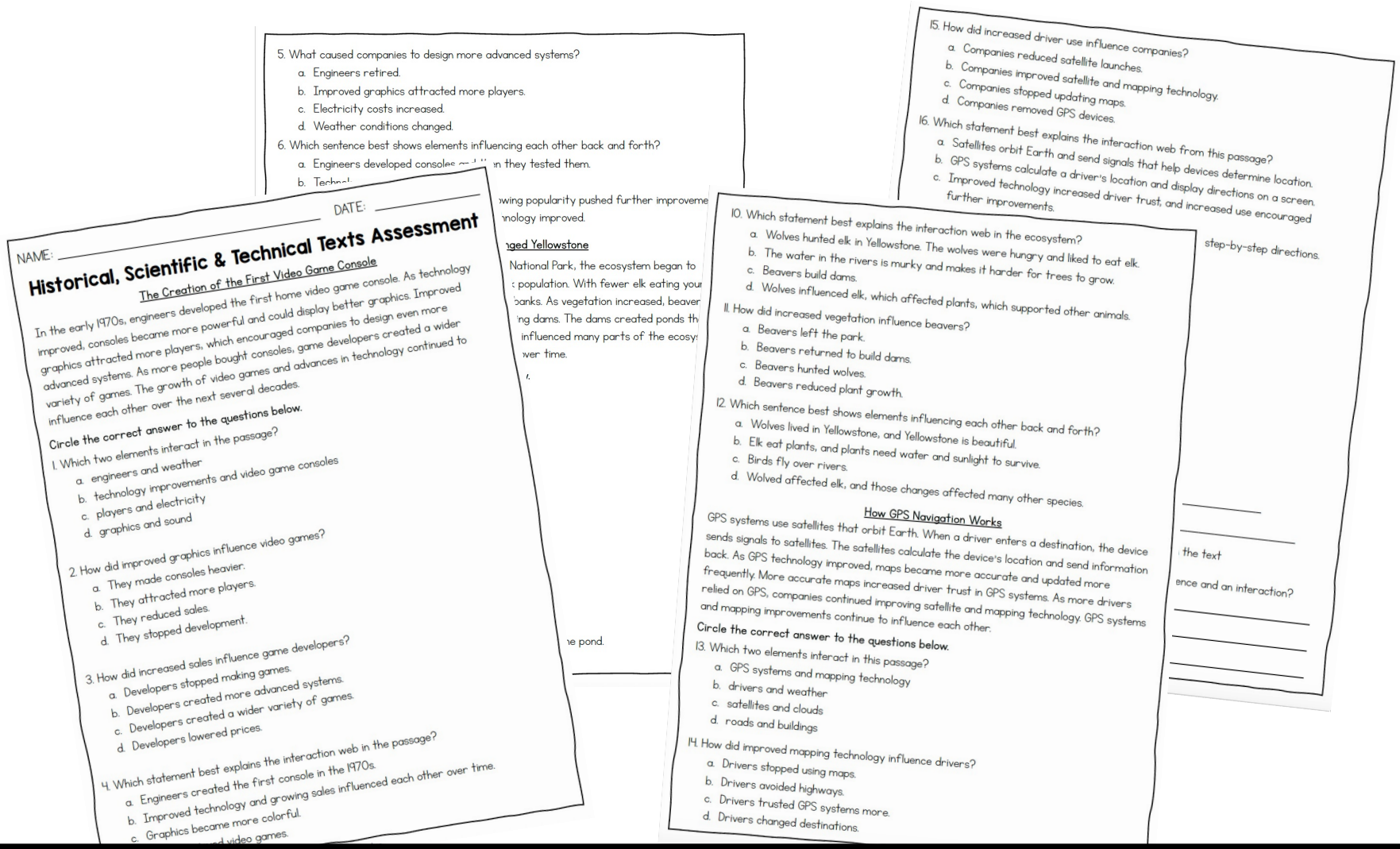
36 PowerPoint Lessons to Introduce & Reinforce Each Skill



2 Interactive Notebook Activities Per Skill



NAME: _____ DATE: _____

Historical, Scientific & Technical Texts Assessment

The Creation of the First Video Game Console

In the early 1970s, engineers developed the first home video game console. As technology improved, consoles became more powerful and could display better graphics. Improved graphics attracted more players, which encouraged companies to design even more advanced systems. As more people bought consoles, game developers created a wider variety of games. The growth of video games and advances in technology continued to influence each other over the next several decades.

Circle the correct answer to the questions below.

1. Which two elements interact in the passage?
   a. engineers and weather
   b. technology improvements and video game consoles
   c. players and electricity
   d. graphics and sound

2. How did improved graphics influence video games?
   a. They made consoles heavier.
   b. They attracted more players.
   c. They reduced sales.
   d. They stopped development.

3. How did increased sales influence game developers?
   a. Developers stopped making games.
   b. Developers created more advanced systems.
   c. Developers created a wider variety of games.
   d. Developers lowered prices.

4. Which statement best explains the interaction web in the passage?
   a. Engineers created the first console in the 1970s.
   b. Improved technology and growing sales influenced each other over time.
   c. Graphics became more colorful.
   d. video games.

5. What caused companies to design more advanced systems?
   a. Engineers retired.
   b. Improved graphics attracted more players.
   c. Electricity costs increased.
   d. Weather conditions changed.

6. Which sentence best shows elements influencing each other back and forth?
   a. Engineers developed consoles
   b. Techno

owing popularity pushed further improveme
nology improved.

aged Yellowstone

National Park, the ecosystem began to
population. With fewer elk eating you
banks. As vegetation increased, beaver
ng dams. The dams created ponds th
influenced many parts of the ecosy
ver time.

he pond.

10. Which statement best explains the interaction web in the ecosystem?
    a. Wolves hunted elk in Yellowstone. The wolves were hungry and liked to eat elk.
    b. The water in the rivers is murky and makes it harder for trees to grow.
    c. Beavers build dams.
    d. Wolves influenced elk, which affected plants, which supported other animals.

11. How did increased vegetation influence beavers?
    a. Beavers left the park.
    b. Beavers returned to build dams.
    c. Beavers hunted wolves.
    d. Beavers reduced plant growth.

12. Which sentence best shows elements influencing each other back and forth?
    a. Wolves lived in Yellowstone, and Yellowstone is beautiful.
    b. Elk eat plants, and plants need water and sunlight to survive.
    c. Birds fly over rivers.
    d. Wolved affected elk, and those changes affected many other species.

How GPS Navigation Works

GPS systems use satellites that orbit Earth. When a driver enters a destination, the device sends signals to satellites. The satellites calculate the device's location and send information back. As GPS technology improved, maps became more accurate and updated more frequently. More accurate maps increased driver trust in GPS systems. As more drivers relied on GPS, companies continued improving satellite and mapping technology. GPS systems and mapping improvements continue to influence each other.

Circle the correct answer to the questions below.

13. Which two elements interact in this passage?
    a. GPS systems and mapping technology
    b. drivers and weather
    c. satellites and clouds
    d. roads and buildings

14. How did improved mapping technology influence drivers?
    a. Drivers stopped using maps.
    b. Drivers avoided highways.
    c. Drivers trusted GPS systems more.
    d. Drivers changed destinations.

15. How did increased driver use influence companies?
    a. Companies reduced satellite launches.
    b. Companies improved satellite and mapping technology.
    c. Companies stopped updating maps.
    d. Companies removed GPS devices.

16. Which statement best explains the interaction web from this passage?
    a. Satellites orbit Earth and send signals that help devices determine location.
    b. GPS systems calculate a driver's location and display directions on a screen.
    c. Improved technology increased driver trust, and increased use encouraged further improvements.

step-by-step directions.

_____

_____

the text

ence and an interaction?

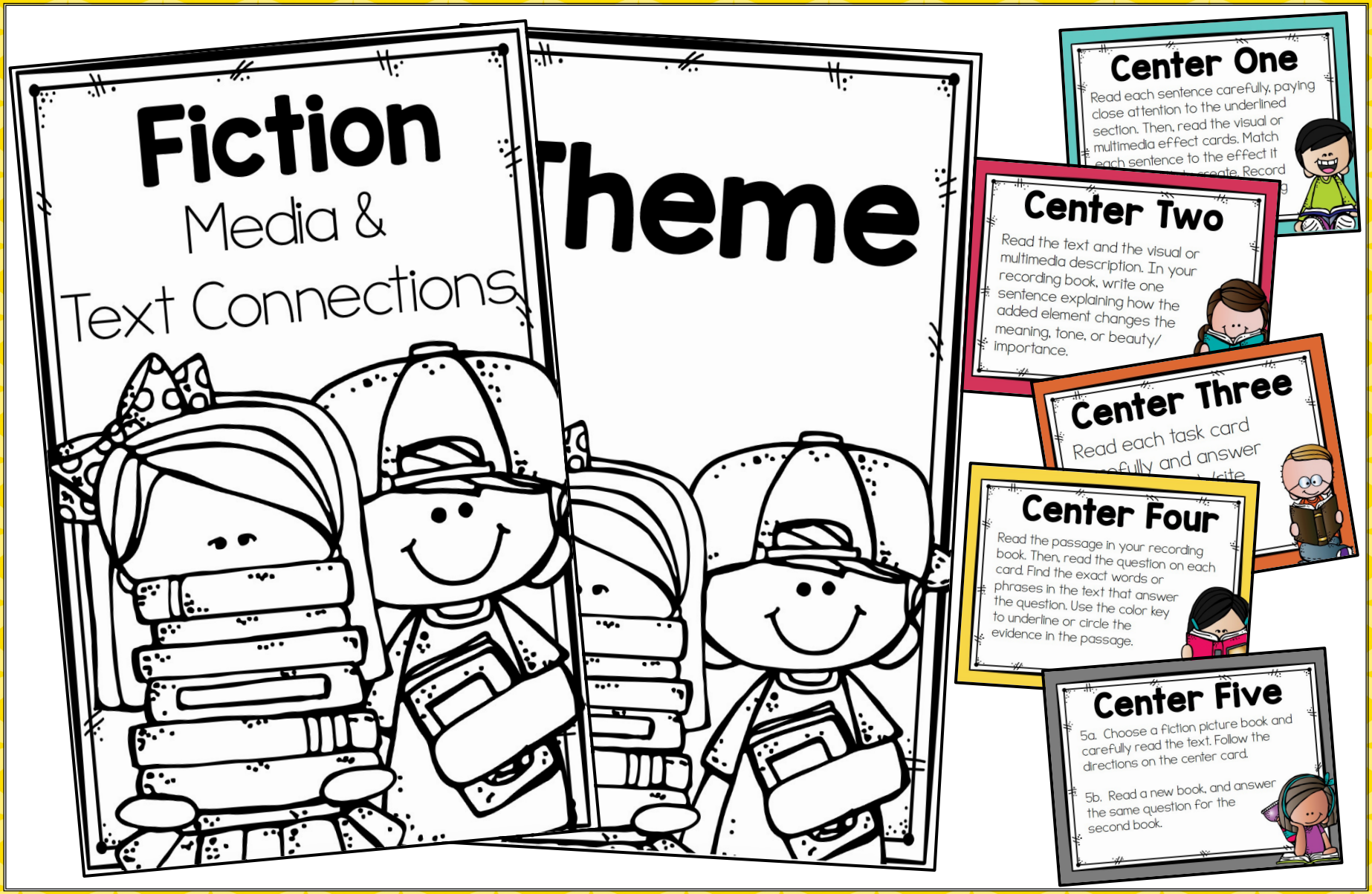
_____

_____

_____

_____

Unit assessment included to gauge student understanding of each standard



5 Centers with a Recording Book Per Skill

1 Describing Characters

1. How does Zach react to the noise?

2. What does this show us about Zach's personality?

Center One



3 ... up in

"Did you hear that?" I whispered, glancing around the dim tent. "Something's moving out there."

Mikey snorted. "Relax, Zach. It's probably just a squirrel or somethin...

"I'm just say... creeping int...

Across the... Can we ple... want to enj...

Mikey chuck... brave expl...

5 I hesitated... shook his h... without a s... flicker as h...

A moment l... was a rabb... movie."

I rolled my eyes. "Just because you don't worry doesn't mean the rest of us are overreacting."

Kevin pulled his sleeping bag over his head. "Wake me up if Bigfoot shows up."

this show us ... personality?

Center One

Carefully read the passage. Answer the questions in your recording book based on what you have read in the text. Use complete sentences and words from the text to help prove your thinking.



2 Compare & Contrast Settings

How are the settings in passages 1 & 2 alike? ... different?

Center Two



passages 3 & 4 alike? ... different?

The woods were dense and shadowy, with only slivers of sunlight breaking through the thick canopy above. Every step crunched loudly on fallen leaves, and the air smelled like damp earth and pine. ❶

...es 5 & 6 alike? ...nt?

The beach stretched for miles, golden sand warm underfoot and seagulls calling overhead. Waves crashed rhythmically, and salty air tickled your nose. ❸

How are ...

How are they different?

The mountain trail climbed steeply, lined with jagged rocks and patches of snow. The wind howled through the trees, and each breath came out in white puffs. ❺

3 Events Shape Characters

Center Three



ew girl
recess. No
e girl all day.
Without saying anything to her friends, Mallory walked over, smiled, and said, "Do you want to join our game of kickball?"

5



Ella's tear
one point
announced, she clapped loudly and gave them a high five. Then, she turned to her group and said, "Next time, let's really prepare and crush those science questions!"

1



5

6

7

8

4 Character Interactions

What can you tell about Annalise and Landon from how they interact in the passage?

Center Four



from how

om how they

interact in the passage?

Annalise stared at the torn poster in her hands. "I worked on this for hours," she said quietly. Landon looked at the pieces, then at her. "It was my fault," he admitted. "I knocked it off the table. I'll help you redo it, I promise." Annalise looked surprised, then nodded slowly. "Okay. Thanks for being honest." They gathered the supplies and started over, this time working side by side. Annalise glanced at Landon and said, "Maybe it will turn out even better."

1

What can
interact in

Tessa glanced over at Nadia's math paper. "You always finish so fast," she whispered. Nadia shrugged. "I've practiced a lot. Want me to show you how I solved number five?" Tessa nodded. "Yes, please!" Nadia leaned over and explained each step patiently. Tessa listened carefully, asking questions and writing notes in the margins.

3

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 • Multiple Accounts • Text Features • Author's Reasons & Evidence • Integrating Information

18 Standards Included