NONFICTION
Readers/Thinkers/Writers

Think Big—
Support Core Concepts with Relevant and Important Information
I can infer the main idea when I read nonfiction.

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

What I read: __________________________________________________________

Topic: ___________________________________________________________

The topic is not the title. It is the subject of the passage.
It is not the main idea, either. You figure out the main idea by thinking about what the writer wants you to learn from the passage.

After you read, think about it: what is the main idea? What did the writer want me to understand because I read it? Put the main idea in the big box and information that supports it in the smaller boxes. You can write words and draw pictures to show what you think.

Write the main idea here. It should be a BIG idea you learn from the passage you read.

Put important facts from the passage in the boxes. The facts should support the main idea.

Check your main idea.
It should be a good way to tell what the writer wants you to learn from the different facts in the passage.
It should be so important that it could be a new title for the passage.
**I can infer the main idea of a history.**

CCSS Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS Anchor Standard 2. Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas. Use standard specific to your grade level.

What is the history about? ____________________________________________________________

What was a challenge that people faced?

__________________________________________________________________

__________________________________________________________________

What did people do to meet that challenge?

__________________________________________________________________

__________________________________________________________________

What happened because the people did that?

__________________________________________________________________

__________________________________________________________________

What is the main idea? What is the big idea the writer wants me to understand from reading the history.

__________________________________________________________________

__________________________________________________________________

What information is important to understanding this idea? Underline it or list it on another page.
Big Question: What changed—and why?
CCSSR3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

What’s the important change?

________________________________________________________________________

What do you want people to understand about the change

________________________________________________________________________

What it was like before the change:

________________________________________________________________________
________________________________________________________________________

Who wanted the change—and why:

________________________________________________________________________
________________________________________________________________________

Who made it—and how:

________________________________________________________________________
________________________________________________________________________

How people felt then:

________________________________________________________________________
________________________________________________________________________

How will you communicate that idea and information? You can choose one way, another student can choose another. __Booklet __Collage __Dram __Drawing __Debate __Painting __Poem __Song __Story
Analyze History

CCSS Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

TOPIC: _________________________________________________________

ORGANIZE TO UNDERSTAND

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Think More: What is an important idea you learned about this history?

Explain your idea. On another page use information you found to support that idea.
Support Your Answer
CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Name______________________________________  Date: ___________________

question

Locate relevant information in two different sources.

Source 1: _________________________________________________________

Important Information

 Source 2: _________________________________________________________

Important Information

Use this information to write your response.
**Analyze, then Organize an Argument**

CCSSR 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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<th>Position 1</th>
<th>Position 2</th>
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<tr>
<td>Strongest evidence</td>
<td>Strongest evidence</td>
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*My Position: ____________________________________________________*

*Strongest Evidence to support my position:*

*Constructed Response:* Evaluate the two positions. Which has greater support. Then construct your own response. You can support one or the other position or a different position that you decide.
DEBATE WITH LOGIC

CCSSR8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and sufficiency of the evidence.

CCSS Writing Standard 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Issue:**

**One Position**

Supporting Reasons and Facts:

**Another Position**

Supporting Reasons and Facts:

Which side has the strongest evidence?

Which side do you choose?

Strengthen your position. List examples and evidence to support your position. Look closely at the other position. Include evidence that would strengthen your argument against theirs.