

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.

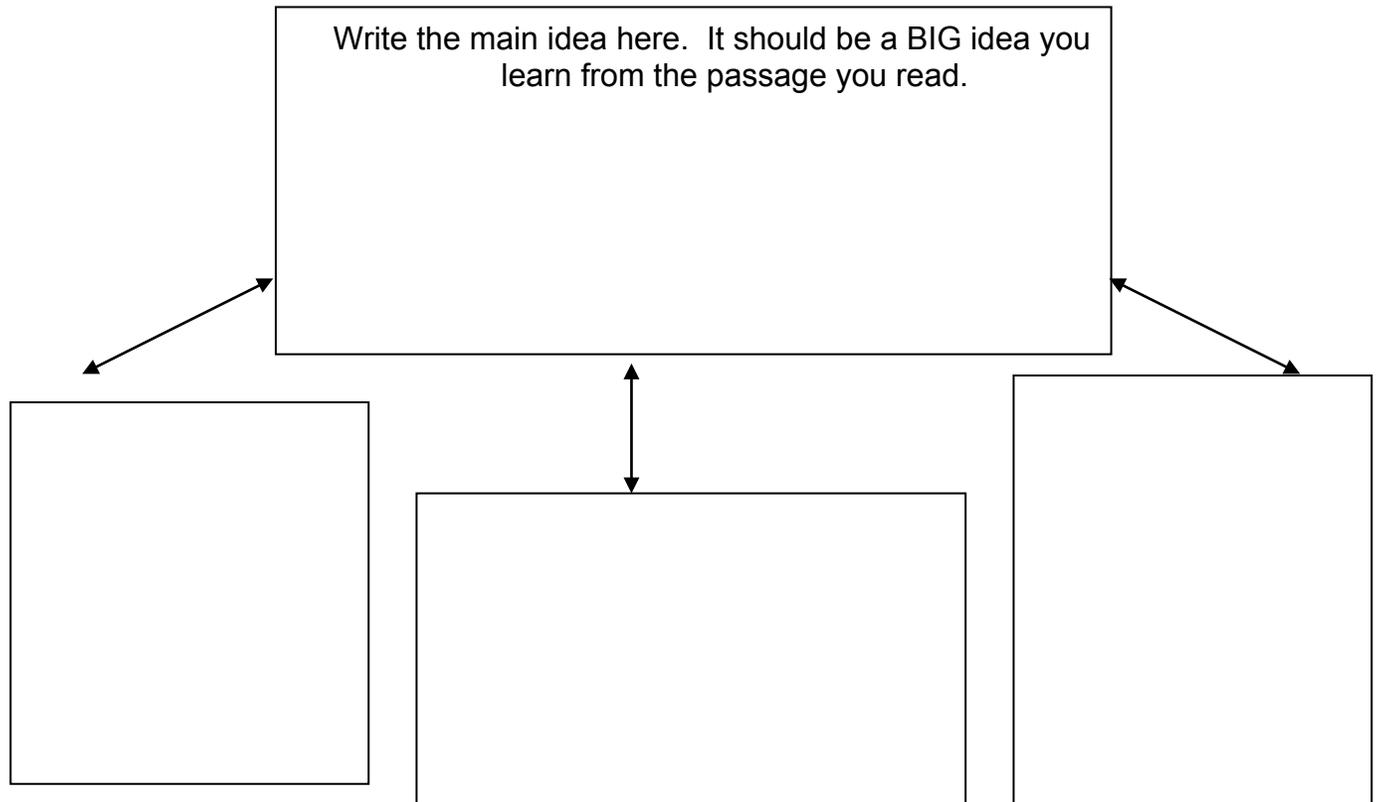
What I read: _____

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.



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

People	
Place	
Challenges	
Choices	
Changes	

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.

Position 1	Position 2
Strongest evidence	Strongest evidence

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	Another Position
_____	_____
_____	_____
<i>Supporting Reasons and Facts:</i>	<i>Supporting Reasons and Facts:</i>

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.