NONFICTION
Readers/Thinkers\Writers

Decide what is important, then organize it so you
Expand Knowledge
and Develop Abilities

Check for Understanding: Learning Log

Content Goal: I can identify and restate important content.
Each day, note the most important words, idea or strategy you learn.

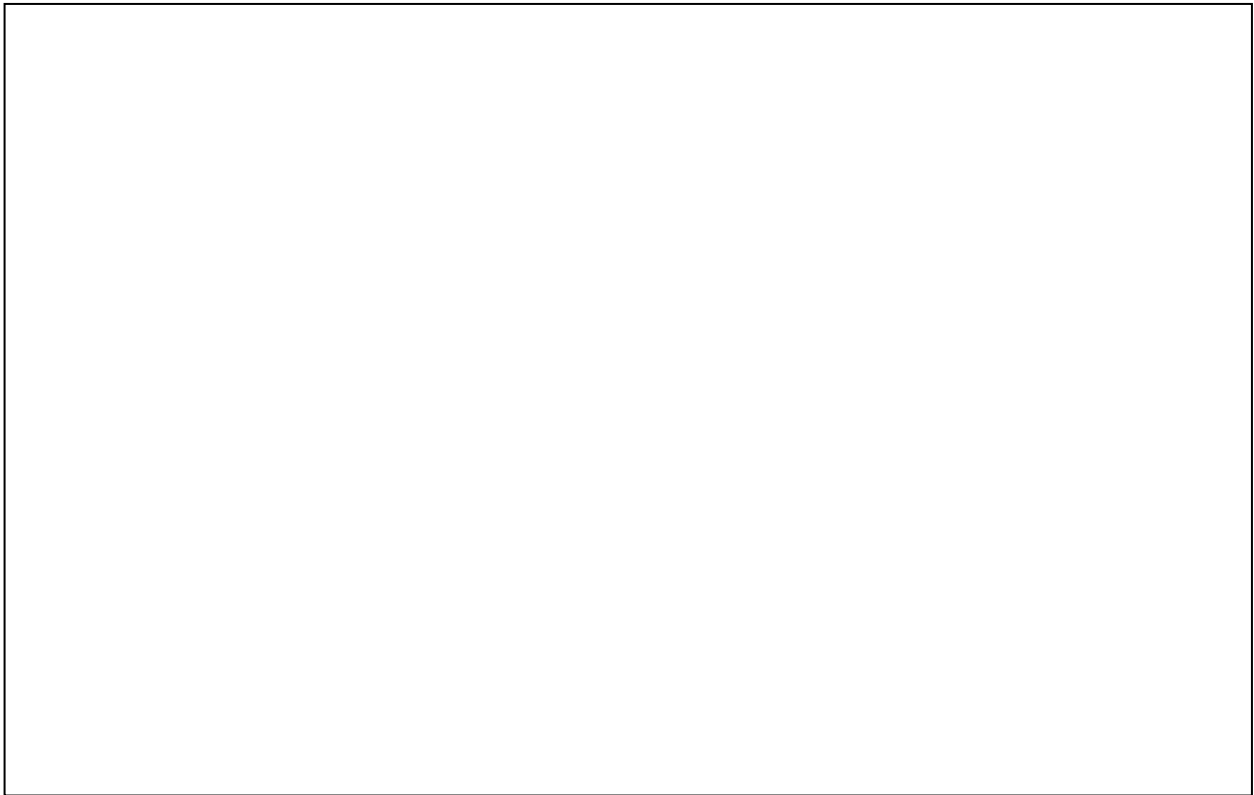| M	
T	
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F	Summarize the week's learning.

Picture What's Important

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

Choose a page to read.

Choose one paragraph that's interesting.
Every paragraph tells about an idea.

Draw a picture that shows that paragraph.

Give your picture and that page number to another student.

See if they can find your paragraph.

Ask them what idea your picture shows.

Nonfiction Paragraph Close Reader: I can identify ideas.

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

Read a nonfiction text that is at least five paragraphs long.
Write what you think the main idea is of each paragraph.
Write it as a sentence or phrase.

What do you think is the main idea of the whole reading or section?

I Can Compare and Contrast

CCSS Anchor Reading 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.

Title: _____
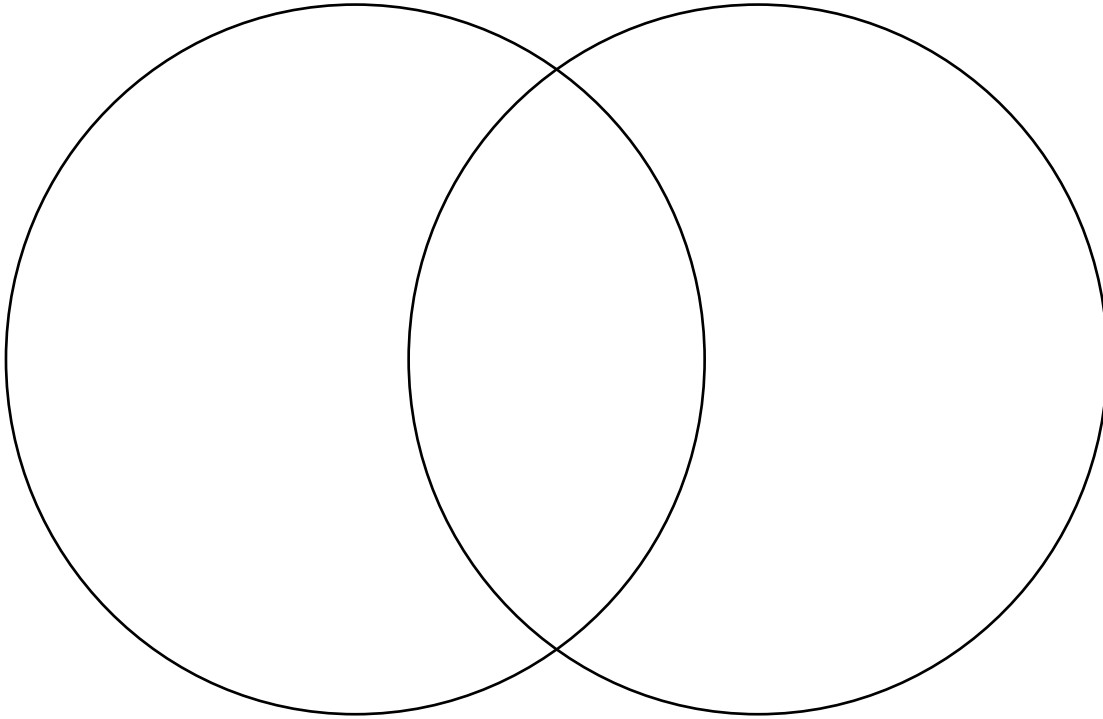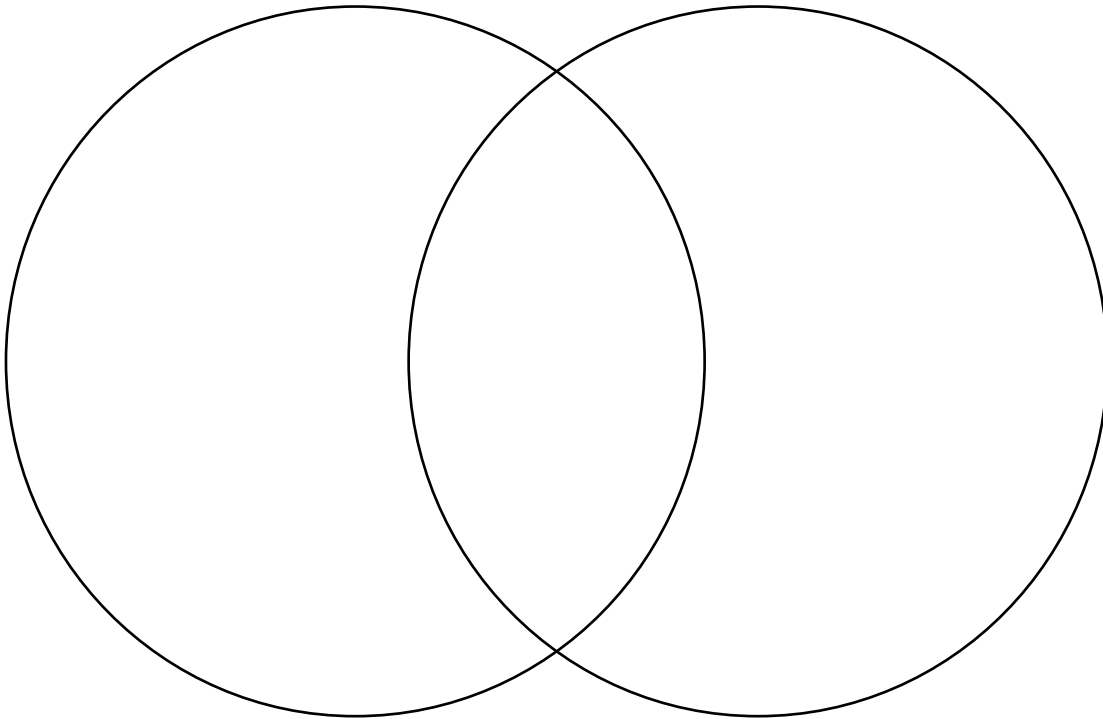
Write to tell what your diagram shows.

Compare and Contrast Time Periods

CCSSR1—Read closely, then analyze, then infer.

Focus: __transportation __technology __ _____

Chicago Then and Then

Then _____   Then_____

THINK IT THROUGH—EVALUATE!

What are the most important differences?

How are they most alike?

Which changes are most important? Why?

History Painting Interpreter

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

A painting has a theme. The artist uses pictures to tell you that message.
To find the theme, look at the whole painting.
Look at the parts.
Think: what is the artist telling me?

1. What do you think the message is? Write it in the circle.
2. Then in the boxes put parts of the painting that show you that is the theme.
    You can draw them or name them in the boxes.
3. Write about the painting. Tell how the artist communicates that theme.
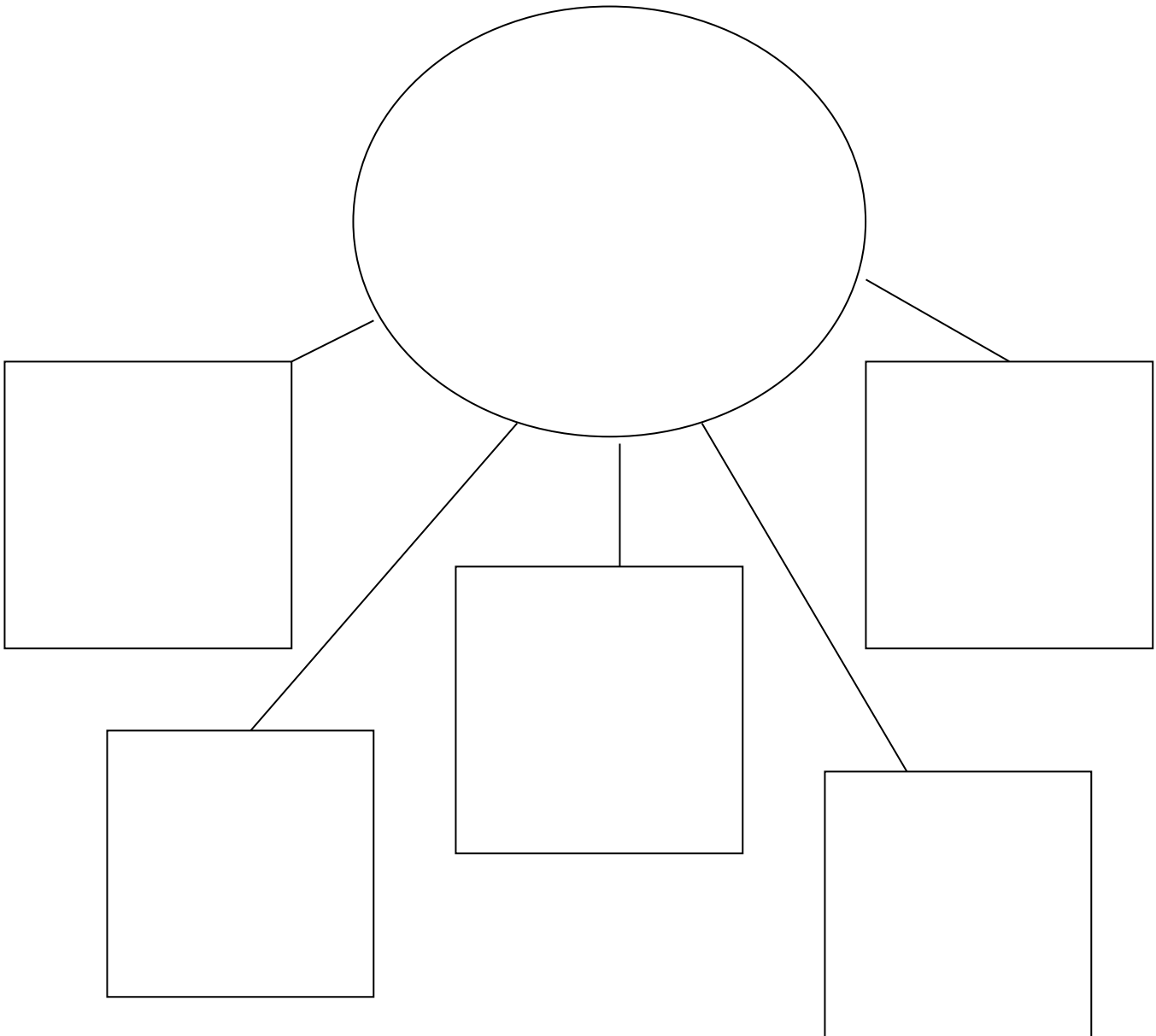
Show and Tell History

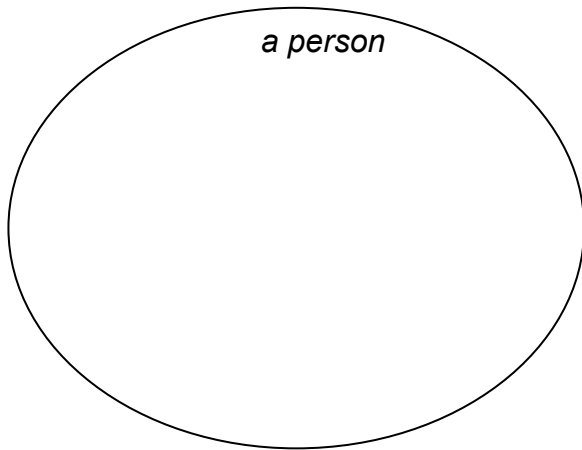***KEY IDEAS AND DETAILS—Common Core Literacy Standards***
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

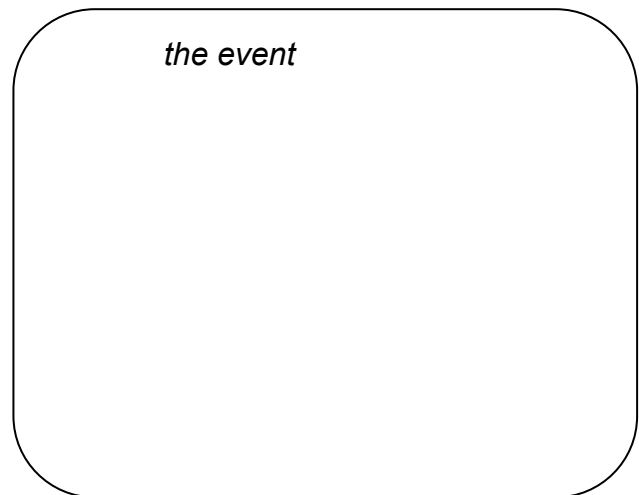Show three important parts of the history you are learning. *Write a label for each part.*

the Place

_____

a person

the event

_____   _____

What is an important lesson people can learn from this history?

_____

I Got It—here is my clear summary.

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

Topic: _____

Important Words:

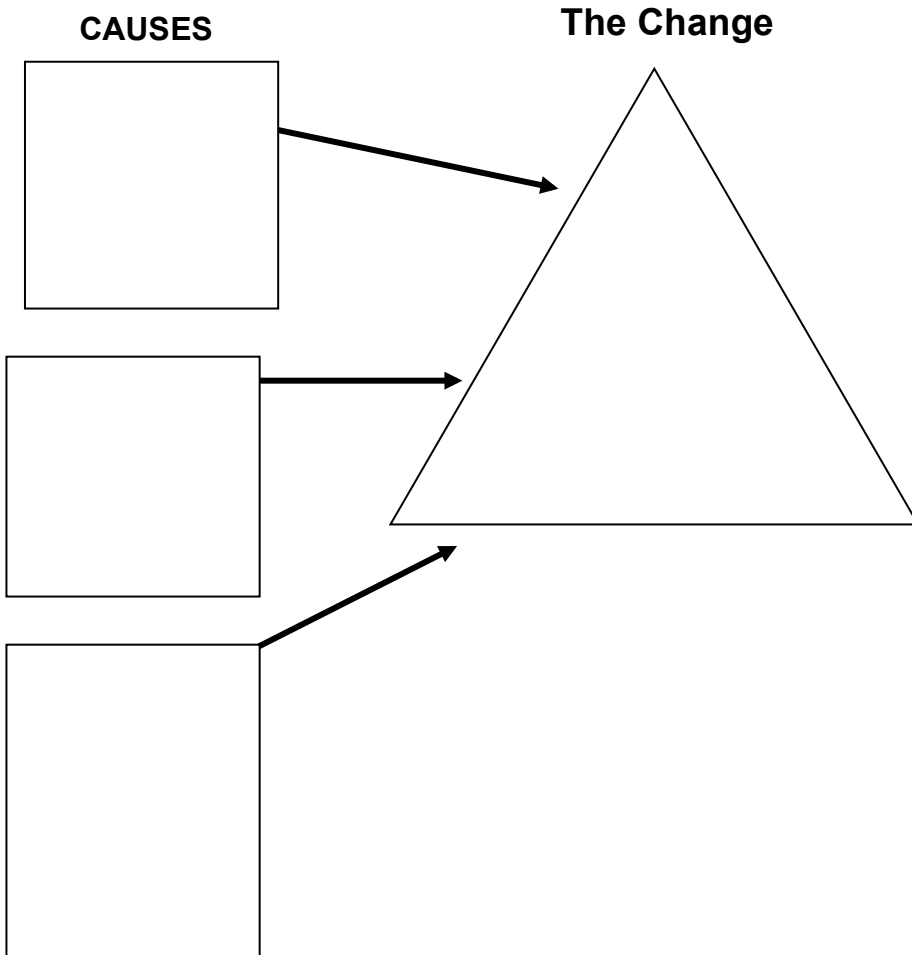| Word	What it Means

Important Facts:

My Summary:
On another page, write and draw to tell and show what's important.

Analyze and Infer Causes and Effects

CCSSR3. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a text.

CAUSES   **The Change**

Write What You Think

__essay   ___story   ___fable   ___cartoon   ___editorial   ___diary of a person involved

__ _____

Analyze and Infer Causes and Effects
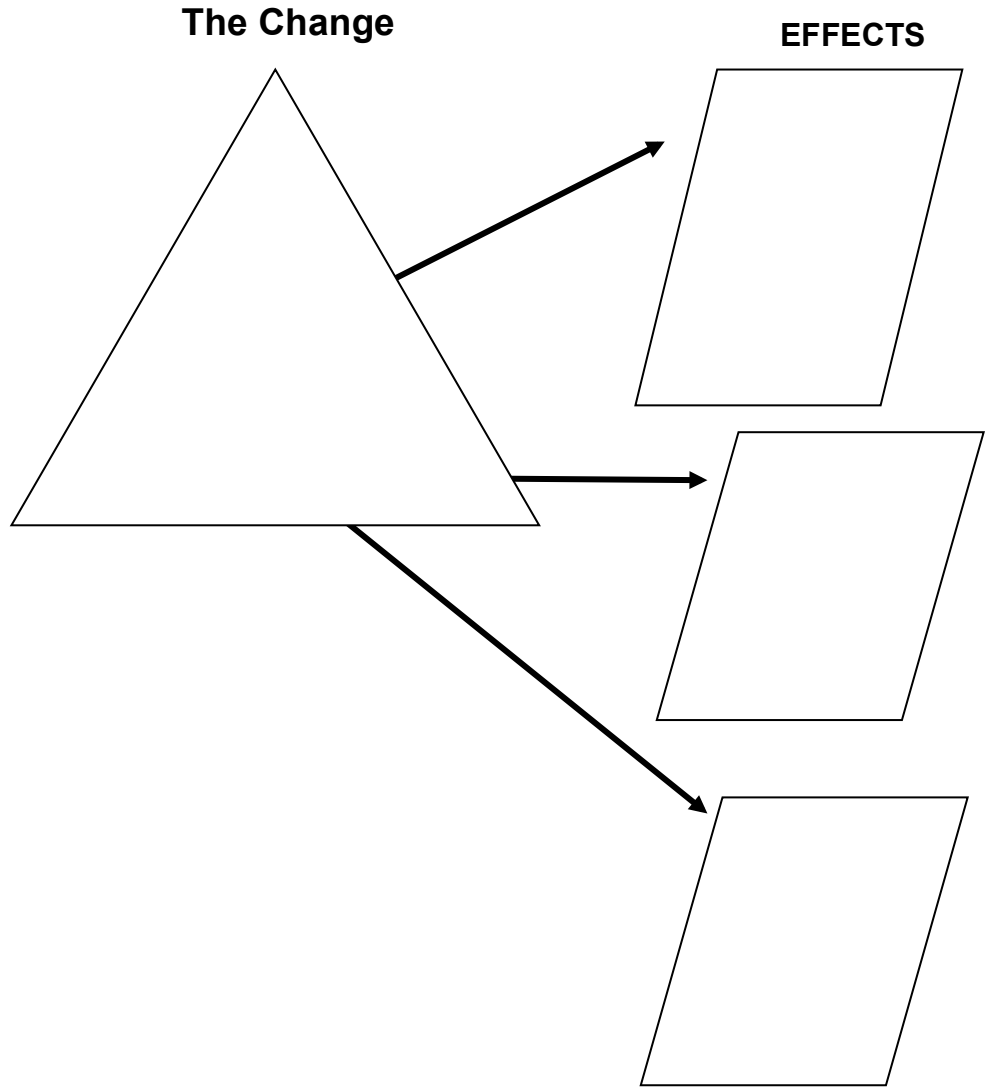CCSSR3. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a text.

The Change

EFFECTS

Write What You Think

__essay   ___story   ___fable   ___cartoon   ___editorial   ___diary of a person involved

__ _____

History Analyzer

CCSS Anchor Reading 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.

Name two persons in the event. For each one, tell one trait. Explain why you think the person has that trait—based on the story.

Person	Trait	Evidence

What caused the event?

_____

How do you infer the persons felt about that event.

_____

_____

_____

_____

Why do you think they felt that way?

_____

_____

_____

_____