

NONFICTION

Readers/Thinkers\Writers

Share Learning to Expand Learning

Big Questions Focus on Big Ideas

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

BIG question

List information to answer it. You can collect facts and examples from your class sessions, your notes, the Internet, books and magazines.

Write your answer. You can write:

- a book
- a poster
- an exhibit
- a collage or other artwork
- a report
- a presentation

_____ (another format)



Answer the BIG Question with Cited Examples and Evidence

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.

BIG question

Collect facts and examples to answer it. You can find them in your class notes, from books, articles, and the Internet.

Important Information or Example	Where I Found It

Write your answer. You can write:

- ___ an extended response
- ___ a page in a textbook
- ___ directions
- ___ a report
- ___ an article

_____ (another format)

EXPAND HISTORY WITH DRAMA

CCSSW3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Use this outline to help students write and present a play based on a history they read.

Story/History: _____

Who's in it?

Who	Characteristics

What happens?

Write the play.
Write what each person might say.

Think Clearly with a BIG Idea

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

BIG Idea: _____

Core Vocabulary

Examples that Support the BIG Idea

Explanation *Show the idea here in a drawing or graphic organizer.*

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Content Learning Reporter

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

Topic: _____

What are 3 important words you need to know to understand this topic?

Word	What It Means

Use a graphic organizer or draw a picture to show what you know about the topic.

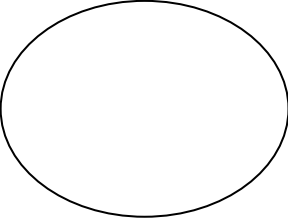
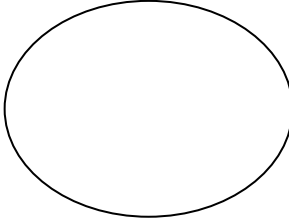
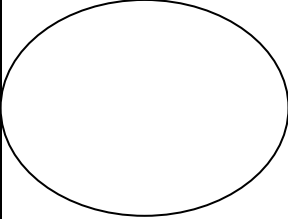
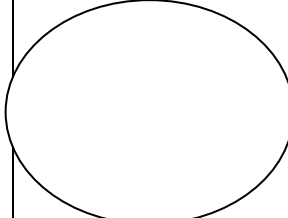
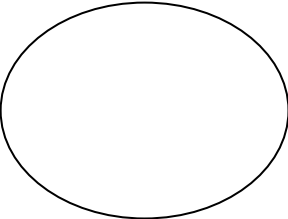
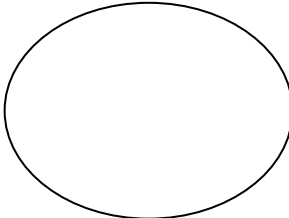
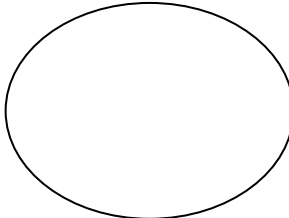
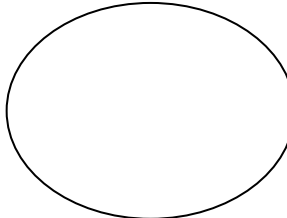
Write a summary paragraph about the topic. Include the words you listed. Include ideas and information you show in your picture or graphic organizer.

Communicate IDEAS through Information in YOUR OWN BOOKS and EXHIBITS.

Choose your topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

BIG IDEA I WILL EXPLAIN:

Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.

Expository Writer

CCSSW2: Explanatory Writer. I can use prewriting strategies to generate ideas and organize my writing.

What's the topic? _____

What are three ideas—ideas about this topic—that I will use to help people understand it? List them. Then list information you will use to explain each idea.

<i>Idea</i>	<i>Idea</i>	<i>Idea</i>
<i>Information</i>	<i>Information</i>	<i>Information</i>

My three ideas all support a bigger idea—the **CENTRAL IDEA**. What's that **BIGGEST** idea that I want my readers to know?

Historical Fiction Writer

CCSSR 3. **Analyze** how and why **individuals, events, and ideas develop and interact** over the course of a text.

Event: _____

Show the place.

Name three kinds of persons you think were there.

Write the story.

Write a story about what they did during the event.
Tell what they said about what was happening.