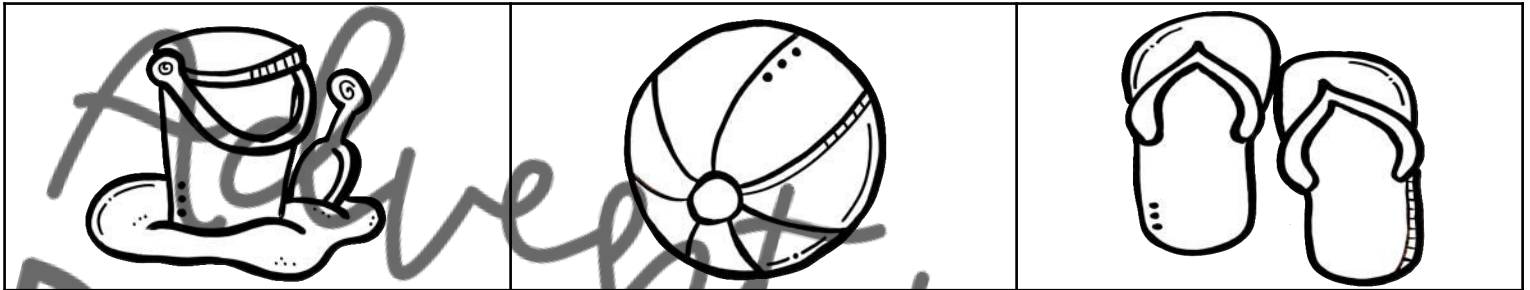


#1

Making Inferences

Directions: Bonnie has been traveling this year all around the world! Look at the pictures below. Can you infer where Bonnie has traveled to based on the pictures? Write your answers on the lines.

Bonnie took:



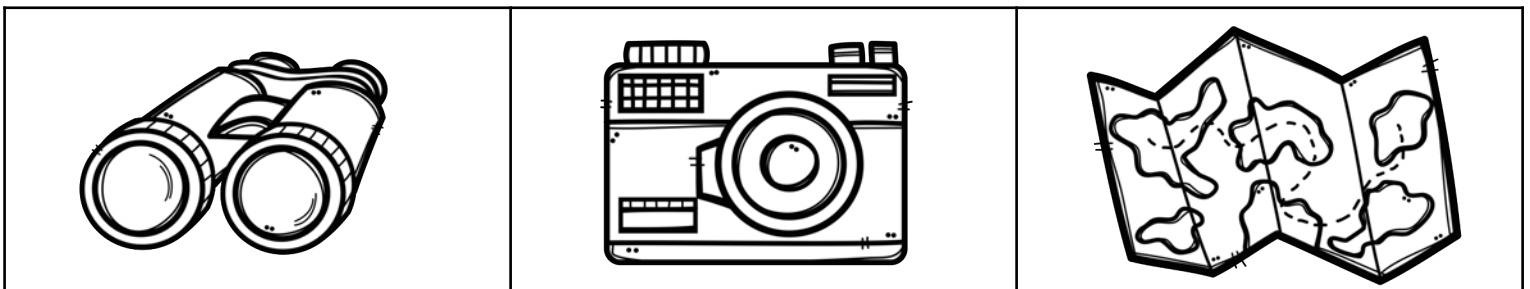
Bonnie went _____.

Bonnie took:



Bonnie went _____.

Bonnie took:



Bonnie went _____.

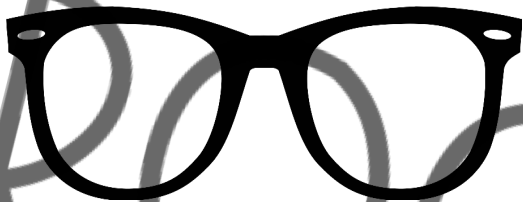
#2

Making Inferences

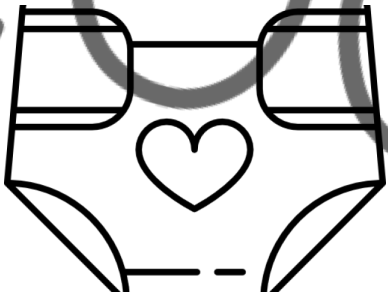
Directions: You can learn a lot about a person by what they carry in their bag. What can you infer about Mrs. Harris based on what she has in hers? Write out your inferences on the lines below.



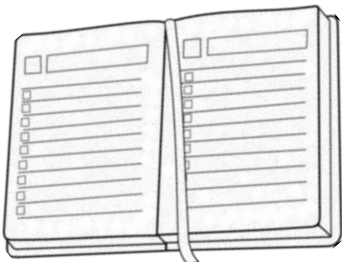
I can infer that Mrs. Harris _____



I can infer that Mrs. Harris _____



I can infer that Mrs. Harris _____



I can infer that Mrs. Harris _____



I can infer that Mrs. Harris _____

#3

Making Inferences

Directions: Making inferences is all about looking at what the author gives you and expanding beyond it. Look at the photo below. What inferences can you make based on this picture?



#9

Making Inferences

Directions: Readers make strong inferences throughout a text as they read. Read the story below. Then read the questions. Use the color key to find text evidence for each question. Write out your answers in complete sentences.

Bernard looked at the schedule. He picked up his phone and called his friend, Rick. "What time do we need to be there?" he asked. "4:00," Rick answered. They talked back and forth about the big game. "Don't forget to polish your helmet. Coach wants us all to look our best tonight," Rick reminded him.

Bernard grabbed his uniform and helmet and began to get ready. This was his big night. He was starting tonight for the first time. His stomach felt funny and he began to sweat. "What if we win?" he thought to himself. "But what if we lose?" He tried to shake off his feelings and finished getting ready.

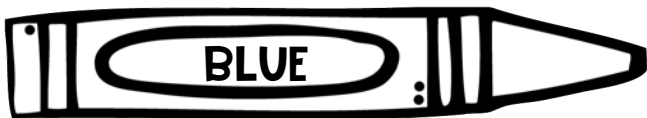
That night, the team played their best. At the end of the game, everyone stood and cheered! Coach patted Bernard on the back. "Way to go, sport!" he said. "I knew you could do it!" Bernard held his head up proudly as he walked off the field.



What sport do Bernard and Rick play?



How did Bernard feel about playing?



Did the team win or lose the game?

#10

Making Inferences

Directions: Strong readers can realize where they make inferences as they read. Read the text below. Record different inferences that you made while reading in the chart.

Caitlyn looked at the ad in the newspaper. She was desperate and had to find a replacement. She dialed the number given. "Hi, I'm calling about your ad in the newspaper. Can you tell me how the tires are?" She continued to ask questions. Finally she said, "I think I'll take it. I'll meet you at noon tomorrow to pick it up." Then she hung up. Caitlyn headed to the bank to grab the money she needed.

The next day, Caitlyn met the person from the newspaper ad. She handed them the money and drove away. She was excited about her new purchase. She turned up the volume on the radio but couldn't hear any songs. "Ugh," she said out loud. "How can this be happening? It's new to me and it already has problems!" She immediately turned around and went straight back to the seller. "I would like my money back, please" she said. Reluctantly, the seller handed her back her cash and Caitlyn took the bus home.

evidence	SCHEMA	inference

#1

Main Idea

Directions: Understanding main idea starts with being able to identify how details are related to one another. Read the lists below. Then determine how the items in each list are alike. Write the topic of each list on the line.

Corn
Carrots
Peas
Green beans
Squash
Broccoli

High heels
Tennis
Flats
Boots
Dress
Flip flops

Cake
Candles
Presents
Hats
Streamers
Napkins

TOPIC: _____

TOPIC: _____

TOPIC: _____

Crayons
Pencils
Markers
Paper
Scissors
Glue

Tigers
Bears
Monkeys
Lions
Elephants
Zebras

Reading
Science
Math
History
Music
Art

TOPIC: _____

TOPIC: _____

TOPIC: _____

Tent
Fishing pole
Cooler
Sleeping bag
Lantern
Chair

Sunglasses
Beach ball
Umbrella
Waves
Sunscreen
Bucket

Thermometer
Medicine
Doctor
Tissues
Bed
Hand sanitizer

TOPIC: _____

TOPIC: _____

TOPIC: _____

#2

Main Idea

Directions: Identifying the main idea of a text means that readers must determine which details in the text are important and which are unimportant. Read the story below. Then sort out the details to determine which are important and which are not.

The biggest land mammal, the elephant, is a sight to see. Standing between 8 - 13 feet high, elephants are massive! There are many aspects of these creatures that make them unique. First, elephants are known for their memory. They can remember trails, watering holes, and other information given to them from previous generations. They are also known for their tusks. Tusks are the two front teeth of an elephant. Unfortunately, the tusks are the main reason why many species of elephants are slowly heading towards extinction. Tusks are made of ivory, which is considered to be of high value in some parts of the world.

Elephants are also known for their trunks. Elephants use their trunks for many reasons including drinking and defense. There are about 40,000 muscles in the trunk of an elephant. You wouldn't want to be hit by that, now would you? As you can see, elephants are truly unique creatures. The next time you see one, stop and take a look at the beauty that is in front of you.

IMPORTANT

UNIMPORTANT

#3

Main Idea

Directions: Understanding how details connect to and support the main idea is important. Read the four main idea statements below. Then read the list of details. Match the details to one of the main idea statements and verbalize why you are matching them.

A. Dogs are fun pets to have.

B. There are many different breeds of dogs.

C. Dogs take a lot of responsibility.

D. Dogs are very different than cats.

DETAILS	ANSWERS
Some popular breeds are Labradors, Huskies, and German Shepherds.	
Playing fetch is a good way to enjoy time with your furry friend.	
Dogs are a lot more energetic and take more time to care for.	
Every day, they must be fed, walked, and given fresh water.	
You can even teach them different commands while you're playing.	
The Basenji is the oldest type of dog found in the world.	
Dogs like to chew and if they don't have a toy, they could chew on something valuable!	

#9

Main Idea

Directions: One way to understand main idea is to write your own stories. Read the incomplete story below. Then in the provided spaces, add in your own details. Make sure the details support the main idea.

YOUR FIRST BIKE RIDE

Learning to ride a bicycle is a big deal and a big responsibility. Before you begin, there are a few important safety tips you should know about. First, make sure to always wear a helmet. Helmets help to protect your head if you were to have an accident.

Knowing traffic rules is also important. When you see a red light, you need to stop just like the cars do. Know that you are never alone on the road. Stay alert at all times will help you avoid danger.

..... Your safety is important and if you follow these rules you will be fine. Enjoy riding your bike and have fun!

#10

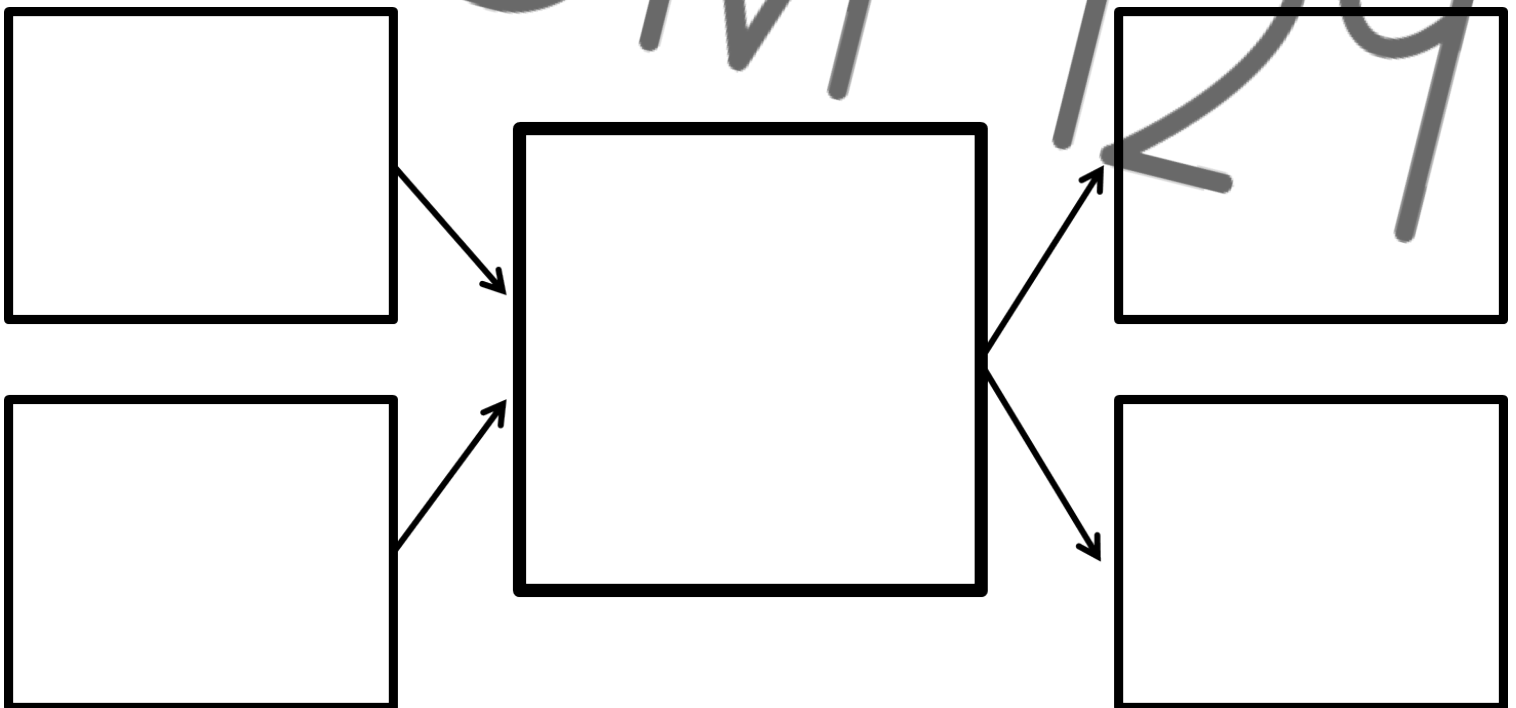
Main Idea

Directions: Understanding the main idea and supporting details of a text shows us that we understand the ins and outs of the text. Read the text below. Then fill in the graphic organizer with the main idea and four supporting details.

Down in the depths of the ocean, one might come across this fascinating creature known as the hammerhead shark. This shark is unique due to the shape of their head. Their heads are extremely wide and are shaped that way in order to find its favorite meal: stingrays. Its eyes are very far apart which allows it to examine its surroundings much faster.

The hammerhead shark has other features that allow it to find and eat its prey easily. The top part of their bodies are grayish brown or olive green. The bottom part is white. This allows them to stay hidden from their prey. The sharks also have sharp, triangular teeth that easily cut through their prey. They eat not only stingrays, but also squid, crab, and lobster.

There is another large difference between the hammerhead shark and other fish. The hammerhead doesn't lay eggs. Instead, the mother gives birth to live baby hammerhead sharks. She can have anywhere from 5 to 50 at one time! At first, the babies don't have the hammerhead look, but as they grow up, the shape of their heads change.



#1

Summarizing

Directions: Summarizing a story is different from retelling the story. Good readers know the difference! Below you will find retellings and summaries of familiar stories. Decide if the text is a retelling or a summary.

Cinderella was a young girl who had recently lost her father and was being forced to work as a servant in her own home for her wicked stepmother and stepsisters. She worked day and night doing chores and everything they asked. One day, the prince threw a ball and invited all the young women of the kingdom, which meant Cinderella could come. She got all dressed up, but the stepsisters tore her dress apart, leaving her crying and alone. Finally, a fairy godmother appeared, turning Cinderella's torn dress into a beautiful ball gown. She sent Cinderella off to the ball where she and the prince danced and fell in love.

Retelling

Summary

The three little pigs set out to live on their own. They wanted to build their own houses. As they each began to build their house, they found that the big bad wolf was hunting them down. He blew down their houses and threatened to eat them. Finally, the three pigs took cover in the third little pig's brick house and defeated the big bad wolf.

Retelling

Summary

Goldilocks went wandering into the woods and stumbled up on an empty house. There she found three bowls of porridge, one of which was just the right temperature to eat. She also found three chairs, one of which was just right to sit in. Finally, she found three beds, one of which was just right to sleep in. She fell asleep and was awoken by the bears when they returned.

Retelling

Summary

An old lady was baking one day when she decided to make a gingerbread man. When she opened the oven to take him out, he ran off as fast as he could saying 'Run, run as fast as you can. You can't catch me, I'm the gingerbread man!' She ran after him but couldn't catch up. As the gingerbread man was running, he came up to a cow. "You're not as fast as I am," he said to the cow, as he ran off, the cow following behind. He ran up to many other animals and got them all to chase him. Finally, he ran up to a fox who tricked the gingerbread man into allowing the fox to help him across the river. But while holding him in his mouth, the fox ate him and was the cleverest of all the animals.

Retelling

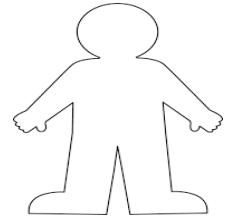
Summary

#2

Summarizing

Directions: Writing strong summaries begins with knowing the pieces of a summary. We use SWBST to write strong summaries. Read the text pieces below and see if you can match each piece to the correct piece of SWBST.

The prince was
turned into a frog



SOMEBODY

The princess kissed
the frog



WANTED

A beautiful princess



BUT

The princess and
the prince lived
happily ever after



SO

Marry a prince

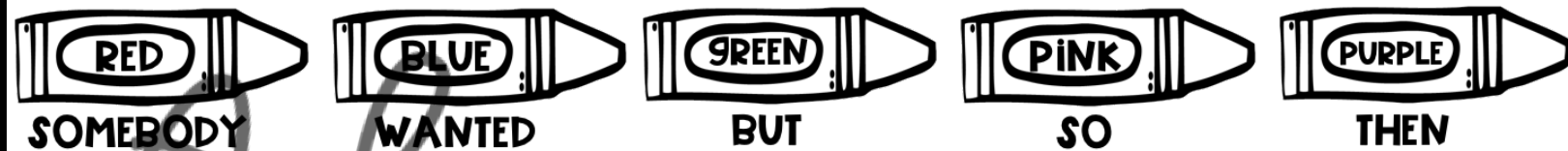


THEN

#3

Summarizing

Directions: In order to write strong summaries, you need to be able to read and analyze strong summaries. Read the summary below. Then use the color codes to find the pieces of the summary and underline each one.



A young fox was so hungry. He found some cheese on the ground and was about to eat it. Suddenly a crow flew down and picked up the cheese. The fox was angry. He tricked the bird by asking him to sing. When the crow opened his mouth to sing for the fox, the cheese fell out and the fox snatched it up.

A small mouse was walking along when a lion captured him for lunch. The mouse pleaded to be released, promising that he would repay the lion when the time comes. The lion set him free and later found himself tangled in a trap in the tree. The mouse came along and helped the lion out of the trap, repaying the favor like he promised.

#9

Summarizing

Directions: Writing summaries is all about taking important information from the text and putting it into a shorter form for readers to share. Take a look at the photo below. Using the SWBST format, write out a summary of what you think is happening in the photo.



#10

Summarizing

Directions: Good readers know how to summarize a text in order to demonstrate deep comprehension. Read the story below. Then use the graphic organizer and lines to plan out and write a strong summary.

It was a typical Wednesday at school. Mrs. Douglas was in such a good mood and we were having a great day! In math class, our behavior was so good that she even offered extra recess at the end of the day! The whole class couldn't wait until 2:30. Finally it came.

We all cheered as we ran outside for the second time that day. Extra recess was our favorite. We scattered around the playground as usual. I ran to the swings, some ran to play on the monkey bars, and some took a ball and ran to play four square. The sun was shining, and everyone was in the best mood. That's when it happened! The screams were so loud, even the kids inside were looking out the window. Mrs. Douglas ran to see what was wrong. There she saw Spencer on the ground holding his hand. "He was stung by bees, Mrs. Douglas!" I told her. "There were lots of them in the tree and he was climbing it. They all started attacking him!" Mrs. Douglas quickly picked him up and yelled at us to follow her. We raced inside to get him to the nurse. The nurse carefully looked at his hand. "I need to remove the stingers, but other than that, he will be just fine," she said. We all sighed in relief. "That was scary," Josh said from the back of the line. Mrs. Douglas smiled and said, "We still have some recess time left. Who wants to go back?" We all looked at each other and laughed.

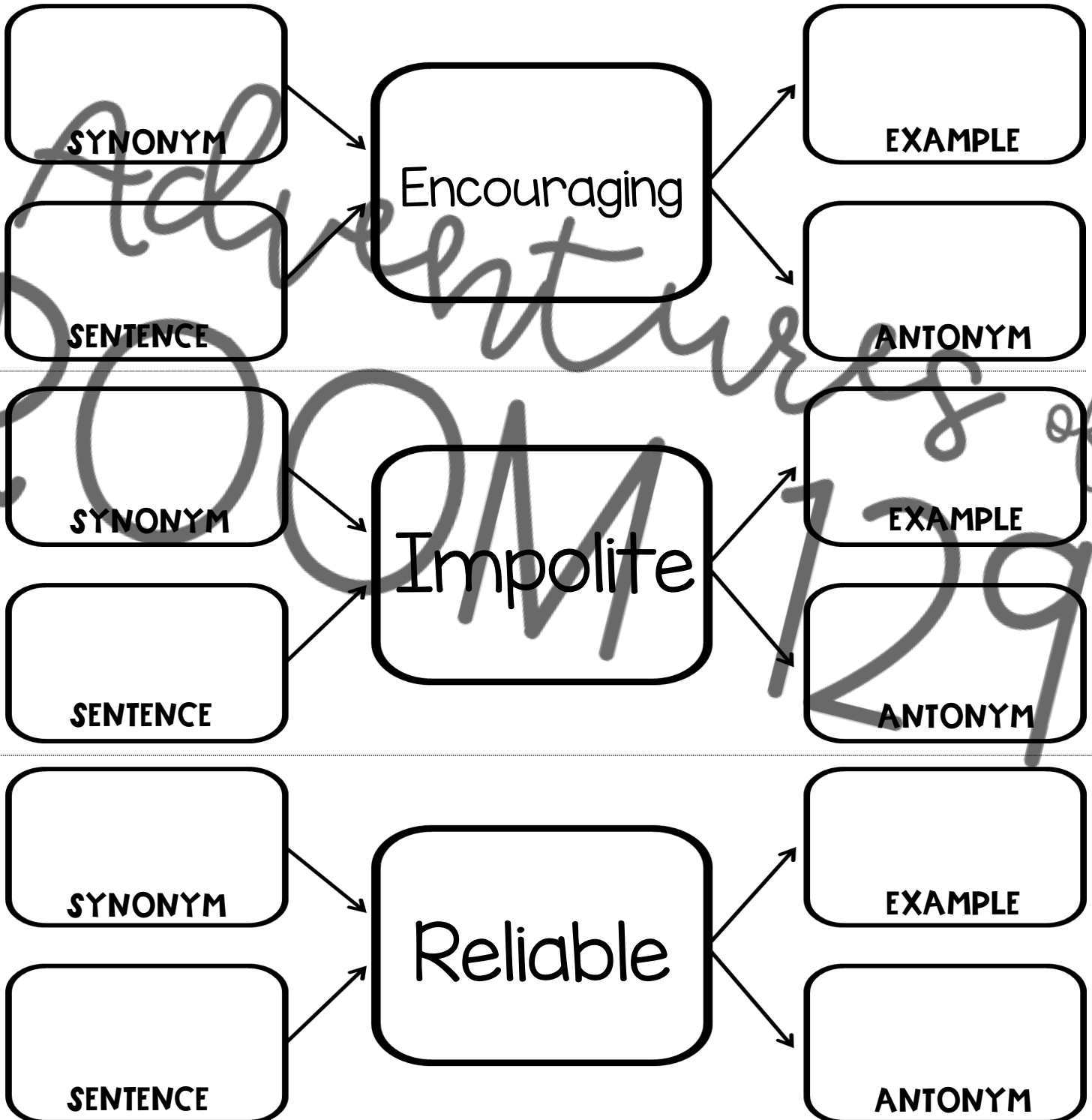
A graphic organizer consisting of five empty rounded rectangular boxes stacked vertically, with a downward-pointing arrow between each box.

A series of five horizontal dashed lines for writing a summary.

#1

Characters

Directions: To be able to understand characters and their traits, we first need to expand our vocabulary. Look at the character traits below. Fill in the organizer to show that you understand the meanings of the given traits.



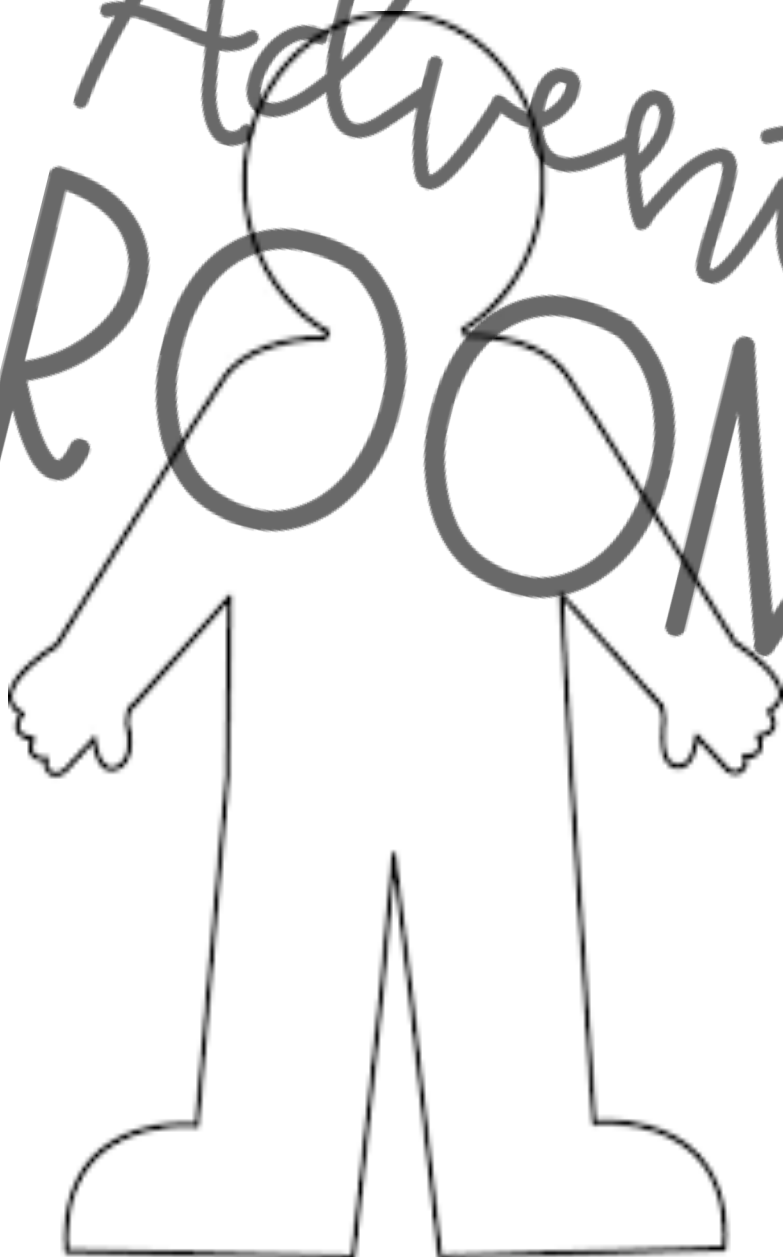
#2

Characters

Directions: In order to understand our characters better, we need to be able to visualize them in our minds. Read the story below and listen for details on the outside traits of the character. Then illustrate the character below.

JANICE

Janice didn't know what to do. It was two hours until show time and she couldn't find her black wig anywhere! How could she play the role of 'Annie' with long blond hair? Annie, the character in the play, has short, black, curly hair. Janice ran all around the house looking and searching. When she thought she had looked everywhere, she heard a giggle coming from her little sister's room. She went and peeked in and found Maria playing dolls, wearing the wig! "Can I have that back, please?" Janice asked, batting her big green eyes. Maria handed her the wig. When Janice arrived at the theatre, she began to get ready. She took off her blue jeans and bright green Nike sweatshirt and put on her costume. She did her makeup like her teacher showed her how. She thought she was ready. "Wait! You can't go on stage like that!" Brian shouted. Brian was her friend who worked as a part of the stage crew. "Change your shoes!" Janice looked down and noticed she still had on her pink, unicorn Jo Jo Siwa shoes. That would have made her costume look terrible! She quickly put on the right shoes and went out on stage.



#3

Characters

Directions: Good readers pick up on traits of important characters as they read. They do this by paying attention to the character's actions, words, and thoughts. Read the trait below. Then create ideas on what a character with that trait would think, say, or do in a story.

COMPETITIVE

Say Think Do

FORGETFUL

Say Think Do

IRRITABLE

Say Think Do

#9

Characters

Directions: Characters don't always stay the exact same throughout a story. It's the readers job to discover how a character can change from the beginning of the text to the end. Read the story below. Then describe how the character changes by drawing emojis for each part of the text and using evidence to support your emoji.

Amelia's head dropped. It was the worst news she had been given. Even though she knew it was coming, it still was hard to take in. The doctor handed her a pair of glasses. "Try these on," he said. She put on the glasses and looked in the mirror. "*Could I look any more ridiculous?*" she thought to herself. "How do they feel?" asked Amelia's mother. "Fine," she replied, quickly taking them off and handing them back to the doctor. Everyone could tell that Amelia wasn't happy. The doctor took the glasses and fit them for Amelia's new prescription. When the appointment was over, Amelia's mother drove her back to school. As Amelia was getting out of the car, her mother handed her the bag from the doctor. "You need to start wearing these today, Amelia," said her mother. Amelia took the bag and quickly went inside the school.

Later that day, Amelia was sitting in the back of History class. Her teacher was pointing to the front board and called on Amelia to answer a question. Amelia still hadn't put on her glasses and struggled to read what the teacher was pointing at. She answered and immediately felt everyone laughing and staring at her. She had completely misread the board and gotten the question wrong. "Is everything okay?" the teacher asked. Amelia shook her head and continued working. The teacher approached Amelia at the end of class. He handed back a graded test. It was a 'D'. Amelia had never gotten a 'D' before and she knew why she got it. "I have a feeling this was a fluke," said the teacher. "And I know you have the answer and power to change this," he said, pointing to Amelia's bag which held her new glasses. Amelia smiled and walked away.

The next day, Amelia came into class. Everyone looked over and stared as she entered. "Amelia, you look so sophisticated!" one friend shouted. "Yeah!" said another, "I love those glasses!" Amelia instantly felt better about her decision to wear the glasses. She sat in her seat and smiled when she could clearly read all the words on the front board. The teacher called on Amelia right at the beginning of class and Amelia didn't miss a beat. "*Maybe this won't be so bad after all,*" she thought.

BEGINNING

MIDDLE

END

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

#10

Characters

Directions: Readers can make strong predictions about how stories will end, based on what they know about the character. Read the short story scenarios below. Then, based on what you know about the character, predict how the story will end. Make sure to justify your answer.

Kyle was walking home from school one day. On the sidewalk, he noticed something brown. He looked around to make sure no one was watching and then bent down to grab it. He opened it and found \$56 inside. "I could buy that new baseball cap I wanted," he thought to himself.

HOW WILL THE STORY END?

Joey was out at the lake fishing with his dad. Suddenly, he felt a hard yank on his fishing pole. He pulled it back and tried to reel in the line, but the fish pulled harder. He didn't want to give up. He tried and tried for over three minutes, but the fish was just too strong.

HOW WILL THE STORY END?

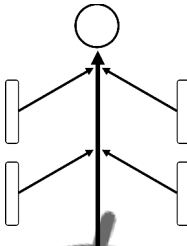
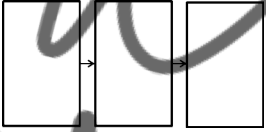
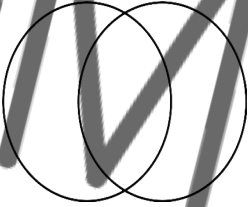
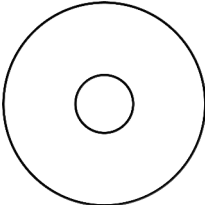
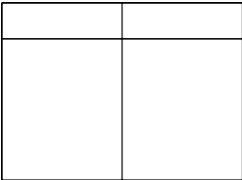
Cindy was hungry. She is forgetful and forgot to eat lunch. "I think I'll make a cake," she thought to herself. She mixed up the cake and put it into the oven. "I'm going to read for a while as the cake bakes," Cindy sat and read. "This is such a good book; I just can't put it down!"

HOW WILL THE STORY END?

#1

Text Structure

Directions: Understanding what nonfiction text structures are and what they mean is important. Look at each of the text structures below. Using the graphic organizer and key words to help, write your own definition of each structure. Illustrate a picture to help strengthen your definition.

<p>Problem & Solution</p>	<ul style="list-style-type: none"> • In order to • One reason for • Steps involved • Solve 		<p>Define:</p>	<p>Illustrate:</p>
<p>Sequential</p>	<ul style="list-style-type: none"> • Before • Finally • After • Previously 		<p>Define:</p>	<p>Illustrate:</p>
<p>Compare & Contrast</p>	<ul style="list-style-type: none"> • However • Rather • Similar to • Yet 		<p>Define:</p>	<p>Illustrate:</p>
<p>Descriptive</p>	<ul style="list-style-type: none"> • Such as • Is like • Including • Looks like 		<p>Define:</p>	<p>Illustrate:</p>
<p>Cause & Effect</p>	<ul style="list-style-type: none"> • If...then • For this reason • Because • so 		<p>Define:</p>	<p>Illustrate:</p>

#2

Text Structure

Directions: Sometimes, authors will put clue words (keywords) in a text to help you see and understand the structure of the text a bit easier. Read the keywords below. Sort them based on which structure they belong to.

DESCRIPTIVE	SEQUENTIAL
PROBLEM & SOLUTION	CAUSE & EFFECT
	COMPARE & CONTRAST

WORD BANK:

because
including
until
second
first
it means
if/then

before
then
specifically
different
yet
solve
similar to

but
leads to
therefore
looks like
in order to
also
as a result

since
however
so
steps
previously
now
for example

#3

Text Structure

Directions: Knowing the key words of the different text structures can help you identify the structure of a text and therefore comprehend it on a deeper level. Read the short pieces of text below. Look for and highlight the key words you see. Use them to determine the structure of the text.

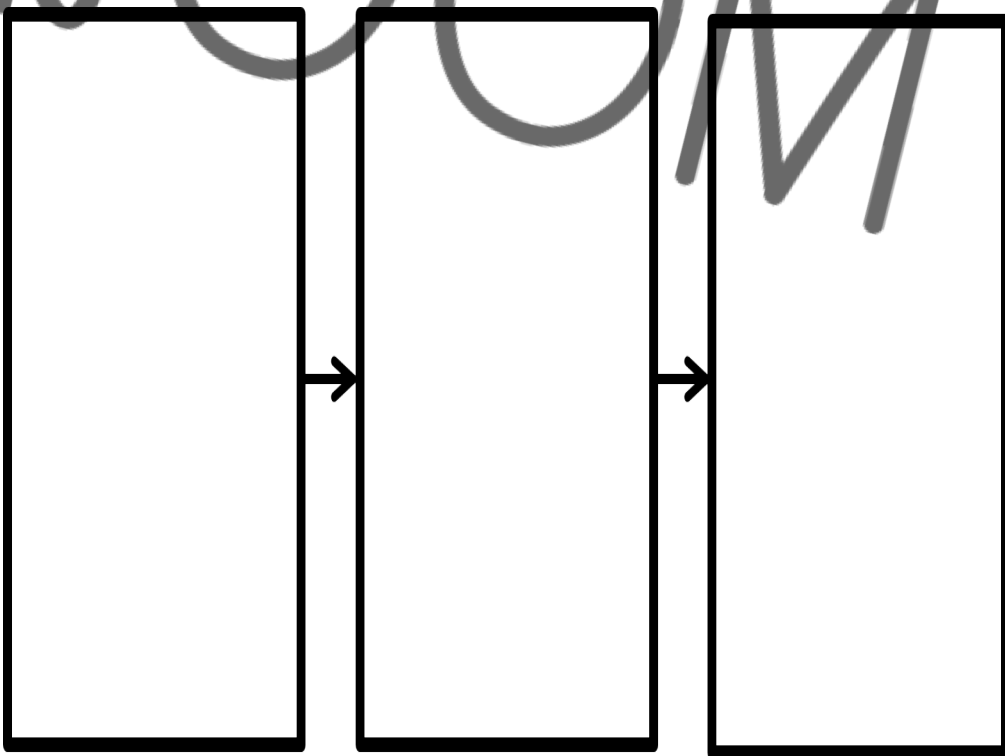
<p>There are two different kinds of trees in the world, coniferous trees and deciduous trees. Coniferous trees have needles and are called evergreens because they stay green all year long. However, deciduous trees lose their leaves in the fall. Both types of trees use energy from the sun in order to survive.</p>	<p>TEXT STRUCTURE:</p>
<p>Trees are extremely important to our planet. Planting new trees is very easy to do! To plant a tree you need to first get a seed. Next, dig a hole in the ground and put the seed into the hole. Then, cover the hole with soil and water it every day.</p>	<p>TEXT STRUCTURE:</p>
<p>While in a forest, people can encounter many of nature's wonders, including a bear. If someone runs into a bear, they need to protect themselves with a special bear spray. If someone sees a bear, then they can spray it to scare the bear away.</p>	<p>TEXT STRUCTURE:</p>
<p>Forests are a beautiful part of nature that we should be grateful to enjoy. Forests are a collection of trees that have soil on the ground and extremely tall trees across the acres of land. Many forests receive an average of 50 inches of rain each year.</p>	<p>TEXT STRUCTURE:</p>
<p>Forests are very delicate. Without the proper amount of rain, the forest could experience a drought. Without enough rain, the plants could die, and the animals could become dehydrated as well.</p>	<p>TEXT STRUCTURE:</p>

#9

Text Structure

Directions: Understanding the text structure can lead to a stronger understanding of the text itself. Read the text below. Use the facts in the text to fill in the graphic organizer. Then write to explain and justify the text structure of the text.

Baking chocolate chip cookies is easy! First, make sure to gather all the ingredients you need. You need butter, sugar, brown sugar, eggs, vanilla, baking soda, salt, flour, and of course, chocolate chips. Begin by preheating your oven to 350 degrees Fahrenheit. Then, mix the butter and both sugars until smooth. Next, beat in the eggs and stir in the vanilla. Finally, add in the rest of the ingredients and mix. Drop large spoonfuls of dough on to the pan and bake for about 10 minutes.



The structure of the text is _____
_____. I know this because _____

#10

Text Structure

Directions: An author can take one topic and organize those facts in a variety of ways. The way that they choose to organize is called the text structure. Read the passages below. Decide the text structure and underline evidence in the corresponding color. Then justify your answer on the lines.



SEQUENCE



**CAUSE/
EFFECT**



DESCRIPTIVE



**PROBLEM/
SOLUTION**



**COMPARE/
CONTRAST**

A dog uses its tail to communicate. When the dog's tail is wagging, it means that the dog is content. The more vigorous the wagging, the more excited the dog is!

Dogs go through four different stages of life: puppy, adolescent, adults, and senior. A dog is considered a puppy from birth to 6-18 months. Adolescence occurs between 6-18 months. Adulthood begins sometime between 1-3 years of age and then finally ending in seniority which is between 6-10 years in age.

The issue between cats and dogs has been around for ever. Cats who are unfamiliar with dogs are typically very afraid of them. The best chance of cats and dogs learning to be friends is by socializing them with each other when they are young.

Although they may seem like it, huskies are no more related to wolves than any other dog breed. Like wolves, huskies have very thick layers of fur to help keep them warm during the cold winters. But huskies have much shorter legs than wolves do.

There are many different types of poodles, including the toy poodle and miniature poodle. Poodles are known for their interesting haircuts and wide range of sizes.
