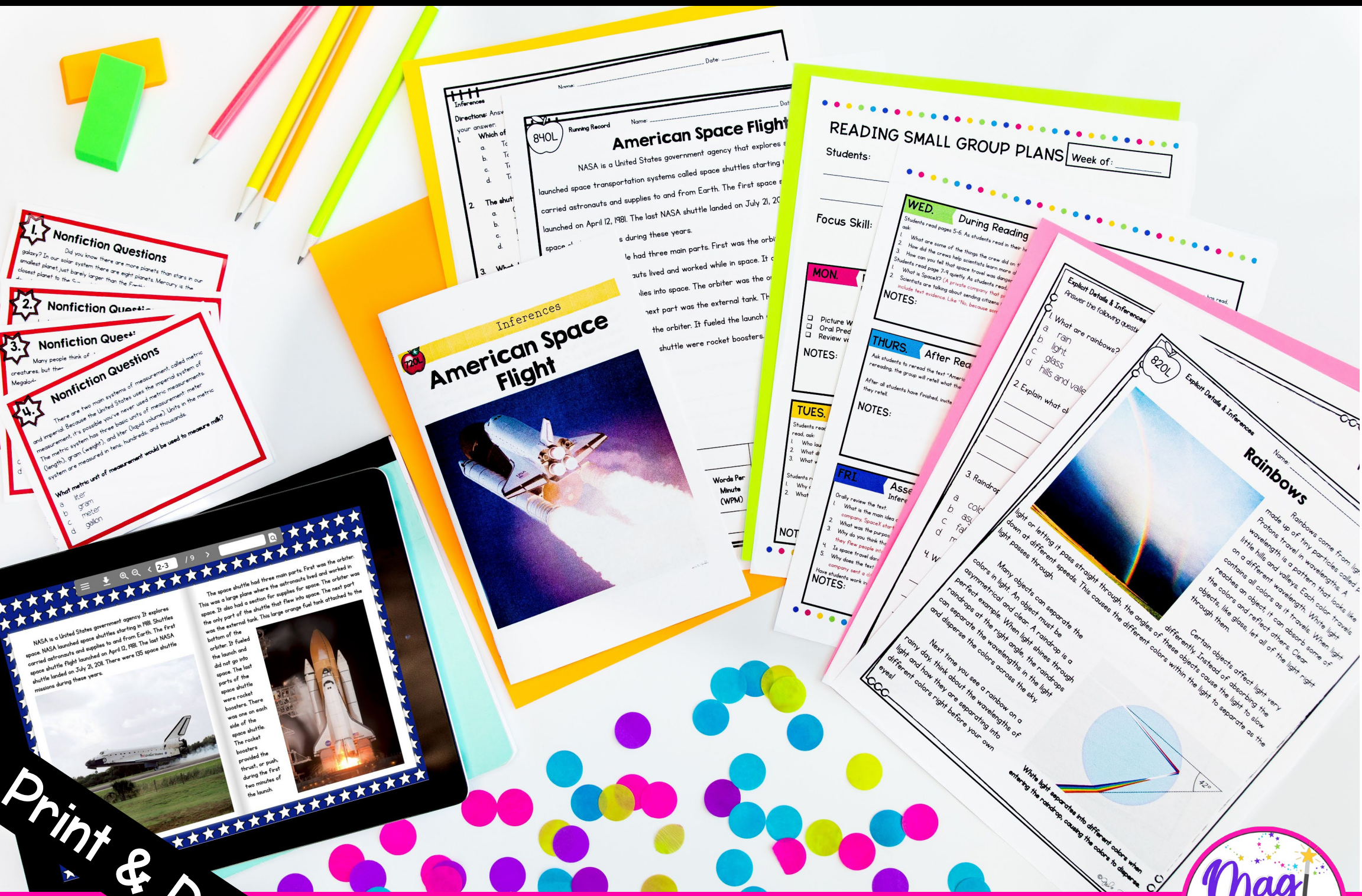
INFERENCES IN NONFICTION

~ Skill Pack ~

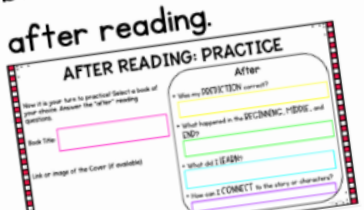


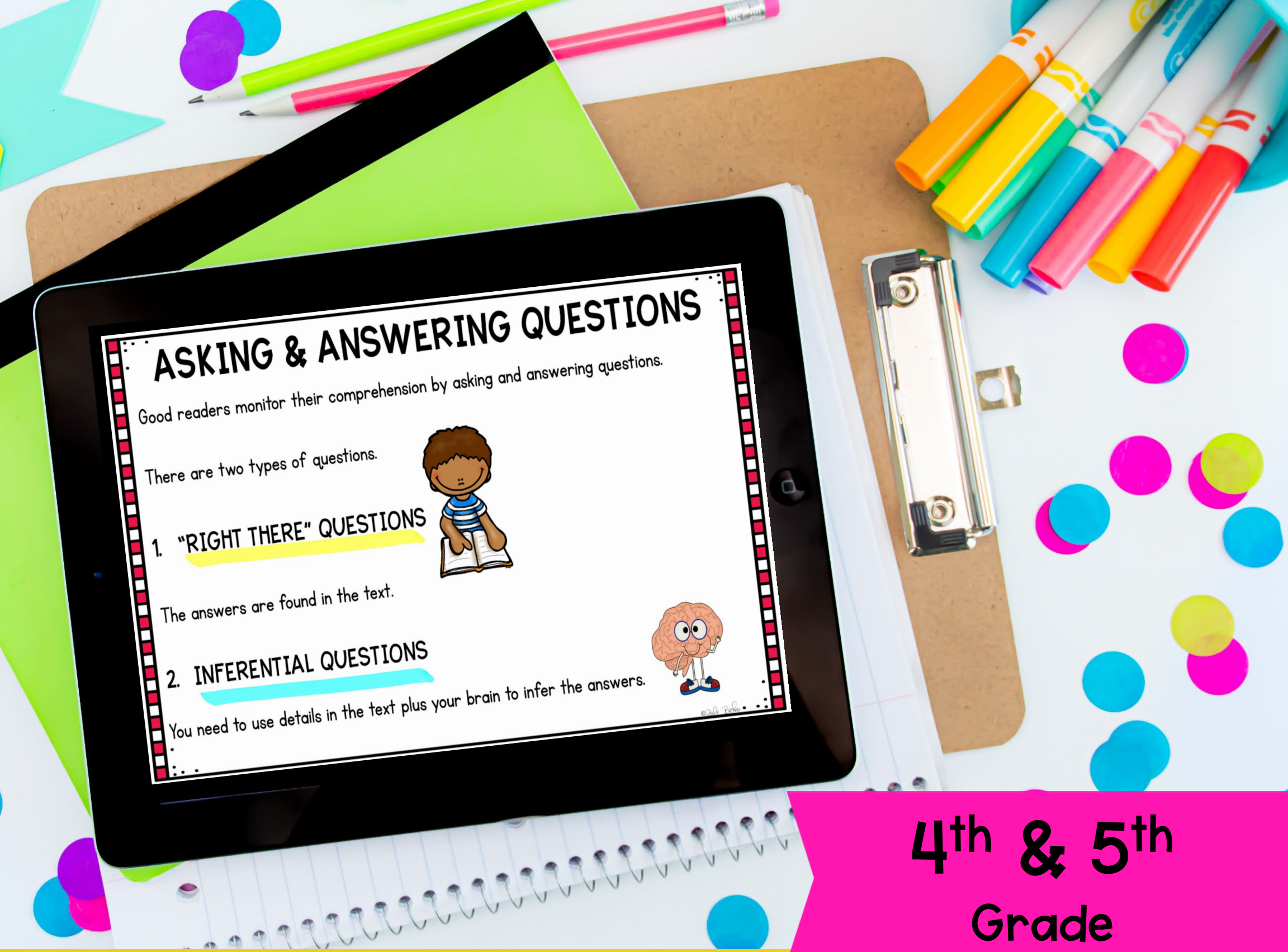
LESSON PLANS

4th & 5th Grade

COMPREHENSION SKILL: Nonfiction Inferences

Week 1

	LESSON PRACTICE	GUIDED READING	CENTERS
MONDAY	• Introduce the difference between "right there" and inferential questions. • Practice sorting explicit and inferential question stems.	Guided Practice Whole Class Before Reading Questions: • Introduce before reading questions by previewing a book of your choice. .	"American Space Flight" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Cards • Nonfiction Inferences
TUESDAY	Guided Practice Whole Class During Reading Questions: • Practice asking and answering during reading questions through the read aloud "Sharks" by Seymour Simon.	**Independent Reading** • Choice text with a focus on jotting questions before and during reading.	Read pages 1-4 of "American Space Flight" leveled guided readers. Complete "During Reading" discussions. 	
WEDNESDAY	Guided Practice Whole Class After Reading Questions: • Introduce after reading questions through the read aloud "Sharks" by Seymour Simon.	**Independent Reading** • Choice text with a focus on jotting questions before and during, and after reading. 	Read pages 5-9 of "American Space Flight" leveled guided readers. Complete "During Reading" discussions.	



4th & 5th Grade

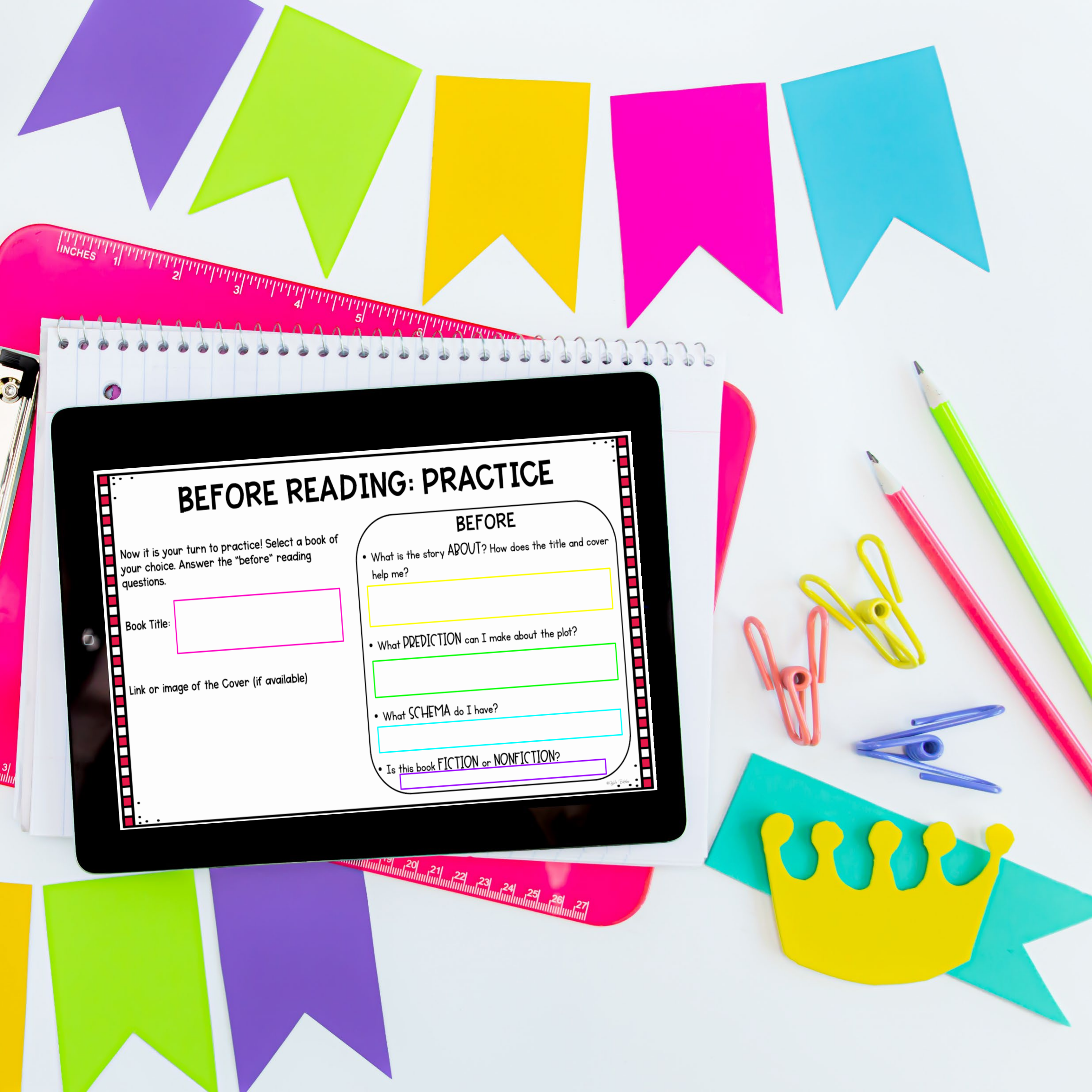
Ask & Answer Questions in Nonfiction

DIGITAL Mini lessons

MagiCORE

Watch the Video!
QUESTIONS TO
prehension

TYPES OF QUESTIONS
Sort the questions into the two categories.
Right There Questions
Inferential Questions
When
Where
What
Where
What
Why is t
What ha


BEFORE READING: PRACTICE
Now it is your turn to practice! Select a book of your choice. Answer the "before" reading questions.
Book Title:
Link or image of the Cover (if available)
BEFORE
• What is the story ABOUT? How does the title and cover help me?
• What PREDICTION can I make about the plot?
• What SCHEMA do I have?
• Is this book FICTION or NONFICTION?

QUESTIONS REVIEW
Select a nonfiction book of your choice. It can be a book, article, or a digital book from the link recommendations at the end of this presentation. Fill out the graphic organizer to practice asking and answering "right there" and inferential questions.
Book Title:
"Right There"
Inferential

GUIDED READERS

Printable & Digital

LEXILE®

4th – 5th Grade

Mag CORE

nonfiction inferences

READING SMALL GROUP PLANS

Week of: _____

Students:

Focus Skill:

MON. Pre-Read / Build Schema

Example: I think th… Flight and there is …

- ❑ Picture Walk
- ❑ Oral Predictions
- ❑ Review vocabulary in glos…

NOTES:

TUES. During Rea…

Students read pages 2-3 quietly. As students … read, ask:

1. Who launched space shuttles? (NASA)
2. What did they do? (carried astronauts a…
3. What were the three parts of the space …

Students read page 4 quietly. As students read, …

1. Why did NASA send boats into the ocean? (…
2. What happened to the external tank? (It bu…

NOTES:

WED. During Reading

Students read pages 5-6. As students read in their heads, rotate… …dents to have them read aloud to you. After everyone has read, …tes, fixed equipment, etc.)

ask:

1. What are some of the things the crew did on the space sh…
2. How did the crews help scientists learn more about space?
3. How can you tell that space travel was dangerous? (2 of …

Students read page 7-9 quietly. As students read, select stud…

1. What is SpaceX? (A private company that partnered wi…
2. Scientists are talking about sending citizens into space in… include text evidence. Like "No, because some of the sp…

NOTES:

THURS. After Reading

Ask students to reread the text "American Space Tr… rereading, the group will retell what they learned. W…

After all students have finished, invite students to t… they retell.

NOTES:

FRI Assessmen… Inferences

Orally review the text.

1. What is the main idea of the text? (… company, SpaceX started working wi…
2. What was the purpose of space sh…
3. Why do you think the space shuttle… they flew people into space for a l…
4. Is space travel dangerous? How c…
5. Why does the text say the retur… company sent a different kind of …

Have students work independently to…

NOTES:

Inferences Name: _____ Date: _____

Directions: Answer the following questions based on the text. Be sure to go back into the text to … your answer.

1. **Which of the follo…**
   - a. To fu…
   - b. To ho…
   - c. To lan…
   - d. To thr…
2. **The shuttle wa…**
   - a. Gliding …
   - b. The Hul…
   - c. Boats in…
   - d. Thrust f…
3. **What detail helps…**
   - a. Three obit…
   - b. Old orbiter…
   - c. The Columb…
   - d. Private Ame…
4. **What can you infer…**
   - a. The space sh…
   - b. Space shuttle…
   - c. Visiting Mars …
   - d. The future of…
5. **Write three details fro… space innovations.**

   1. _____
   2. _____
   3. _____

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840L Running Record Name: _____ Date: _____

American Space Flight

NASA is a United States government agency that explores space. NASA launched space transportation systems called space shuttles starting in 1981. Shuttles carried astronauts and supplies to and from Earth. The first space shuttle flight launched on April 12, 1981. The last NASA shuttle landed on July 21, 2011. There were 135 space shuttle missions during these years.

The space shuttle had three main parts. First was the orbiter. This was a large plane where the astronauts lived and worked while in space. It also had a cargo section that carried supplies into space. The orbiter was the only part of the shuttle that flew into space. The next part was the external tank. This large orange fuel tank attached to the bottom of the orbiter. It fueled the launch and did not go into space. The last parts of the space shuttle were rocket boosters. There was one for each side of the space shuttle.

FLUENCY SCORE					
	Total Words	- Errors	= Words Per Minute (WPM)	Accuracy % (WPM ÷ Words Read) X 100	
1st Read					

FLUENCY COMPO…

- ❑ Rate
- ❑ Accuracy
- ❑ Punctuation
- ❑ Expression

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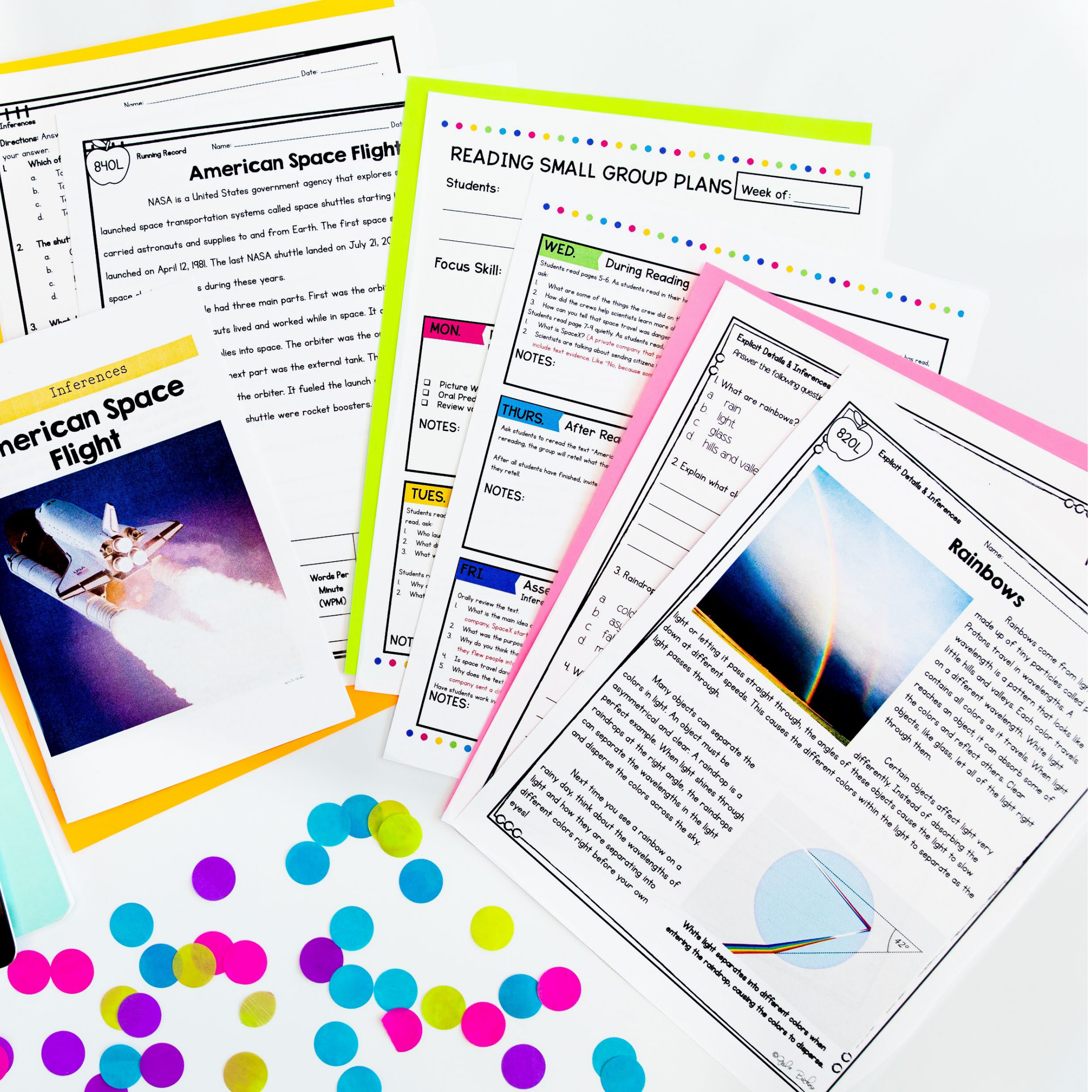

Inferences
Directions: Answ
your answer.
Which of
Name:
Date:
840L
Running Record
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Words Per Minute (WPM)
Inferences
merican Space Flight
READING SMALL GROUP PLANS
Week of:
Students:
Focus Skill:
MON.
Picture W
Oral Pred
Review v
NOTES:
TUES.
Students read
read, ask:
Who lau
What d
What w
Students r
Why
What
NOT
WED.
During Reading
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ask:
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How did the crews help scientists learn more a
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include text evidence. Like "No, because som
NOTES:
THURS.
After Rea
Ask students to reread the text "Americ
rereading, the group will retell what the
After all students have finished, invite
they retell.
NOTES:
FRI.
Asse
Infere
Orally review the text.
What is the main idea
company, SpaceX start
What was the purpos
Why do you think the
they flew people int
Is space travel dan
Why does the text
company sent a di
Have students work in
NOTES:
Explicit Details & Inferences
Answer the following questi
1. What are rainbows?
a. rain
b. light
c. glass
d. hills and valle
2. Explain what c
3. Raindrop
a. cold
b. as
c. fa
d. m
4. W
820L
Explicit Details & Inferences
Name:
Rainbows
Rainbows come from lig
made up of tiny particles called p
Protons travel in wavelengths. A
wavelength is a pattern that looks like
little hills and valleys. Each color travels
on a different wavelength. White light
contains all colors as it travels. When light
reaches an object, it can absorb some of
the colors and reflect others. Clear
objects, like glass, let all of the light right
through them.
Certain objects affect light very
differently. Instead of absorbing the
light or letting it pass straight through, the angles of these objects cause the light to slow
down at different speeds. This causes the different colors within the light to separate as the
light passes through.
Many objects can separate the
colors in light. An object must be
asymmetrical and clear. A raindrop is a
perfect example. When light shines through
raindrops at the right angle, the raindrops
can separate the wavelengths in the light
and disperse the colors across the sky.
Next time you see a rainbow on a
rainy day, think about the wavelengths of
light and how they are separating into
different colors right before your own
eyes!
42°
White light separates into different colors when
entering the raindrop, causing the colors to disperse.

Date: _____

ace. NASA II

981. Shuttles 22

everyone has read,

READING SMALL GROUP PLANS

Week of: _____

Students:

_____ _____

_____ _____

Focus Skill: Standard: Book

MON. Pre-Reading

Build Schema: What do you think this text is about? What helpec

Example: I think this text is about space flight in the United States. I think this because Flight and there is a picture of a space shuttle on the cover.

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary. As you review each word, have students find th

NOTES:

TUES. During Reading

Students read pages 2-3 quietly. As students read in their heads, rotate through students to have them read aloud to you. A read, ask:

1. Who launched space shuttles? (NASA)
2. What did they do? (carried astronauts and supplies)
3. What were the three parts of the space shuttle? (the orbiter, the external tank, rocket boosters)

Students read page 4 quietly. As students read, select students to read aloud to you. After everyone has read, ask:

- Why did NASA send boats into the ocean? (To get the rocket boosters that fell off so th
- What happened to the external tank? (It burned up in the at

NONFICTION | 4TH & 5TH GRADE | RI.4.1 / 5.1

INFERENCES & explicit details

LEXILE

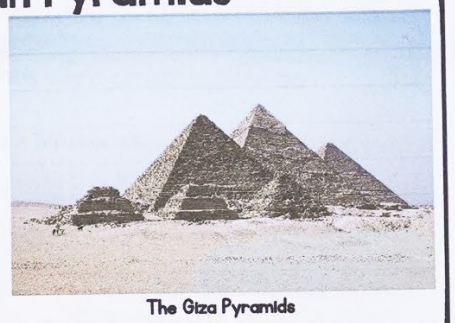
Explicit Details & Inferences Name: _____ Date: _____

780L

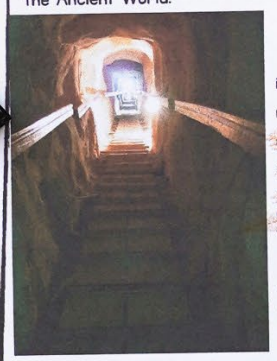
The Egyptian Pyramids

The Egyptian pyramids are ancient structures in Egypt. Currently, there are between 113-138 identified pyramids. These were built as tombs for pharaohs.

The most famous Egyptian pyramids are at Giza. Giza is on the outskirts of Cairo. The Giza pyramids are the largest structures ever built. The Pyramid of Khufu is one of the Seven Wonders of the Ancient World.



The Giza Pyramids



A passage inside Medium Pyramid.

In the Early Dynastic Period, people who were wealthy were buried in mastabas. Mastabas were rectangular tombs. The tombs were made of mud bricks. The architect Imhotep came up with the idea of stacking mastabas on top of each other. This created steps that got smaller towards the top. He designed the first pyramid, the Pyramid of Djoser. This pyramid was meant to be a large stairway for the pharaoh Djoser to ascend to the heavens.

While the main purpose of pyramids was burial monuments, there are principals that went into their creation. A narrow shaft extending from the main burial chamber points directly towards the center of the sky. It is thought that these pyramids were designed to send the deceased pharaoh's soul into the sky. All of the Egyptian pyramids were built on the west bank of the Nile. The west bank of the Nile is where the sun sets. It is associated with the dead in Egyptian myths.

For a long time the construction of these huge structures was a mystery. Very large amounts of stone needed to be moved. The ancient Greek historian Herodotus once described the pyramid builders as slaves. This created a myth that was perpetuated by movies. Archaeologists have compiled evidence showing the workers were paid. They were well respected. Those who died during construction were honored by being buried in the tombs near the sacred pyramids of their pharaohs. In 2013, archaeologist Pierre Tallet discovered the journal of an Egypt who was involved in transporting limestone along the Nile River. This revealed how The Great Pyramid at Giza was constructed.

Many pyramids are in a poor state. They are not well preserved. Some are buried by desert sands. Some only appear as mounds of rubble. Archaeologists are working to preserve them. They are continuing to find and study pyramids.

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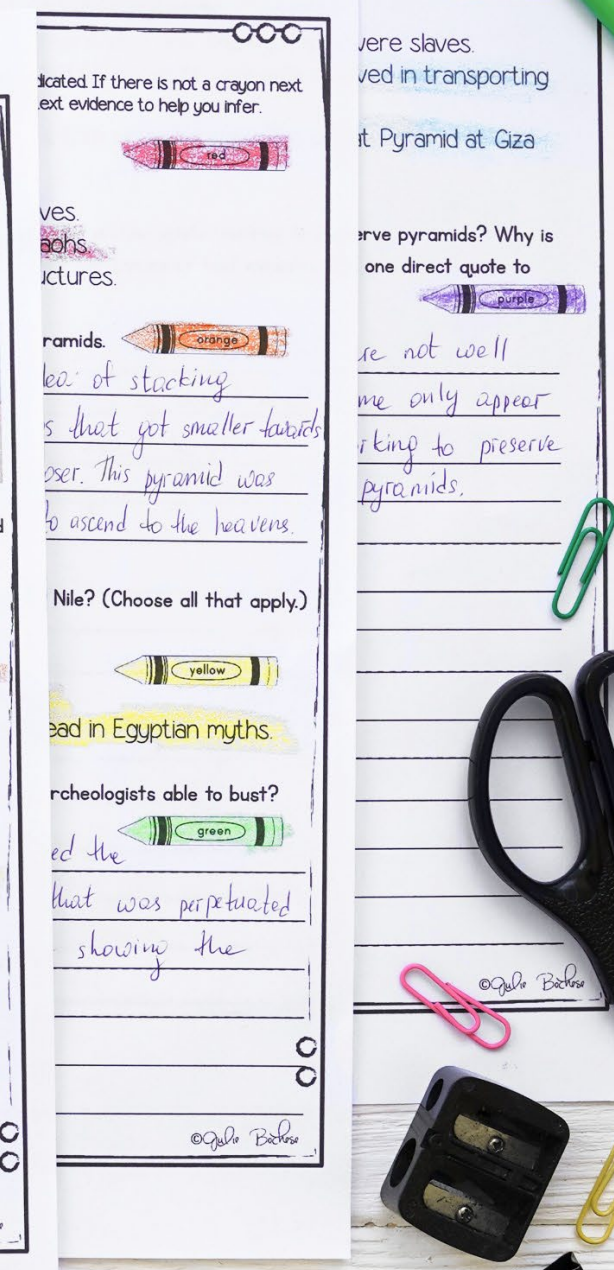


Print & Digital

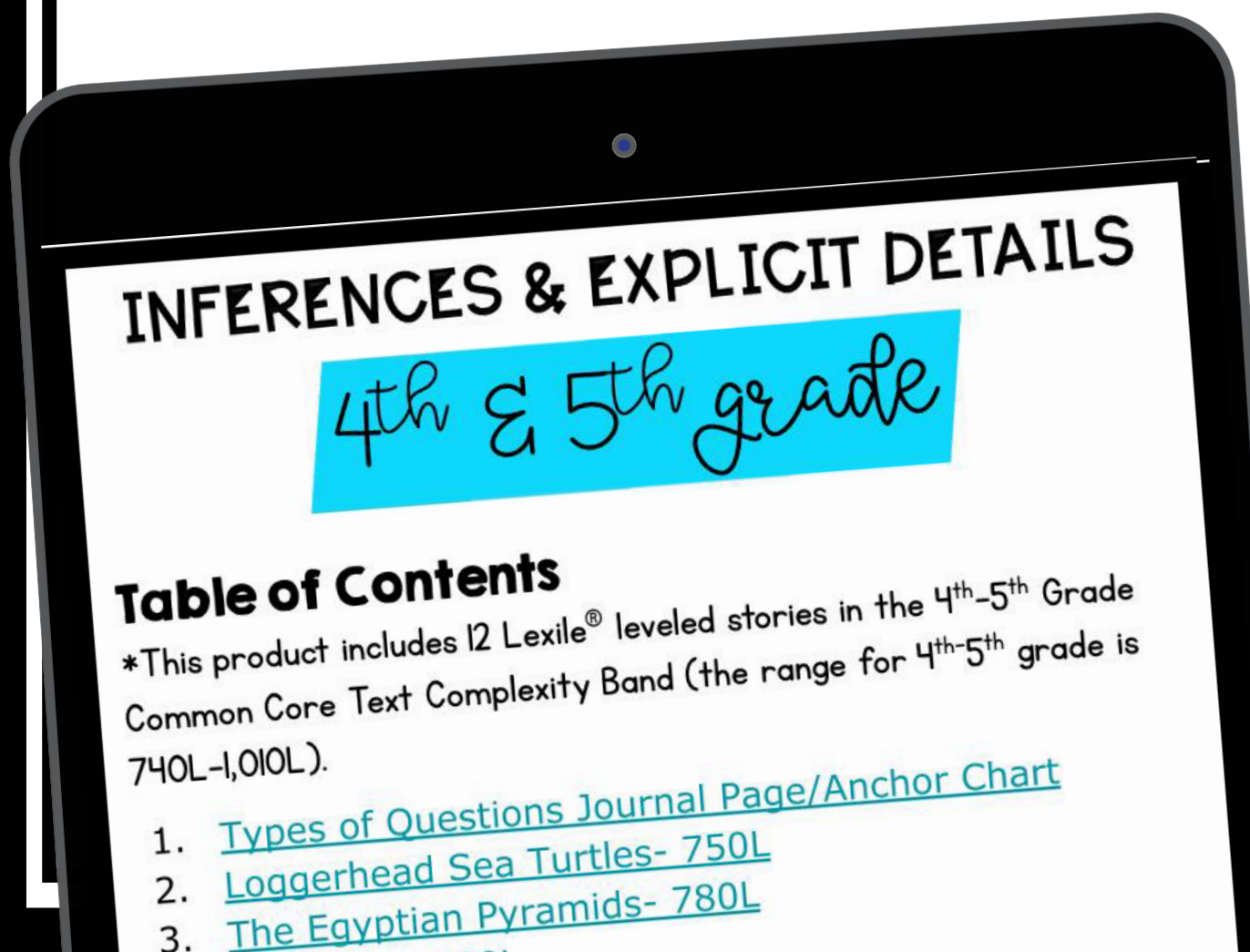
MagCORE

Narwhals

WHAT'S INCLUDED?

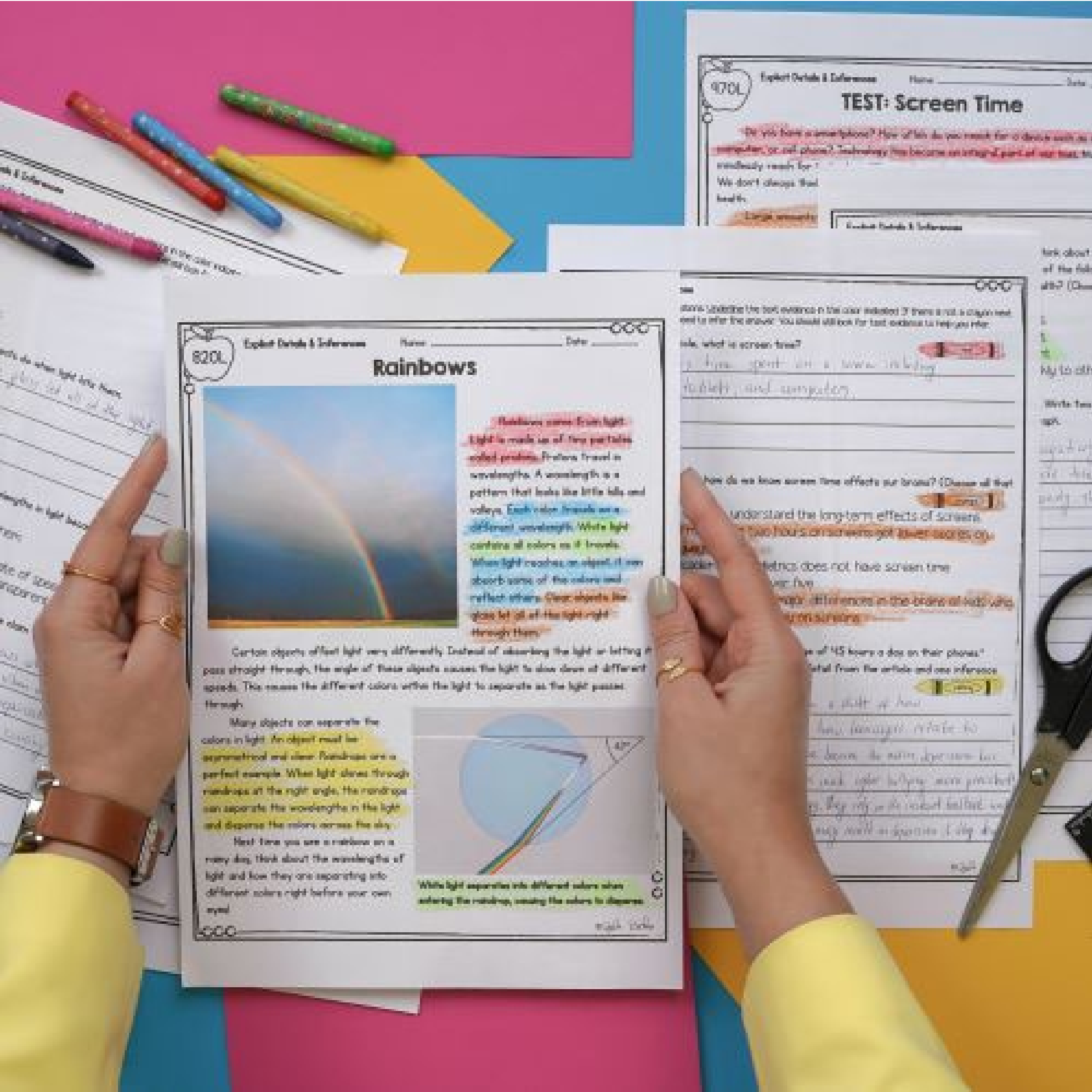
TEN 4th & 5th Grade DIGITAL and PRINTABLE PDF nonfiction passages & TWO assessments!

- Aligned with 4th and 5th Grade Lexile Levels
- Includes a Types of Questions Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension

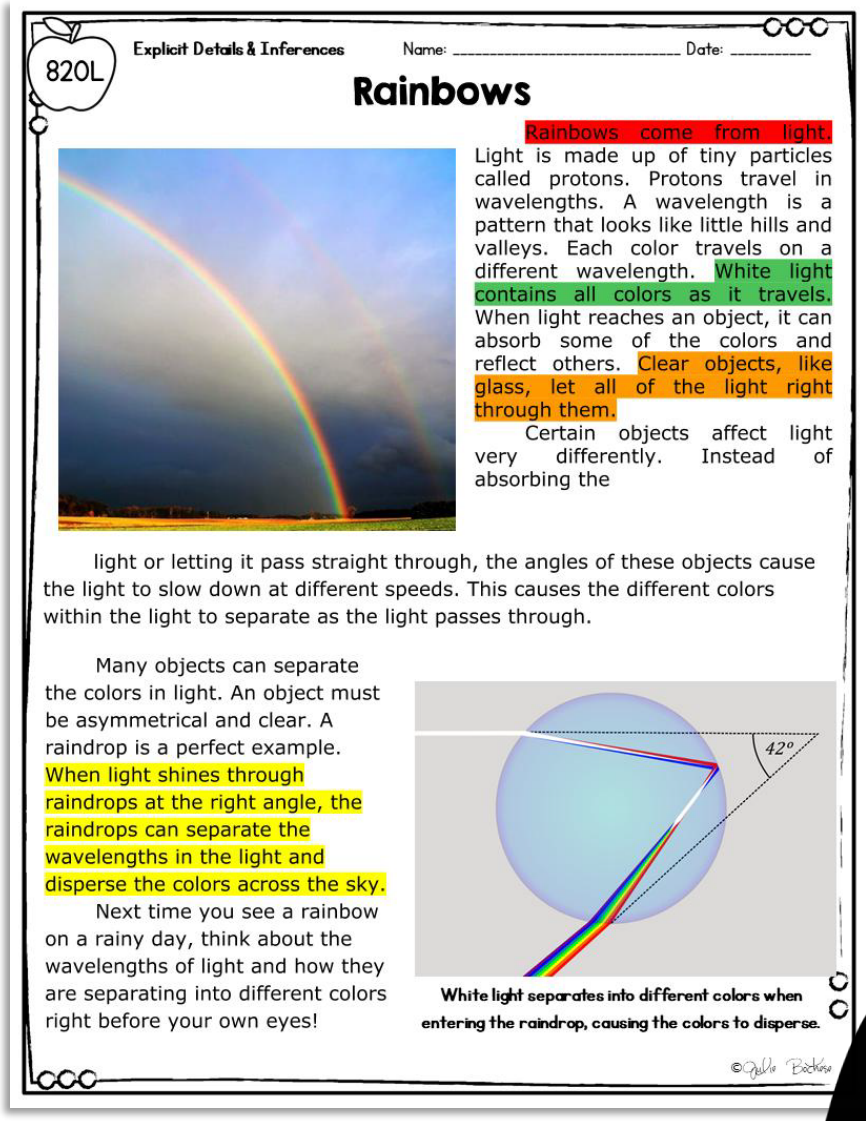


Created with GOOGLE SLIDES

LEXILE®


970L
Explicit Details & Inferences
TEST: Screen Time
820L
Explicit Details & Inferences
Rainbows
Rainbows come from light. Light is made up of tiny particles called photons. Protons travel in wavelengths. A wavelength is a pattern that looks like little hills and valleys. Each color travels on a different wavelength. White light contains all colors as it travels. When light reaches an object, it can absorb some of the colors and reflect others. Clear objects like glass let all of the light right through them.
Certain objects affect light very differently. Instead of absorbing the light or letting it pass straight through, the angle of these objects causes the light to slow down at different speeds. This causes the different colors within the light to separate as the light passes through.
Many objects can separate the colors in light. An object must be asymmetrical and clear. Raindrops are a perfect example. When light slows through raindrops at the right angle, the raindrops can separate the wavelengths in the light and disperse the colors across the sky.
Next time you see a rainbow on a rainy day, think about the wavelengths of light and how they are separating into different colors right before your own eyes!
White light separates into different colors when entering the raindrop, causing the colors to disperse.

NONFICTION PASSAGES



820L

Explicit Details & Inferences Name: _____ Date: _____

Rainbows

Rainbows come from light. Light is made up of tiny particles called protons. Protons travel in wavelengths. A wavelength is a pattern that looks like little hills and valleys. Each color travels on a different wavelength. White light contains all colors as it travels. When light reaches an object, it can absorb some of the colors and reflect others. Clear objects, like glass, let all of the light right through them.

Certain objects affect light very differently. Instead of absorbing the light or letting it pass straight through, the angles of these objects cause the light to slow down at different speeds. This causes the different colors within the light to separate as the light passes through.

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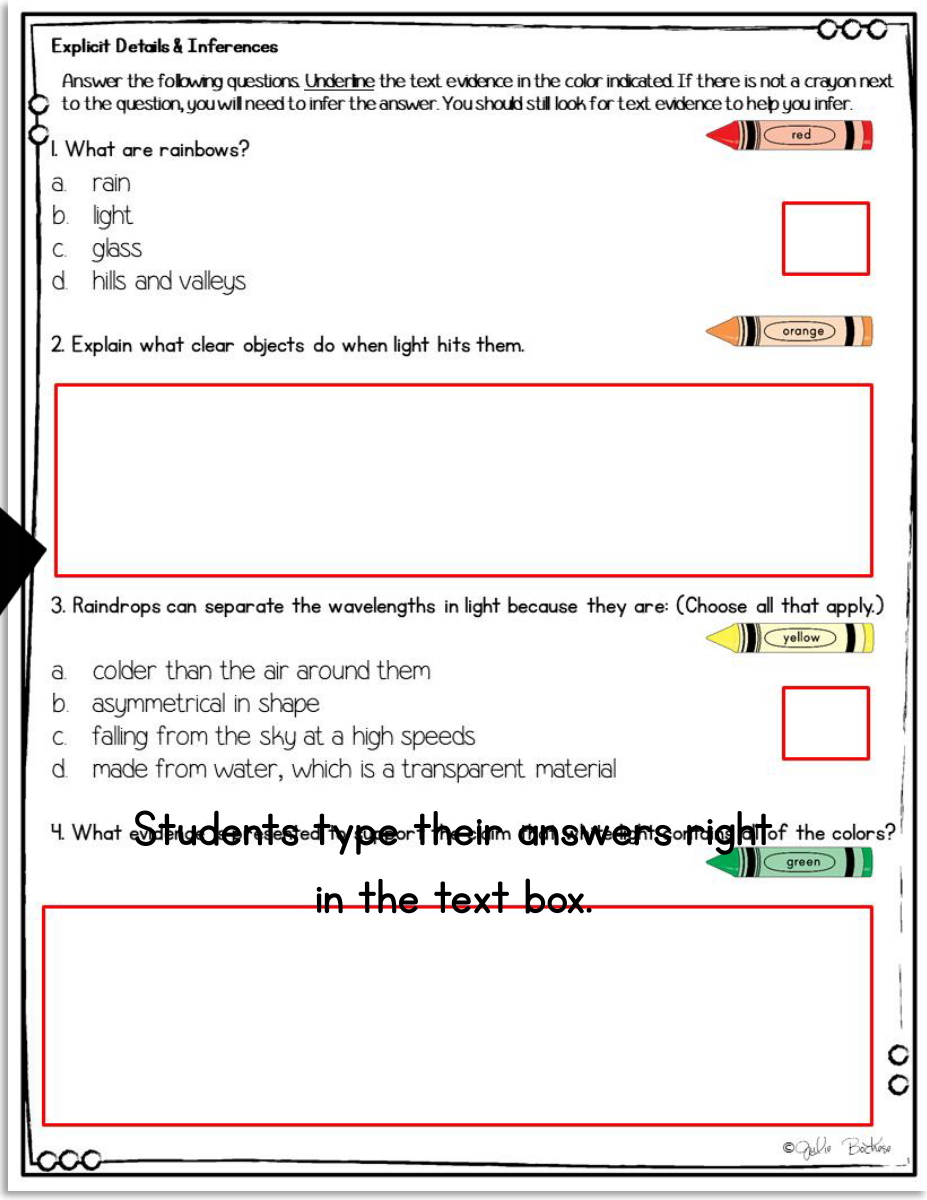
Next time you see a rainbow on a rainy day, think about the wavelengths of light and how they are separating into different colors right before your own eyes!

White light separates into different colors when entering the raindrop, causing the colors to disperse.

©Julie Bickese

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!



Explicit Details & Inferences

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What are rainbows? red

a. rain
b. light
c. glass
d. hills and valleys

2. Explain what clear objects do when light hits them. orange

3. Raindrops can separate the wavelengths in light because they are: (Choose all that apply.) yellow

a. colder than the air around them
b. asymmetrical in shape
c. falling from the sky at a high speeds
d. made from water, which is a transparent material

4. What evidence is presented to support the claim that white light contains all of the colors? green

©Julie Bickese

Students type their answers right in the text box.

After reading, students type their answers in the text boxes using text evidence.

The Egyptian Pyramids

Rainbows

Narwhals

Explicit Details & Inferences

Name _____ Date _____

TEST: Screen Time

Do you have a smartphone? How often do you reach for it before work or school? Technology has become an integral part of our lives. Many of us mindlessly reach for technology. We spend countless hours snapping, scrolling, and texting. We don't always think about how screen time affects our brains and emotional and mental health.

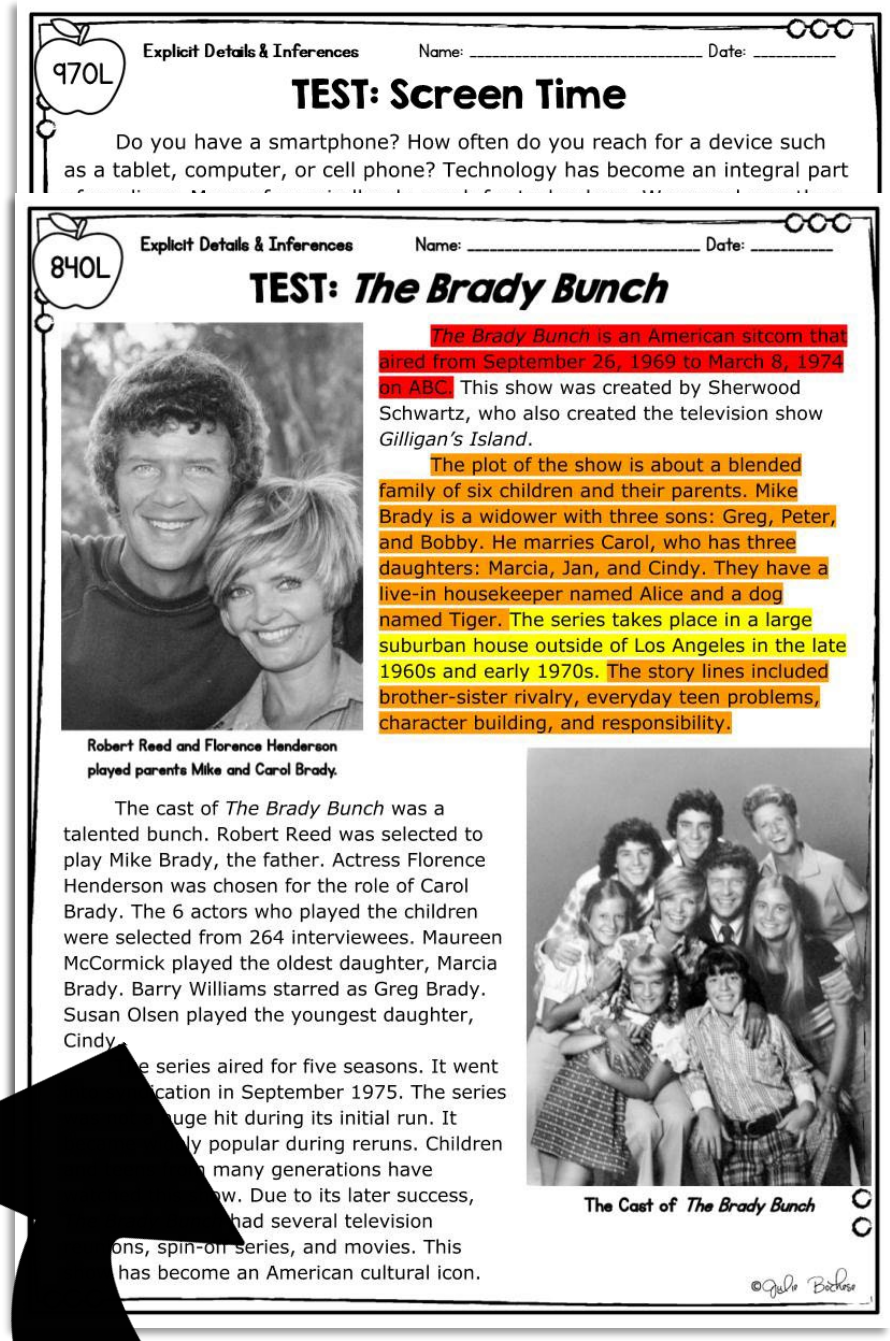
Large amounts of screen time affect our brains. One study scientists found that that there were major differences in the brains of kids who spent more than seven hours a day on screens. While these studies are still in the early stages and it will be years before we understand the long-term effects, it is important to keep this in mind. Studies show kids who spend more than two hours on screens get lower scores on thinking and language tests.

Teenagers spend an average of 10 hours a day on their phones. This has resulted in a shift of how teens think and act. Other effects how teenagers relate to each other. In the years since smartphones have become the norm, depression has spiked in teens. Easy access to social media has made cyber bullying more prevalent due to the anonymity of hiding behind technology.

The American [illegible] children under two years avoid all digital media and children [illegible] for no more than an hour a day. They do not survive [illegible] older than five.

[illegible] and other [illegible] major benefits. [illegible] connect quickly to [illegible] information at the [illegible], however, there [illegible] impacts when [illegible] children and [illegible] by when it [illegible]

ASSESSMENTS



970L

Explicit Details & Inferences Name: _____ Date: _____

TEST: Screen Time

Do you have a smartphone? How often do you reach for a device such as a tablet, computer, or cell phone? Technology has become an integral part

840L

Explicit Details & Inferences Name: _____ Date: _____

TEST: *The Brady Bunch*

The Brady Bunch is an American sitcom that aired from September 26, 1969 to March 8, 1974 on ABC. This show was created by Sherwood Schwartz, who also created the television show *Gilligan's Island*.

The plot of the show is about a blended family of six children and their parents. Mike Brady is a widower with three sons: Greg, Peter, and Bobby. He marries Carol, who has three daughters: Marcia, Jan, and Cindy. They have a live-in housekeeper named Alice and a dog named Tiger. The series takes place in a large suburban house outside of Los Angeles in the late 1960s and early 1970s. The story lines included brother-sister rivalry, everyday teen problems, character building, and responsibility.

Robert Reed and Florence Henderson played parents Mike and Carol Brady.

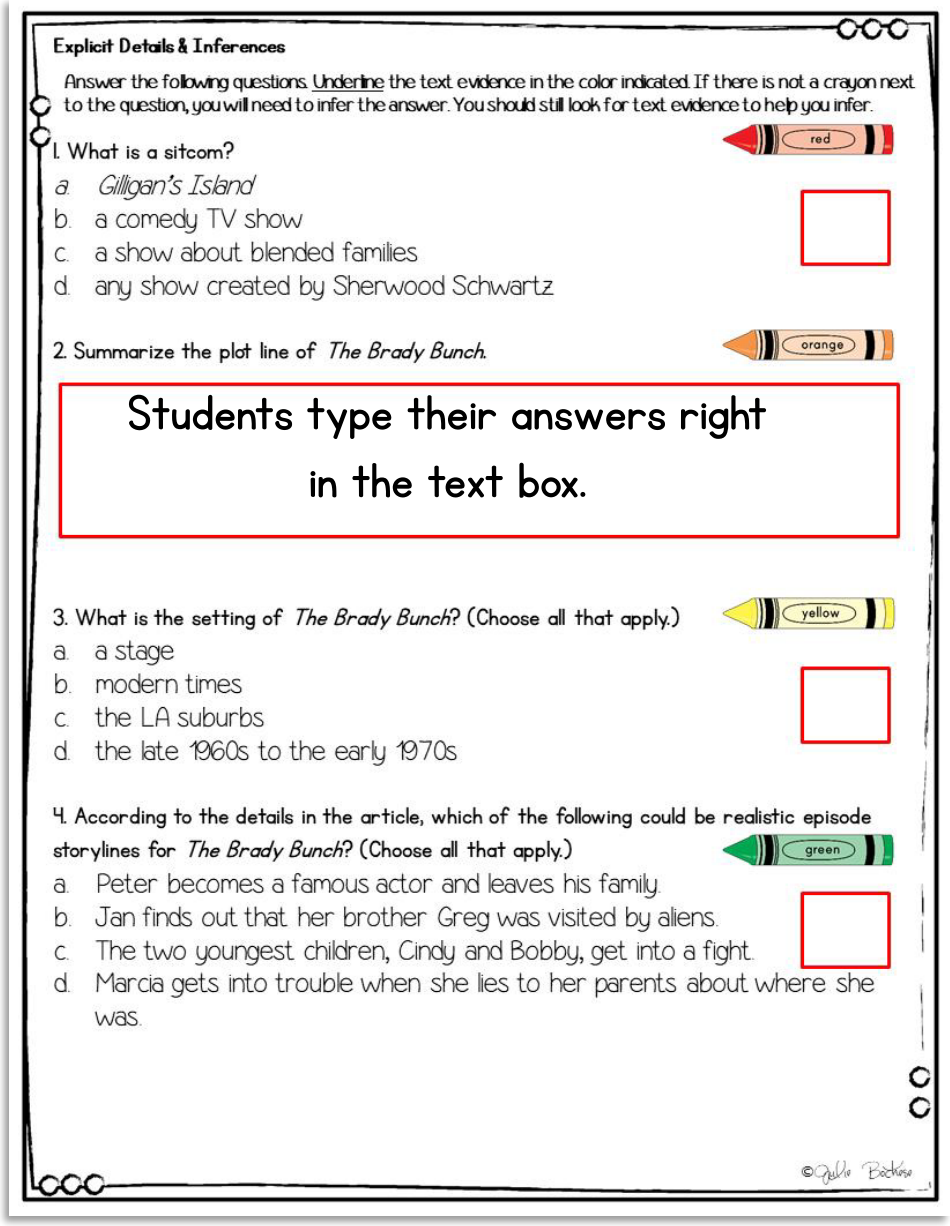
The cast of *The Brady Bunch* was a talented bunch. Robert Reed was selected to play Mike Brady, the father. Actress Florence Henderson was chosen for the role of Carol Brady. The 6 actors who played the children were selected from 264 interviewees. Maureen McCormick played the oldest daughter, Marcia Brady. Barry Williams starred as Greg Brady. Susan Olsen played the youngest daughter, Cindy.

e series aired for five seasons. It went ication in September 1975. The series uge hit during its initial run. It ly popular during reruns. Children many generations have w. Due to its later success, had several television ons, spin-off series, and movies. This has become an American cultural icon.

The Cast of *The Brady Bunch*

©Julie Bochese

Color coded highlighting can also be done on the assessments!



Explicit Details & Inferences

Answer the following questions. Underline the text evidence in the color indicated. If there is not a crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. What is a sitcom? red
   a. *Gilligan's Island*
   b. a comedy TV show
   c. a show about blended families
   d. any show created by Sherwood Schwartz

2. Summarize the plot line of *The Brady Bunch*. orange

Students type their answers right in the text box.

3. What is the setting of *The Brady Bunch*? (Choose all that apply.) yellow
   a. a stage
   b. modern times
   c. the LA suburbs
   d. the late 1960s to the early 1970s

4. According to the details in the article, which of the following could be realistic episode storylines for *The Brady Bunch*? (Choose all that apply.) green
   a. Peter becomes a famous actor and leaves his family.
   b. Jan finds out that her brother Greg was visited by aliens.
   c. The two youngest children, Cindy and Bobby, get into a fight.
   d. Marcia gets into trouble when she lies to her parents about where she was.

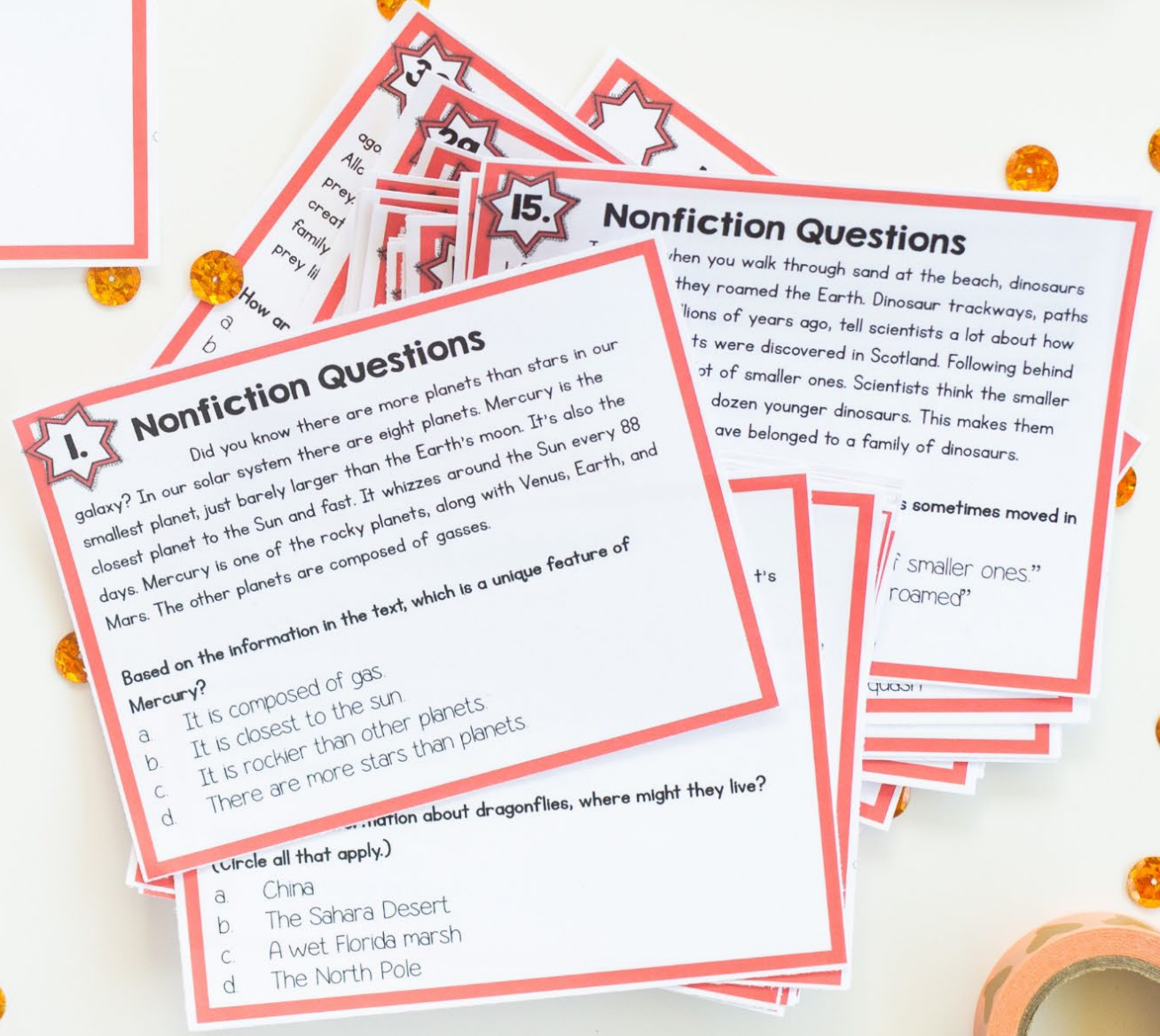
©Julie Bochese

This resource also includes TWO tests with different Lexile Levels for student assessment.

NONFICTION INFERENCES task cards

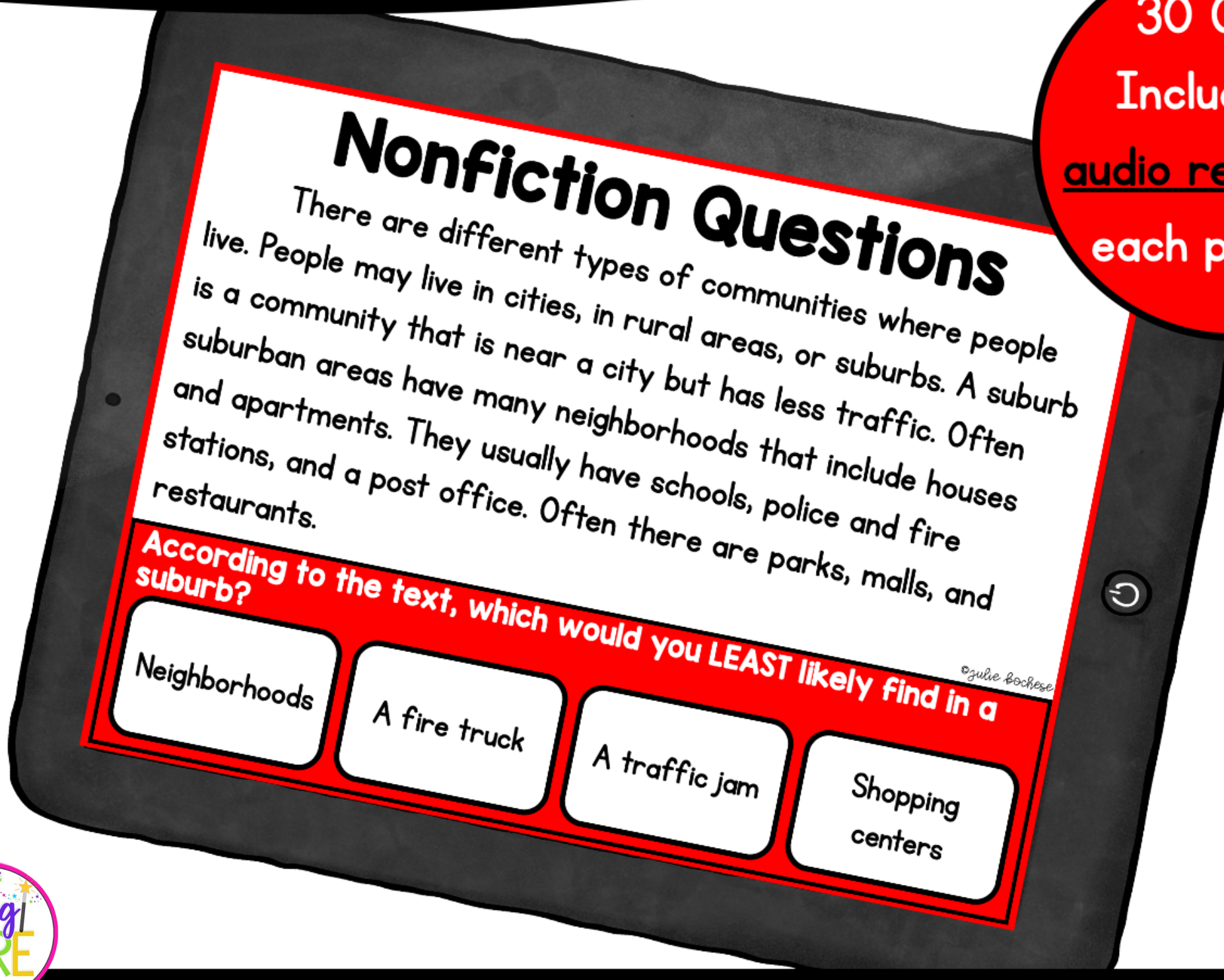
4th & 5TH G

Inferences & Explicit Details ?



Nonfiction Inferences Digital Task Cards

30 Cards
Includes an audio reading of each passage.



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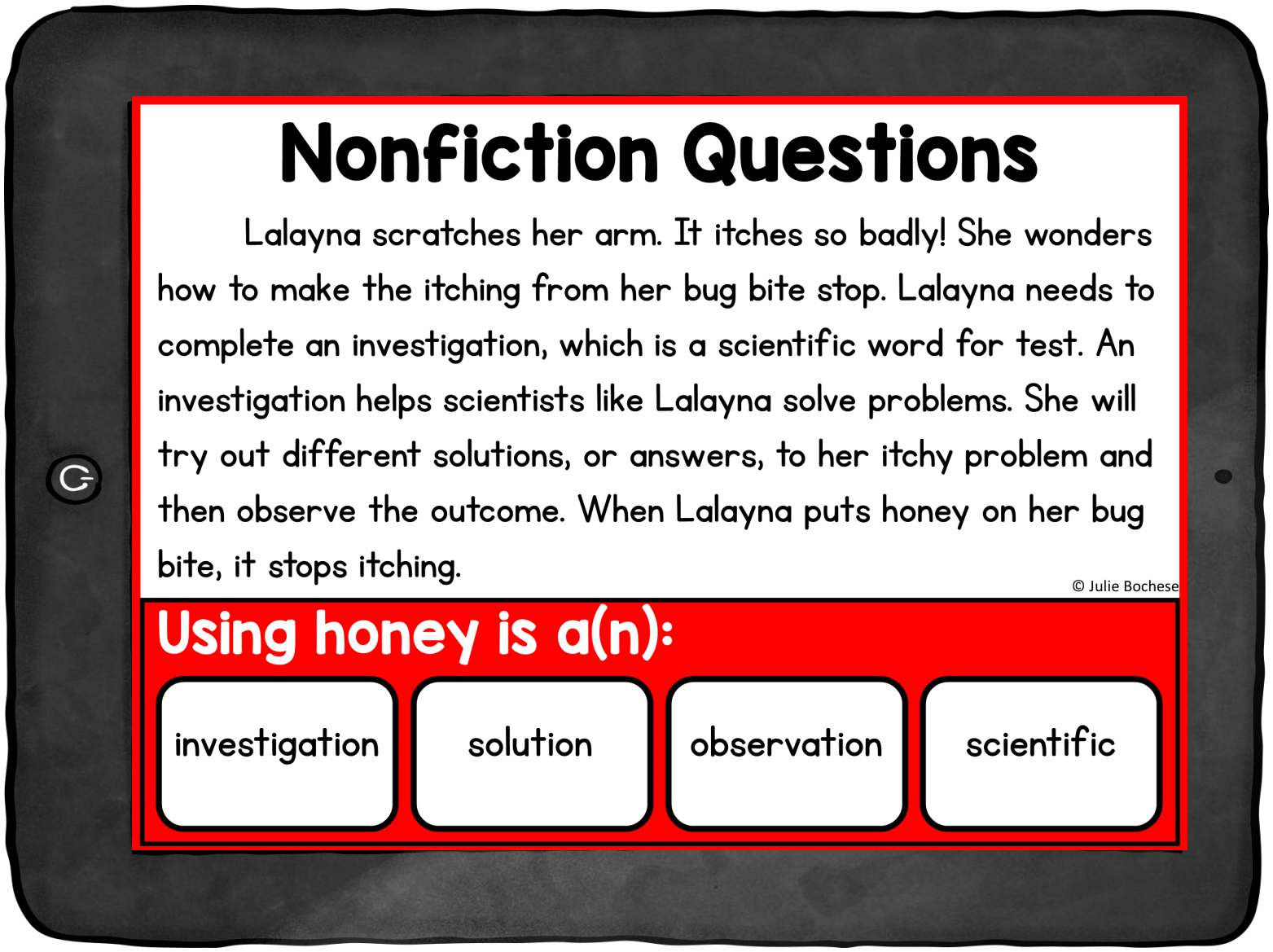
BOOM CARDS

INFERENCES IN NONFICTION BOOM CARDS



BOOM! LEARNING

Click Here for a Playable Preview!

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

You may be eligible for a free trial from Boom Learning. Read here for details: http://bit.ly/BoomTrial. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

MAIN IDEA AND DETAILS BOOM CARDS

Nonfiction Questions

Many years ago, the world had no wheels. To go places, people had to walk, sometimes a very long way. When things needed to be moved, they had to be carried by people or animals. Finally, someone cut slices from a log and connected them with a rod. The wheel and axle was invented. Wheels became faster with pegs and notches that made gears. The wheels were carved with spokes to make them lighter and faster.

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Which detail best supports the idea that life was more difficult before wheels?

- 'things...had to be carried by people or animals'
- 'wheels were carved with spokes'
- 'someone cut slices from a rod'
- 'Wheels became faster'