

**WORKING WITH
INFORMATIONAL TEXT**

Grades 3-6

Learning Statement: Readers take information from a variety of sources and put it together in an organized way.

Directions:

1. Select a topic that interests you. Find two sources of information about it using *myON*, *World Book Kids*, *National Geographic Kids*, *Grolier Online*, or any other sources you might have at home.
2. Take notes as you read both pieces of information.
3. Use your notes and write about what you have learned using the lines below, other paper, Wixie, Word, PowerPoint, GSuite for Education, or any other way you choose to communicate your learning. You could write a summary, discuss how your thinking has changed as a result of your research, or select something else to share with the reader. You could also add illustrations to your piece.

Title:	Title:
Notes:	Notes:
Writing about Your Learning: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Learning Statement: Readers determine the main idea of the text. They put this in their own words and add details in order to remember the important information.

Directions:

1. Select a topic that interests you. Find information about this topic in *myON*, *World Book Kids*, *National Geographic Kids*, *Grolier Online*, or any other sources you might have at home.
2. Write the main idea of the article or book in the box below.
3. Write a detail about the topic beside a bullet. (You may not need to use all of the bullets.)

Title: _____

Main Idea:

-
-
-
-
-

Learning Statement: Readers understand that some texts are organized in sequential order.

Directions:

1. Select a topic that interests you. Read about it using *myON*, *World Book Kids*, *National Geographic Kids*, *Grolier Online*, or any other sources you might have at home.
2. Find a section of the text where the information is presented in a specific order. The author might use the following words: *first*, *second*, *next*, *then*, *finally*, *after that*, *etc.*
3. Use the boxes below or any other method of notetaking to write the information in order.

Title: _____

The diagram consists of five empty rectangular boxes with rounded corners, arranged in a descending staircase pattern from top-left to bottom-right. Each box is connected to the next one below it by a line that goes down and then right, ending in a downward-pointing arrowhead.

Learning Statement: Readers think about what they are reading to form new ideas.

Directions:

1. Select a topic that interests you and read about it. You can use *myON*, *World Book Kids*, *National Geographic Kids*, *Grolier Online* or any other sources you might have at home.
2. Take notes about information in the text as you read below or in any other format you choose.
3. Write what you think about the topic. Then, explain your thinking. Be sure to include evidence.

My notes

I think...

because...

Learning Statement: Readers talk to others about what they have read.

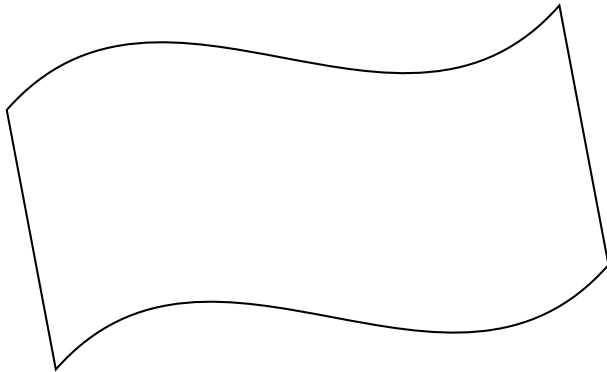
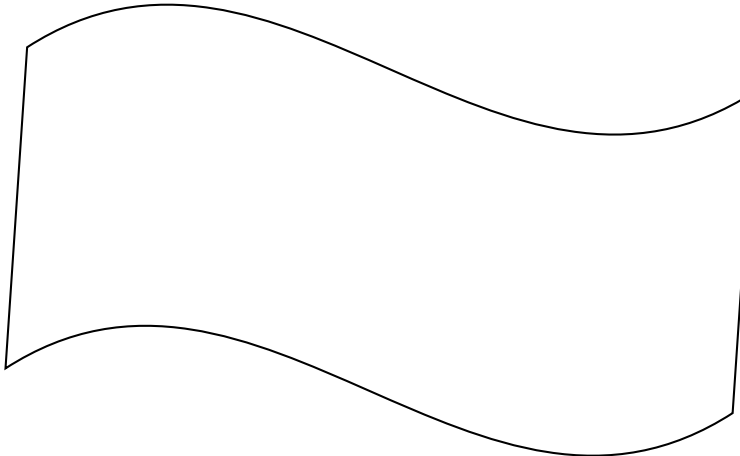
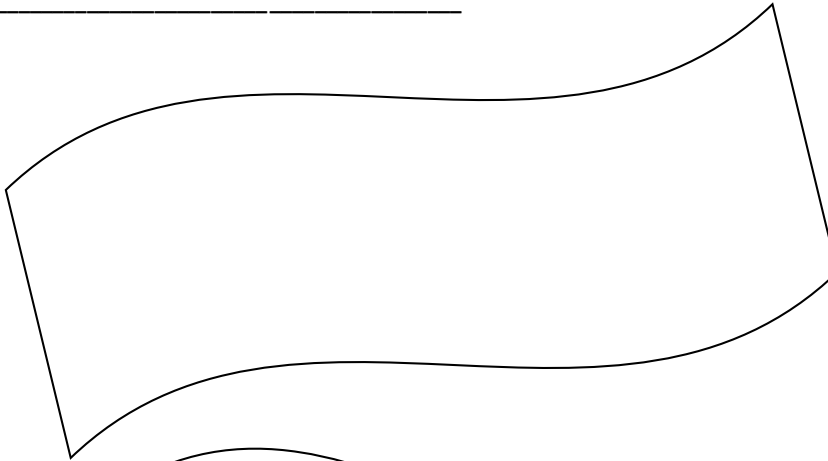
Directions:

1. Read about a topic that interests you. You can use *myON*, *World Book Kids*, *National Geographic Kids*, *Grolier Online*, or any other sources you might have at home.
2. Talk to someone in your home about what you have read. Choose 3 sentence frames to help start the conversation. You may use the shapes below to write your ideas.

Title: _____

Sentence Frames

- This part (_____) really interested me because ____...
- I can't believe that ____...
- I didn't know that ____...
- This makes me think that ____...
- I would love to learn more about ____...
- It is important to notice that ____
- I used to think ____but now I think ____...
- This reminds me of ____...



Learning Statement: Readers bring together all parts of the text to understand the information and messages the author is communicating.

Directions:

1. Read about a topic that interests you. You can use *myON*, *World Book Kids*, *National Geographic Kids*, *Grolier Online*, or any other sources you might have at home.
2. Think about how adding a text feature or features might make the text easier to understand. Choose all of the text or part of the text and add text features to it. This could include headings, pictures, captions, maps, indices, and/or charts.

Text Name:

Text Feature(s) Added:

How it Improves the Text:

My Text Feature(s): If using headings, include the paragraph numbers the heading supports.

Learning Statement: Readers compare and contrast texts to analyze how information is presented.

Directions:

1. Read two texts about a single topic that interests you. Topics that have a variety of viewpoints, such as climate change, are a good choice. You can use *myON*, *World Book Kids*, *National Geographic Kids*, *Grolier Online*, or any other sources you might have at home.
2. Compare and contrast the texts. Use the organizer below to guide your thinking.
3. Write a summary statement for your thinking about these texts.

Topic:		
Prompt:	Text Title:	Text Title:
The key ideas presented are...		
Information that was left out is...		
I noticed these words and phrases to help me to understand the author has a perspective...		
I feel the author's perspective about this topic is...		
Summary Statement: The author wants me to think or feel...		

Science and Social Studies Topics

Third Grade			
Science		Social Studies	
<ul style="list-style-type: none"> ● Animal Life Cycles ● Food Changes, Food Webs ● Water Cycle 	<ul style="list-style-type: none"> ● Sources of Energy ● Soil ● Simple Machines 	<ul style="list-style-type: none"> ● Civics – Responsibilities to the Community ● Economics ● World Geography 	<ul style="list-style-type: none"> ● Ancient Greece ● Ancient Rome ● Ancient Egypt ● Ancient China ● Mali
Fourth Grade			
Science		Social Studies	
<ul style="list-style-type: none"> ● Moving Objects ● Electricity ● Plants ● Life Processes 	<ul style="list-style-type: none"> ● Ecosystems ● Virginia Natural Resources ● Weather Conditions ● Organization of the Solar System 	<ul style="list-style-type: none"> ● Physical Geography ● Woodland Indians ● Jamestown ● Colonial Life ● Revolutionary War 	<ul style="list-style-type: none"> ● New Nation ● Civil War ● Civil Rights ● 20th Century
Fifth Grade			
Science		Social Studies	
<ul style="list-style-type: none"> ● Sound Waves ● Light Waves ● Cell Structures and Functions (Plant and Animal Cells) ● Matter is Made of Atoms 	<ul style="list-style-type: none"> ● Adaptations of Plants and Animals ● Ocean Environment ● Rock Cycle ● Plate Tectonics 	<ul style="list-style-type: none"> ● Fertile Crescent ● Ancient India ● Ancient China ● Pre-Columbia Civilizations ● Ancient Greece 	<ul style="list-style-type: none"> ● Ancient Rome ● African History ● Southwest Asia ● Middle Ages ● Global Awareness Technology Project
Sixth Grade			
Science		Social Studies	
<ul style="list-style-type: none"> ● Solar System Interactions ● Solar Energy ● Hydrosphere ● Structure and Dynamics of the Earth's Atmosphere 	<ul style="list-style-type: none"> ● Water- Properties and Roles ● Public Policy Decisions Relating to the Environment 	<ul style="list-style-type: none"> ● Civics – Rights and Responsibilities ● American Indians ● European Exploration ● Ancient West African Empires 	<ul style="list-style-type: none"> ● Colonial America ● American Revolution ● Civil War

Commented [1]: I don't know how up to date this is