

Name: _____

Title: _____

Author: _____

who
how

where

when

why

what

Write questions about the text below.

Name: _____

Title: _____

Author: _____

Be the teacher! Pretend you are the teacher and write four questions about the book you read. Quote the text to answer the question.

Questions	What the text says...

Name: _____

Title: _____

Author: _____

Good readers make inferences as they read!

What the text says...	The inference I can draw is...

Name: _____

Title: _____

Author: _____

The text says...

To me, this means...

1.

2.

Name: _____

The main idea is _____

--	--	--



The
details
that
support
this
main
idea
are:



Name: _____

Main idea #1

Main idea #2

--	--	--



The details that support these main ideas are:

--	--	--



Name: _____

Title: _____

Author: _____

The details that support
these main ideas are:

--	--	--

The main idea is

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Name: _____

Main Idea & Details

Title: _____

Author: _____

The main idea is:

Details about the main idea:

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

Name: _____

Title: _____

Author: _____

Answer the questions your learned about in your reading.

What is happening?

Who are you learning about?

Where are the places you learned about?

When is the text talking about?

Why is what you read important?

Name: _____

Title: _____

Author: _____

Think about your reading!

What did the text tell you?

How did this make you feel?

What did the text tell you?

How did this change your thinking?

What did you learn while reading?

Name: _____

Title: _____

The text is telling about (name the process): _____

Share the steps in the process

#1

#2

#3

#4

#5

Name: _____

Title: _____

Author: _____

The life of: _____

Create a timeline of _____'s life.

The image shows a dashed-line timeline template. It consists of a horizontal line with ten vertical bars of varying heights extending upwards and downwards from it. The bars are connected by a continuous dashed line, forming a series of peaks and valleys. This is intended for a student to draw key events in a person's life along the timeline.

Name: _____

Title: _____

Author: _____

Creating a timeline of an important event in history.

Timeline for _____.

A dashed-line timeline template consisting of a horizontal line with ten vertical rectangular boxes of varying heights extending above and below it. The boxes are intended for students to write dates and descriptions of historical events.

Name: _____

Title: _____

Author: _____

The topic is

_____.

My opinion about what I
read is:

Share three facts you learned.

1.

2.

3.

Name: _____

Title: _____

Author: _____

Nonfiction Notes

The topic is

What I already know
about the topic:

1. _____

2. _____

3. _____

What I learned as I read:

1. _____

2. _____

3. _____

My reactions to what I read:

1. _____

2. _____

3. _____

Name: _____

Title: _____

Author: _____

Supporting My Opinion

Share what the text said to help you form your opinion.

The topic is

_____.

My opinion about what I read is:

Name: _____

Title: _____

Author: _____

Problem & Solution

The real world problem is

_____.

This is what the text told me about the problem:

This is what the text told me about the solution.

Name: _____

Title: _____

Author: _____

Nonfiction Notes

The topic is

_____.

Vocabulary Words

1. _____

2. _____

3. _____

What I learned as I read:

My reaction to what I read:

Name: _____

Title: _____

Author: _____

Nonfiction Notes

The topic is

_____.

What I learned as I read:

An opinion from the article:

My opinion about what I read is:

Name: _____

Title: _____

Author: _____

The topic is

My background knowledge:

Two things I learned as I read:

An opinion I have about what I read:

Name: _____

Title: _____

Author: _____

The topic is

Background knowledge I have:

Two facts I learned:

A connection I made as I read:

My reaction to what I read:

Name: _____

Title: _____

Author: _____

The main idea is

Three facts I learned

_____	_____	_____
-------	-------	-------



My opinion about what I read is:

Name: _____

Title: _____

Author: _____

An opinion from the
text:

Three facts I learned

My opinion about what I read is:

What text
structure was used?

What is the author's
purpose?

Name: _____

Title: _____

Author: _____

What text features were used?

An opinion from the text:

My opinion about what I read is:

What is the author's purpose?

What text structure was used?

Name: _____

Title: _____

Author: _____

Focus on Text Features

Sketch two text features used in your reading. Below the sketch, share how they helped you understand the reading.





Name: _____

Title: _____

Author: _____

The main idea is:

Details to support:

- 1.
- 2.
- 3.

Important words:

The topic
is:

Author's Purpose:

Text Structure:

My reaction to
what I read is:

Name: _____

Title: _____

Author: _____

What did I find interesting?

Something interesting I read was _____

Show how this made you feel:

Share your opinion:

Name: _____
Facts I learned
about _____.

Why is this fact important?

Why is this fact important?

Name _____

#1 Details about this event

#2 Important words

The big picture or big event is:

#3 The author's purpose

#4 My reaction

Title: _____

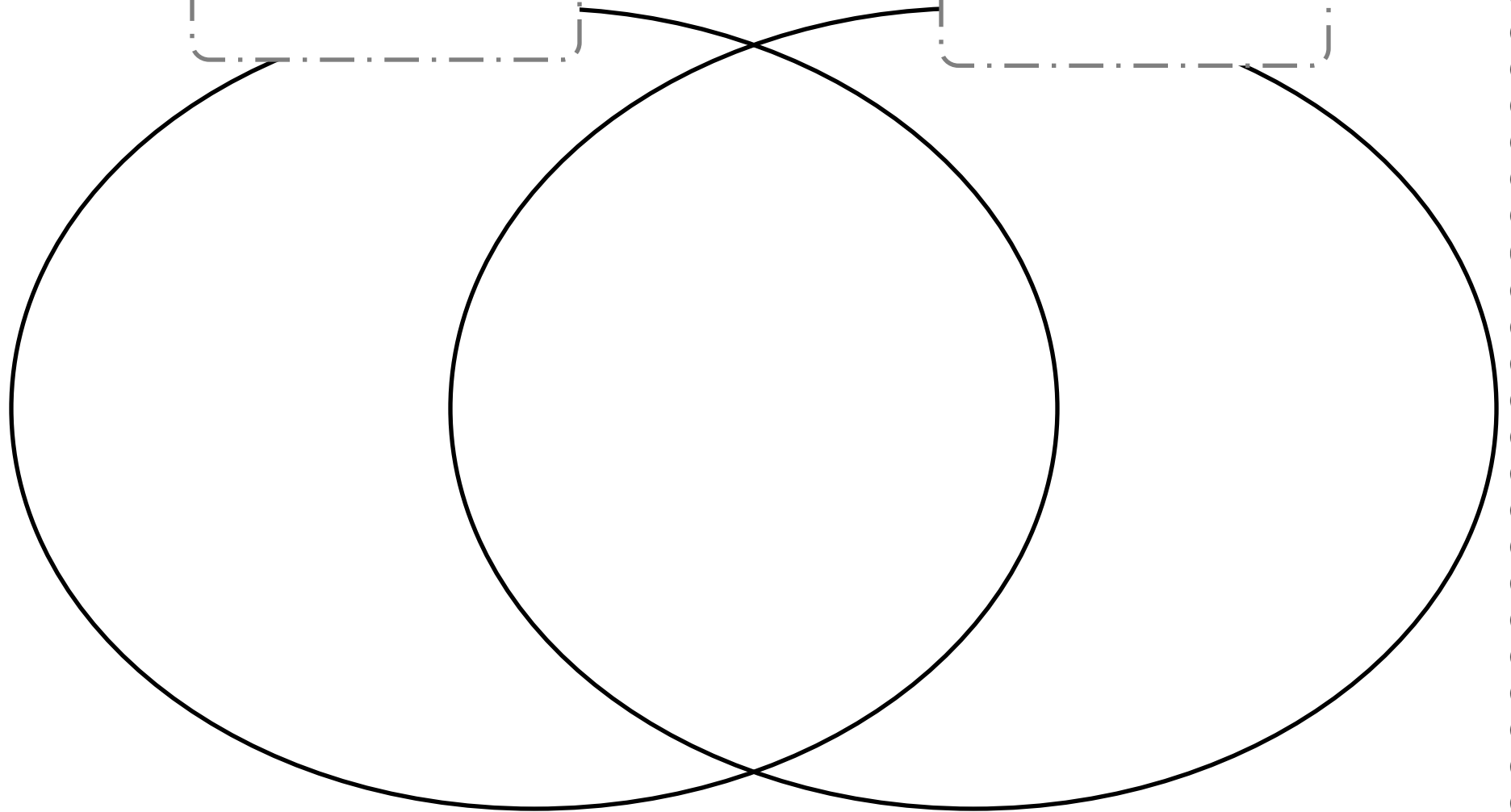
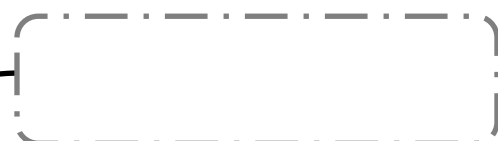
Author: _____

Name: _____

Title: _____

Author: _____

Compare and contrast _____



Name: _____

Title: _____

Author: _____

Outlining the Text

What is the topic?

Detail #1

Detail #2

Detail #3

Why is this text important?

Name: _____

Title: _____

Author: _____

Outlining a Summary

What is the text structure?

What is the main idea?

Detail #1

Detail #2

Detail #3

Why is this text important?