

# ONE STUDENT NOTEBOOK FOR ALL INFORMATIONAL TEXT STANDARDS

# NINE UNITS

## EACH UNIT INCLUDES:

- ◆ DIFFERENTIATED PASSAGES
- ◆ DIFFERENTIATED QUESTION PAGES
- ◆ READING FOCUS BOOKMARKS
- ◆ DIFFERENTIATED TASK CARDS
- ◆ MENTOR TEXT LIST
- ◆ NOTEBOOK SUPPLIES

# NINE UNITS

Aligned to Common Core but you  
**DO NOT HAVE TO USE** Common Core.

There are **NINE** units. Each unit includes three differentiated passages (two levels per passage), differentiated question pages (two options per passage), differentiated task cards (24 cards that include the text and question), mentor text list, reading bookmarks, and notebook supplies.

**ASK AND ANSWER  
QUESTIONS**

**RI.2.1 & RI.3.1**

**M A I N  
IDEA/TOPIC**  
and supporting DETAILS

**RI.2.2 & RI.3.2**

**CONNECTIONS  
& SEQUENCE**

**RI.2.3 & RI.3.3**

**VOCABULARY  
AND PHRASES**  
in the text

**RI.2.4 & RI.3.4**

**T E X T  
FEATURES**

**RI.2.5 & RI.3.5**

**PURPOSE  
OF THE TEXT**

**RI.2.6 & RI.3.6**

**IMAGES AND  
DIAGRAMS**

**RI.2.7 & RI.3.7**

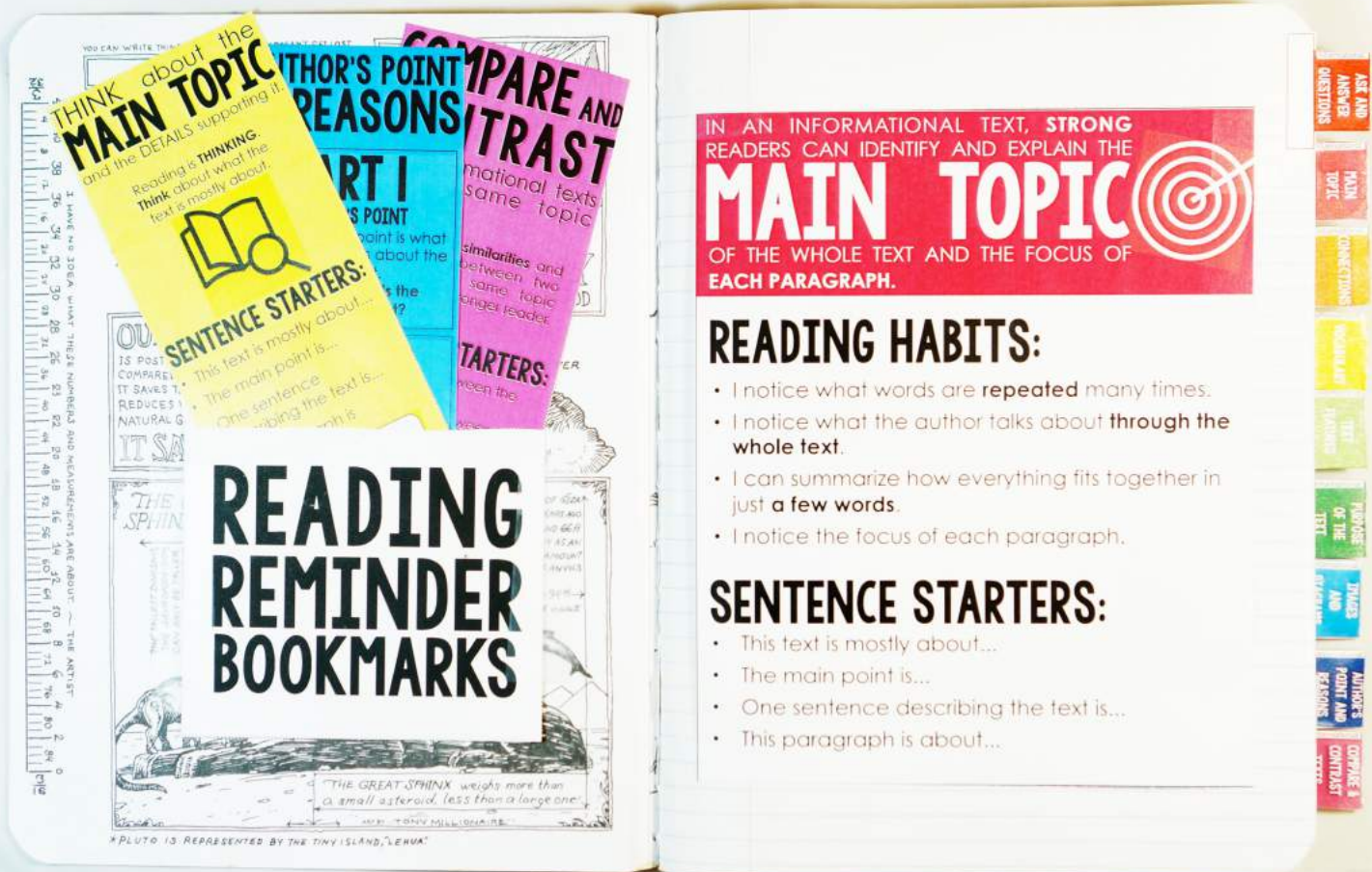
**AUTHOR'S  
P O I N T**  
and reasons

**RI.2.8 & RI.3.8**

**COMPARE AND  
CONTRAST**  
two texts

**RI.2.9 & RI.3.9**





# READING BOOKMARKS

Each unit has a reading focus bookmark. The bookmarks are a reminder to the student of how to apply the skills they are learning. It includes sentence prompts and questions they should think about while reading. The prompts work seamlessly with the rest of the notebook.

## BITTER BEAN TO SWEET CHOCOLATE

Did you know that chocolate kind of grows on trees? Chocolate bars don't grow on trees, but cacao does. Cacao is used to make chocolate. Cacao beans are very bitter. However, in just a few steps, it turns into sweet chocolate.

Cacao grows in a pod, or shell, on trees. Each pod has about 40 beans. **The first step in making chocolate is picking the cacao pods.** People use long sticks to knock them out of the trees. Then, they break open the shells.

Next, the beans must be dried. They are put on the ground in the sun. They are covered with leaves. When the beans are dry, they are sent to a chocolate factory.

At the chocolate factory, the beans are crushed. They turn them into a thick paste. To make it sweet, sugar, vanilla, cocoa butter, and milk are all added. The step of mixing and crushing takes six days. It is worth it to get sweet chocolate!

**The final step is making the chocolate smooth. The candy makers heat the mixture while stirring.** Then, they cool it. They heat it up and cool it down again. They repeat this until the chocolate is smooth. When it is smooth, it is finally ready.

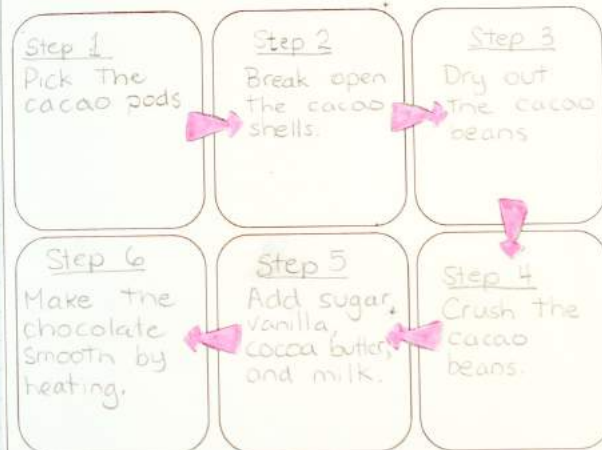
IN AN INFORMATIONAL TEXT, STRONG READERS MAKE

# CONNECTIONS

BETWEEN THE EVENTS, IDEAS, AND STEPS IN THE TEXT.

## BITTER BEAN TO SWEET CHOCOLATE

1. List the steps of how you get chocolate from cacao trees.



2. Color the **FIRST** step of how you get chocolate from cacao trees.
3. Color the **LAST** step of how you get chocolate from cacao trees.

# DIFFERENTIATED PASSAGES

THREE PASSAGES PER UNIT, CHOICE OF TWO READING LEVELS

# DIFFERENTIATED QUESTIONS

CHOOSE A QUESTION PAGE ALIGNED TO EITHER 2<sup>nd</sup> OR 3<sup>rd</sup> GRADE STANDARDS

**STEP 1:** CHOOSE THE TEXT LEVEL YOU PREFER

**STEP 2:** CHOOSE THE QUESTION LEVEL YOU PREFER

**BITTER BEAN TO SWEET CHOCOLATE**

Did you know that chocolate kind of grows on trees? Chocolate bars don't grow on trees, but cacao does. Cacao is used to make chocolate. Cacao beans are very bitter. However, in just a few steps, it turns into sweet chocolate.

Cacao grows in a pod, or shell, on trees. Each pod has about 40 beans. The first step in making chocolate is picking the cacao pods. People use long sticks to knock them out of the trees. Then, they break open the shells.

Next, the beans must be dried. They are put on the ground in the sun. They are covered with leaves. When the beans are dry, they are sent to a chocolate factory.

At the chocolate factory, the beans are crushed. They turn them into a thick paste. To make it sweet, sugar, vanilla, cocoa butter, and milk are all added. The step of mixing and crushing takes six days. It is worth it to get sweet chocolate!

The final step is making the chocolate smooth. The candy makers heat the mixture while stirring. Then, they cool it. They heat it up and cool it down again. They repeat this until the chocolate is smooth. When it is smooth, it is finally ready.

**BITTER BEAN TO SWEET CHOCOLATE**

Imagine if chocolate grew on trees. That would be amazing! You could go outside and pick your favorite candy bar. Well, guess what? Chocolate sort of does grow on trees. Trees don't grow chocolate bars, but they do grow cacao beans. Cacao is the main ingredient in chocolate. The cacao bean is actually very bitter. But, in just a few steps, you turn the bitter bean into sweet chocolate. Let's take a closer look.

The cacao bean grows on trees in Central and South America. These trees grow pods. Each pod has 30-50 beans that are covered with a sticky pulp. The pods are ripe when they turn a yellow or orange color. When the pods are ripe, people come along with long sticks to knock them out of the trees. Then, they gather the pods and carefully break open the outer shells. They do this by using a long and slow process.

Now that the beans are dry and have made it to their destination, they must be crushed. As they are crushed they turn into a thick paste. To make it sweet, sugar, vanilla, cocoa butter, and milk are added. However, the chocolate mixture isn't the smooth and creamy chocolate that it will end up as. In order to do this the chocolate must be mixed with more cocoa butter and milk. The mixing process takes about six days. It is worth it to get that chocolate taste we all love!

There is one final step in making the chocolate perfectly smooth. The candy makers take the chocolate mixture and heat it up as they stir. After a little time, they will let it cool down, then, they heat it up again. The cycle happens a few times until the chocolate is smooth. When it is smooth, it is finally ready.

OR

**IN AN INFORMATIONAL TEXT, STRONG READERS MAKE CONNECTIONS BETWEEN THE EVENTS, IDEAS, AND STEPS IN THE TEXT.**

**BITTER BEAN TO SWEET CHOCOLATE**

1. List the steps of how you get chocolate from cacao trees.

2. Color the **FIRST** step of how you get chocolate from cacao trees.

3. Color the **LAST** step of how you get chocolate from cacao trees.

**IN AN INFORMATIONAL TEXT, STRONG READERS MAKE CONNECTIONS BETWEEN THE EVENTS, IDEAS, AND STEPS IN THE TEXT.**

**BITTER BEAN TO SWEET CHOCOLATE**

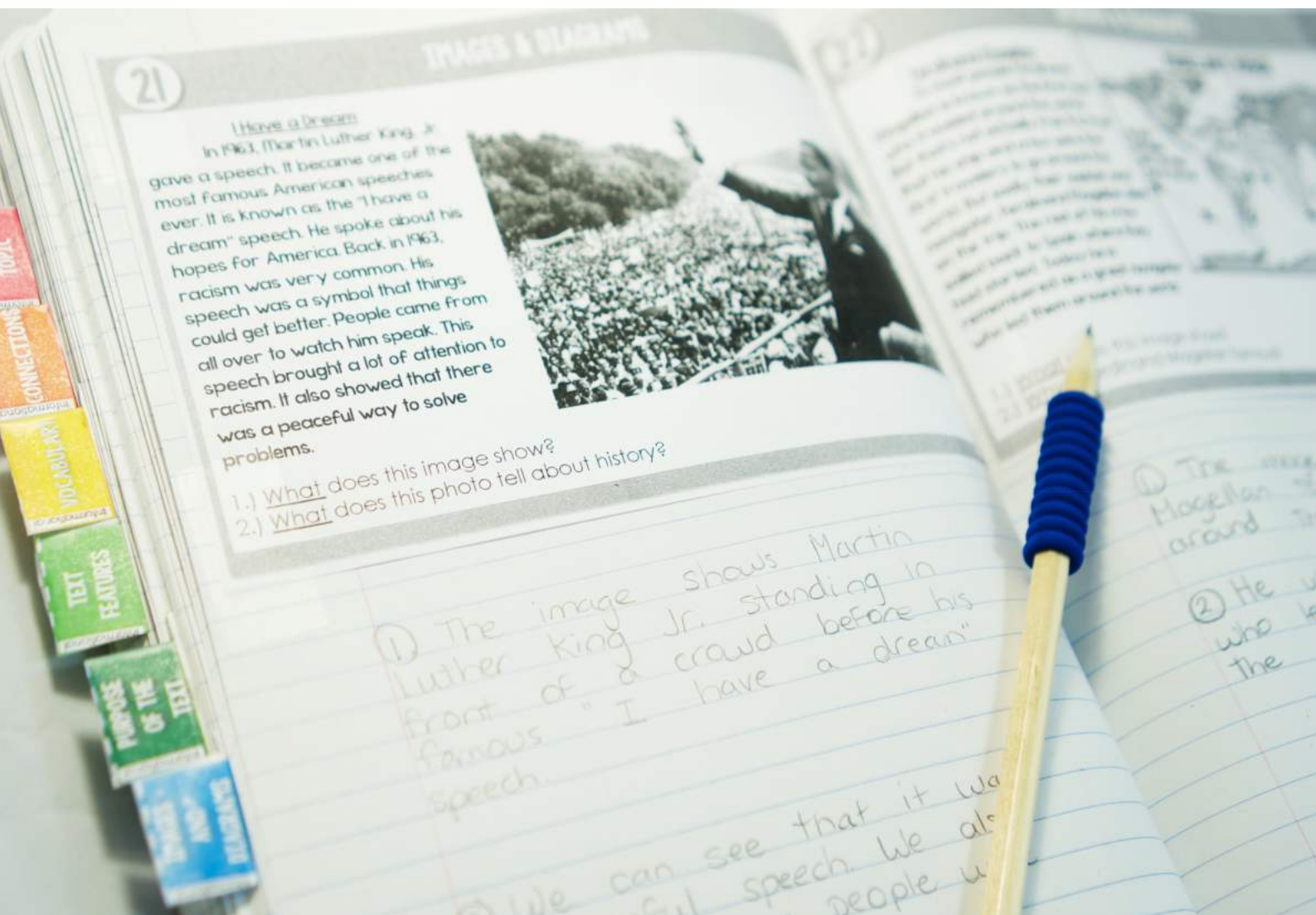
1. Write a paragraph describing how potato chips were created. Use the words **FIRST**, **NEXT**, and **FINALLY** in your paragraph.

3. Paragraph D has a **CAUSE** and **EFFECT** relationship. Describe it below. Color the text that supports your response.

**CAUSE:** **EFFECT:**

OR

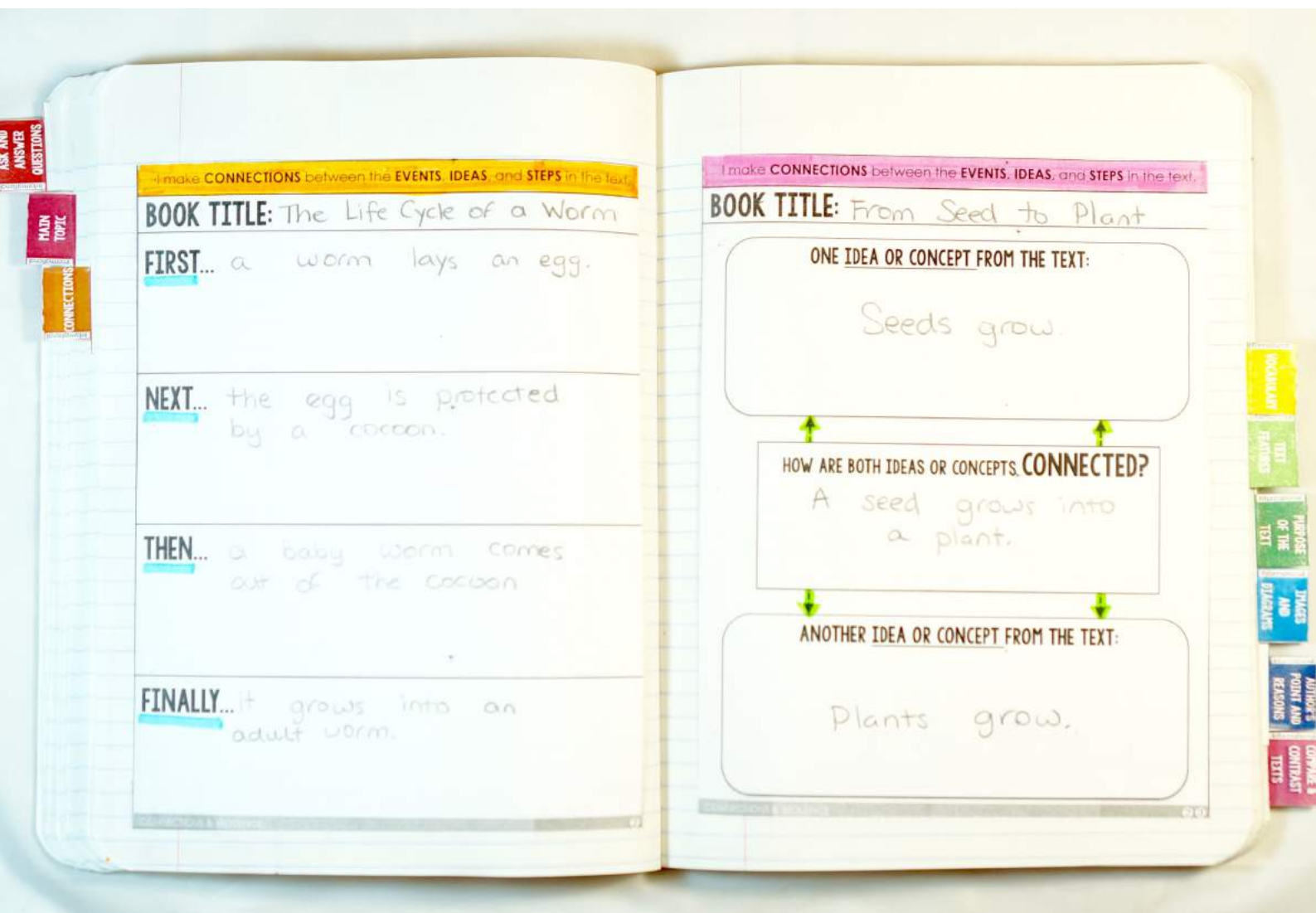




# DIFFERENTIATED TASK CARDS

**24 TASK  
CARDS  
IN EACH UNIT**

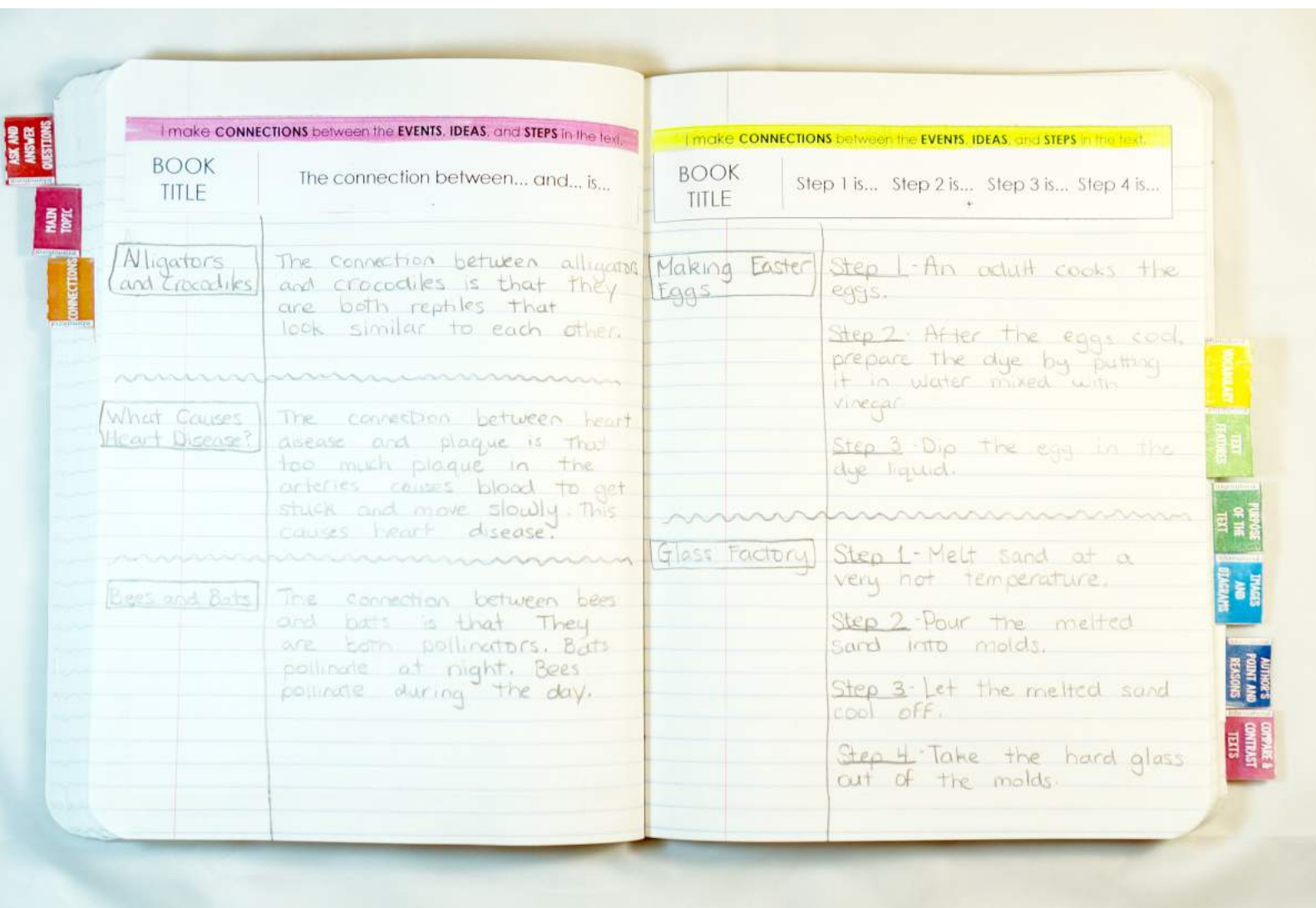
**EVERY CARD** is text based, which means the **TASK AND TEXT** is included on the card. The questions are open-ended and perfect for the notebook. However, they can be used as traditional task cards as well.



# READING RESPONSE PAGES

There are multiple reading response page options in each unit. Everything fits perfectly into a reading notebook. A list of **SUGGESTED MENTOR TEXTS** is also included in each unit. These mentor texts work well with the reading response pages.

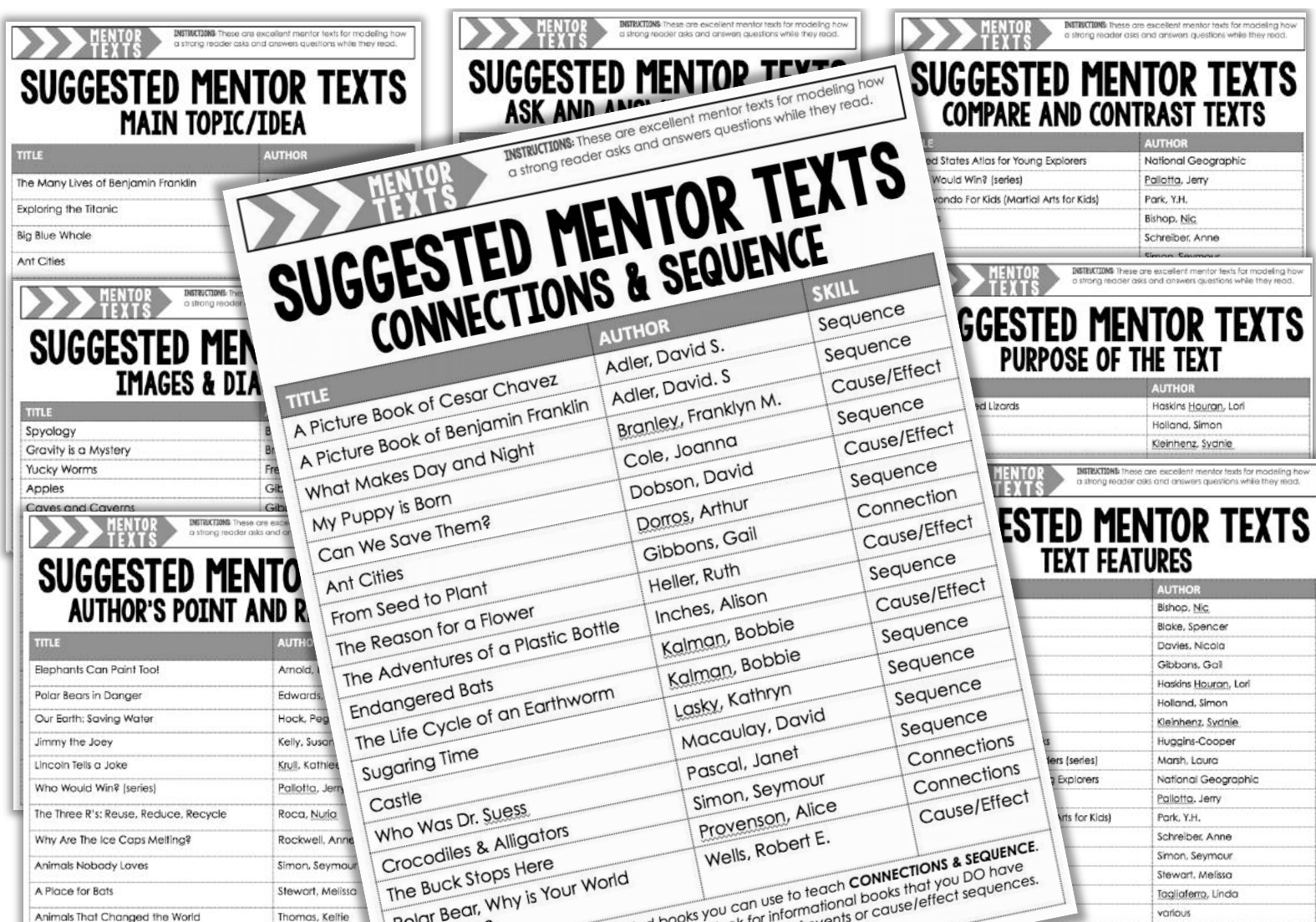
## ELIMINATE LOOSE PAPERS



# READING JOURNAL PROMPTS

There are additional journal prompts that the **STUDENT RESPONDS TO THROUGHOUT** the year. Students leave space in their journals for practicing reading skills all year long. Every unit includes these prompts.

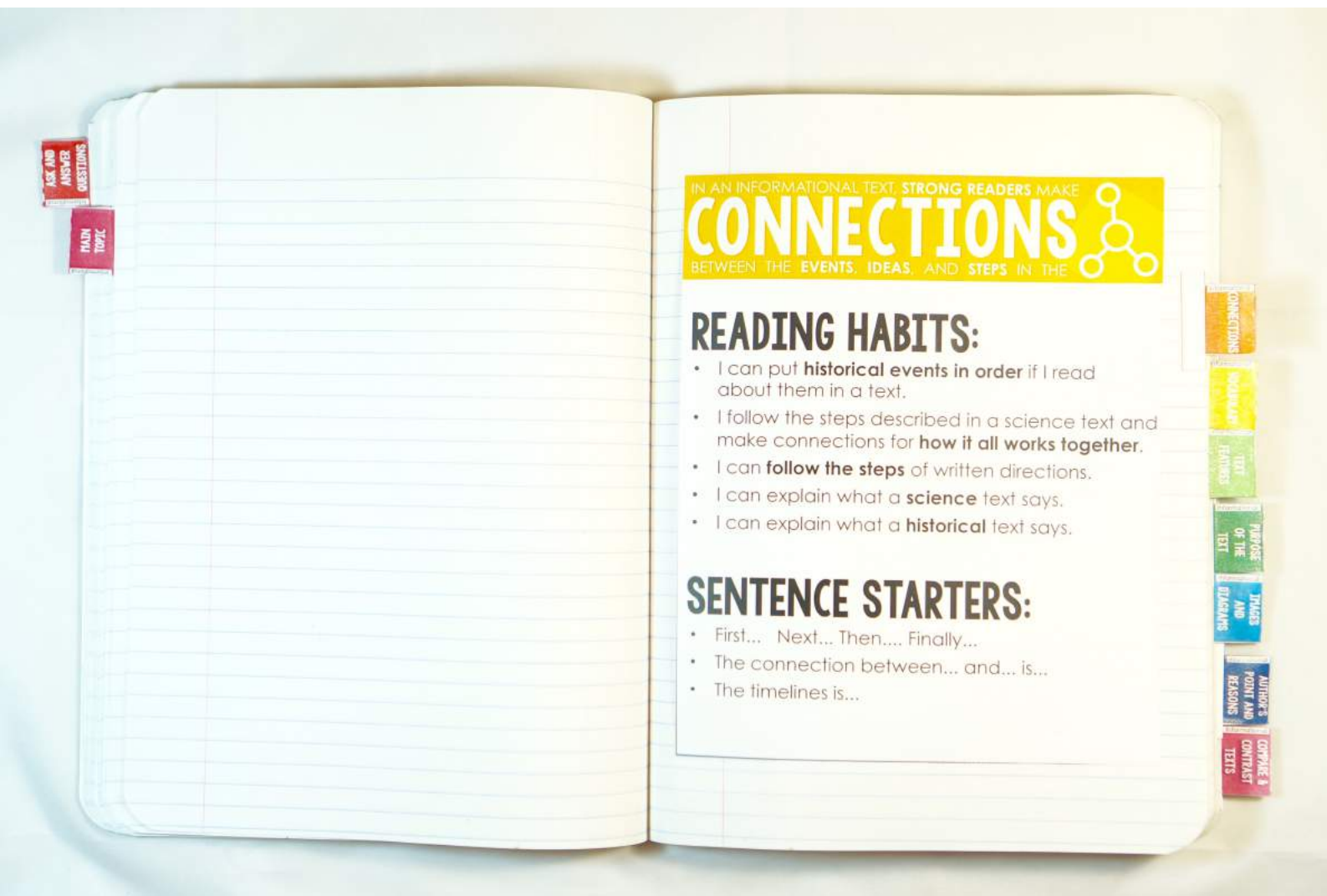




# MENTOR TEXT SUGGESTIONS

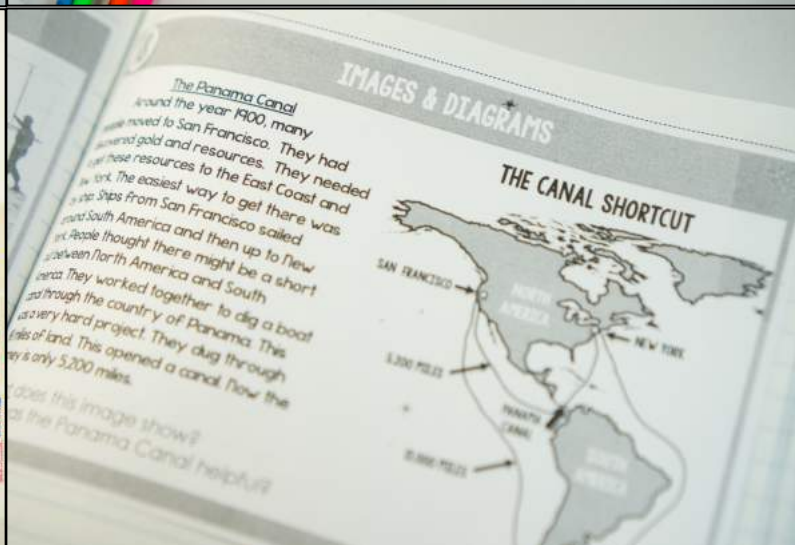
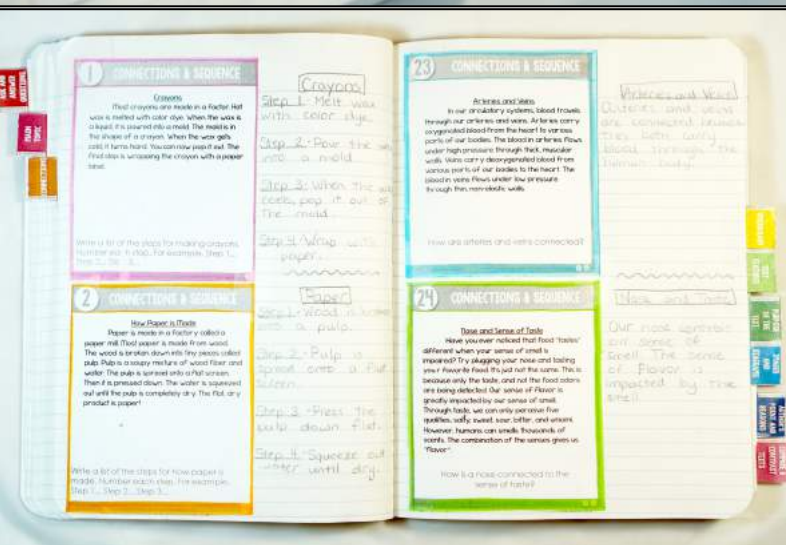
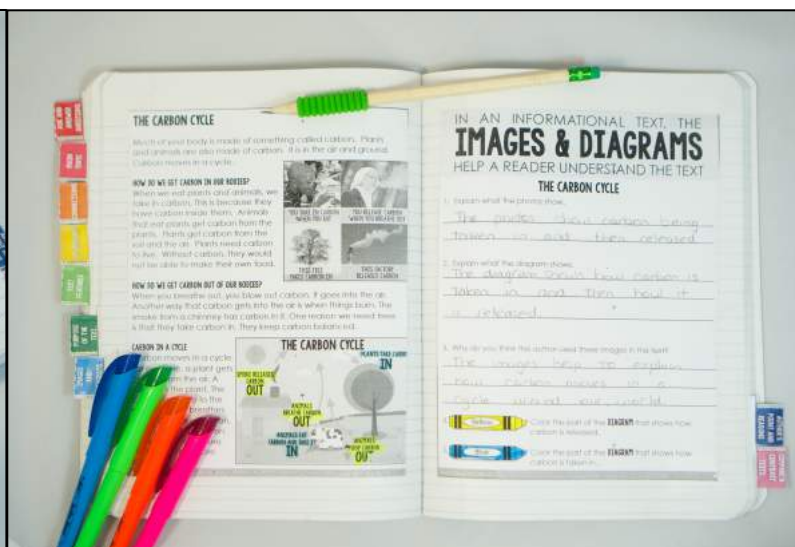
This list of suggested books works great for student texts or using in an interactive read aloud. These texts work well with the reading response pages.





# NOTEBOOK SUPPLIES

The notebook cover, tabs, chapter covers, and pockets are all included. Everything fits perfectly into a notebook. It is all minimal prep and minimal cutting and pasting.



# MORE INFORMATION

**LEXILE LEVELS** The Common Core standards consider 2nd and 3rd grade level texts within the same Lexile level band of 450-790. Each unit contains three passages written within this level. In addition, the passages have also been rewritten at a lower level and they all fall within a Lexile level of 390-580 which is perfect for your developing learners who are ready for some rich tasks.

**IMAGES, DIAGRAMS, MAPS, ETC.** The details have been thought about in this product. Everything you need for the trickiest topics is included. There are original maps, diagrams, illustrations, website simulations, and mini-books included. Everything is ready to be copied in black and white with low ink usage. Some OPTIONS for color are included.

## WHAT ABOUT NON-COMMON CORE CLASSROOMS?

Each unit is aligned to a Common Core standard. However, the units are referred to by title, instead of number. Non-Common Core schools will not be distracted by Common Core language or terminology. Everything was designed to work well in any 2<sup>nd</sup> or 3<sup>rd</sup> grade classroom.

## HOW IS IT COMBINED FOR 2<sup>ND</sup> AND 3<sup>RD</sup> GRADE?

Every classroom has a range of learners. Some students need to move at a slower pace. Others are ready for more advanced work. This pack includes activities for ALL of these learners. Everything is differentiated. Activities are discreetly marked so that you know, but your students do not.

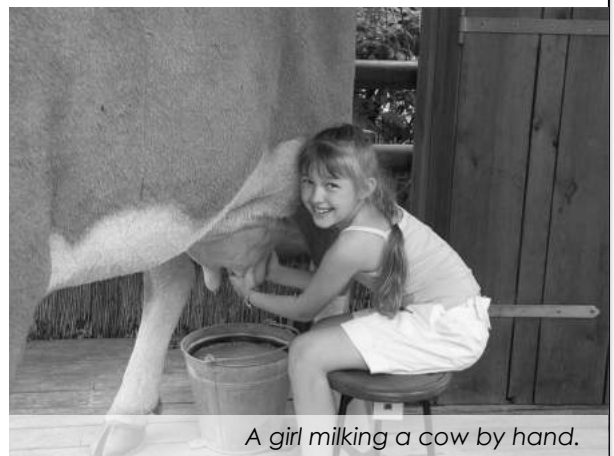


# UP CLOSE SIMPLIFIED READING PASSAGE

## THE STORY OF MILK

Milk comes from cows. How does it get from the cow to your cup? The story of milk starts on a farm. For cow to make milk, it needs to eat and drink a lot. Farmers start making milk when they take care of the cows.

A cow needs to be milked. There are two ways to milk a cow. One way is to pull down on the cow udders by hand. The other way is to use a machine. Both ways pull milk out of the cow. Next, the milk is stored in a large container, called a silo. The silo keeps it cold.



*A girl milking a cow by hand.*

Then, a big truck takes the milk to a factory. The milk is stored in a huge tub in the truck. It has to be kept very cold. This keeps it fresh.

When the milk gets to the factory, it needs to be treated. To treat it, they make it really hot. This kills any germs. After it is treated, the milk is then put into containers. Finally, it is sent to the stores.

The next time you see a cup of milk, think about where it came from. That milk was probably being taken from a cow on a farm less than two days ago. Thank you cows!

Put the glue on the edge of the paper, not in the middle.

Cut and paste into your reading notebook.



CONNECTIONS & SEQUENCE RI.3

Lexile 510L Words 245



**(HINT:** Look in the lower right corner to see the Lexile information. ● = simplified ●● = grade level **)**

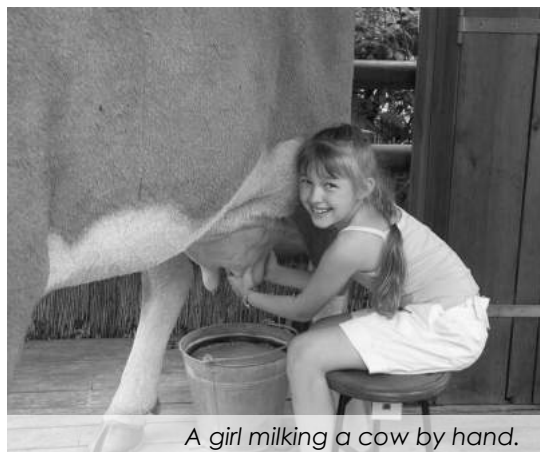
# UP CLOSE GRADE LEVEL READING PASSAGE

## THE STORY OF MILK

Where does milk come from? You probably know it comes from cows. How did it get from the cow to your refrigerator? The milk in your refrigerator was probably at the farm only one or two days before.

The story of milk begins on a farm. Cows are not the only animals that make milk, but we are going to focus on them. In order for a cow to make milk, they need to be well fed and cared for. Cows can drink up to a bathtub full of water each day. That is a lot! They eat up to 100 pounds of hay, corn, and grain every day, too. Without proper care, cows do not make as much milk. Farmers start making milk when they take care of the cows.

Cows are usually milked twice a day, once in the early morning and then again by hand, a person will pull downward on the cow's udder. Milking by hand takes a long time. Some farms use machines. The machines are much faster and a cow can be milked in about five minutes. Next, the milk is stored in a large container, called a silo. The silo keeps it cold. Bacteria does not like to be cold or hot. Bacteria can be harmful so it is important to keep it out of the milk.



A girl milking a cow by hand.

A large truck comes to collect the milk to take it to a factory. The person collecting the milk usually checks to make sure that it is okay to be taken to the factory. The milk is stored in a big tub in the truck. It is kept very cold so that the milk stays fresh on its way to the factory.

Once at the factory, the milk is tested again to make sure that it is okay for people to drink. Before it is completely safe for people to drink, it must be treated. To treat the milk, they make it really hot. This kills any harmful bacteria. This step keeps milk safe. Then, the milk is then put into containers. Finally, it is sent to the stores.

The next time you see a carton of milk, think about where it came from. That milk was probably being taken from a cow on a farm less than two days ago. It is amazing how fast it all happens. Thank you cows!

CONNECTIONS & SEQUENCE RI.3

Lexile 610L Words 361



Put the glue on the edge of the paper, not in the middle.

Cut and paste into your reading notebook.



**(HINT:** Look in the lower right corner to see the Lexile information. = simplified = grade level **)**



# UP CLOSE

## 2<sup>nd</sup> GRADE QUESTION PAGE

IN AN INFORMATIONAL TEXT, STUDENTS

# CONNECTIONS

BETWEEN THE **EVENTS, IDEAS, AND STEPS** IN THE TEXT.

### THE STORY OF MILK

1. List the steps of how you milk gets from the farm to your house.

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graph LR; B1[ ] --> B2[ ]; B2 --> B3[ ]; B3 --> B4[ ]; B4 --> B5[ ]; B5 --> B6[ ]; B6 --> B1;
```

2.  Color the **FIRST** step of how milk is made.

3.  Color the **LAST** step of how milk is made.

CONNECTIONS & SEQUENCE RI.3

2

Put the glue on the edge of the paper, not in the middle.

Cut and paste into your reading notebook.



**(HINT:** Look in the lower right corner to see what grade level standard the page is most closely aligned to.)

IN AN INFORMATIONAL TEXT, STUDENTS

## CONNECTIONS

BETWEEN THE **EVENTS**, **IDEAS**, AND **STEPS** IN THE TEXT.

### THE STORY OF MILK

1. Write a paragraph describing how milk gets from the farm to your house. Use the words **FIRST**, **THEN**, **NEXT**, and **FINALLY** in your paragraph.

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2. According to the text, what does it mean when you "treat" the milk. Describe this **CAUSE** and **EFFECT** relationship. Color the text that supports your response.

**CAUSE:**



**EFFECT:**



Put the glue on the edge of the paper, not in the middle.

Cut and paste into your reading notebook.



**(HINT:** Look in the lower right corner to see what grade level standard the page is most closely aligned to.)



# UP CLOSE

# DIFFERENTIATED TASK CARDS

## Crayons

Most crayons are made in a factory. Hot wax is melted with color dye. When the wax is a liquid, it is poured into a mold. The mold is in the shape of a crayon. When the wax gets cold, it turns hard. You can now pop it out. The final step is wrapping the crayon with a paper label.

Write a list of the steps for making crayons. Number each step. For example, Step 1... Step 2... Step 3...

2

from sand. Glass is made by taking sand to an extremely hot temperature. When the sand gets hot enough, the sand melts and becomes liquid. This process completely changes the sand. Once the sand melts, it does not look like sand anymore. Instead, it has completely new characteristics, such as transparency. The melted glass can be poured into molds to make things like bottles, or poured onto flat sheets to make windows. Then, you let it cool off. You can take it out of the molds or off of the sheets. It is now hard and ready to be used as glass.

Write a list of the steps for how glass is made. For example, Step 1... Step 2... Step 3...

2

## 10 CONNECTIONS & SEQUENCE

### Traffic Jams

Traffic jams can be caused by many things including car accidents, road construction, broken down vehicles, or too many cars trying to enter a road at the same time. When one car slows or stops, every car behind it must also slow or stop. This stopping and slowing creates what is called a traffic wave. Even when the car in front begins moving again, all of the cars coming from behind are still affected until traffic thins out long enough for the wave to end.

Describe what causes traffic jams.

3

## 16 CONNECTIONS & SEQUENCE

### What Causes Heart Disease?

Heart disease is the result of vital arteries becoming too stiff or too built up with plaque to allow adequate blood supply to flow. Heart disease can lead to a heart attack or stroke. Several factors contribute to heart disease and many of them are correctable. An unhealthy diet, not enough exercise, smoking, and being overweight are all things that can lead to heart disease.

Describe what causes heart disease.

What is the effect of heart disease?

3

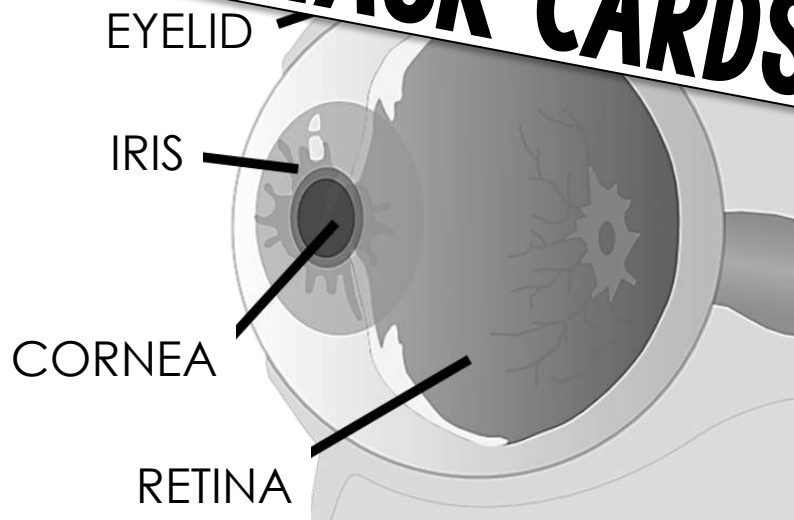
**(HINT:** Look in the lower right corner to see what grade level standard the card is most closely aligned to. **)**

# UP CLOSE

# DIFFERENTIATED TASK CARDS

## Too Bright!

When you see a bright light, your eye protects itself. The first thing that happens is you close your eyes. Your eyelid covers up the eye. If you look at a bright light with your eyelid open, your eye still protects itself. The iris gets bigger and covers up part of the cornea. Some light gets past the cornea. The light that passes the cornea gets to the retina. The retina tells the brain what it sees.



How does the diagram help the reader understand how an eye works?

2

18

## IMAGES & DIAGRAMS

### The Panama Canal

Around the year 1900, many people moved to San Francisco. They had discovered gold and resources. They needed to get these resources to the East Coast and New York. The easiest way to get there was by ship. Ships from San Francisco sailed around South America and then up to New York. People thought there might be a short cut between North America and South America. They worked together to dig a boat canal through the country of Panama. This was a very hard project. They dug through 48 miles of land. This opened a canal. Now the journey is only 5,200 miles.

- 1.) What does this image show?
- 2.) Why was the Panama Canal helpful?

### THE CANAL SHORTCUT



3

**(HINT:** Look in the lower right corner to see what grade level standard the card is most closely aligned to.)

# UP CLOSE DIFFERENTIATED RESPONSE PAGES

Put the glue on the edge of the paper, not in the middle.

Cut and paste into your reading notebook.

I make **CONNECTIONS** between the **EVENTS**

**BOOK TITLE:**

**FIRST...**

**NEXT...**

**THEN...**

**FINALLY...**

CONNECTIONS & SEQUENCE RI.3

2



**(HINT:** Look in the lower right corner to see what grade level standard the page is most closely aligned to.)



# UP CLOSE DIFFERENTIATED RESPONSE PAGES

I make **CONNECTIONS** between the **EVENTS**.

**BOOK TITLE:**

What is a **CAUSE** and **EFFECT** relationship found this text?

**CAUSE**



**EFFECT**

CONNECTIONS & SEQUENCE RI.3

3

Put the glue on the edge of the paper, not in the middle.

Cut and paste into your reading notebook.



**(HINT:** Look in the lower right corner to see what grade level standard the page is most closely aligned to.)

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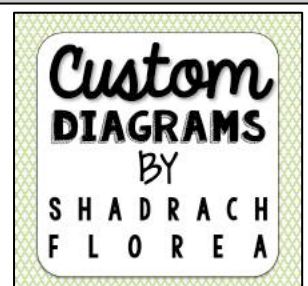
<http://www.teacherspayteachers.com/Store/Teaching-And-Tapas>

Check out my teaching **BLOG** for more tips and ideas:

[www.TeachingAndTapas.com](http://www.TeachingAndTapas.com)

If you have any questions or if you notice any errors, I would be happy to help you right away. Just send an **EMAIL** to:

[TeachingAndTapas@gmail.com](mailto:TeachingAndTapas@gmail.com)



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