

ONE STUDENT NOTEBOOK FOR ALL LITERATURE STANDARDS

SEVEN UNITS

EACH UNIT INCLUDES:

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

GROWING BUNDLE

UNITS IN THIS BUNDLE:

Your purchase is a “growing bundle”. At this time, the bundle does not include every unit YET. Since it is “growing”, I will be adding units as I finish them. On TpT, go to “My Purchases” and redownload the file when the following units have been finished and uploaded.

- **REFER TO THE TEXT** (completed)
- **THEME** (completed)
- **CHARACTERS, SETTINGS, AND EVENTS** (completed by Aug 20, 2017)
- **VOCABULARY AND FIGURATIVE LANGUAGE** (completed by Sept 3, 2017)
- **POINT OF VIEW** (completed by Sept 17, 2017)
- **ILLUSTRATIONS** (completed by Oct 8, 2017)
- **COMPARE AND CONTRAST STORIES** (completed by Oct 22, 2017)

(NOTE: I will **NOT** be making a unit that matches standard RL.4.5 or RL.5.5 (structure of poems and dramas))

**THE FOLLOWING PAGES ARE A
PREVIEW OF WHAT YOU WILL
FIND IN ALL COMPLETED UNITS**

SEVEN UNITS

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

There are **SEVEN** literature 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.

**REFER TO
THE TEXT**

RL.4.1 & RL.5.1

THEME

RL.4.2 & RL.5.2

**CHARACTERS,
SETTINGS, &
EVENTS**

COMING SOON
Completed by Aug 20, 2017

RL.4.3 & RL.5.3

**GROWING
BUNDLE**

Units will be added as they are completed.

**VOCABULARY
& FIGURATIVE
LANGUAGE**

COMING SOON
Completed by Sept 3, 2017

RL.4.4 & RL.5.4

**POINT
OF VIEW**

COMING SOON
Completed by Sept 17, 2017

RL.4.6 & RL.5.6

ILLUSTRATIONS

COMING SOON
Completed by Oct 8, 2017

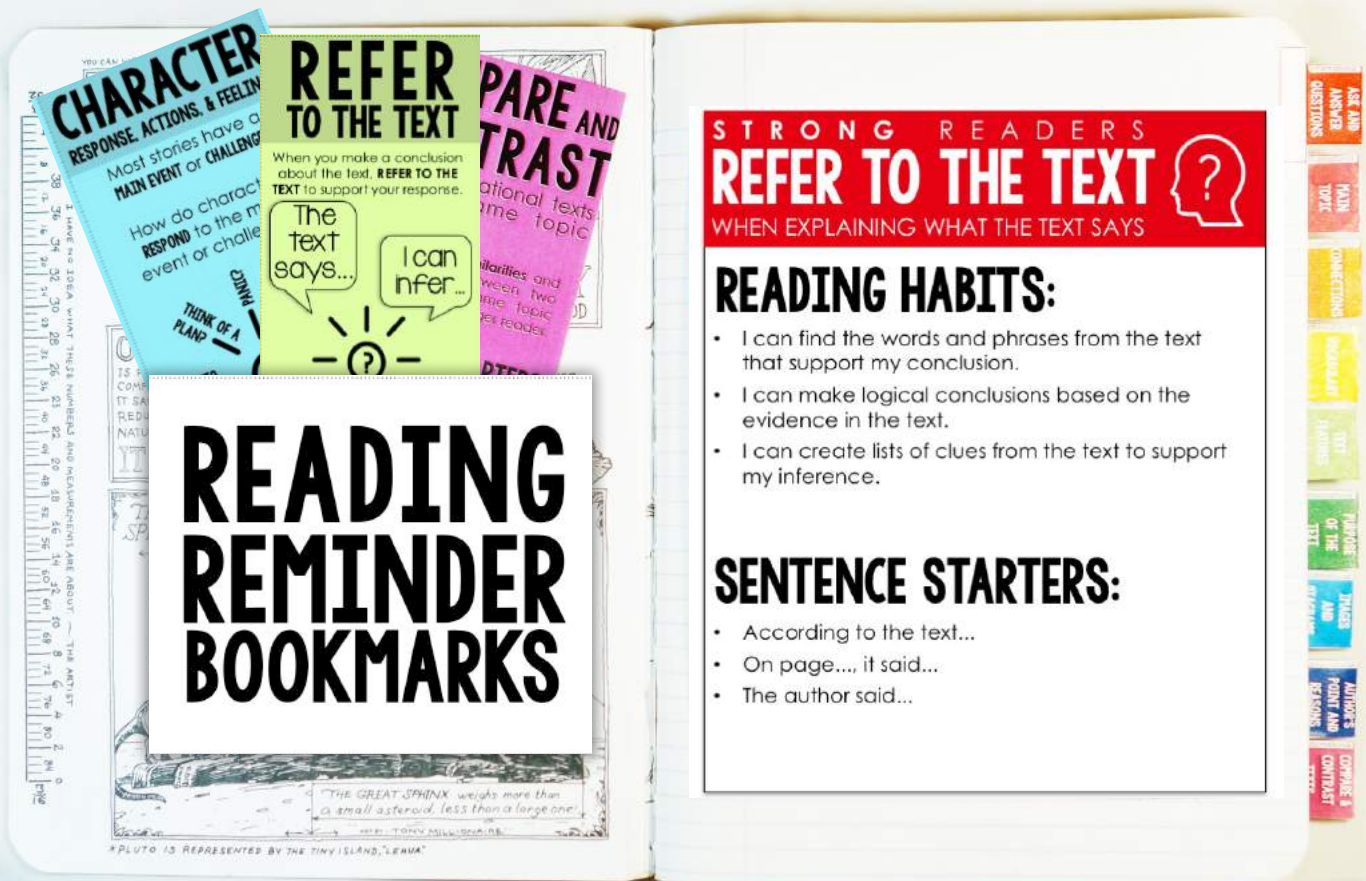
RL.4.7 & RL.5.7

**COMPARE AND
CONTRAST**

COMING SOON
Completed by Oct 22, 2017

RL.4.9 & RL.5.9

(NOTE: I will **NOT** be making a unit that matches standard RL.4.5 or RL.5.5 (structure of poems and dramas))



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.

REFER TO THE TEXT

Anna shivered in the cold, drawing helpfully around her. The dull gray sky did nothing to improve her mood. When would his sleigh get here? If he didn't, he would be the last one to the pond with the kates. She didn't want Tina and Beth to be the ice without her.

What can you infer about the setting?

4

REFER TO THE TEXT

My heart stood still as I tried to hear. Music came drifting through the window from across the alley. If I stood on tiptoe, I could see Lottie sitting on the bench. Her fingers drifted slowly over the keys. There wasn't anyone around, and I knew she thought she was alone. I didn't want to spy, but I couldn't look away. The music was beautiful. I wondered where she had learned to play like that. In all the years we had been friends, I had never heard her play.

What can you infer that Lottie is doing?

24

REFER TO THE TEXT

I pedaled harder. The boys were right behind me. Out of nowhere, I hit a rock and both wheels locked up. I felt myself flying over the handlebars. The next thing I knew, I was flat on my back, looking at the sky, gasping for breath. "There he is," one of the boys yelled. "Get him!" said another. I closed my eyes. As soon as I caught my breath, I could leap up and escape. I waited for someone to grab me, but nothing happened.

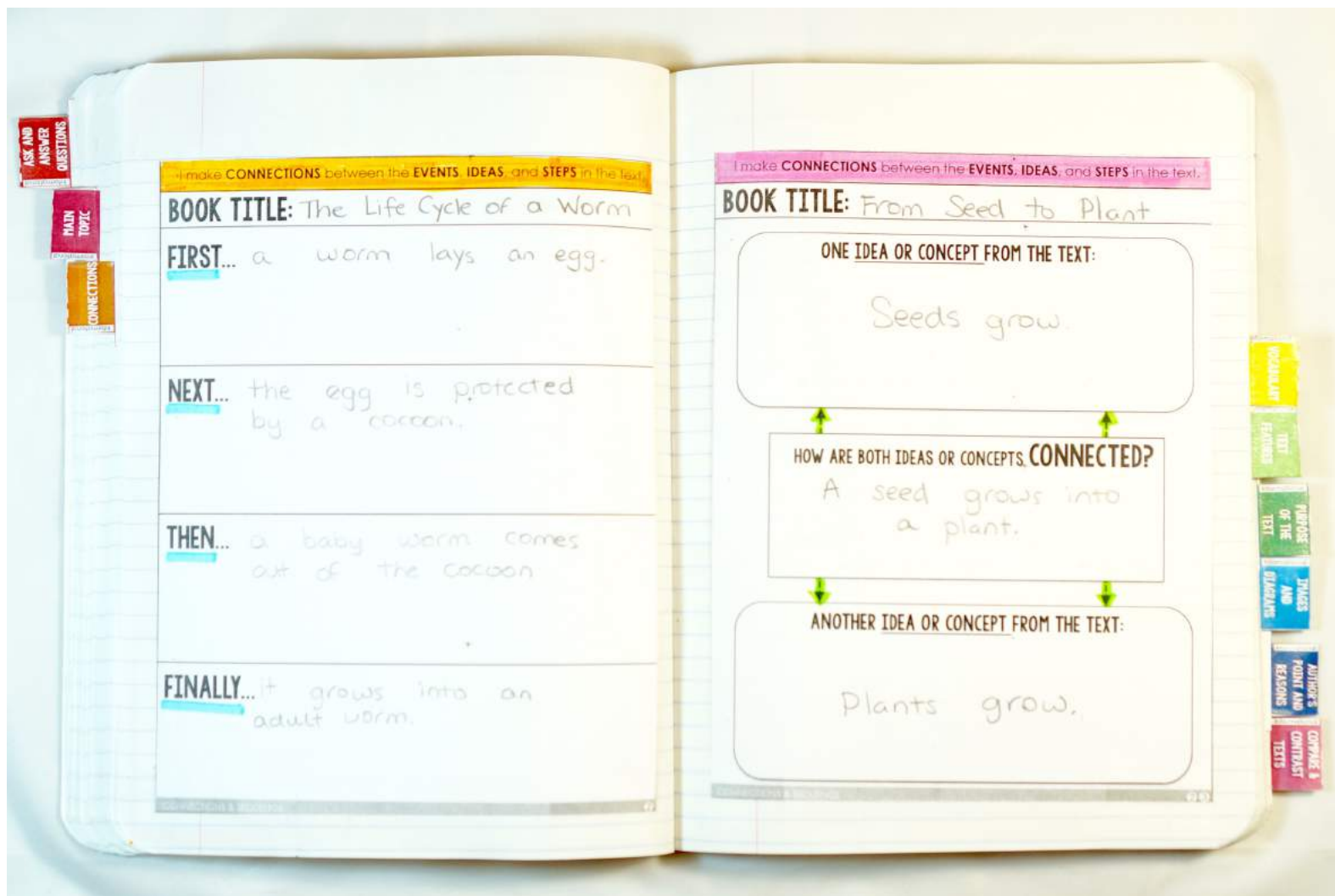
Then I heard another one of them shout "I've got him!" I slowly raised my head. Way behind me was a group of boys. They were all leaning over their bikes, looking at something. I got up and walked over. One boy was holding a red leash. Another boy was holding a wriggling puppy.

What can you infer about the boy on his bike being chased? Quote the text in your response.

DIFFERENTIATED TASK CARDS

24 TASK CARDS

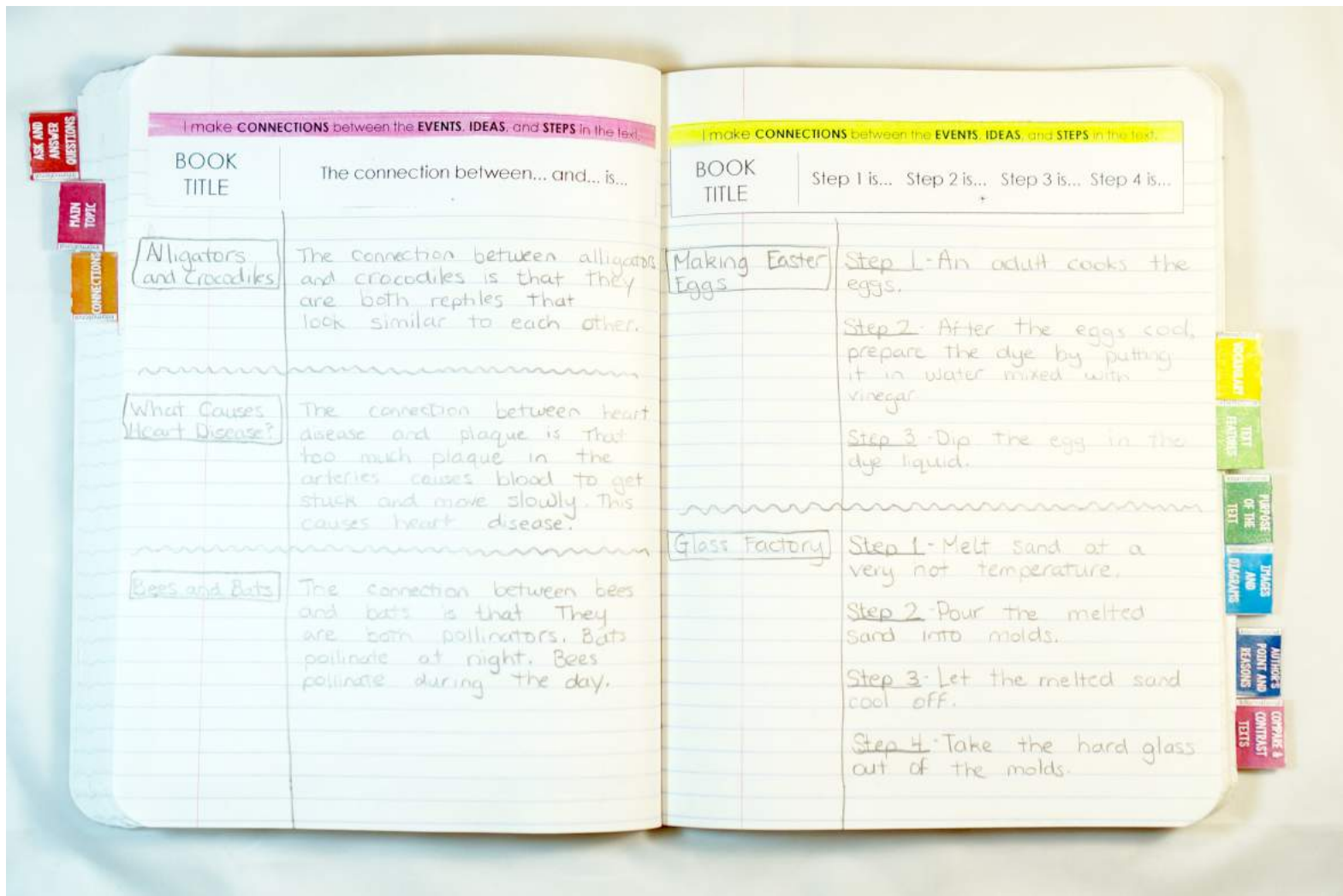
EVERY CARD is text based, which means the **TASK AND TEXT** is included on the card. The reading level and question prompts get more complex as you move from Task 1 to Task 24.



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 TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader asks and answers questions while they read.

SUGGESTED MENTOR TEXTS
COMPARE & CONTRAST TWO VERSIONS OF THE SAME STORY

TITLE	AUTHOR
Cinderella (Karin, Barbara)	
The Egyptian Cinderella (Clima, Shirley)	
Bubba, the Cowboy Prince (Ketterman, Helen)	
Cindy Ellen: A Western Cinderella (Lowell, Susan)	
Cinder Edna (Jackson, Ellen)	
Bigfoot Cinderella (Johnson, Tony)	
Monterella (Charlesworth, Liz)	
The Rough-Face Girl (Marlin, Rafe)	
Cinderella Stories Around the World (Meister, Cori)	

MENTOR TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader asks and answers questions while they read.

SUGGESTED MENTOR TEXTS
POINT OF VIEW

TITLE	AUTHOR
The Table Where Rich People Sit	Boylor, Syra
Voices in the Park	Browne, Anthony
The Great Kapok Tree	Cherry, Lynne
The Day the Crayons Quit	Daywalt, Drew
Wilfred Gordon McDonald Partridge	Fox, Mem
The Girl Who Loved Wild Horses	Goble, Paul
The Little House	Lee Burton, Virginia
Mr. Peabody's Apples	Madonna

MENTOR TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader asks and answers questions while they read.

SUGGESTED MENTOR TEXTS
RHYTHM, RHYMING, & FIGURATIVE LANGUAGE

TITLE	AUTHOR	GENRE
Double Trouble in Walla Walla	Clements, Andrew	Alliteration
Four Famed Foxes and Foszyke	Duncan Edwards, Pamela	Alliteration
Some Smug Slug	Duncan Edwards, Pamela	Alliteration
My Mama Had a Dancing Heart	Gray, Libby	Figurative Language
Today I feel Silly	Lee Curtis, Jamie	Poetry
The Night Pirates	Harris, Peter	Repetition
A Rumpus of Rhymes	Katz, Bobbi	Poetry
Every Time I Climb a Tree	McCord, David	Poetry
Good Sports	Prelutsky, Jack	Poetry
Night in the Country	Rylant, Cynthia	Figurative Language
Falling Up	Silverstein, Shel	Poetry
Where the Sidewalk Ends	Silverstein, Shel	Poetry

MENTOR TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader asks and answers questions while they read.

SUGGESTED MENTOR TEXTS
ASK AND ANSWER QUESTIONS

MENTOR TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader asks and answers questions while he or she reads.

SUGGESTED MENTOR TEXTS
REFER TO THE TEXT

TITLE	AUTHOR
More Than Anything Else	Bradby, Marie
Fig Pudding	Fletcher, Ralph
Hurricane!	London, Jonathan
The Invisible Boy	Ludwig, Trudy
Bellyache: A Delicious Tale	Marcos, Crystal
Annie and the Old One	Miles, Miska
Plantzilla	Nolen, Jerdine
The Royal Bee	Park, Frances and Ginger
The Gardener	Stewart, Sarah
The Bracelet	Uchida, Yoshiko
Just a Dream	Van Allsburg, Chris
The Stranger	Van Allsburg, Chris
The Sweetest Fig	Woodruff, Elvira
The Memory Coat	Woodson, Jacqueline
The Other Side	Wojtowicz, Jennifer
The Boy Who Grew Flowers	Yolen, Jane

MENTOR TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader can understand the moral or lesson in many stories.

SUGGESTED MENTOR TEXTS
MORAL OF THE STORY

TITLE	AUTHOR
	Aesop
	Arnold McCully, Emily
	Carlson, Nancy
	Cooney, Barbara
	Demi
	Dorris, Arthur
	Goodman, Linda

MENTOR TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader asks and answers questions while they read.

SUGGESTED MENTOR TEXTS
ASK AND ANSWER QUESTIONS

TITLE	AUTHOR
	Abercrombie, Barbara
	Bunling, Eve
	Bunling, Eve
	Fleischman, Paul
	Gay, Marie-Louise
	Laskey, Kathryn
	Laskey, Kathryn
	Lewis, Owen Paul
	McKissack, Patricia

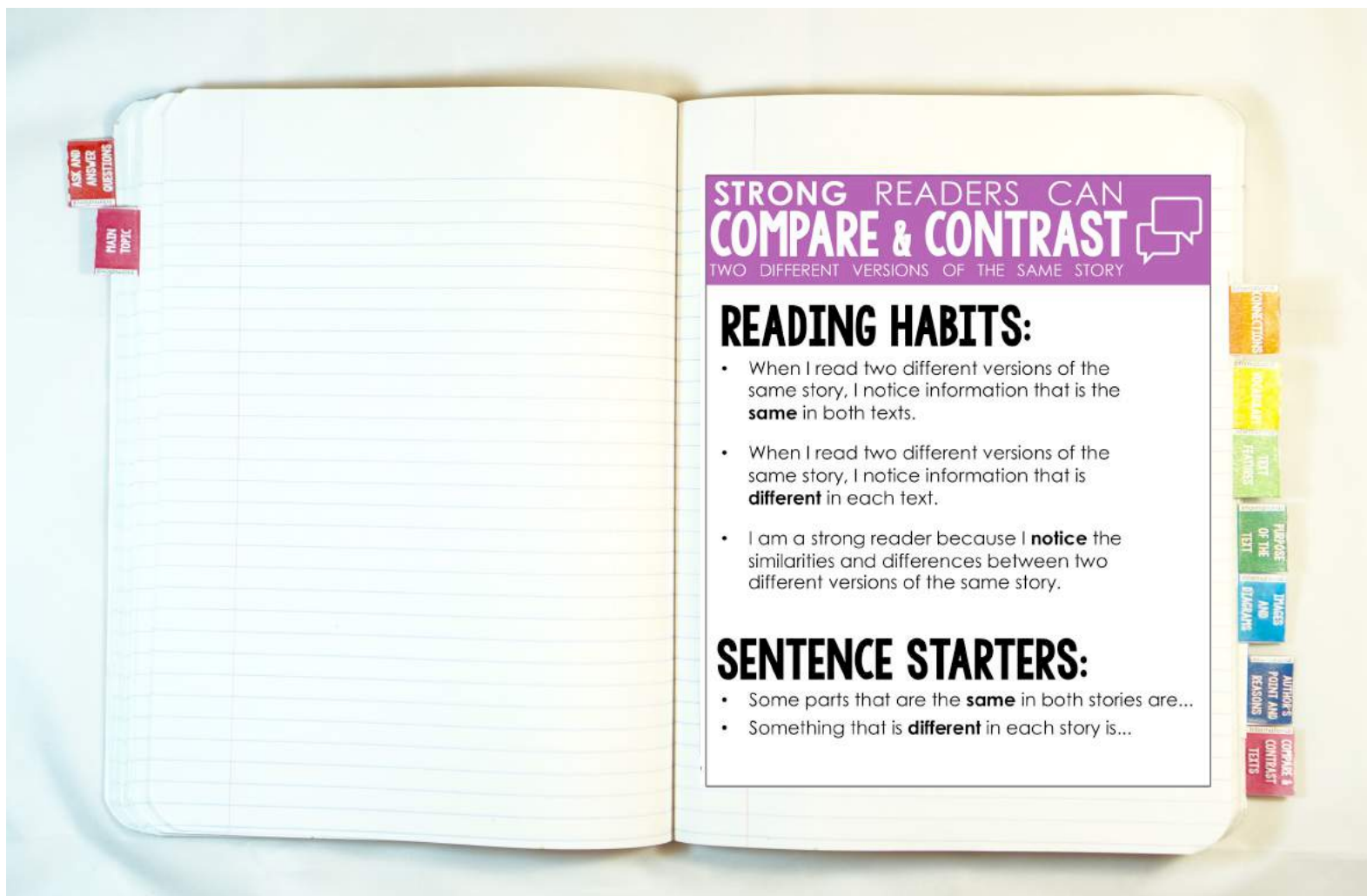
MENTOR TEXTS INSTRUCTIONS: These are excellent mentor texts for modeling how a strong reader uses the illustrations to make meaning of the text.

SUGGESTED MENTOR TEXTS
ILLUSTRATIONS

TITLE	AUTHOR	GENRE
	Andrews, Troy	Plot
	Barnett, Mac	Character
	Barnett, Mac	Selling
	Frazer, Maria	Character
	Frazer, Maria	Wordless Book
	French, Jackie	Character
	French, Jackie	Character
	Jenkins, Emily	Mood
	Keats, Ezra Jack	Plot
	Kellogg, Steven	Plot
	Lianni, Leo	Plot
	McKissack, Patricia	Character
	Murson, Derek	Character

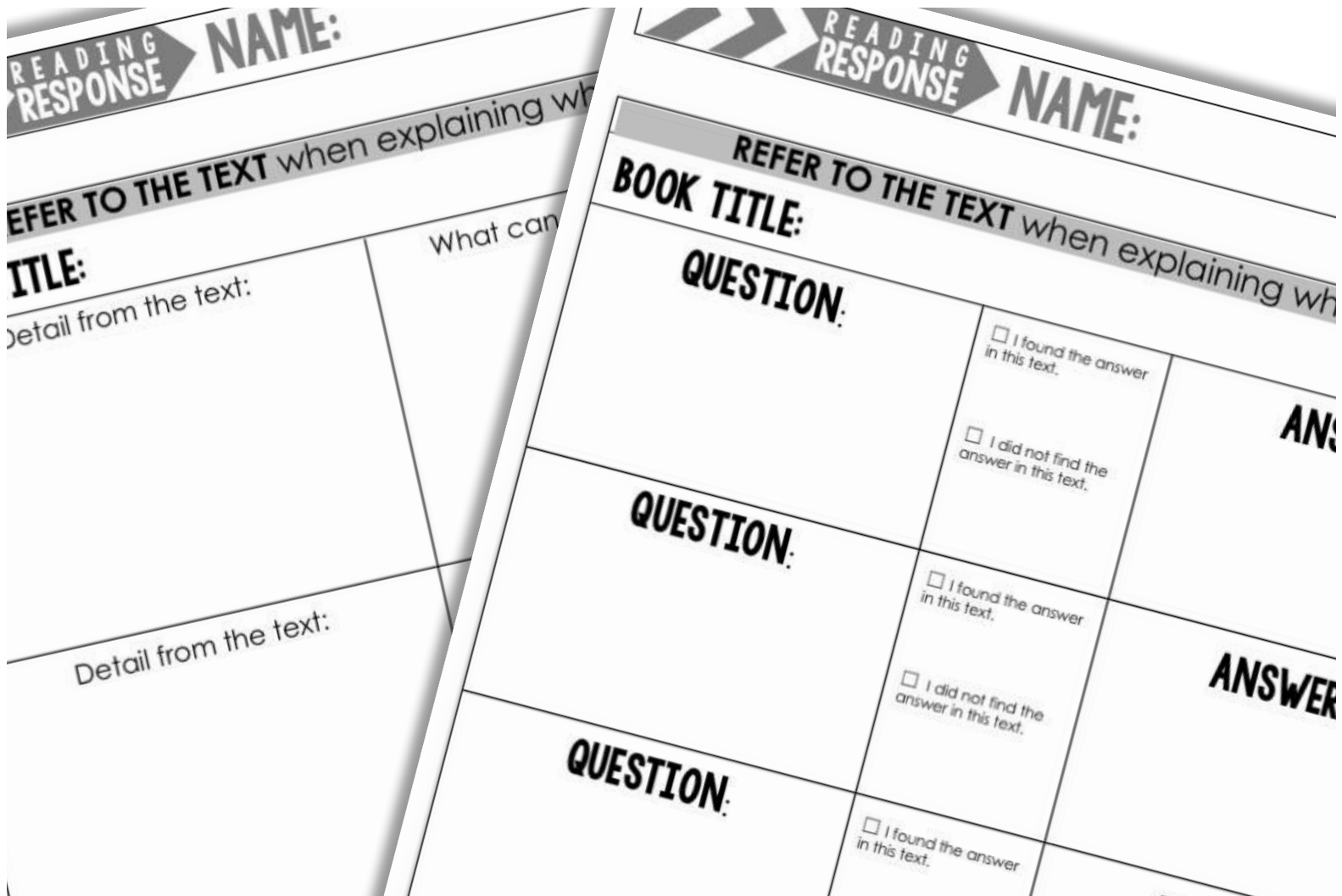
MENTOR TEXT SUGGESTIONS

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 4th and 5th grade level texts within the same Lexile level band of 770-980. Each unit contains three stories 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 500-700 which is perfect for your developing readers.

ILLUSTRATIONS, POEMS, DRAMAS , ETC. The details have been thought about in this product. Everything you need for the trickiest topics is included. There are original illustrations, poems, and dramas, 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 4th or 5th grade classroom.

HOW IS IT COMBINED FOR 4TH AND 5TH 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

A SECOND CHANCE FOR SAHARA

Michael unlocked the door to his restaurant. His small restaurant, Taste of Sahara, had been closed for the weekend. He looked up at the ceiling as he entered. He did not see any leaks. The roofer's patch job worked in the rainstorm. He would have to fix the roof soon. Roof repairs were so expensive.

Michael picked up the mail. Many of the envelopes had red showing through their plastic windows. Some had words like "final notice". Michael stashed them in his tiny office.

"Michael! Boss, you in there?" Kwame, the head chef, asked while opening the office door. "Mitch's Meat Mart truck is pulling in. Get our standard order?"

Michael tried to sound calm. He hid his worries and said, "You head to the kitchen, Kwame. I'll go out and talk to the guys from Mitch's." Michael walked out to meet the delivery truck.

The men unloaded heavy boxes of meat. "This is our last order, Michael," one of them said. "No more orders until you pay up."

Michael could not argue with that. He nodded and took the meat to the kitchen. He hid in his office. There were many pictures of his childhood in Africa and then when they both moved to America. There was his diploma in restaurant management. His favorite reminders were the framed letters from happy customers who wrote great reviews. There were also stacks of bills... bills he could not pay. Michael turned on the answering machine to listen to the messages.

"Mr. Amakali, hi, I'm from the *Daily Journal*. We're doing an article on hidden treasure restaurants in the area. I am hearing great things about your restaurant. I would like to write an article. We will pay you a small fee. It will mean a lot of free advertising for you. We will have our famous food critic write a review. It is a big deal. You can expect a huge group of new customers to show up after his review. Let me know if this is okay. Here is my number."

Michael was excited to write down the phone number. Could this be the answer? "Kwame! Get ready to make your best Moroccan beef tagine!"

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

Cut and paste into your reading notebook.



REFER TO THE TEXT RL.1

Lexile Range 500-600L Words 365

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

UP CLOSE GRADE LEVEL READING PASSAGE

A SECOND CHANCE FOR SAHARA

Michael whistled as he unlocked the door to his restaurant on Monday morning. His small bistro, Taste of Sahara, was always closed on Sunday, but this weekend, it had been closed on Saturday, as well. He looked up at the ceiling. He breathed a sigh of relief. There were no leaks or wet spots. That meant that the roofer's patch job had held through the weekend rainstorm. He would really have to do something more permanent to fix the roof soon.

Michael's smile went away as he looked at the mail by the door. Many of the envelopes had red showing through their plastic windows. Some had big, bold letters stamped across the back with words like "final notice" and "third reminder". Quickly, Michael picked them up and took them to his tiny back office.

"Michael! Boss, you in there?" Kwame, the head chef, asked while opening the office door. "Mitch's Meat Mart truck is pulling in. Get our standard order?"

Michael tried to sound calm. He hid his worries and said, "You head to the kitchen, Kwame. I'll go out and talk to the guys from Mitch's." Michael moved Kwame away from his office door and into the kitchen. Then he raced out to meet the delivery truck.

The men from Mitch's Meat Mart were a little grumpy as they unloaded the heavy boxes of meat. "This is our last order, Michael," one of them said. "No more orders until the bills are paid."

Michael could not argue with that. He nodded and took the meat into the kitchen. He dropped it on the counter and then quickly went to hide in his office. It wasn't a good hiding spot. It was the reminder of his hopes and dreams. There were many pictures of his childhood in Africa and pictures of him and Kwame in America. There was a large framed diploma in restaurant management. His favorite reminders were the framed letters from happy customers who wrote rave reviews. The office was also a place of failures. It was full of stacks of bills, final notices, and repair bills that he could not pay.

PAGE 1 OF 2

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

Cut and paste into your reading notebook.



REFER TO THE TEXT RL.1

Lexile Range 700-800L Words 575



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

UP CLOSE GRADE LEVEL READING PASSAGE

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

Cut and paste into your reading notebook.

"What am I going to do?" Michael groaned. People love the restaurant... after they discovered it. The problem was that not many people knew about Moroccan food. A lot of people in the town were nervous to try different foods and restaurants. He and Kwame were always able to win them over when they tasted the delicious spices, sauces, and meats. Michael reached over to play the messages on the answering machine.

"Mr. Amakali, hi, I'm from the *Daily Journal Newspaper*. We're doing an article on out of the ordinary cuisines in the area. Taste of Sahara is highly praised, but there doesn't seem to be a lot of press about your place. Would you mind if I came in this week with a photographer and did an article on your food? We'll pay you a small fee, plus it will mean a lot of free advertising for you. We'll also be willing to have our famous food critic, Chef Damien Weinstein, write a review. Thousands of Chef Weinstein's loyal followers try his recommendations after his reviews each week. It is a big opportunity. Please let me know. Here's my number."

Michael scribbled down the phone number with shaking hands. Could this be the answer? "Kwame! We need your best Moroccan beef tagine! Get it ready! We're having big guests this week!"

PAGE 2 OF 2

REFER TO THE TEXT RL.1

Lexile Range 700-800L Words 575



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

UP CLOSE

4th GRADE QUESTION PAGE

STRONG READER REFER TO THE TEXT

WHEN EXPLAINING WHAT THE TEXT SAYS

A SECOND CHANCE FOR SAHARA

1. Write a question where the answer could be found in the text. Then find the answer to your question, and color it.

Color the answer to your question



2. What can you infer about how Michael feels in the story? Refer to the text in your response.

3. How does the reader know that the restaurant is having money troubles? Refer to the text in your response.

4. What effect do you think the newspaper review will have on the restaurant? Refer to the text in your response.

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

Cut and paste into your reading notebook.



REFER TO THE TEXT RL.1

4

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

UP CLOSE

5th GRADE QUESTION PAGE

STRONG READER REFER TO THE TEXT

WHEN EXPLAINING WHAT THE TEXT SAYS

A SECOND CHANCE FOR SAHARA

1. What can you infer about how Michael feels in the story? Include quotes from the text that support your response.



Color the text that you have quoted.

2. How does the reader know that the restaurant is having money troubles? Include quotes from the text that support your response.



Color the text that you have quoted.

3. What effect do you think the newspaper review will have on the restaurant? Include quotes from the text that support your response.



Color the text that you have quoted.

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

Cut and paste into your reading notebook.



REFER TO THE TEXT RL.1

5

(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

Anna shivered in the cold, drawing her coat tightly around her. The dull gray sky did not do much to improve her mood. When would her brother and his sleigh get here? If he didn't hurry, she would be the last one to the pond with her skates. She didn't want Tina and Beth to go out on the ice without her.

What can you infer about the setting?

4

watched the waves crash against the shore. I had the lei around my neck. I would do tomorrow. I could see the volcano in the distance. I would take a surfing lesson. With only three days left on the island, I wanted to make the most of my time. Back home, it was snowing, and I needed to remember to take my coat with me to the airport.

What can you infer about the setting?

4

3

REFER TO THE TEXT

Tears ran down his face. Jo Jo had been his best friend. He smiled as he remembered how Jo Jo used to steal his food. He would then look at him with such a funny expression that Tom could never bring himself to scold him. Gently, Tom placed Jo Jo's favorite chew toy and leash up on the top book shelf in his bedroom. A few moments later Tom felt his dad's hand on his shoulder comforting him.

What can you infer about this text?

4

4

REFER TO THE TEXT

My heart stood still as I tried to hear. Music came drifting through the window from across the alley. If I stood on tiptoe, I could see Lottie sitting on the bench. Her fingers drifted slowly over the keys. There wasn't anyone around, and I knew she thought she was alone. I didn't want to spy, but I couldn't look away. The music was beautiful. I wondered where she had learned to play like that. In all the years we had been friends, I had never heard her play.

What can you infer that Lottie is doing?

4

(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

My stomach rumbled as I smelled dinner cooking in the kitchen downstairs. I realized that it had been hours since I last ate anything. Pushing myself off the bed, I decided to go down and see what the rest of the family was doing. From the family room, I heard peals of laughter as my two brothers played video games. My sister was out on the porch with a book in her hand. I walked into the kitchen and gave my mom a quick hug. "Do you need help?" I asked.

"No, just go wash up and tell everyone it's ready," she said.

I headed to the sink and turned on the water.

How do you know that this family gets along well? Quote the text in your response.

5

were tiny. Carefully, I took them from their mother and placed them in my old aquarium. For a week, I checked on them every morning and never saw a change. Then one morning, I saw that they had hatched. The babies looked nothing like their mother. I made sure that they had plenty of food, and the babies grew. It wasn't long before I noticed them going through a change. Each one started weaving a small cocoon around itself. What went on inside the cocoon, I do not know. However, one opened up this morning, and wings began to emerge.

What kind of eggs do you think are in this story? Quote the text in your response.

5

19

REFER TO THE TEXT

I rubbed my hands together as I surveyed the yard. Acorns littered the ground beneath piles of red and gold leaves. Near the shed, I watched as two squirrels stuffed their cheeks full of nuts and then hurried to bury them at the base of a tree. It wouldn't be long until Pops got back from the store. I needed to get busy, or I wouldn't be finished with the chores. I grabbed the ax and headed to the woodpile. Unless I missed my guess, we were going to need that wood tonight. Already, I could feel the temperature dropping. I blew out a small breath, and a light mist formed in front of my mouth.

How do you know what season it is in the story? Quote the text in your response.

5

20

REFER TO THE TEXT

Oh, no! I needed to hurry. It was time for the bell to ring, and I was still two blocks away. Throwing my backpack on, I took off in a sprint. Even though I ran track, running at my fastest speed for that distance left me winded. Right before I got to the playground, I had to stop and catch my breath. Knowing I had no time, I pulled myself together and pushed onward. As I reached the top of the steps, I started to suspect that something was wrong. It was too quiet, and the crossing guard was missing. When I tried the door, I realized it was locked.

Why do you think the door is locked? Quote the text in your response.

5

(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.

REFER TO THE TEXT when exp	
BOOK TITLE:	
Detail from the text:	What can you infer from this detail?
Detail from the text:	What can you infer from this detail?
Detail from the text:	What can you infer from this detail?

REFER TO THE TEXT RL.1 4



(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

REFER TO THE TEXT when explaining

BOOK TITLE:

A QUOTE FROM THE TEXT ↓

WHAT THIS MEANS IN MY OWN WORDS ↓

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

Cut and paste into your reading notebook.



REFER TO THE TEXT RL.1

5

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

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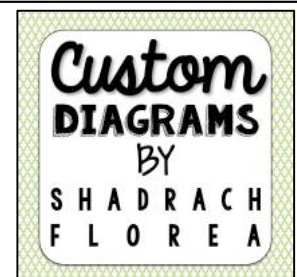
<http://www.teacherspayteachers.com/Store/Teaching-And-Tapas>

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

www.TeachingAndTapas.com

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:

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