

Domain: Informational Text		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to support ideas with relevant and specific quotes found in the text?</i>	<i>Using relevant quotes enables one to make stronger arguments when discussing text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>In small groups, use direct quotes from text to debate an opinion from the text.</i> <i>Complete activity on the following website:</i> http://fds.oup.com/www.oup.com/pdf/elt/teachersclub/tn04_read_between_lines.pdf?cc=es
Content Statements		
<i>The use of quotes enables students' arguments to be relevant and on point.</i>		
Assessments		<p>Teacher Resources</p> <p>www.studyzone.org</p> <p>http://fds.oup.com/www.oup.com/pdf/elt/teachersclub/tn04_read_between_lines.pdf?cc=es</p>
<i>To show evidence of meeting this standard, students may: Students respond to an open-ended question based on current text by using quotes as evidence of understanding.</i>		
Equipment Needed		
<i>Text, Internet</i>		

Domain: Informational Text		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to consider multiple details and support them, when summarizing a text?</i>	<i>There may be multiple ways to summarize due to different ideas within a text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Organize important information and summary form in order to remember and use them as background knowledge in reading or for discussion in writing.</i> <i>Keep mental summaries of text while listening often over several days.</i> <i>Provide evidence from the text or from personal experience to support written statements about the text.</i>
Content Statements	<i>Using supporting details will ensure a stronger argument.</i>	
<i>The use of summarizing requires the ability to identify two or more main ideas and supporting details.</i>		
Assessments		Teacher Resources
<p><i>~Use given text to identify the main idea using one colored highlighter and a different colored highlighter to identify supporting details.</i></p> <p><i>~Graphic Organizer located on website:</i> www.studyzone.org/testprep/ela4/h/mainidea.htm</p>		
Equipment Needed		

<i>Text, Internet</i>	
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Domain: Informational Text		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do we gain a greater understanding of relationships between characters, events, ideas, or concepts through gleaning specific information from a text?</i>	<i>Drawing specific information from text helps analyze character relationships, and the effects they have on events within a historical, scientific, or technical text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Use Venn diagram to compare and contrast two individuals in history. (I.E. Inventors, explorers. etc)</i> • <i>Individually present technology based project to class.</i>
Content Statements		
<i>Understanding relationships amongst individuals through events, ideas, or concepts in history, science and technology.</i>		
Assessments		Teacher Resources
<i>~Assess Venn Diagram using rubric</i>		
Equipment Needed		
<i>Text, Internet</i>		
		<p>www.internet4classrooms.com/skill_builders/cause_effect_language_arts_fourth_4th_grade.htm</p>

Domain: Informational Text		
Cluster: <i>Craft and Structure</i>		
Standards: <i>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to understand the meaning of key words or phrases relative to a specific topic?</i>	<i>Possessing a grade level appropriate vocabulary ensures a deeper understanding of the topic being studied.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Identify missing words from sentences using context clues and define the unknown words.</i> • <i>Actively work to learn the meaning of new vocabulary words, including complex, specialized and technical words by using context clues.</i> • <i>Decode new vocabulary to find meaning</i> • <i>Incorporate new words into writing piece and classroom discussions.</i>
Content Statements	<i>Acquiring both domain specific words and academic vocabulary is necessary in interpreting or making meaning from the topic being studied.</i>	
<i>Students' vocabulary will be expanded by the exploration of new words based on grade level.</i>		
Assessments		Teacher Resources
<i>~Vocabulary building worksheet</i>		
<i>~Assess writing piece</i>		
Equipment Needed		
<i>Text, Internet</i>		www.tampareads.com/wrksheet/start.htm

Domain: Informational Text		
Cluster: <i>Craft and Structure</i>		
Standards: <i>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>What is the relevance of comparing and contrasting structural comprehension techniques when breaking down essential ideas or concepts in a given text?</i>	<i>Understanding the interrelationships between the varieties of structure within a text will ensure better interpretation of the events, ideas, concepts, and information.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Compare and contrast two different texts using Venn diagram</i> • <i>Creating text to text connections</i> • <i>Evaluating two texts by responding in Reader's Response journal</i>
Content Statements		
<i>The varieties of structure within two or more texts ensure correct interpretation of events, ideas, concepts, and information.</i>		
Assessments		Teacher Resources www.studyzone.org
<i>~Completed Venn Diagram</i>		
Equipment Needed		
<i>Text, Internet</i>		

Domain: Informational Text		
Cluster: <i>Craft and Structure</i>		
Standards: <i>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Are people enhanced academically when equipped with the skill to analyze an event or topic in multiple ways?</i>	<i>There is a need to understand that within an informational text an author will subtly persuade the reader to lean towards their point of view.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • <i>Identify similarities across text</i> • <i>Identify multiple points of view</i> • <i>Create a web identifying the central idea and various points of view.</i>
Content Statements		
<i>Through analyzing multiple accounts of the same event or topic we are able to draw our own conclusions and formulate our own opinions.</i>		
Assessments		Teacher Resources www.eduplace.com
<i>~Read passage and identify at least two different points of view.</i>		
Equipment Needed		
<i>Text, Internet</i>		

Domain: *Strand: Reading Informational Text*

Cluster: *Grade 5: Integration of Knowledge and Ideas*

Standards: *RI. 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How do we integrate, analyze and apply print styles and headings, table of contents, glossary and index?</i></p> <p><i>What strategies do effective readers use to understand informational text?</i></p> <p><i>How does analyzing information presented in different media or formats support the reader's ability to problem?</i></p> <p><i>How do informational/non-fiction text features and structures aid comprehension?</i></p>	<p><i>Reading a wide range of print and non-print texts builds an understanding of texts, of themselves and of different cultures.</i></p> <p><i>Print and digital sources each have unique characteristics and structure, which affects how information is presented.</i></p> <p><i>Analyze and evaluate informational texts in different media and formats support a students ability to solve problems efficiently</i></p> <p><i>Making reader- text connections involves thinking beyond the text and transferring that information to other situations.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a Venn Diagram</i> • <i>Generate a Reader's Response Entry</i> • <i>Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)</i> • <i>The Frayer Model</i> • <i>Wordsplash</i> • <i>Writing RAFTs</i> • <i>Class-wide Peer Tutoring</i> • <i>Semantic Feature Analysis</i> • <i>Journaling</i> • <i>Double Entry Journaling</i> • <i>Create puzzles</i> • <i>Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)</i>

Content Statements		
<i>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</i>		
Assessments	Teacher Resources	
<p>Research/Travel Brochure <i>Conduct research on a country topic students may have touched upon in their reading. Drawing on several sources (e.g., print, digital, video, multimedia, etc. Write a report or generate a travel brochure that entices people to visit that country. For the travel brochure, what should the students' classmates learn that would increase understanding of how we are similar to and different from people of that country? Teacher should create a specialized rubric to determine the level of student insight.</i></p> <p>Research Project/Multimedia Presentation <i>Using the internet, biographies, and an encyclopedia, read all you can about an inventor, either one you have read about or another of interest (such as Christian Huygens, the inventor of the pendulum clock). Write a short informative/explanatory piece about an inventor of choice that answers the question "How do innovators and inventors build on what has come before them?" Publish it and present it in a multimedia format to the class.</i></p>	<p>http://www.wordle.net/ http://jc-schools.net/tutorials/tools/english-ms.html http://www.facinghistory.org http://olc.spsd.sk.ca/de/pd/instr/strats/raft/ www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parcconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org www.k8accesscenter.org/documents/JKnight.webinar.ppt http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html http://www.middleweb.com/Socratic.html</p>	
Equipment Needed		
<ul style="list-style-type: none"> • LCD Projector • Overhead Projector • Document Camera 		

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| <ul style="list-style-type: none">• <i>SMART Board</i>• <i>Laptops</i>• <i>Trade books, magazines, newspapers, & textbooks</i> | |
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Domain: <i>Strand: Reading Informational Text</i>		
Cluster: Gr. 5 Integration of Knowledge and Ideas		
Standards: 5.8 <i>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does argument differ from opinion?</i></p> <p><i>To what extent does argument differ from an opinion?</i></p>	<p><i>Readers will understand the difference between reasons and evidence</i></p> <p><i>Readers will understand that reason and evidence help to distinguish argument from opinion</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Analyze advertisements</i> • <i>Engage in small group discussions</i> • <i>Engage in a debate on a given topic</i> • <i>Engage in a close reading of an argument; of an opinion</i> • <i>Create an reverse outline</i> • <i>Develop an argument map</i> • <i>Participate in Jigsaws</i> • <i>Generate a Reader’s Response Entry</i> • <i>Generate a summary</i>
Content Statements	<p><i>Readers will identify which reasons and evidence support an author’s point(s)</i></p>	
<p><i>Reasons and evidence lend credence to an author’s ideas.</i></p>		
Assessments		Teacher Resources
<p><i>Summary of a select text (e.g., Using the opinion frame, students will summarize the points Abraham Lincoln presented in his Gettysburg Address)</i></p> <p><i>Argument map(e.g., Using an organizer such as the one found at <i>Read, Write, Think</i>, map out the Anti-Federalist argument against the new Constitution.)</i></p> <p><i>Engage in a debate (e.g., Engage in a debate about the benefits</i></p>		<p>Purdue University’s (OWL) On-line Writing Lab</p> <p>PARCC</p> <p>Rubistar</p> <p>Readwritethink.org</p>

of school uniforms.)

Construct a written argument (e.g., Write a letter to your local Board of Education arguing in favor or against extending the school year.)

***Advertising Parody:** e.g., Students will be assigned a product and will find examples of actual advertisements of this product. As a whole class, students will discuss what information is left out of each advertisement. They will also identify irrelevant or misleading information that the advertisement presents. Then, students will independently create original advertisement parodies in which they change/add information to the advertisement to make it more factual/accurate – usually resulting in ads that cast products in negative light. To help students with the parody, show advertising parodies, which can be obtained online.*

Equipment Needed

- **LCD Projector**
- **Overhead Projector**
- **Document Camera**
- **SMART Board**
- **Laptops**
- **Tradebooks; Newspapers; Magazines; Textbooks**

Readingquest.org

Learner.org

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 5: Integration of Knowledge and Ideas</i>		
Standards: <i>RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What strategies do effective readers use to understand informational text?</i></p> <p><i>How are formal and informal outlines of several informational texts used to take and organize notes to write a report or comprehend the text?</i></p> <p><i>How do author’s words inform or persuade readers?</i></p> <p><i>How are formal and informal outlines of informational text used to take and organize notes to write a report or comprehend the text?</i></p>	<p><i>The structure of a piece of writing can influence its message and authors attempt to influence our thinking.</i></p> <p><i>Words have power; good authors use them carefully and thoughtfully.</i></p> <p><i>Reading is a process that includes: applying a variety of strategies to comprehend text, interpreting and evaluating text; showing evidence of interpretations and examining texts critically.</i></p> <p><i>Following the logical order of informational/nonfiction text supports comprehension.</i></p> <p><i>Identifying the central idea of a text and its details support comprehension.</i></p> <p><i>Understanding an argument</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a Venn Diagram</i> • <i>Generate a Reader’s Response Entry</i> • <i>Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)</i> • <i>The Frayer Model</i> • <i>Wordsplash</i> • <i>Writing RAFTs</i> • <i>Class-wide Peer Tutoring</i> • <i>Journaling</i> • <i>Double Entry Journaling</i> • <i>Create puzzles</i> • <i>Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)</i>

<p>Content Statements</p> <p><i>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</i></p>	<p><i>made in a text and distinguishing claims supported by reasons and evidence from claims that are not, will enhance comprehension of the text.</i></p> <p><i>Understand that comprehension of informational text is the vehicle for constructing knowledge and acquiring skills to write and speak about a subject knowledgeably.</i></p>	
<p>Assessments</p> <p><i>Informational Text Response</i> <i>Read a variety of stories and interviews from a specific time period (i.e., Titanic survivors or slaves, or children who worked during the Depression, etc.). How are their accounts similar? Different? Why would accounts of the same event vary? Trace and evaluate the specific claims in a text, and decide if they are sound and if there is sufficient evidence to support the claims. Utilize teacher rubric: write responses in student journals, and demonstrate knowledge of topic using choice of performance task.</i></p> <p><i>Inquiry Chart</i> <i>I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in several sources. On a given topic, students will have several questions to explore. These are found at the top of each individual column. The rows are for recording, in summary form, the information the student already knows and the key ideas pulled from several different sources of information. The final row gives the student a chance</i></p>	<p>Teacher Resources</p> <p>http://www.wordle.net/ http://www.readingquest.org/strat/ichart.html http://jc-schools.net/tutorials/tools/english-ms.html http://www.facinghistory.org http://olc.spsd.sk.ca/de/pd/instr/strats/raft/www.learnnc.org http://www.justreadnow.com/strategies/frayer.htm www.learnnc.org http://www.readingquest.org/strat/sfa.html http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse www.readwritethink.com http://rubistar.4teachers.org http://owlenglish.purdue.edu/owl/resource/724/02 www.parconline.org www.thinkfinity.com http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746 www.edutopia.org</p>	

to pull together the ideas into a general summary. At this time the student will also try to resolve competing ideas found in the separate sources or develop new questions to explore based on any conflicting or incomplete information. (see website: <http://www.readingquest.org/strat/ichart.html>)

Timeline

Students will identify factual information from several sources on the same topic of an historical event, create a timeline (ReadWriteThink interactive) of events that shows the chronology and cause/effect relationship between them.

Research/Travel Brochure

Conduct research on a country topic students may have touched upon in their reading. Drawing on several sources (e.g., print, digital, video, multimedia, etc. Write a report or generate a travel brochure that entices people to visit that country. For the travel brochure, what should the students' classmates learn that would increase understanding of how we are similar to and different from people of that country? Teacher should create a specialized rubric to determine the level of student insight.

Equipment Needed

- LCD Projector
- Overhead Projector
- Document Camera
- SMART Board
- Laptops
- Trade books, magazines, newspapers, & textbooks

www.k8accesscenter.org/documents/JKnight.webinar.ppt
<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>
<http://www.middleweb.com/Socratic.html>

Domain: <i>Strand: Reading Informational Text</i>		
Cluster: <i>Grade 5: Range of Reading and Level of Text Complexity</i>		
Standards: <i>RI. 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>How does what you know help you understand informational text?</i></p> <p><i>How does thinking about the author’s purpose and message deepen understanding?</i></p> <p><i>How do text features and characteristics of informational text influence reading comprehension and interpretation?</i></p>	<p><i>Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Complete a Venn Diagram</i> • <i>Generate a Reader’s Response Entry</i> • <i>Readers Response journal (e.g., reflect on how a topic such as evolution is presented in different mediums such as a textbook, blog and magazine)</i> • <i>The Frayer Model</i> • <i>Wordsplash</i> • <i>Writing RAFTs</i> • <i>Class-wide Peer Tutoring</i> • <i>Journaling</i> • <i>Double Entry Journaling</i> • <i>Create puzzles</i> • <i>Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog and magazine)</i>
Content Statements		
<p><i>Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</i></p>		

Assessments**Getting the Gist? (Summarizing)**

(<http://readingquest.org/strat/summarize.html>) □

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

What Are We Doing When We Summarize? □ *We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.*

When You Ask Your Students to Summarize, What Usually Happens?

- *they write down everything*
- *they write down next to nothing*
- *they give me complete sentences*
- *they write way too much*
- *they don't write enough*
- *they copy word for word*

What Did You Want Them To Do?

- *pull out main ideas*
- *focus on key details*
- *use key words and phrases*
- *break down the larger ideas*
- *write only enough to convey the gist*
- *take succinct but complete notes*

Vocabulary Assessment: (See Frayer Model)

Teacher Resources

<http://www.wordle.net/>

<http://www.readingquest.org/strat/ichart.html>

<http://jc-schools.net/tutorials/tools/english-ms.html>

<http://www.facinghistory.org>

<http://olc.spsd.sk.ca/de/pd/instr/strats/raft/>

www.learnnc.org

<http://www.justreadnow.com/strategies/frayer.htm>

www.learnnc.org

<http://www.readingquest.org/strat/sfa.html>

[http://www.nytimes.com/interactive/blogs/directory.html?scp=](http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse)

[1-spot&sq=blogs&st=cse](http://www.nytimes.com/interactive/blogs/directory.html?scp=1-spot&sq=blogs&st=cse)

www.readwritethink.com

<http://rubistar.4teachers.org>

<http://owlenglish.purdue.edu/owl/resource/724/02>

www.parconline.org

www.thinkfinity.com

[http://www.discoveryeducation.com/free-](http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746)

[puzzlemaker/?CFID=455395&CFTOKEN=24706746](http://www.discoveryeducation.com/free-puzzlemaker/?CFID=455395&CFTOKEN=24706746)

www.edutopia.org

www.k8accesscenter.org/documents/JKnight.webinar.ppt

[http://www.readwritethink.org/classroom-](http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html)

[resources/printouts/double-entry-journal-30660.html](http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html)

<http://www.middleweb.com/Socratic.html>

Double Entry Journal

This journal helps students record ideas and situations from texts in one column, and their reactions in the second, thus making a connection between the text and themselves, another text, or the world. (<http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html>)

Equipment Needed

- *LCD Projector*
- *Overhead Projector*
- *Document Camera*
- *SMART Board*
- *Laptops*
- *Trade books, magazines, newspapers, & textbooks*