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| <b>Domain:</b> Informational Text   |   |   |
| <b>Cluster:</b> <i>Key Ideas and Details</i>  |   |   |
| <b>Standards:</b> <i>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i>               |   |   |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>   |
| <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"> <li><i>• In small groups, use direct quotes from text to debate an opinion on a specific topic from a non-fiction text.</i></li> <li><i>• Read a non-fiction article and respond to comprehension questions using textual evidence.</i></li> <li><i>• Write an argumentative piece on a specific topic using direct quotes from text.</i></li> </ul> |
| <b>Content Statements</b>   |   |   |
| <i>The use of quotes enables students' arguments to be relevant.</i>  |   |   |
| <b>Assessment:</b>  |   | <p><b>Teacher Resources</b></p> <p><a href="http://www.newsela.com">www.newsela.com</a></p> <p><a href="http://www.debate.org">www.debate.org</a></p> <p><b>Time For Kids</b></p> <p><b>Scholastic News</b></p>   |
| <i>To show evidence of meeting this standard, students may:</i>   |   |   |
| <ul style="list-style-type: none"> <li><i>• Respond to an open-ended question based on a specific text by using quotes as evidence of understanding.</i></li> </ul> |   |   |
| <b>Equipment Needed</b>   |   |   |
| <i>Informational texts</i><br><i>Computers</i><br><i>Smartboard</i><br><i>Internet</i>  |   |   |



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| <b>Domain:</b> Informational Text   |   |  |
| <b>Cluster:</b> <i>Key Ideas and Details</i>  |   |  |
| <b>Standards:</b> <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>                       |   |  |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>  |
| <p><i>Why is it important to consider multiple main ideas in a text?</i></p> <p><i>Why is it important to support main ideas with details, when reading a text?</i></p> | <p><i>There may be multiple ways to summarize due to different ideas within a text.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Organize important information in summary form in order to remember and use them as background knowledge in reading or for discussion in writing.</i></li> <li>● <i>In small groups, identify the main idea and supporting details in each section of a given non-fiction article.</i></li> <li>● <i>Use informational task cards (short informational texts) to identify at least two main ideas and supporting details in the given text. Use this information to respond to open-ended questions using textual evidence.</i></li> </ul> |
| <b>Content Statements</b>   |   |  |
| <p><i>The use of summarizing requires the ability to identify two or more main ideas and supporting details.</i></p>  |   |  |

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| <b>Assessments</b>  | <b>Teacher Resources</b><br><b><u><a href="http://www.newsela.com">www.newsela.com</a></u></b><br><b><u><a href="http://www.studyzone.org/testprep/ela4/h/supportingdetail.sl.cfm">http://www.studyzone.org/testprep/ela4/h/supportingdetail.sl.cfm</a></u></b><br><br><b><u><a href="http://educators.brainpop.com/bp-jr-topic/main-idea/">http://educators.brainpop.com/bp-jr-topic/main-idea/</a></u></b><br><b><u><a href="https://www.superteacherworksheets.com/5th-comprehension.html">https://www.superteacherworksheets.com/5th-comprehension.html</a></u></b><br><br><b><u><a href="#">Time For Kids</a></u></b><br><b><u><a href="#">Scholastic News</a></u></b> |
| <i>~Use given text to identify the main idea using one colored highlighter and a different colored highlighter to identify supporting details.</i><br><i>~Graphic Organizer located on website:</i><br><b><u><a href="http://www.studyzone.org/testprep/ela4/h/mainidea.htm">www.studyzone.org/testprep/ela4/h/mainidea.htm</a></u></b> |   |
| <b>Equipment Needed</b>   |   |
| <i>Informational texts</i><br><i>smartboard</i><br><i>computers</i>   |   |

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| <b>Domain:</b> Informational Text   |   |   |
| <b>Cluster:</b> <i>Key Ideas and Details</i>  |   |   |
| <b>Standards:</b> <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> |   |   |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>   |
| <i>How do we gain a greater understanding of relationships between characters, events, ideas, or concepts through gleaning specific information from a non-fiction text?</i>  | <i>Drawing specific information from text helps analyze the relationship between individuals, events, ideas or concepts in history, science, or technology.</i> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Use Venn diagram or T-chart to compare and contrast two individuals in history. (I.E. Inventors, explorers. etc)</i></li> <li>• <i>Individually or with a partner, present technology based project to class on two historical events or scientific inventions/inventors.</i></li> <li>• <i>Respond to open-ended questions after reading two historical or scientific texts, using specific information from the text to support answers.</i></li> </ul> |
| <b>Content Statements</b>   |   |   |
| <i>Understanding relationships amongst individuals through events, ideas, or concepts in history, science and technology.</i>   |   |   |

| <b>Assessments</b>   | <b>Teacher Resources</b>  |
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| <i>~Rubric to assess student projects.</i><br><i>~Student responses to open-ended questions (worksheet).</i> | <a href="http://teacher.depaul.edu/Reading_NONFICTION_Grade_5.html">http://teacher.depaul.edu/Reading_NONFICTION_Grade_5.html</a>         |
| <b>Equipment Needed</b>  | <a href="http://www.k12reader.com/common-core-standard/ccss/ccss-5/ccss-5-r-i/">http://www.k12reader.com/common-core-standard/ccss/cc</a> |
| <i>Informational texts</i><br><i>Computers</i><br><i>Smartboard</i><br><i>Internet</i>                       | <a href="http://www.k12reader.com/common-core-standard/ccss/ccss-5/ccss-5-r-i/">ss-5/ccss-5-r-i/</a>                                      |

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| <b>Domain:</b> Informational Text  |  |  |
| <b>Cluster:</b> <i>Craft and Structure</i>   |  |  |
| <b>Standards:</b> <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> |  |  |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>   | <b>Activities, Investigation, and Student Experiences</b>  |
| <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"> <li>● <i>Highlight unknown words, including complex and technical words, in an informational text and create a personal vocabulary list.</i></li> <li>● <i>Decode new vocabulary words to find meaning.</i></li> <li>● <i>Incorporate new vocabulary into a writing piece and classroom discussions.</i></li> </ul> |
| <b>Content Statements</b>  | <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>   |  |  |

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| <b>Assessments</b>                                  | <b>Teacher Resources</b><br><b><u><a href="http://www.newsela.com">www.newsela.com</a></u></b><br><b>Scholastic News</b> |
| <i>~Vocabulary journals</i>                         |  |
| <i>~Assess writing piece using a 5-point rubric</i> |  |
| <b>Equipment Needed</b>                             |  |
| <i>Informational texts</i>                          |  |
| <i>Internet</i>                                     |  |
| <i>Smartboard</i>                                   |  |
| <i>Computers</i>                                    |  |



| <b>Domain:</b> Informational Text  |   |   |
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| <b>Cluster:</b> <i>Craft and Structure</i>   |   |   |
| <b>Standards:</b> <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> |   |   |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>   |
| <i>How is comparing and contrasting structural elements relevant to understanding 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"> <li>• <i>Use two or more text structure task cards (short informational texts) to identify text structures and respond to open-ended questions.</i></li> <li>• <i>Use a graphic organizer (Venn Diagram, t-chart, chart worksheet) to compare and contrast the structure of two or more non-fiction articles.</i></li> <li>• <i><a href="http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-5.pdf">http://www.ereadingworksheets.com/text-structure-worksheets/identifying-text-structure-5.pdf</a></i></li> </ul> |
| <b>Content Statements</b>  |   |   |
| <i>The varieties of structure within two or more texts ensure correct interpretation of events, ideas, concepts, and information.</i>  |   |   |

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| <b>Assessments</b>  | <b>Teacher Resources</b>  |
| <p>~Completed graphic organizer</p> <p>~Student responses to open-ended questions</p> <p>~Completed worksheets/activities</p> | <p><a href="http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm">http://www.cobbk12.org/cheathamhill/LFS%20Update/Graphic%20Organizers.htm</a></p> <p><a href="http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf">http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf</a></p> |
| <b>Equipment Needed</b>   | Scholastic News   |
| Text, Internet  | <p style="text-align: center;"><a href="http://www.newsela.com">www.newsela.com</a></p> <p><a href="http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/">http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/</a></p>  |

| <b>Domain:</b> Informational Text  |   |  |
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| <b>Cluster:</b> <i>Craft and Structure</i>   |   |  |
| <b>Standards:</b> <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> |   |  |
| <b>Essential Questions</b>   | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>  |
| <i>Why is it important to consider different points of view about an event or topic?</i>   | <i>Considering multiple points of view of an event or topic can help the reader gain a deeper understanding of the event/topic.</i>                   | <p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>● Identify multiple points of view of a topic in a given non-fiction text and respond to open-ended questions.</li> <li>● Create a web identifying the central idea and various points of view of a given topic or event.</li> <li>● Describe and discuss differing accounts of the same historical event in a written assignment.</li> <li>● Complete the lesson and activities on the following two websites:<br/> <a href="http://betterlesson.com/lesson/528975/the-true-story-of-christopher-columbus">http://betterlesson.com/lesson/528975/the-true-story-of-christopher-columbus</a><br/> <a href="http://betterlesson.com/lesson/528998/who-really-discovered-the-americas">http://betterlesson.com/lesson/528998/who-really-discovered-the-americas</a></li> </ul> |
| <b>Content Statements</b>  | <i>It is important to understand that within an informational text an author will subtly persuade the reader to lean towards their point of view.</i> |  |
| <i>Through analyzing multiple accounts of the same event or topic, readers are able to draw conclusions and formulate opinions.</i>                                      |   |  |

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| <p><b>Assessments</b></p>  | <p><b>Teacher Resources</b></p>   |
| <p>~Student response to open-ended questions<br/>         ~Completion of graphic organizer-web activity<br/>         ~Assess writing assignment using a five-point rubric<br/>         ~Completion of Christopher Columbus activities with attached worksheets</p> | <p><a href="https://learnzillion.com/lesson_plans/7423-analyze-multiple-points-of-view#fndtn-lesson">https://learnzillion.com/lesson_plans/7423-analyze-multiple-points-of-view#fndtn-lesson</a><br/> <a href="http://betterlesson.com/common_core/browse/1371/ccss-ela-literacy-ri-5-6-analyze-multiple-accounts-of-the-same-event-or-topic-noting-important-similarities-and-differences-in-t">http://betterlesson.com/common_core/browse/1371/ccss-ela-literacy-ri-5-6-analyze-multiple-accounts-of-the-same-event-or-topic-noting-important-similarities-and-differences-in-t</a></p> |
| <p><b>Equipment Needed</b></p>   | <p><a href="http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.6/worksheets/">http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.6/worksheets/</a></p>  |
| <p>Text<br/>         Laptops<br/>         Smartboard</p>   |   |

| <b>Domain:</b> <i>Strand: Reading Informational Text</i>  |  |  |
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| <b>Cluster:</b> <i>Grade 5: Integration of Knowledge and Ideas</i>  |  |  |
| <b>Standards:</b> <i>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.</i>   |  |  |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>   | <b>Activities, Investigation, and Student Experiences</b>  |
| <p><i>Why is it important to be able to answer questions or solve problems efficiently?</i></p> <p><i>How can knowing how to navigate a variety of resources aid in answering questions or solving problems?</i></p> <p><i>How does analyzing information presented in different media or formats support the reader's ability to solve a problem and understand a topic?</i></p> | <p><i>Reading a wide range of print and non-print texts builds an understanding of the topic.</i></p> <p><i>Analyzing and evaluating informational texts in different media and formats supports a student's ability to solve problems efficiently.</i></p> <p><i>It is important to determine which digital and print sources will provide the appropriate type of information.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Use a full range of readers' tools (table of contents, glossary, heading and subheadings, call-outs, pronunciation guides, index, references) and digital sources to search for information.</i></li> <li>● <i>Reflect on how a topic is presented in different mediums such as a textbook, blog, and magazine in a journal entry.</i></li> <li>● <i>Answer open-ended questions using two or more sources.</i></li> <li>● <i>Use a T-chart to compare and contrast two topics or events using both print and digital sources.</i></li> <li>● <i>Create a KWL chart on a given topic using various print and digital sources (articles, videos, websites)</i></li> <li>● <i>Complete a choice menu research project (slideshow, video interview, cartoon/comic strip) on a historical figure (Martin Luther King, Jr., John F. Kennedy, Jr., Harriet Tubman) using a number of print and digital sources.</i></li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>• Create a brochure project on a U.S. city using multiple print and digital sources (articles, textbook, videos, websites).</li> </ul> |
| <b>Content Statements</b>   |   |   |
| <p>Use multiple print or digital sources to demonstrate the ability to locate an answer to a question.</p>  |   |   |
| <b>Assessments</b>  | <b>Teacher Resources</b>  |   |
| <ul style="list-style-type: none"> <li>• Rubric to assess menu choice research project on a famous person in history</li> <li>• Journal response</li> <li>• KWL chart</li> <li>• T-chart</li> <li>• Student responses to open-ended questions</li> <li>• Rubric to assess brochure project</li> </ul> | <p> <a href="http://www.learnnc.org">www.learnnc.org</a><br/> <a href="http://www.readwritethink.com">www.readwritethink.com</a><br/> <a href="http://www.essaytagger.com/commoncore">http://www.essaytagger.com/commoncore</a><br/> <a href="http://www.edutopia.org">www.edutopia.org</a><br/> <a href="http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/">http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/</a><br/> <a href="http://www.biography.com">www.biography.com</a><br/> <a href="http://www.kids.gov">www.kids.gov</a><br/> <a href="http://teacher.scholastic.com/reading/bestpractices/nonfiction/day_3.htm">http://teacher.scholastic.com/reading/bestpractices/nonfiction/day_3.htm</a><br/> <a href="http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.7/worksheets/">http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.7/worksheets/</a> </p> |   |
| <b>Equipment Needed</b>   |   |   |
| <ul style="list-style-type: none"> <li>• SMART Board</li> <li>• Laptops</li> </ul>  |   |   |

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| <b>Domain:</b> <i>Strand: Reading Informational Text</i>  |   |   |
|---|---|---|
| <b>Cluster:</b> Gr. 5 Integration of Knowledge and Ideas  |   |   |
| <b>Standards:</b> 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).    |   |   |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>   |
| <p><i>Why is it important to use reasons/evidence to support a point of view?</i></p> <p><i>How do reasons and evidence support an author's particular point in a text?</i></p> | <p><i>Reasons and evidence are essential to support an author's point(s).</i></p> <p><i>It is important to identify the different ways in which the nonfiction author organizes information to support a point.</i></p> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Engage in small group discussions about a given argumentative, non-fiction text</i></li> <li>● <i>Engage in a debate on a given topic (e.g., Should fast food be banned?)</i></li> <li>● <i>Engage in a close reading of a non-fiction text, identifying evidence used by the author to support a point or topic.</i><br/><i><a href="http://betterlesson.com/lesson/552009/hero-or-not-close-reading-of-biography-to-support-an-argument">http://betterlesson.com/lesson/552009/hero-or-not-close-reading-of-biography-to-support-an-argument</a></i></li> <li>● <i>Using famous speeches from history, identify and summarize specific points made by the speaker and the evidence used to support each point.</i></li> <li>● <i>Construct an argumentative text (letter) on a given topic using textual evidence (e.g., Should students have to wear uniforms?)</i></li> </ul> |
| <b>Content Statements</b>   |   |   |
| <p><i>Reasons and evidence lend credence to an author's ideas.</i></p>  |   |   |



| Assessments   | Teacher Resources   |
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| <p>~Summary of a selected speech from history (e.g., "I Have a Dream")</p> <p>~Debate (Should fast food be banned? Should students start working at age 12?)</p> <p>~Argumentative letter to be assessed using a five-point rubric (e.g., Write a letter to your school principal about whether or not students should have to wear uniforms)</p> | <p><a href="http://betterlesson.com/lesson/resource/2792723/gum-chewing-for-testing?from=resource_image">http://betterlesson.com/lesson/resource/2792723/gum-chewing-for-testing?from=resource_image</a></p> <p><a href="http://www.essaytagger.com/commoncore">http://www.essaytagger.com/commoncore</a></p> <p><a href="http://www.Readwritethink.org">www.Readwritethink.org</a></p> <p>Reading Street</p> <p><a href="http://www.debate.org">www.debate.org</a></p> |
| Equipment Needed  |   |
| <ul style="list-style-type: none"><li>● SMART Board</li><li>● Laptops</li><li>● Text</li></ul>  |   |

| <b>Domain:</b> <i>Strand: Reading Informational Text</i>  |   |  |
|---|---|--|
| <b>Cluster:</b> <i>Grade 5: Integration of Knowledge and Ideas</i>  |   |  |
| <b>Standards:</b> <i>RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</i>           |   |  |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>  | <b>Activities, Investigation, and Student Experiences</b>  |
| <i>How does integrating information from two texts support students in the way of writing and speaking to respond knowledgeably about a topic?</i>                | <i>In order to be speak and write knowledgeably about a topic, students need to be able to integrate information from more than one source.</i> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Compare and contrast two or more texts on the same topic using a T-chart or Venn Diagram</i></li> <li>● <i>Reflect on how a topic is presented in different mediums such as a textbook, blog and magazine by responding in a journal entry</i></li> <li>● <i>Create a summary of a given topic using information from several texts</i></li> <li>● <i>Respond to open-ended questions using textual evidence from two or more texts</i></li> <li>● <i>Complete a choice menu research project (slideshow, video interview, cartoon/comic strip) on a historical figure (Martin Luther King, Jr., John F. Kennedy, Jr., Harriet Tubman) using a number of sources.</i></li> <li>● <i>Create a brochure project on a U.S. city using multiple texts (articles, textbook, webpages)</i></li> <li>● <i>Give an oral presentation on a given topic, citing evidence from several texts</i></li> </ul> |
| <b>Content Statements</b>   |   |  |
| <i>Generating and acquiring information from numerous sources on the same topic, provides students with the necessary skills to speak and write on a subject.</i> |   |  |

| Assessments  | Teacher Resources  |
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| <ul style="list-style-type: none"> <li>● <i>Five-point rubric to assess projects and oral presentations</i></li> <li>● <i>Journal response</i></li> <li>● <i>T-chart/Venn Diagram</i></li> <li>● <i>Student responses to open-ended questions</i></li> <li>● <i>Student summaries</i></li> </ul> | <p><a href="http://www.learnnc.org"><u>www.learnnc.org</u></a></p> <p><a href="http://www.readwritethink.com"><u>www.readwritethink.com</u></a></p> <p><a href="http://www.essaytagger.com/commoncore"><u>http://www.essaytagger.com/commoncore</u></a></p>  |
|  | <p><a href="http://www.edutopia.org"><u>www.edutopia.org</u></a></p> <p><a href="http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/"><u>http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/</u></a></p>   |
| Equipment Needed   |  |
| <ul style="list-style-type: none"> <li>● <i>SMART Board</i></li> <li>● <i>Laptops</i></li> <li>● <i>Informational texts/sources</i></li> <li>● <i>Internet</i></li> </ul>  | <p><a href="http://www.biography.com"><u>www.biography.com</u></a></p> <p><a href="http://www.kids.gov"><u>www.kids.gov</u></a></p> <p><a href="http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.7/worksheets/"><u>http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.7/worksheets/</u></a></p> <p><a href="http://betterlesson.com/common_core/browse/1375/ccss-ela-literacy-ri-5-9-integrate-information-from-several-texts-on-the-same-topic-in-order-to-write-or-speak-about-the-subject"><u>http://betterlesson.com/common_core/browse/1375/ccss-ela-literacy-ri-5-9-integrate-information-from-several-texts-on-the-same-topic-in-order-to-write-or-speak-about-the-subject</u></a></p> <p><a href="http://www.readingandwritingproject.org"><u>www.readingandwritingproject.org</u></a></p> |

RI 5.9 | 2015

| <b>Domain:</b> <i>Strand: Reading Informational Text</i>  |  |  |
|---|--|--|
| <b>Cluster:</b> <i>Grade 5: Range of Reading and Level of Text Complexity</i>   |  |  |
| <b>Standards:</b> <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> |  |  |
| <b>Essential Questions</b>  | <b>Enduring Understandings</b>   | <b>Activities, Investigation, and Student Experiences</b>  |
| <i>How does exposure to and comprehension of informational text enhance students' academic success?</i>   | <i>Exposure to and comprehension of informational text helps students become independent and proficient readers.</i> | <p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>● <i>Read an informational text and respond to open-ended comprehension questions</i></li> <li>● <i>Construct a KWL chart using an informational text</i></li> <li>● <i>Create a summary of a given topic using information from a historical, scientific, or technical text</i></li> <li>● <i>Complete a choice menu research project (slideshow, video interview, cartoon/comic strip) on a historical figure (Martin Luther King, Jr., John F. Kennedy, Jr., Harriet Tubman) using several informational texts</i></li> <li>● <i>Construct a writing piece comparing and contrasting two famous inventors</i></li> <li>● <i>Create a list of questions before reading the text. After reading the text, respond to questions in reading journal</i></li> </ul> |
| <b>Content Statements</b>   |  |  |
| <i>Read and comprehend a wide range of informational texts at the high end of the grades 4-5 text complexity band proficiently.</i>   |  |  |

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|---|--|---|
|   |  |   |
| <b>Assessments</b>  |  | <b>Teacher Resources</b>  |
| <p>~Student responses to comprehension questions</p> <p>~KWL chart</p> <p>~Student summaries</p> <p>~5-star rubric to assess research project and writing piece</p> <p>~Student questions and answers (reading journal)</p> |  | <p><a href="http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.10/worksheets/">http://www.education.com/common-core/CCSS.ELA-LITERACY.RI.5.10/worksheets/</a></p> <p><a href="http://fifthgd.weebly.com/ccssela-literacyri510.html">http://fifthgd.weebly.com/ccssela-literacyri510.html</a></p> <p><a href="http://www.readwritethink.com">www.readwritethink.com</a></p> <p><a href="http://www.essaytagger.com/commoncore">http://www.essaytagger.com/commoncore</a></p> <p><a href="http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/">http://ideas.time.com/2013/12/10/whos-biggest-the-100-most-significant-figures-in-history/</a></p> |
| <b>Equipment Needed</b>   |  |   |
| <ul style="list-style-type: none"> <li>● SMART Board</li> <li>● Laptops</li> <li>● Internet</li> <li>● Informational texts</li> </ul>   |  | <p><a href="http://www.biography.com">www.biography.com</a></p> <p><a href="http://www.readingandwritingproject.org">www.readingandwritingproject.org</a></p> <p>Scholastic News</p> <p><a href="http://www.newsela.com">www.newsela.com</a></p>  |

