

Reading: Informational Text Grade 5

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to read, interpret and analyze increasingly complex informational print and non-print texts for pleasure, enrichment, and information in order to provide meaningful details.***

Content Standards:

Phonics and Word Recognition

- RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.

Craft and Structure

- 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*.
- 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.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences and the point of view they represent.

Integration of Knowledge and Ideas

- RI.5.7 Drawing 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.

Transfer

Students will be able to independently use their learning to generalize information from their reading and communicate it effectively.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- effective readers use a variety of strategies to make sense of key ideas and details presented in a text.
- analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.
- to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.
- word analysis and decoding skills are foundational for success as a reader.
- fluent readers accurately process print with expression at an appropriate rate.
- students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

ESSENTIAL QUESTIONS

- ***Why is it important to read more than one text?***

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that authors use various formats when presenting information.
- that the narrator or speaker's point of view in a story affects the information revealed about characters and events.
- that readers use quotes to reach logical conclusions.
- the meaning of general academic words and phrases and domain specific words.

Students will be skilled at...

- using combined knowledge of all letter correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- reading grade-level text, prose, and poetry with accuracy, appropriate rate, and expression with purpose and understanding.
- using context to confirm or self-correct word recognition and understanding, rereading as necessary.

● RI.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). ● RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <u>Range of Reading and Level of Text Complexity</u> ● RI.5.10 By the end of 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. <u>Vocabulary Acquisition and Use</u> ● L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. ● L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● L.5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).	● the function of conjunctions, prepositions, and interjections in general, but also their functions in particular sentences.	● quoting accurately from a text. ● citing and analyzing evidence and quotes from an informational text to support inferences. ● answering explicit and inferential questions using evidence from the text. ● determining two or more main ideas in a text. ● explaining how key details support the main idea. ● summarizing a text including main ideas and key details. ● identifying ideas and concepts and how they develop in different types of text. ● explaining the chronological and sequential relationships and interactions between two or more individuals, events, ideas and/or concepts in an informational text. ● explaining 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. ● inferring implied cause and effect relationships in text. ● using strategies to determine meaning of domain specific words and phrases in text. ● identifying and explaining different structures used in informational text. ● comparing and contrasting the overall structure of events, ideas, concepts and/or information in two or more informational texts. ● determining the narrator's or speaker's point of view in a text. ● determining the author's purpose. ● describing how events in the text are influenced by the author's point of view. ● analyzing multiple accounts of the same event or topic, noting important similarities and differences and the point of view they represent. ● locating information from multiple audio and visual sources to answer questions and solve problems efficiently.
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		• locating, identifying and explaining reasons and evidence that support particular points in a text. • determining which pieces of information support a topic (reasons and evidence). • integrating information from several texts to present information on a topic. • using reading strategies to comprehend a variety of increasingly difficult informational complex texts. • using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). • consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases • interpreting figurative language, including similes and metaphors, in context. • recognizing and explaining the meaning of common idioms, adages and proverbs. • using the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • using new words and phrases when speaking and writing. • using grade-appropriate words that signal contrast, addition, and other logical relationships. • using domain-specific words of a topic being read.
Content Area Literacy Standards		21st Century Skills
not applicable		• <i>communicate clearly</i> • <i>make judgements and decisions</i> • <i>access and evaluate information</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	