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| **Essential Understandings** | * By reading texts from multiple sources, in history/social studies, science and other disciplines, students build a foundation of knowledge and varied perspectives within content areas. |
| **Essential**  **Questions** | * How do readers construct meaning from informational texts? * What does a reader gain by analyzing more than one author, source, or point of view on a given topic? |
| **Essential Knowledge** | * Analysis, comparison, and summarizing contribute to the understanding of the relationship between two or more individual ideas, events, concepts and/or texts. * Building content-specific vocabulary is an important part of understanding informational text. * Collaborative discussions deepen the understanding of informational text. * Authors and readers use evidence from multiple sources to gather information, support their points of view, and create a well-informed response. * Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose. |
| **Vocabulary/Content** | * historical fiction, biography, autobiography, fact, opinion, Venn Diagram, perspective, navigate, features, chart, graph, main idea, supporting details, hyperlink, sidebars, key words   Claim, main idea, summary, text features, source, citing, formats, plagiarism, research, credible/valid sources, subtitles, index, glossary, bold, italics, search engine |
| **Essential**  **Skills** | * Quote accurately when explaining the text and/or when drawing inferences from the text. * Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. * 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. * Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or content area. * Compare and contrast the overall structure of multiple texts. * Analyze multiple accounts/points of view of the same event, noting similarities and differences. * 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. * Explain how an author uses reasons and evidence to support particular points in a text. * Summarize information presented visually, orally, or quantitatively (charts, animations) and explain how the information contributes to an understanding of the text in which it appears. * Read and comprehend grade-level informational texts. * Effectively engage in discussions using the vocabulary of informational text and norms for collaborative discussions. * Report orally on a topic, using appropriate facts and descriptive detail in an organized manner using audio recordings and visual displays. |
| **Related Maine Learning Results** | Reading for Information- Grade 5   * 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. * 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 in the point of view they represent. * 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. * 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. * 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.   Foundational Skills- Grade 5   * RF.5.4 Read with sufficient accuracy and fluency to support comprehension.  1. Read on-level text with purpose and understanding. 2. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   Language—Grade 5   * 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.  1. Use context (e.g.; cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(e.g., photograph, photosynthesis). 3. Consult 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 or phrases.  * L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| **Sample Lessons and Activities** | Difference between fact and opinion  Using the text for evidence  Identifying major features of a text  Research for presentation |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Informal checklists and teacher inventories.   Comprehension Questions  Quizzes  Short answer responses   * Student conferences * AIMsweb Universal Screening * Grade Level Writing Common Writing Prompt and Rubric |
| **Sample**  **Resources** | * Time for Kids-magazine * Scholastic News-Maagazine * MissionUS.org |