**Fifth Grade**

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| *5.1*  *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.* | **Students will use key details and background knowledge to make inferences about what authors do not directly say. They will ground all of their inferences in text-based evidence.**  **Students might…**   * quote details surrounding the time and place in which the story is set and discuss how this setting affects the text. * Cite details about all the characters in the text, including direct descriptions of their traits, words and actions. Use these to make inferences about the characters. * Describe the literary devices (e.g., flashback, repetition, exaggeration, foreshadowing, personification, symbolism) in this text and describe how these deepen the meaning around the plot and contribute to the text’s theme. * examine how the author uses language to convey elements of the story (e.g., includes dialect and other linguistic variants to enhance character and setting). * give a quote as evidence after making a claim about a character, theme, or main idea in a text. * “unpack” a quote by explaining what it means, why it’s important, and/or how it connects to the student’s claim. This may include transition words such as “Therefore…” “This means…” “This shows…” “Consequently….” | In this passage, Mr. Dursley observes some unusual things: “a cat reading a map,” “people in cloaks” among other odd events. Later, he learns from a television news report that there have been sightings of owls flying “in every direction since sunrise.” Why does the author most likely include these details?  Read this quote from the text:  “*Mr. and Mrs. Dursley of Number Four Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you’d expect to be involved in anything strange or mysterious, because they just didn’t hold with such nonsense*”. Whose perspective is really being shown in this quote?  When you first meet Harry in *Harry Potter and the Sorcerer’s Stone*, there are many signs that he is unusual. Based on these, what inferences can you make about Harry? Use at least two quotes from the text to support your response.  When Harry first meets Malfoy in Diagon Alley, he decides not to become his friend. What does Harry’s decision in this moment suggest about Harry, and about his future relationship with Malfoy? | * How has the author created mood through describing details about the setting? * Which sentence from the passage best shows why \_\_\_\_\_ may have been \_\_\_\_\_\_? * Which sentence from the passage best explains why the people \_\_\_\_\_\_\_\_\_\_\_ * Which words from the poem shows why the speaker knows \_\_\_\_\_\_? * Why has the author included these details? * The author uses \_\_\_\_\_ to set the mood of the time period… * What can you tell about this society from this passage? * How does \_\_\_\_ feel about \_\_\_\_\_? * How does\_ (costume/dress) indicate time period? * Which sentence from the passage best supports the idea/inference that \_\_\_\_? * Which sentence from the passage best explains why\_\_\_? * The author mostly likely included dialogue in the third sentence of the fourth paragraph because\_\_\_\_\_\_\_? * Why did the author likely have this story take place here? * Why does the author most likely include \_\_ in the story? * In this sentence, the \_\_\_\_\_\_\_\_ are compared to \_\_\_\_\_\_because of their\_\_\_\_\_\_? * Why is\_\_\_\_\_\_ so quick to\_\_\_\_\_? * Which detail from the story best helps you understand why \_\_\_\_\_\_\_\_\_ (a character) displays\_\_\_\_\_\_\_\_ (a particular response/emotion)? * What evidence from the passage/article **best** supports the idea/inference that\_\_\_\_\_\_? * Which sentence from the story **best** suggests…?   \_\_\_\_. |
| *5.2*  *Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.* | **Students will figure out themes of stories, plays, poems, and other types of literature by considering what lessons they are trying to teach. They will pay attention to key details about how characters act, treat others, and respond to challenges. They will pay attention to descriptions in poem and what a poet thinks to consider themes in poetry.**  **Students might…**   * look for details in a text that lead them to understand the author’s main purpose for writing this text. * determine the theme of the text. * find details to describe the conflicts or challenges a character faces (understanding that issues are real and purposeful). * consider how theme intersects with the reasons the author wrote this text. * look for reflection and introspection in poetry or text. * determine how the topic of importance is reflected in the text or poem. * examine details in the text to | Based on the beginning of *Harry Potter and the Sorcerer’s Stone*, what might you guess a theme of this book will be?  Based on these opening scenes, *Harry Potter and the Sorcerer’s Stone* could be described as \_\_\_\_\_\_ (genre).  What does the title of the first chapter of *Harry Potter and the Sorcerer’s Stone*—“The Boy Who Lived”— suggest a possible theme of this book may be? | * What are the first (six) paragraphs mostly about? * What is the central message of the text/this part of the text? * What is the best summary of the first and second stanza of the poem? * This text could be described as a \_\_\_\_ (genre). * The main message in this folktale is \_\_\_\_\_\_\_\_. * This story is an example of a **folktale** because it\_\_\_\_\_. * How does \_\_\_\_\_\_ (character) respond to the challenge of \_\_\_\_\_\_ (situation)? * Based on the first five paragraphs of this text, what is the theme? * What message does the author get across to readers through\_\_\_\_\_\_\_\_\_ (character’s responses)? * Which sentence **best** describes a theme of this story? * Which is the best summary of this passage? Circle the correct answer. Look at the answer you chose. Tell how you decided which details best helped you to summarize the text. * Which sentence is the **best** summary of Paragraph 4? |
| *5.3*  *Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).* | **Students will be able to compare and contrast what characters across one or two texts say, think, feel, do—and why. They will also compare and contrast settings and events across one or two texts, and draw conclusions about how each of these elements establishes a story’s tone and theme.**  **Students might…**   * look for details that help them compare the major, minor/ secondary characters in a story. * compare the multiple settings that take place in a story, including ones that take the reader from past to present or present to past. * notice how the author uses setting to convey a mood. * compare and contrast the interactions between characters by paying attention to their conversations, actions, traits, feelings, decisions, etc. * compare and contrast the causes of events in a text and how these affect the multiple storylines differently. | The author has set up an important contrast between the Dursleys and the “unDurselyish” Potters. Why might the author have created this contrast? How might it lead readers to feel about the Potters? Use at least two quotes from the text to support your answer.  Which of the following **best** describes how Mr. Dursley’s everyday life is different than this particular day?  How are Mr. Dursley and the man in the violet cloak **most** different? | * What is the character trait of \_\_\_\_\_\_\_? * An important contrast in the story is between… * How do \_\_\_\_\_\_\_’s feelings toward \_\_\_\_change from the beginning of the story to the end? Use two details from the text to support your answer. * Explain why \_\_\_(character(s) \_\_\_\_ complain about \_\_\_(other characters). Use two details from the   passage to support your answer.   * What is one way that \_\_\_ is different than \_\_\_? * \_\_\_\_\_ feels \_\_\_\_\_ when \_\_\_\_\_ happens? * How are\_\_\_\_ (character) and \_\_\_\_ (character) **most** similar? * The author uses dialogue to… * What are similar about the events in the third and fourth paragraph? * How does the setting reflect the mood of the character? * Describe a theme that the characters are experiencing * How are the settings different in the first and second paragraphs? How does the change in the settings affect the mood, or tone, of the story? * Which choice best describes how the visual details contribute to the tone? |
| * *5.4* * *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.* | **Students will define words in context. These words might include words as well as phrases that illustrate figurative language such as similes or metaphors.**  **Students might…**   * recognize and understand how figurative language helps grow the story line or idea. * understand what a phrase means and how it illustrates something about a character. * define words that point to character traits, feelings, and mood. * consider meanings of words beyond their usual meaning (i.e., figurative language—similes, metaphors). * study descriptions and pay attention to comparisons, asking what they mean and why the author has used them. * pay attention to which subject is being described. | In the final sentence of this passage, the author refers to a “whisper about the Potters.” What does the word “whisper” most likely mean here?  Based on what you’ve learned in this part, what might you guess the “whisper” is?  The man in a violet cloak refers to Mr. Dursley as a “Muggle.” Based on what you’ve learned so far, what might a Muggle be?  In the poem *Where I am From*, Lyons says:  I am from those moments –  snapped before I budded –  leaf-fall from the family tree.  In the context of the poem, what does the image of being a “leaf-fall from the family tree” mean?  How is Harry, too, a “leaf-fall from the family tree,” and how was he, too, “snapped before he budded?” | * When \_\_\_\_\_\_ says “\_\_\_\_\_\_” in paragraph \_\_\_\_\_, he/she means that…. * How do the visual details help you understand what the poet means by “…”? * Which sentence from the passage best describes why \_\_\_(character) may have been “\_\_\_\_\_\_” (*description which uses figurative language*)? * Which statement best describes what the word \_\_\_\_\_ refers to?   A simile comparing \_\_\_\_\_\_might be significant because…?   * How does this metaphor \_\_\_\_\_\_\_change what you believed about the character? * Read the following two lines in the poem, “….” What two things is the poet comparing in this simile? * What does the narrator mean when she says, “….”? Based on events in the story, explain the meaning of the simile in this sentence. |
| * *5.5* * *Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.* | **Students will understand how stories, plays, and poems are put together.**  **Students might…**   * notice and describe how a story is structured. * understand how one part of the story fits into another for a particular purpose. * understand the purposes behind the way an author structures a story, poem, or drama. * discover how an author conveys piece of information over time (and parts of a text) that together build a cohesive story. | How does the start of the story contribute to the reader’s understanding of the Dursleys?  How does Mr. Dursley’s reaction at the bakery relate to what we have learned at the start of the story?  In the poem, *Where I am From*, by Lyons, you gradually find out more and more about the narrator’s past. How do you find out more about Harry’s past in the novel? | * The author uses flashback at the beginning because…. * How does the\_\_\_\_\_\_ paragraph relate to what has happened at the start of the passage? * How does the \_\_\_\_\_ paragraph contribute to the reader’s understanding of the story? * What can you conclude about \_\_\_\_ at the end of \_\_\_\_\_\_? * What would have been a better ending for this story? * A possible theme, or message, of this poem is “….” How does the structure help to reinforce this theme? * What conflict does this first scene introduce for the next scene that will follow? * How does \_\_\_\_’s reaction in Scene (2) build on what she says in Scene (1)? What details from the play helped you understand how \_\_\_\_’s reaction builds from one scene to the next? |
| * *5.6* * *Describe how a narrator’s or speaker’s point of view influences how events are described.* | **Students will recognize that different characters can see the same situation differently. They can consider how stories or parts of stories would be different if shown through a different perspective and consider why the author made the choice to show events through specific perspective(s).**  **Students might:**   * understand and discuss the different perspectives represented in the text. * describe how a narrator’s or speaker’s point of view has a direct impact on the way in which he or she speaks, and interprets/ describes events. * explain how a narrator’s or speaker’s background or experience influences the way in which he or she responds to or describes other characters, situations, settings, etc. * compare and contrast how two or more characters’ different points of view influence the way in which each reacts (differently) to the same event. | In this opening chapter, the reader is introduced to events through Mr. Dursley’s perspective. Based on what you know about Mr. Dursley—or infer about him—how do his traits and feelings influence his recounting of the day’s events? How might these events be relayed **differently** by one of the people wearing cloaks?  By letting the reader see the events through Mr. Dursley’s perspective, the author has set the reader up to be confused at several points during the first chapter. Why has she likely done that? What effect does that choice have on the reader? Use at least two quotes from the text in your answer.  How does Mr. Dursley’s point of view influence how he describes the unusual things happening? | * The narrator of the story helps the reader to understand \_\_\_\_\_\_ by …. * Both stories are told from the perspective of an \_\_\_\_ How does this perspective affect how the stories are told? Compare and contrast how \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ view their surroundings. Using details from both passages, describe how the \_\_\_\_’ perspectives influence how events are described. * What are two perspectives coneyed in this text? * This passage is told from the point of view of… * This poem is written from the point of view of a speaker who… * How does the point of view in \_\_\_\_\_\_differ from the point of view in \_\_\_\_\_\_\_\_? * Who is talking in the poem? * How does the speaker’s point of view influence how she describes \_\_\_\_? * Look at paragraph (5) of the passage. Who is speaking? Explain how “they” feel they will\_\_\_\_\_\_\_\_\_\_\_. Use details from the story to explain your answer. * Which choice best explains how the \_\_\_\_’s point of view about \_\_\_\_\_\_changes in the poem? * Which statement best explains how \_\_\_\_’s background influences her point of view in the story? |
| * 1. *Recognize and describe how an author’s background and culture affect his or her perspective.* |  | J.K. Rowling is known for having a “rags to riches” life story. She had lost her mother, been divorced from her husband and was living in poverty when she conceived the idea for Harry Potter. Later, she went on to write the best-selling series in history, which was made into the highest-grossing film series in history. Based on this knowledge, how might you imagine a fictional “rags to riches” story playing out in the Harry Potter series? Draw on details from the opening pages to support your idea. | * Which sentence from the article **best** informs the reader about the author’s culture? * What do both texts tell you about the author/writer/time period? * Which choice **best** describes the point of view the author is using when she tells the actual story of\_\_\_\_? * How might the country’s culture have influenced the way the author wrote this folktale? |
| * [*5.7*](http://www.corestandards.org/ELA-Literacy/RL/5/7/) * *Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).* | **Students will consider how visuals elements add to deeper understanding and appreciation of text. They will make connections throughout the text between written words, visuals, and possibly, oral presentations of the text. Students will be able to identify where each version (written words, visuals, oral presentation) reflects specific descriptions of setting, character, problems, themes, etc.**  **Students might…**   * discuss the connections between the text of a story and its visual representations, describing how one builds on the other. * explain how visual and multimedia elements add layers of meaning to the written text or otherwise enhance/communicate the text’s tone or mood. * talk about the impact that visuals and multimedia elements have on the reader; explain how these convey meaning/beauty/tone differently than written text. * consider how the author may have tried to convey understandings about characters, events or settings through visuals or multimedia elements. | Look at the picture at the start of this chapter and read the chapter title. Who might the child in the picture be and what does the picture of the child, side by side the chapter title, make you feel? What **best** describes the role the featured child might play in the rest of the book?  The film versions of *Harry Potter* emphasize certain parts of the story and certain parts of Harry’s character. Choose one scene from the film of *Harry Potter and the Sorcerer’s Stone* and compare it to the scene in the novel. How did the director of the film interpret the scene in particular ways? What parts of Harry’s character did he emphasize? | * How do the visual details help you understand what the poet means by”…”? * Which choice best describes how the visual details contribute to the tone\_\_\_\_\_\_\_? * Study the (photograph, cartoon, etc.) below. Think about how the two main characters interact with one another. Now use details you identify in the image to compare and contrast the characters. * How does the illustration help you gain a deeper understanding of the fable, “…”? * How do the visual details help you understand what the poet means by “…”? * The words \_ and \_in this part of the fable have a \_\_tone. Which detail from the picture also conveys this tone? * In the illustration of \_\_\_\_ (character), \_\_\_\_\_ (specific situation) appears to be the case. What does this suggest about \_\_\_\_ (character)? * In line (7), what do you think the phrase “…” means? **Circle** any detail in the visual that makes this image come alive. * Describe how the details in the text and details in the illustration work together to make the tone of the poem. Include one quote from the poem and one visual detail to support your description. * Which sentence from the myth is supported by the illustration of \_\_\_\_\_\_on page\_\_\_? * Describe another illustration that could be added to this story. Explain what details would be included and how it would support the tone of the story. * Using visual and text details, compare and contrast \_\_\_ (character) and \_\_\_\_ (character). |
| * *5.9* * *Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.* | **Students will understand that stories in the same genre often have similar topics and themes. They will pay attention to details in texts of the same genre in order to look for how different authors might approach the same theme and/or topic in similar and different ways.**  **Students might…**   * describe how the author illustrates the same (or a similar) theme in each story, referencing the specific places in each text that support that theme. * compare repeated objects in each story to show how these are used to illustrate the theme. * identify patterns in each story and discuss how these illustrate the theme of the stories. * describe the point of view of each text and how it influences the theme of the stories. * compare and contrast how the author of each story explores a similar topic, and reference particular details or lines in each text to support this thinking. | Compare and contrast the opening of  *Harry Potter and the Sorcerer’s Stone*  with the opening of *The Lion, The Witch, and the Wardrobe*. What is similar between the two? What is different? Provide details from both texts and use at least two quotes in your answer.  Harry Potter deals with loss, uncertainty about himself, and the striving to be brave throughout the story. Choose another story that deals with one of these themes, and compare how these stories develop that theme. What is the same or different about the characters? How do they struggle with these issues or illustrate one of these themes?  Lyon’s *Where* *I am From* poem describes the emotional and family background of the narrator. If you were to write a *Where I am From* poem in Harry’s voice, what are some of the images and details you might include, if it started, ‘Where I am from…’ | * What theme is present in both passages? * Compare and contrast the passages. Write one thing that is alike on the lines below. * How is the approach to the theme of \_\_\_\_ similar in these two stories? * Describe how the setting in each of the texts is the same yet the mood and tone are different. * Which of the following statements is true about both mysteries? * The stories, “….” and “….” Share the common theme: “….” List two details from each story that support this theme. * Which of the following choices describes a difference in the way the authors approach the topic? * Read this sentence from (Text 1). “…” This statement shows \_\_\_\_\_ (about main character). Which sentence from (Text 2) shows that (author of text 2) is approaching his \_\_\_\_\_ (point of view on the topic) differently? * In each story, the main characters’ experience \_\_\_\_ in unexpected ways. Tell what each character expected. Then tell what each character really experienced. |
| *5.11*  *Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.* | **Students will be able to compare and make connections across texts from a variety of cultures and genres. Students will also be able to make connections between texts and personal events and situations. Students will draw on their preferences and their judgment to choose and assess the quality of texts.**  **Students might…**   * describe similaritiesand differences between cultural customs/beliefs presented in a variety of texts. * compare and contrast situations presented in a text with their own personal experiences. * think and talk across texts and real world events, factoring in the effects of culture, time period, etc. | Since *Harry Potter* was released, there have been many other texts in which magic exists (and there were several important novels before Harry Potter). Compare and contrast magic in Harry Potter with another novel which incorporates magic, such as *The Chronicles of Narnia*, *Lord of the Rings*, *The Lightning Thief*, or a novel of your choice.  Both *Harry Potter* and *Where I am From* suggest that characters are greatly shaped by their past, even by events and people that influenced them before they were born. Choose a moment from *Harry Potter* that indicates how Harry is influenced by something that takes place either while he is very young, or before he is born – and show how he is influenced by this event. | * What are the similarities and differences of both texts? * How do the two texts compare and contrast (characters, themes, settings, culture)? |

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| **City/State Focused Standards:**  ***Reading Informational Texts, Grade 5***  **What the Standards Say…** | **In other words…** | **Text-Based Example**  (*Most Beautiful Roof in the World* by Kathryn Lasky  **paired with**  Interview with Eve Nilson [on Scholastic.com [http://teacher.scholastic.com/scholasticnews /indepth/rainforest/submit.asp](http://teacher.scholastic.com/scholasticnews%20/indepth/rainforest/submit.asp)] up to question 11) | **How Else Might These Questions Be Worded…** |
| *5.1*  *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.* | **Students will draw on specific text details and main ideas when explaining what a text says. Students will also make inferences from a text, accurately referencing specific supporting details.**  **Students might…**   * quote details that explicitly refer to a main idea or topic of a paragraph, multiple paragraphs, or an entire text. * synthesize clues about what is important in the text and quote any details that help them explain their inferences. * pay attention to the different inflections and tones of a nonfiction text, identifying indicators that the author is conveying something noteworthy. Quote, when necessary, so others can understand these implications. * use prior knowledge to help them understand what is important in a text. * explain how the features add to or distract from the important ideas presented in the text. * monitor which details are important and which are not. Quote which ones best convey information or prove a point. | Which of the sentences from the text best shows the author’s feelings toward rainforest scientists?  Why does the author call Meg Lowman a “*Pioneer in the Rainforest*”? | * Which of these facts about \_\_\_\_\_\_\_\_is included in this passage? * The statement that “…” most strongly suggests that… * What is the source of the \_\_\_\_\_\_? * Which sentence from the passage **best** explains how …? * Which sentence from the article best shows that\_\_\_\_\_\_\_\_? Look at the answer that you chose. Explain how the clues in the answer helped you infer that \_\_\_\_\_\_. * Based on these sentences, with which statement would the author of the article **most likely** agree? * Explain how the \_\_\_\_\_ was different than\_\_\_\_\_. Include at least one direct quote from the passage to support your explanation. * How does \_\_\_\_\_ respond to \_\_\_\_\_ in the text? * Which statement is best supported by evidence from the text? * Which of the following supports the claim that ….. * What are the reasons and evidence the author used to support his claim? * Which detail from the passage best supports the idea that…? |
| *5.2*  *Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.* | **Students will use different parts of a text to determine main ideas. They will be able to distinguish between key details that support a main idea and distracting details.**  **When summarizing the text students will include the main idea(s), supporting evidence, and key words from the passage.**  **Students might…**   * examine reoccurring details and ideas to determine the text’s main ideas. * refer to details that explain not only the main ideas but also the author’s purpose for writing the text. * consider details, features, and structures to determine the text’s main ideas. * summarize the main ideas and key details from the text. * recognize that often details in a single text explore two main ideas—two perspectives. * discuss how the text’s details, features, and structures support two main ideas. * summarize major section(s) of the text. | Meg Lowman’s childhood was a time of\_\_\_\_\_?  What are the first five paragraphs of this text mainly about?  What are some main ideas you are getting from this text? | * Why did the author most likely write this text? * What are the first (six) paragraphs mostly about? * Which of the following **best** summarizes the main idea of the passage? * Which key detail helps the reader understand “…”? * What are two main ideas of this text? * What is the main reason the author feels\_\_\_\_\_\_ is important to know? * What’s the best summary of this text? * What is the text/section under the subsection “\_\_\_” mainly about? * Determine the main ideas of the article, “…” Include at least two key details from the article and explain how these key details support the main ideas. . * Read these details from paragraph \_\_(#) of the passage. Which main idea of the passage do these key details support? * Which sentence is the best summary of paragraph \_\_\_\_)? * Which of these is the **most** important detail to include in a summary of\_\_\_\_\_\_\_? |
| *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.* | **Students will look for connections between people, events, and ideas. They will be able to figure out connections that are not explicitly stated.**  **Students might…**   * pay attention to details that help them understand *why* things happened and how they connect (for example, Ben Franklin and Thomas Jefferson met and this led to the Declaration of Independence). * pay attention to details surrounding the *way* things happened; how events/ideas caused things to occur over the course of history. * pay attention to details around the sequence of how things happened (the place, the time period, the situation). | How were Rachel Carson and Harriet Tubman significant to Meg Lowman?  How did Meg Lowman’s childhood influence her career choice? | * The most important feature of a “…” used to test “...” that can “…” is the ability to test how… * \_\_\_\_\_\_\_ changed \_\_\_\_\_\_‘s life by… * How can \_\_\_\_ be compared to \_\_\_\_\_\_\_? * Which sentence best supports \_\_\_\_\_\_\_\_\_? * What is the connection/relationship between\_\_\_\_\_\_ and \_\_\_\_\_? * Which of the following statements best describes the relationship between\_\_\_ (people)? * According to paragraphs (3 and 4), how does \_\_\_\_\_\_\_ affect\_\_\_\_\_\_\_\_\_\_? * The relationship of these two historical figures evolved when \_\_\_\_\_\_? |
| * [*5.4*](http://www.corestandards.org/ELA-Literacy/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.* | **Students will define words in context. These words might include ones that are domain- specific.**  **Students might…**   * use context clues to determine the meaning of academic vocabulary. * use context clues to determine the meaning of domain-specific vocabulary. * use context clues to determine the meanings of figurative phrases and languages. * use context clues to determine the meaning of dialogue. * use context clues to determine the meanings of words with prefixes and suffixes. | Which phrase in the second paragraph helps you understand what the word “herbivory” means?  In paragraph four the author says that Harriet Tubman “had to be attuned to the environment in order to guide her people on their perilous journey.” In the context of the passage, another word for perilous might be \_\_\_\_\_\_\_\_? | * Which words best describe what “\_\_\_\_\_\_ “means in paragraph (1)? * What does the phrase “\_\_\_\_” refer to \_\_\_\_? * Which phrase helps you understand how the text is organized? What does this phrase mean? * Which phrase helps you understand what the word “\_\_\_\_\_” means? * In the last paragraph, what is the best meaning of ”\_\_\_\_\_”? * In paragraph (2), the author writes that “…” What does the phrase “…” refer to? * Read this paragraph from the passage. In your own words, write a definition of the word \_\_\_\_\_. Then list to words or phrases that helped you define the word. \_\_\_\_? |
| * [*5.5*](http://www.corestandards.org/ELA-Literacy/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.* | **Students will think about the different structures authors have chosen to use to organize texts/ parts of texts and why they may have made these choices. They will consider the authors’ goals and purposes and how these connect to the choice of structure(s). They will compare and contrast structures, considering different authors’ goals/purposes.**  **Students might…**   * consider the different ways information is presented to gain a better understanding of the text. * identify the structure and describe how the information is presented within that structure. * discover and name specific words that help to identify the structure. * identify different text features and explain their purposes. | Compare the excerpt from *Most Beautiful Roof in the World* with the interview with Eve Nilson. How is the focus of the information different in the interview?  Why might the author have made the choice to structure the text in an interview?  Why do authors choose to use interviews as a format for their writing? How do interviews present information differently than biographies?  Identify the text structures of *Most Beautiful Roof on the World* and *Interview with Eve Nilson.* Why do you think each author chose to use that structure for his/her writing? How did each structure help each author present his/her ideas? | * Which statement from \_\_\_\_\_\_’s account includes evidence that the text structure is chronological? * Why does the author start/end the article with a question, quote, etc.? * How does the author of “…” structure the article to show \_\_\_? * Read the two passages and think about what each author wants you to know. How does the structure of each passage make its purpose clear? * What structure does each author use? Why do the authors use different structures? Explain how signal words helped you understand the way the information is organized each passage. * Compare and contrast how the structures of both texts show similar and different purposes for supporting \_\_\_\_\_\_\_? * Compare the structures in sentence 5 and sentence 10? |
| * [*5.6*](http://www.corestandards.org/ELA-Literacy/RI/5/6/) * *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.* | **Students will pay attention to key details and descriptive words to figure out how authors feel about a topic/event. They will understand that authors writing about the same topic/event may agree on some things but disagree on others and they will be on the lookout for what information matches/ conflicts. They will consider each author’s point of view.**  **Students might…**   * compare and contrast the information presented in two texts. * compare and contrast the way two authors have written about an event or topic. * describe the similarities and differences between the foci of two texts. | How would this text be different if it were told directly by Meg Lowman?  What do you learn about the rainforest in the interview with Eve Nilson that you do not learn in *Most Beautiful Roof in the World?*  What key details about the rainforest in *Most Beautiful Roof on the World* would both Meg Lowman and Eve Nilson most likely agree?  How are the purposes of the two authors of these texts similar? In what ways do they approach the topic differently? | * What are two different perspectives presented by the author? * Which sentence from the article **best** illustrates the author’s feelings about\_\_\_\_\_? * What’s another angle the author could have taken to prove his point?? * Which words or phrases from “\_\_\_” best show \_\_\_’s point of view on \_\_\_\_? What words and phrases in the second passage helped you identify \_\_\_\_\_\_’s point of view on \_\_\_\_\_? * How are the points of view about \_\_\_\_\_\_\_\_ similar and different in these accounts? * `The point of view on \_\_\_\_\_ (subject) is similar to the point of view on (same subject in text 2) because both authors are \_\_\_\_\_\_\_\_\_\_. * How do both authors agree and disagree around \_\_\_\_\_\_\_? |
| * [*5.7*](http://www.corestandards.org/ELA-Literacy/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.* | **Students will use multiple sources to get information to answer research questions.**  **Students might…**   * identify features of the text that present additional information. * explain the information presented in portions of the text that were not covered by the passage. * discuss how a diagram adds to the understanding of the text. * look at pictures to further describe details within a text. * look at maps or illustrations to understand and describe why and how something happened. * look at maps or illustrations to understand and describe when and where something happened. | How do the photographs included in this text add to the central meanings?  Why has the author likely included photographs throughout this text? | * Which sentence from \_\_\_\_\_\_\_ is supported by the illustration? * Based on the sources, what might someone think of a person who is\_\_\_\_\_\_\_\_? * Based on the sources, which of the following gives the most accurate description of a\_\_\_\_\_\_? * What is the difference between\_\_\_\_ and \_\_\_\_\_? * From information found in the texts and diagrams, which **best** describes \_\_\_\_\_? * What is the main difference in how \_\_\_\_ and how \_\_\_\_\_? * Compare the diagram of \_\_\_\_\_ with the diagram of \_\_\_\_\_. What is clarified through comparing these diagrams? |
| * [*5.8*](http://www.corestandards.org/ELA-Literacy/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).* | **Students will pay attention to the points that authors make and how authors support those points with explanations and evidence. That is, they will be able to determine both points and the evidence that directly supports these.**  **Students might…**   * explain the author’s perspective on a topic. * state the reasons/support that the author has given to support a specific point. * say why an author has included certain evidence or reasons in a text. | The author says that Rachel Carson and Harriet Tubman influenced Meg Lowman. Which evidence from the passage proves that *Harriet Tubman* influenced Meg Lowman?  What evidence does Kathryn Lasky provide to support her point that ascending to the canopy is not easy? | * What is the author’s main point? What reasons and evidence does the author use to support her point? * Which sentence from the passage best explains why …? * The author says that “….” What evidence from the passage proves his point? Explain why that sentence proves the point best. * Do you feel that the author provided solid reasons and evidence to back up the point that \_\_\_\_\_\_? How could the author have strengthened his point? * What sentence supports/provides evidence for the author’s point that\_\_\_\_\_\_\_? * What reason **best** supports the claim that\_\_\_\_\_\_? |
| * [*5.9*](http://www.corestandards.org/ELA-Literacy/RI/5/9/) * *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.* | **Students will pull and combine information from multiple sources to gain more knowledge about a topic. They will notice when facts match up across sources and when they conflict.**  **Students might…**   * use sentence prompts to begin referencing outside sources. * locate similar information or ideas from two different sources around the same topic. | View the video of the interview with the Amazon logging boss. What information do you get from this interview that you do not get from the other texts?  http://omsmoodle.del-valle.k12.tx.us/6ss/logging/Interview3.html  How are rainforests important to the world? How should we treat them? Write an essay in which you take a position on whether or not we should protect the rainforest from logging companies. Use details from all three texts and at least two quotes in your essay. | * Use information from both articles to write a paragraph about \_\_\_\_\_. * Which of the following best describes how \_\_\_\_ are used? * Where is the best place to find reliable information on \_\_\_\_\_? * Which sentence **best** states how\_\_\_\_\_ has changed from \_\_\_\_ until now? * How can a person use \_\_\_\_\_ as a reliable information tool? |