

Grade 5 Playlist: Explain Relationships and Interactions in Informational Texts

Aligns with CCSS.ELA-LITERACY.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.

Welcome

Historical, scientific, and technical texts are all types of informational texts. Within these texts, readers find individuals, events, ideas, and concepts. Understanding how individual, events, and ideas in a text are related to each other will help with reading comprehension.

Objectives

In this playlist, the student will learn and practice how to:

- identify key individuals, events, ideas, and concepts in an informational text.
- describe the relationships between individuals, events, and ideas in an informational text.
- use transition words to understand relationships between the textual elements.

Review

Key Terms:

- **Interaction** – when two things act on one another or have an effect on one another.
- **Historical text** – a text about something that happened in the past.
- **Scientific text** – a text about a scientific concept.
- **Technical text** – a text that gives instructions for how to accomplish something.

Exploring the Standard

A Closer Look: Textual Elements

Textual elements for informational texts include the individuals, events, ideas, and concepts in the text.

The individuals are the people in the text. They may be historical figures or scientists, depending on the topic of the text.

The events in the text are the things that happened. In a historical text, the events are the key moments in history. In a scientific text, the events might be the steps a scientist took in an experiment or some important points in the development of a scientific object.



Ideas and concepts in a text are the main points that the author is making. Ideas and concepts in a historical text may be the lessons learned from the event. In a scientific text, the ideas and concepts could be what the scientists are trying to do, or what came out of their experiment, for example.

A Closer Look: Identifying Individuals, Events, Ideas, and Concepts

When reading an informational text, ask:

- Who is the text about? The answer to this question is the individuals in the text.
- What are the main things that happened in the text? The answer to this is the events in the text.
- What is the text about? The answer to this question is the ideas and concepts in the text.

Example 1:

Freedom Seekers of the Underground Railroad

¹Bridget “Biddy” Mason was brought to California by her owner, John Smith, in 1851. Because California was a free state, Smith tried to convince his slaves that they would be free if they moved to Texas (a slave state). Biddy doubted his truthfulness and sought help from the local free black community. Smith’s slaves were placed in protective custody and in 1856, a judge ruled in favor of Biddy, and she and her children were freed.

This is a historical informational text. The key people, events, and ideas from the text can be identified.

- Who is the text about? The important individuals are Bridget “Biddy” Mason and John Smith.
- What are the main things that happened in the text? John Smith tried to force Bridget “Biddy” Mason to go to Texas, which is a slave state. Smith’s slaves were placed in protective custody. Biddy and her children were freed.
- What is the text about? The text is about black slaves gaining their freedom.



Teaching Notes: Explain Relationships and Interactions in Informational Texts

The goal of RI.5.3 is for students to understand and be able to explain the relationships between individuals, events, and ideas in an informational text. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

Activities

1. Assign students a grade-appropriate text. Ask students to make connections between individuals, events, ideas, and concepts in this text. Students can either explain the relationships in paragraph form or draw a color-coded web (blue for individuals, red for events, green for ideas or concepts) to show the relationships visually.
2. Have students practice writing informational texts about topics of interest. Ask students to use transition words to show the relationship between individuals, events, and ideas. Once they have written the texts, place students in groups of three. For each text, one student is the writer, one is the questioner, and one is the answerer. Have a student write questions about the relationships for another student's text. The third student should then answer the questions, explaining the relationships. Students should work through all three texts, playing the different roles.

Additional Resources

Consider these additional resources when teaching RI.5.3:

“The elements of information text”: This resource shows classes and teacher interviews that show instructional approaches to teaching students about nonfiction vs. fictional text.

- <http://www.learnnc.org/lp/multimedia/19273>

“Common Core Standards- Resource Page”: This resource provides a breakdown of RI.5.3 and teacher resources.

- <http://www.ceres.k12.ca.us/common/pages/DisplayFile.aspx?itemId=21856100>

“Common Core Lesson Ideas: Informational Text RI3 (Connections & Relationships)”: This resource provides insight into the .3 standard across grades.

- <http://ontheweb.rozlinder.com/teaching-common-core-ri3-connections-relationships/>

