

Grade 5 Playlist: Integrate Information from Several Texts

Aligns with *CCSS.ELA-LITERACY.RI.5.9*:

- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Welcome

There are many sources of information: books, newspapers, magazines, websites, documentaries, and news broadcasts. When learning about a topic, it is important to get information from many different sources. Different sources may contain different details, so studying more sources gives readers a deeper understanding of the topic.

Objectives

In this playlist, students will learn how to:

- gather relevant facts and details from multiple sources on the same topic.
- combine and organize relevant facts and details from multiple sources on the same topic.

Exploring the Standard

A Closer Look: Gathering Key Information

Gathering key information from multiple sources is similar to finding key information in a single source. When reading an informational piece, note the most important details. Important details answer the questions *what*, *where*, *when*, *why*, and *how*.

Some methods for gathering key information include:

- underlining or highlighting important information.
- taking notes in the margins of a piece of text.
- writing notes on a separate piece of paper.
- putting facts on index cards.

When gathering information from multiple sources, identify the key information in one source first. Then, find another source and continue to read closely and take notes. When reading the second text, look for key ideas that are not in the first text. These details can help to develop a deeper understanding of the topic. Also, note any details that conflict with the first source. If this happens, find additional sources and see which information is better supported.



Watch!

This video describes one strategy for taking notes while reading.

- <https://www.youtube.com/watch?v=6peQb8HgJ7g>

A Closer Look: Combine and Organize Key Information

Graphic organizers are useful tools for organizing key information. Use them to keep track of which facts come from which source. Once the key information is written on the graphic organizer, use it to write sentences and paragraphs or to speak about the topic.

Watch!

This video shows a reader finding key details about giant pandas from two sources and then recording the details on a graphic organizer:

- https://www.youtube.com/watch?v=ryi_UUjsv5s

Example 1

Read about women's suffrage here:

- http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf

Then, take a look at this photograph from the Library of Congress:

"Youngest parader in New York City suffragist parade," circa 1912



Teaching Notes: Integrate Information from Several Texts

The goal of RI.5.9 is for students to use information from multiple texts in order to write or speak about a topic knowledgeably. Therefore, students must be able to integrate information and use it in a writing piece or oral presentation. Teach this standard along with RI.5.5, RI.5.6, and RI.5.7, since all involve reading and analyzing multiple texts.

Activities

1. Have students look in the school library or online for another resource about women’s suffrage. Ask students to take notes on this resource, using the graphic organizer for the texts in the playlist as a model. Finally, have students revise the paragraph on suffrage from the playlist to incorporate details from the third resource.
2. Divide students into groups and provide each group with multiple texts on a topic. Have students fill out a graphic organizer with key information from each text. Then, have students prepare an oral presentation for their classmates about the topic. Ensure students have incorporated information from all texts.

Additional Resources

This lesson plan describes the QuIP strategy, which students use to synthesize information from multiple sources on Harriet Tubman:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-summarizing-using-231.html?tab=1#tabs>

In a follow-up project for the lesson above, students use multiple sources to write a research report about wolves:

- <http://www.oercommons.org/courses/wolves-comprehending-informational-texts/view>

This website offers a variety of primary sources related to the 1906 San Francisco earthquake and fire. Students can read the sources (perhaps along with a secondary source) and integrate information:

- <http://www.archives.gov/exhibits/sf-earthquake-and-fire/>

In this lesson, students integrate information from a wide variety of sources about Dorothea Lange’s photo “Migrant Mother”:

- http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Plan--Migrant_Mother.pdf

This video shows a class integrating information from multiple texts to discuss human rights:

- <https://www.youtube.com/watch?v=Fh3DWDvZF1I>

