

Grade 5 Playlists for Reading: Informational Text

Complete Standards

These playlists align with these Common Core State Standards:

p. 3: CCSS.ELA-LITERACY.RI.5.1:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

p. 11: CCSS.ELA-LITERACY.RI.5.2:

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

p. 19: 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.

p. 28: CCSS.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*.

p. 36: CCSS.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.

p. 49: CCSS.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.

p. 57: CCSS.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.

p. 63: CCSS.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).



p. 73: 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.

This resource bundle aligns with all of the Common Core State Standards for Grade 5 Reading: Informational Text. We have combined nine of our playlists—content-rich tools that use trusted textual, audio, visual, and multimedia resources to supplement high-quality instruction in specific elements of the Common Core—to guide students through each of the relevant standards for this strand of English Language Arts. Each playlist is designed for 30–45 minutes of instructional time and is followed by a rigorous self-check for students. Alternatively you could assign individual student playlists as homework or remedial/extension activities.

The Common Core State Standards for English Language Arts are not intended to be taught in sequential order, and neither are these playlists. Instead, you should feel free to dip in and out of these resources as your instructional needs dictate. A hyperlinked Table of Contents facilitates such usage.

Standard Coverage Notes

- The playlist covering standard RI.5.4 also covers RI.4.4 and contains materials for all students in the 3–5 grade band.
- There is no playlist for RI.5.10. As your students work through the other standards, they will read and comprehend a range of informational texts, including historical and social studies, science, and technical texts, within the grade 5 text-complexity band.

The accompanying Student Edition includes dozens of additional passages on which students can practice their reading skills, including the ability to identify key ideas and details, to analyze craft and structure, and to integrate knowledge and ideas from a variety of print and digital sources. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

Thank you for trusting Wisewire to help your students become better readers and lifelong learners!



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>



Self Check: RI.5.9

Read the passages. Then answer the questions.

Stimuli ID and/or Title	ELA_G05_RI_SetA
Passage Title	Excerpt from “Benjamin Franklin”
Author	Mary Stoyell Stimpson
Word Count	662

Excerpt from “Benjamin Franklin”
Mary Stoyell Stimpson

- 1 One of the greatest Americans that ever lived was Benjamin Franklin. The story of his life sounds like a fairy tale. Though he stood before queens and kings, dressed in velvet and laces, before he died, he was the son of a poor couple who had to work very hard to find food and clothes for their large family—for there were more than a dozen little Franklins!
- 2 Benjamin Franklin was born in Boston, one bright Sunday morning more than two hundred years ago. That same afternoon his father took the baby boy across the street to the Old South Church, to be baptized. He was named for his uncle Benjamin, who lived in England.
- 3 As Benjamin grew up, he made friends easily. People liked his eager face and merry ways. He was never quiet but darted about like a kitten. The questions he asked—and the mischief he got into! But the neighbors loved him. The women made little cakes for him, and the men were apt to toss him pennies.
- 4 One day when Benjamin was about seven, someone gave him all the pennies he could squeeze into one hand. Off he ran to the toy shop, but on his way he overtook a boy blowing a whistle. Ben thought that whistle was the nicest thing he had ever seen and offered his handful of pennies for it. The boy took them, and Ben rushed home with his prize. Well, he tooted that whistle all over the house until the family wished there had never been a whistle in the world. Then an older brother told him he had paid the other boy altogether too much for it, and when Ben found that if he had waited and bought it at a store, he would have had some of the pennies left for something else, he burst out crying. He did not forget about this, either. When he was a grown man and was going to buy something, he would wait a little and say to himself: “Careful, now—don’t pay too much for your whistle!” An Italian sculptor who had heard this story made a lovely statue called “Franklin and his Whistle.” If you happen to be in the beautiful Public Library in Newark, New Jersey, you must ask to see it.
- 5 Ben always loved the water and was a wonderful swimmer as a little fellow. He could manage a boat, too, and spent half his play hours down at the wharves. One day he had been flying kites, as he often did, and thought he would see what would happen if he went in swimming with a kite tied to his waist. He tried it and the kite pulled him along finely. If he wanted to go slowly, he let out a little bit of string. If he wanted to move through the water fast, he sent the kite up higher in the air.



- 6 But it was in school that Ben did his best. He studied so well that his father wanted to make a great scholar of him, but there was not money enough to do this, so when he was ten he had to go into his father's soap and candle shop to work. The more he worked over the candles, the worse he hated to, and by and by he said to his father: "Oh, let me go to sea!"
- 7 "No," said Mr. Franklin, "your brother ran away to sea. I can't lose another boy that way. We will look up something else."
- 8 So the father and son went round the city, day after day, visiting all kinds of work-shops to see what Benjamin fancied best. But when it proved that the trade of making knives and tools, which was what pleased Benjamin most, could not be learned until Mr. Franklin had paid one hundred dollars, that had to be given up, like the school. There was never any spare cash in the Franklin purse.

Stimuli ID and/or Title	ELA_G05_RI_SetA
Passage Title	Excerpt from "True Stories from History and Biography"
Author	Nathaniel Hawthorne
Word Count	546

Excerpt from "True Stories from History and Biography"
Nathaniel Hawthorne

- 1 In the year 1716, or about that period, a boy used to be seen in the streets of Boston, who was known among his schoolfellows and playmates by the name of Ben Franklin. Ben was born in 1706; so that he was now about ten years old. His father, who had come over from England, was a soap-boiler and tallow-chandler, and resided in Milk Street, not far from the old South Church.
- 2 Ben was a bright boy at his book, and even a brighter one when at play with his comrades. He had some remarkable qualities which always seemed to give him the lead, whether at sport or in more serious matters. I might tell you a number of amusing anecdotes about him. You are acquainted, I suppose, with his famous story of the WHISTLE, and how he bought it with a whole pocketful of coppers, and afterwards repented of his bargain. But Ben had grown a great boy since those days, and had gained wisdom by experience; for it was one of his peculiarities, that no incident ever happened to him without teaching him some valuable lesson. Thus he generally profited more by his misfortunes, than many people do by the most favorable events that could befall them.
- 3 Ben's face was already pretty well known to the inhabitants of Boston. The selectmen, and other people of note, often used to visit his father, for the sake of talking about the affairs of the town or province. Mr. Franklin was considered a person of great wisdom and integrity, and was respected by all who knew him, although he supported his family by the humble trade of boiling soap, and making tallow-candles.



4 While his father and the visitors were holding deep consultations about public affairs, little Ben would sit on his stool in a corner, listening with the greatest interest, as if he understood every word. Indeed, his features were so full of intelligence, that there could be but little doubt, not only that he understood what was said, but that he could have expressed some very sagacious opinions out of his own mind. But, in those days, boys were expected to be silent in the presence of their elders. However, Ben Franklin was looked upon as a very promising lad, who would talk and act wisely by and by.

“Neighbor Franklin,” his father’s friends would sometimes say, “you ought to send this boy to college and make a minister of him.”

5 “I have often thought of it,” his father would reply; “and my brother Benjamin promises to give him a great many volumes of manuscript sermons in case he should be educated for the church. But I have a large family to support, and cannot afford the expense.”

6 In fact, Mr. Franklin found it so difficult to provide bread for his family, that, when the boy was ten years old, it became necessary to take him from school. Ben was then employed in cutting candlewicks into equal lengths, and filling the moulds with tallow; and many families in Boston spent their evenings by the light of the candles which he had helped to make. Thus, you see, in his early days, as well as in his manhood his labors contributed to throw light upon dark matters.

1. Which **two** sentences combine information from both passages? Select the two correct answers.
 - A. When Ben Franklin was born in 1706 in Boston, his father took him to be baptized.
 - B. Ben Franklin’s father had come to America from England, but Ben Franklin’s uncle still lived in England.
 - C. Ben Franklin had both good and bad experiences, and he learned valuable lessons from both.
 - D. While swimming, Ben Franklin tied a kite to his waist and learned about the force of the wind.
 - E. When Ben Franklin’s father talked to his friends, Ben Franklin sat and listened.

Item ID	ELA_RI.5.9_MCQ_Q85
DOK level	2
Key/correct answer	The two correct sentences are the following: “When Ben Franklin was born in 1706 in Boston, his father took him to be baptized” and “Ben Franklin’s father had come from England, but Ben Franklin’s uncle still lived in England.”