

Grade 5 Playlists for Reading: Informational Text

Key Ideas and Details

These playlists align with these Common Core State Standards:

p. 2: 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. 10: 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. 18: 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.

This resource bundle aligns with the Key Ideas and Details standards of the Common Core State Standards for Grade 5 Reading: Informational Text. We have combined three 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.

The accompanying Student Edition includes dozens of additional passages on which students can practice their reading skills, including the ability to quote accurately from a text; to determine two or more main ideas of a text; and to explain the relationships between individuals, events, ideas, or concepts in a variety of texts. 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: Quote Accurately When Drawing Inferences

The goal of RI.5.1 is for students to use quotations as textual evidence to support inferences that they make from an informational text. Teachers can focus on three different prongs for this playlist: how to make inferences, how to pull textual evidence, and how to use quotations from the text accurately to support inferences. 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. Provide students with informational articles on two sides of an issue. Allow students to choose a side, read the respective article, and make an inference. Have students use quotations from the text to support their inference. Have groups present their articles, inferences, and supporting quotations to groups of students who chose the opposing viewpoint.
2. Have students find a current event article from a print or online newspaper. Ask students to make an inference and use quotations from the text to support their inferences. Students should write a one- to two-paragraph summary of the article that includes the inference and at least one supporting quotation. Have students present their current event to the class.

Differentiation Idea

Scaffold the concept by providing inference statements to struggling students and assisting them in finding textual evidence to cite. Allow more advanced students to make their own inferences.

Additional Resources

Consider these additional resources when teaching RI.5.1:

- **“Making Inferences Using Non-Fiction Text RL.4.1”**: This video clip is from a fourth-grade classroom where students are making inferences from a nonfiction text:

<https://www.engageny.org/resource/making-inferences-using-non-fiction-text>

- **“Getting Ready to Write: Citing Textual Evidence”**: This video shows students choosing textual evidence in preparation for a writing assignment:

<https://www.teachingchannel.org/videos/teaching-about-textual-evidence>

- **“Six Strategies to Help Students Cite and Explain Evidence”**: This resource lists strategies for helping students cite textual evidence:

<https://www.greatbooks.org/six-strategies-to-help-students-cite-and-explain-evidence/>



Self-Check: RI.5.1

Read the passage. Then answer the questions.

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| Stimuli ID and/or Title | ELA_G5_STIM00113 |
| Passage Title | "Exploring the Underground" |
| Author | |
| Word Count | 534 |

"Exploring the Underground"

- 1 Throughout the United States there are many different kinds of caves. They include lava caves, sea caves, and ice caves. The most common, however, are limestone caves. Some people also think they are the most beautiful.
- 2 Limestone caves are natural cavities formed from cracks in limestone rocks. The small cracks grow into underground streams, rivers, and lakes. As the water drains away, it makes underground passages. Constant dripping creates limestone buildups. Eventually, these turn into beautiful rock formations and crystals.

Spelunkers, Cavers, and Speleologists

- 3 Many people are interested in these underground caves. Some are scientists, called speleologists. Often trained in many different sciences, they collect data about caves. They study caves and cave life. They also create maps and reports of what they find.
- 4 Other people are simply interested in seeing the beauty of the caves. Originally, people who explored caves for fun were called "spelunkers." But over time, this word has come to have a more negative meaning. Today, it is often used to describe people who do not know what they are doing. People with more knowledge about caving techniques and safety are commonly called "cavers."
- 5 Caving is a hobby that requires money, time, and study. Cavers need to buy special equipment. This includes hard hats and headlamps. They must also learn how to navigate a cave correctly without injuring themselves or damaging the cave. Caves are made over thousands of years. People need to take care to leave them as they found them.

Show Caves and Caverns

- 6 People who do not have the time or the experience to go caving can still see the beauty of these underground worlds. Around the country there are what are known as "show caves." These sites allow people to take guided tours through caves. There are safe, lighted walkways, and tour guides to explain the various displays.



- 7 There are a lot of show caves around the country and they are all well worth the trip. These include the wondrous Cave of the Winds in Colorado. Discovered in 1881, it contains a peak at 7,000 feet! Other great examples include the Carter Caves in Kentucky, Rushmore Cave in South Dakota, the Lewis and Clark Caverns in Montana, the Wind Caves in Tennessee, and the Cave of the Mounds in Wisconsin. Did you know that the largest cave room in the United States is the Big Room in Carlsbad Caverns in New Mexico? In one part of the room, a thirty-story building would not touch the ceiling. This remarkable room draws visitors from around the world.
- 8 Are you wondering what the difference is between a cave and a cavern? Basically, there is no difference, but the word cavern is often limited to very large caves that contain large cave rooms like Carlsbad Caverns.

Caves to Explore

9 In addition to show caves, there are many natural caves for cavers to explore on their own. These caves are owned by private individuals or caving organizations. State or county governments own some of them. Many of these caves require you to ask permission before entering. Wherever they are and whether or not you need permission to enter them, all offer an unusual and beautiful underground experience you will never forget!

1. Which sentence from the passage shows that exploring caves can be dangerous?
- A. "Caving is a hobby that requires money, time, and study." (paragraph 5)
 - B. "They must also learn how to navigate a cave correctly without injuring themselves or damaging the cave." (paragraph 5)
 - C. "There are safe, lighted walkways, and tour guides to explain the various displays." (paragraph 6)
 - D. "Many of these caves require you to ask permission before entering." (paragraph 9)

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| Item ID | ELA_G5_MCQ_WN02983 |
| DOK level | 2 |
| Answer Choice Rationale 1 | This sentence shows that caving is difficult, but not necessarily that it is dangerous. |
| Answer Choice Rationale 2 | Key. This sentence says that cavers need to learn how to navigate caves without injuring themselves. This shows that caves can be dangerous. |
| Answer Choice Rationale 3 | This sentence describes safe cave tours. |
| Answer Choice Rationale 4 | Although some caves require permission to enter, that is because they are owned by governments, not necessarily because they are dangerous. |