

Grade 5 Playlists for Reading: Literature

Key Ideas and Details

These playlists align with these Common Core State Standards:

p. 2: CCSS.ELA-LITERACY.RL.5.1:

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

p. 15: CCSS.ELA-LITERACY.RL.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.

p. 30: CCSS.ELA-LITERACY.RL.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.

p. 39: CCSS.ELA-LITERACY.RL.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).

This resource bundle aligns with the Key Ideas and Details standards of the Common Core State Standards for Grade 5 Reading: Literature. We have combined four 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. (Standard RL.5.2 is covered across two playlists: one focuses on characters in stories and dramas; the other focuses on topics in poetry.) 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 draw inferences from a text, to determine how characters respond to challenges, to reflect on a poem's topic, and to compare and contrast elements of stories and dramas. 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: Drawing Inferences

The goal of RL.5.1 is for students to **understand** how to quote accurately when explaining what the text says explicitly and when drawing inferences from the text and be able **apply** their understanding when reading texts. 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. Select an excerpt from a grade-appropriate text, such as *The Wonderful Wizard of Oz*, *Heidi*, “The Diamond Necklace,” and *The Story of the Treasure Seekers*. Come up with at least **four** inferences from the excerpt chosen. Then create flashcards with inferences and quotes from the text. Have students match the inference to the correct text evidence.
2. Have students fill out a graphic organizer based on an excerpt from a grade-appropriate text. Students will identify inferences and the quotes that support them.

Writing Prompt

1. Provide students with three simple sentences that provide explicit information (e.g., **Lucas is scared of clowns.**) Ask students to write a short paragraph about each of the sentences, so that the reader has to make an inference instead of just reading the explicit information (e.g., **Lucas loves the circus, but he refuses to go. Ever since he watched a horror movie about an evil clown, the sight of a clown makes him scream. He figures the best way to avoid seeing a clown is to avoid the circus entirely.**)

Answer Key: Practice!

Which details support the other two inferences? Look back at the text for quotes that **show** the father trying to be brave and how the narrator feels about the father.

The father is trying put on a brave face for his children: The narrator describes what the father said to them: “we should go to a good school” and “a holiday would do us all good.”

The narrator admires and cares for the father: The narrator compliments the father: “Because only cowards and snivellers cry, and my Father is the bravest man in the world.”

Additional Resources

Consider these additional resources when teaching RL.5.1:

This video shows a teacher demonstrating how to form inferences:

- <https://www.opened.com/video/drawing-inferences/115148>



Self-Check: RL.5.1

Read the passage. Then answer the question.

Stimuli ID	ELA_G5_STIM00124
Passage Title	The Best Season
Author	
Word Count	545

The Best Season

- 1 Many people will tell you that summer is their favorite season. They love the warm summer sun, the daylight that seems to linger forever, and the short dark nights. They enjoy taking trips to the beach and having picnics in the backyard. Baseball, soccer, and swimming are favorite sports for these sun-lovers. They'd rather drink iced tea and lemonade than hot chocolate any day.
- 2 However, I will tell you that I'm exactly the opposite. Summer is fine, I think, but nothing can surpass the winter months. I love the cold crisp air, the clear blue skies, and the hard frozen ground. I like to bundle up and go for bike rides around my neighborhood, peering straight through the trees to see further than I ever could in the summer, when thick leaves block the view.
- 3 When it snows, I go sledding, finding the longest, steepest hills I can. I climb to the top with my sled, step back for a running start, and then cruise all the way down to the bottom. It's exhilarating! It's so exciting, it really charges me up and makes me feel so happy and alive. I love the bracing feel of the wind on my face as I bump and careen down the hill. My friends and I can spend all day sledding on the same hill. We have races, try different tracks, and create jumps using mounds of packed snow. Sometimes, we feel we could just go on doing this forever. Only when it gets dark enough that we can no longer see the bottom of the hill do we think to go inside.
- 4 I like warm snacks, such as hot chocolate and popcorn. I eat them in front of the fire, warming my frozen toes after a day of sledding, looking forward to the next snow day and more sledding. I also like to go skiing. This year, my family is going on a ski trip to Utah, where I will spend all day on skis instead of a sled. I might even try snowboarding if my parents arrange for an instructor. I can't wait.
- 5 The thing I love most of all about winter, however, is pond skating. Every year, when the weather is cold enough and the ice gets deep enough, our town opens the local pond for skating. The parks department is in charge of measuring the ice to be sure it is thick enough. Some experts say that pond ice should be at least six inches deep, but our town mandates it be one foot deep to ensure safety. Each winter, I eagerly await the announcement that the ice is thick enough for skating. Then, no matter what I am doing, I will stop, grab my skates, and head out to the pond.



6 When I get there, I find my friends waiting. With the permission of the pond guards, we set up two goalposts near one end of the pond. Everyone has a helmet and a stick, and I always bring an extra puck. Ice hockey on the pond is twice as fun, because the bumpy ice makes the puck fly in unexpected directions. There is simply no better way to spend a day. This is why I will always love winter better than summer.

1. Which detail supports the conclusion that skating on the pond is safe?
- A There are goalposts near the end of the pond.
 - B The ice must be one foot deep before the pond is opened for skating.
 - C The ice on the pond is bumpy.
 - D Ice hockey on the pond is twice as fun.

Item ID	ELA_G5_MCQ_WN00957
DOK level	3
Answer Choice Rationale 1	They set up goalposts for the game, not to ensure safety.
Answer Choice Rationale 2	Key; A conclusion is a decision or judgment based on evidence. The statement that ice must be one foot deep before the pond is opened for skating supports the conclusion that it is safe. How thick the ice is affects how safe it is.
Answer Choice Rationale 3	The bumps could make skating on the pond less safe.
Answer Choice Rationale 4	The puck could hit people. This doesn't make the game or the pond safe.

