

## 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: Determining the Meaning of Words and Phrases

The goal of RI.5.4 is for students to be able to determine the meaning of general academic and domain-specific words or phrases in a text. The following information contains ideas that teachers can incorporate into their classrooms as well as additional resources to peruse and integrate into instruction as appropriate.

### Activities

1. Have the class divide into groups of three to four students. Give each group the following fourth-grade level words: *experiment*, *locate*, *pattern*, *surrender*. Focusing on one word at a time, have the student groups list as many words as possible that have the same meanings. After about five minutes, check the students' answers against a thesaurus. The target of the game is to name the most synonyms for the given word.
2. Referring to their science or history textbooks, have students make a list (as a class) of the domain-specific vocabulary they are currently learning. With a dictionary as a guide, ask students to indicate whether any of these words have definitions that are not domain-specific. What are the differences between the definitions?
3. Give students a brief explanation of root words and how they relate to affixes. Then, write the following root words on the board: *duct*, *ment*, *script*, *vent*. Ask students to identify words that contain these roots, and study the words in the context of the affixes students include. (Examples: *conduct*, *mental*, *subscription*, *convention*)

### Additional Resources

Consider these additional resources when teaching RI.5.4:

- <http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf>
- [https://www.risd.k12.nm.us/assessment\\_evaluation/Context%20Clues.pdf](https://www.risd.k12.nm.us/assessment_evaluation/Context%20Clues.pdf)



**Self-Check: RI.5.4**

Read the passage. Then answer the questions.

<b>Stimuli ID and/or Title</b>	ELA_G4_STIM00006
<b>Passage Title</b>	“Meet The Maya”
<b>Author</b>	NA
<b>Word Count</b>	559

“Meet The Maya”

- 1 Take a journey back nearly 3,000 years in time. Around 900 BCE, a group of people called the Maya formed a splendid and advanced civilization in the area between the Gulf of Mexico and the Gulf of Honduras. They had magnificent palaces, an elaborate system of writing, an accurate calendar, and more.
- 2 The Maya had advanced scientific knowledge of astronomy. They were able to plot the movements of the sun and moon. They tracked the movement of stars and planets across the sky and were able to accurately predict events such as solar and lunar eclipses. They even calculated the length of one revolution of Venus around the sun. They believed it took 584 days. After many centuries of study, today’s scientists find it to be 583.92 days!
- 3 The Mayan system of recording time is the most accurate calendar of the ancient world. Ancient Mayan astronomers calculated of the length of one year on Earth as 365.4240 days. The figure used today, more than 1,000 years later, is 365.2422 days! That is an impressively close calculation, made without the help of modern scientific tools.
- 4 Mayan mathematics was equally amazing. The Maya invented a numerical system based on 20 (ours is based on 10). They were one of three civilizations that understood the concept of zero. This allowed them to be one of the first peoples to be able to count to very large numbers.
- 5 The Maya created and invented many things. They built pyramids. They had medicines. They made weapons and tools of sharp minerals, not metal. They developed sophisticated water-delivery systems, with waterways that supplied water to all the communities. This helped improve farming techniques and the ability to provide food to a large population.
- 6 The Maya also developed a complex system of writing. The system had an alphabet as well as symbols that represented whole words or thoughts.
- 7 The Maya used writing tools made from animal hair and feathers. Writing was recorded in books called codices. These books were long strips of paper made from the bark of fig trees. The strips of bark were then folded back to back, forming pages. These were then enclosed in covers of animal skin or wood. In 1973, a young boy, the child of two archaeologists, started to draw the symbols, or glyphs, he saw on stone tablets. Then he started to study and decode them. Three years later, as a teenager, he was able to read many of the tablets—something that had taken scholars five years to do!



- 8 The Maya painted and adorned their buildings with carvings. The carvings show gods and histories of ruling families. They also painted colorful murals on interior walls.
- 9 Mayan civilization flourished for many centuries. In the 16th century, Spanish explorers came to the area and conquered the Mayan people and their glorious culture. Most of that culture lay hidden for years. It took archaeologists a long time to discover this fascinating civilization. One reason is that the Spanish forbade foreigners to travel in its colonies. Another reason is that much of the Mayan land is hard to reach because of dense rain forests and mountains.
- 10 Dedicated people spent years unearthing what has become the lost culture of the ancient Maya. By studying what remains of their art and architecture, we can continue to learn more about the people of the ancient world.

1. Read the following sentence from the passage:

“Another reason is that much of the Mayan land is hard to reach because of dense rain forests and mountains.”

Based on the context of this sentence, which statement best describes a dense rain forest?

- A. The trees are very tall.
- B. The trees are very thin.
- C. The trees are close together.
- D. The trees are sources of food.

<b>Item ID</b>	ELA_G4_MCQ_WN00040
<b>DOK level</b>	2
<b>Answer Choice Rationale 1</b>	Tall trees wouldn't necessarily make it hard to reach Mayan land.
<b>Answer Choice Rationale 2</b>	Thin trees would not make it hard to reach Mayan land.
<b>Answer Choice Rationale 3</b>	Correct answer.
<b>Answer Choice Rationale 4</b>	If the trees are sources of foods, then explorers would have energy to continue traveling.



## Grade 5 Complete Playlists for Reading: Literature

*These playlists align with these Common Core State Standards:*

*p. 3: 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. 16: 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. 31: 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. 40: 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).

*p. 50: CCSS.ELA-LITERACY.RL.5.4:*

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

*p. 58: CCSS.ELA-LITERACY.RL.5.5:*

- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

*p. 70: CCSS.ELA-LITERACY.RL.5.6:*

- Describe how a narrator's or speaker's point of view influences how events are described.

*p. 82: CCSS.ELA-LITERACY.RL.5.7:*

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

*p. 91: CCSS.ELA-LITERACY.RL.5.9:*

- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.



This resource bundle aligns with all of the Common Core State Standards for Grade 5 Reading: Literature. 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:

- Standard RL.5.2 is covered across two playlists: one focuses on characters in stories and dramas; the other focuses on topics in poetry.
- There is no playlist for RL.5.8 because the Common Core does not deem this standard applicable to literature.
- There is no playlist for RL.5.10. As your students work through the other standards, they will read and comprehend a range of stories, dramas, and poetry 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 presented in a variety of media and genres. Stepped-out examples and hyperlinks to videos, graphic organizers, and other activities further support instruction.

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## Teaching Notes: How Point of View Influences a Story

The goal of RL.5.6 is for students to learn to describe how a narrator’s or speaker’s point of view influences how events are described. This module discusses point of view in literature, including the differences between first-person, third-person limited, and third-person omniscient points of view. Students should be able to distinguish the three types of point of view and explain how each influences the ways that the events in a story are told. 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.

### Activity

Find an excerpt from the story “The Gift of the Magi” that uses point of view to influence how events are described. For example, in this well-known tale, a poor woman with long, beautiful hair cuts her hair and sells it to a wigmaker so that she can buy her husband a nice chain for his prized pocket watch. In one scene, Della’s presentation of Jim’s gift—and the gift he gives her in return—are influenced by the fact that the narrator only presents Della’s point of view. In this scene, point of view is used to build irony. Discuss with the students how the story would be different if told from Jim’s point of view or from an omniscient one. Would the ending be as surprising either way?

- “The Gift of the Magi” by O. Henry:  
<http://www.gutenberg.org/files/7256/7256-h/7256-h.htm>

### Practice! Sample Response

*The event is described from a third-person limited point of view and from the perspective of Cynthia. The narrator is not omniscient because the voice doesn’t reveal what’s inside the box. Instead, Lisa’s reaction is described as Cynthia sees it. This shows that the third-person limited point of view creates mystery. The reader doesn’t know what’s inside the box because Cynthia doesn’t know.*

### Additional Resources

Consider these additional resources when teaching RL.5.6:

- **“Teaching Point of View”**: This lesson plan allows teachers to use two different books to compare and contrast point of view:  
<http://www.learnnc.org/lp/pages/2928?ref=search>
- **“Grade 5 ELA Module 4, Unit 2, Lesson 7”**: This web page provides a PDF and a Word document for a lesson that meets the standard RL.5.6:  
<https://www.engageny.org/resource/grade-5-ela-module-4-unit-2-lesson-7>
- **“Point of View”**: This PDF is a handout for students that clearly illustrates and describes the differences between first-person and third-person point of view, distinguishing between third-person limited and third-person omniscient:  
[http://woub.org/readwritetell/pdfs/5-7.4POV\\_PointOfView.pdf](http://woub.org/readwritetell/pdfs/5-7.4POV_PointOfView.pdf)





## Self-Check: RL.5.6

Read the passage. Then answer the questions.

<b>Stimuli ID and/or Title</b>	LA_G5_STIM00067
<b>Passage Title</b>	Best Friends Forever
<b>Author</b>	
<b>Word Count</b>	941

## Best Friends Forever

- 1 Best friends forever, that’s what we said we would always be, ever since fourth grade. We had both been the new kids in school that year. You know what that’s like—friendships established, cliques formed, and no room or desire to welcome the new kids into the in-group. So we were outsiders, and we bonded together, forming our own group of two.
- 2 Now I’m quite ordinary, the average, run-of-the-mill type of kid. Up to then, I had always had lots of friends, as much because there was nothing to dislike about me as that there were wonderful things to like. I wasn’t particularly talented, I wasn’t particularly witty or clever, but I was easy to get along with.
- 3 Pippa, on the other hand, was remarkable. She could sing, she could dance, she could even tell jokes, the type of jokes that made people actually laugh instead of giggle in embarrassment. It didn’t take long until the in-group took notice of Pippa and tried to make her their friend, to absorb her into their group. They didn’t care about me, in fact, they barely noticed me, but Pippa cared. In her mind, we had begun the year as best friends, and we would remain best friends forever. She was loyal to a fault, but who was I to complain since it benefitted me. As she became popular, her popularity began to rub off a little on me.
- 4 It continued that way all through fourth grade and into the beginning of middle school. Frankly, I got so used to being a little popular, I began to think it would last forever. Then came the talent show and Pippa lost her glow. Here’s what happened.
- 5 I love to sing, so when we started middle school, I talked Pippa into joining the Glee Club with me. Although she was a talented singer, she wasn’t particularly interested, but she knew I was interested, so she went along. That’s too mild a word—*interested*—I was passionate about being in Glee. Secretly, I harbored the hope that my talent would be discovered and I would get the star part in the winter intermural competition. Although I was usually pretty well adjusted to playing second banana, this time I wanted things to be different.
- 6 I was feeling pretty confident during the tryouts. Singing is something I do well, I guess because I love it so much. From the looks on the judges’ faces, I was certain I’d get the lead, but Pippa sang right after me. Like everything else she did, she was superb. Of course, she got the lead, and I was made her back up. Second banana again.
- 7 “I’m sorry, Beth. I was hoping you would get it. You were great!” said Pippa after the announcement was made.
- 8 “But you were better,” I said. I hoped she didn’t hear the “as usual” I muttered under my breath.”
- 9 “But . . .”
- 10 “No *but*s about it. And with you in the lead role, our school will come in first. That’s what’s important.”
- 11 The look on Pippa’s face told me she didn’t quite believe me. That’s reasonable since I didn’t quite believe me either.



- 12 From September to November, we rehearsed and rehearsed for the big night. Even though I was only the back up, I had never worked harder in my life. I could tell by the reaction of listeners that my voice was getting better and stronger and my confidence was growing a little, too.
- 13 The day before the contest, Pippa pulled out, making some lame excuse about having a sore throat. What could she be thinking? She was letting down the club. In fact, she was letting down the whole school. I stayed after school late, practicing and practicing, because now it was up to me to step in.
- 14 We won! Everyone said it was because of me. We won, but Pippa lost. While my popularity soared, hers sank like a stone.
- 15 I didn't see Pippa for a few days. Then she came into the cafeteria, looked around, and plunked herself down next to me at the table where I was sitting with the in-group. All my new friends stared at her with cold eyes.
- 16 Have you ever noticed that popularity has the smell of success? Unpopularity, on the other hand, stinks like a disease. I'd witnessed Pippa's popularity spreading to me. Now that she was the most unpopular girl in class, could I risk the germs of unpopularity infecting me? Was friendship worth it? I wasn't so sure.
- 17 As I looked around the cafeteria table at all my new friends' faces, I didn't want to lose their smiles. Then I looked at Pippa. *Best friends forever*, I thought. Daring anyone to say anything, I put my arm around her shoulder. "I missed you," I said. "Come back to Glee."
- 18 I found out later that Pippa really had been coming down with a sore throat. When she noticed her throat was getting a little scratchy, she met with the coaches. She explained that she could go on—she was a trooper, after all, but she didn't think her voice would be at its best. She said that she thought I was actually singing better than she was, and would lead the team to victory. But she knew I would never go on in her place unless she stepped out of the way.
- 19 I guess I faced two challenges that week. The first was the singing competition, but the second, which was more important, I almost failed. When faced with risking popularity, I almost made the wrong choice, but I found the confidence to be loyal to a friend and stay "best friends forever."



1. In paragraph 18, the narrator provides insight into Pippa's character by using the perspective of --
  - A. first person by Beth.
  - B. first person by Pippa.
  - C. third person limited to Pippa.
  - D. third person omniscient.

<b>Item ID</b>	ELA_G5_MCQ_WN00065
<b>DOK level</b>	2
<b>Answer Choice Rationale 1</b>	Key. The narrator uses the pronoun “I.” Therefore, the narrator provides insight into Pippa’s character by using Beth’s perspective. Beth describes finding out the truth about why Pippa dropped out of the play, letting readers see what kind of person Pippa really is, instead of how she seems without the truth.
<b>Answer Choice Rationale 2</b>	Pippa is not narrating in paragraph 18.
<b>Answer Choice Rationale 3</b>	Third person narration uses pronouns such as “he” or “she.”
<b>Answer Choice Rationale 4</b>	Third person omniscient narrator already has all the insight into Pippa’s character.

2. In paragraph 2, Beth describes herself. This description is probably—
  - A. accurate, because Beth knows exactly what other people think of her.
  - B. inaccurate, because Beth sees herself as having less ability than she does.
  - C. accurate, because Beth knows exactly what her strengths and weaknesses are.
  - D. inaccurate, because Beth sees herself as having more ability than she does.

<b>Item ID</b>	ELA_G5_MCQ_WN00064
<b>DOK level</b>	3
<b>Answer Choice Rationale 1</b>	Beth does not know what other people think of her.
<b>Answer Choice Rationale 2</b>	Key. The story is told in the first person perspective by Beth. Therefore, this description is inaccurate. Beth describes what she thinks of herself, and her description does not match with the reality. She thinks she has less ability than others; however, Pippa thinks Beth is really talented.
<b>Answer Choice Rationale 3</b>	What Beth thinks are her strengths and weaknesses does not necessarily match what other people think as well as what they actually are.
<b>Answer Choice Rationale 4</b>	Beth does not see herself as having more ability than she does.

