Grade 5 Playlists for Reading: Informational Text
Craft and Structure

This resource bundle aligns with the Craft and Structure standards of the Common Core State Standards for Grade 5 Reading: Informational Text. We have included 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 the informational text reading strands 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.

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.

The accompanying Student Editions include additional passages on which students can practice their reading skills, including the ability to analyze craft and structure. 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! Visit us online for even more resources and to access our free to use computer-based assessment platform.

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

Self-Check: RI.5.4

Read the passage. Then answer the questions.

Stimuli ID and/or Title	ELA_G4_STIM00006
Passage Title	"Meet The Maya"
Author	NA
Word Count	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.

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

Grade 5 Playlist: Compare and Contrast the Structure of Two Informational Texts

Aligns with 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.

Welcome

Informational texts present information about individuals, events, or ideas. Several authors may write about the same topic, and they will approach the information differently. For this reason, readers can compare and contrast two informational texts written on a similar topic. The texts might include different details, but they also might be organized differently. This playlist focuses on comparing and contrasting the structure of two informational texts on a similar topic.

Objectives

In this playlist, the student will learn and practice how to:

- identify the structure of an informational text, or a part of that text.

- compare and contrast the overall structures of two informational texts.

Review

Key Term

- **Structure** is the way that the author organizes information for a text. There are several common structures for informational texts.

Exploring the Standard

Within informational texts, there are four main types of structures: chronology, comparison, cause/effect, and problem/solution.

A Closer Look: Structures of Informational Texts

When an author uses **chronology**, he or she puts information in the order in which it happened in time. For example, biographies usually are written chronologically. First, the author discusses the individual's early life, and then the author moves on to events that happened as the person aged.

In a **comparison** text, the author will compare and contrast at least two different individuals, events, or ideas. There are different ways of using this structure. For example, the author many mention the topics at the beginning, and then compare and contrast them through the rest of the text. On the other hand, the author may discuss one idea in great detail at the beginning of the text. Then, the author will bring in the second idea and compare/contrast it to the first.

In a **cause-and-effect** piece, the author explores the reasons why something may have happened. The reasons are the causes, and the thing that happened is the effect. A cause-and-effect structure is useful in explaining why something happened. The words *because, if, then, as a result,* and *therefore*, often signal a cause-and-effect relationship.

A **problem-and-solution** structure is used to discuss a problem and present one or more possible solutions to the problem.

Read!

For a description of several text structures for informational texts, see this resource:

- http://www.ereadingworksheets.com/text-structure/

A Closer Look: Comparing and Contrasting Structures

Take a look at the following excerpts from two different informational texts.

"How Do Coral Reefs Form?" written by National Oceanic and Atmospheric Administration (NOAA)

> [1]Coral reefs begin to form when free-swimming coral larvae attach to submerged rocks or other hard surfaces along the edges of islands or continents. As the corals grow and expand, reefs take on one of three major characteristic structures—fringing, barrier, or atoll. Fringing reefs, which are the most common, project seaward directly from the shore, forming borders along the shoreline and surrounding islands.

In order to identify the structure, think about how the author is presenting the information.

1. Are there events that happened in time order? Yes. The text is describing how coral reefs form, starting from the very beginning.

2. Is the author making a comparison between two things? No. There are not any comparisons in the text.

3. Is the author describing a cause and effect of something? No. The text describes the formation of coral reefs, but it does not explain what caused the coral larvae to attach to the rocks.

4. Is there a problem and solution? No. The text does not describe a problem in the formation of coral reefs.

This text has uses a chronology structure. The text describes the steps in the formation of coral reefs.

Teaching Notes: Compare and Contrast the Structure
of Two Informational Texts

The goal of RI.5.5 is for students to be able to compare and contrast the structures of two different informational texts effectively. 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. Assign students two grade-appropriate informational texts or excerpts from informational texts. Direct students to look for signal words that can help them determine the structure of each text. Then, have them identify the structure of each text.

2. Break up the class into groups of three to four. Direct students to create a Venn diagram, comparing and contrasting the structures of the two texts.

Writing Prompts

1. Ask students to pick a topic of interest, conduct some research, and then write two paragraphs about the topic using one or two different text structures.

2. Instruct students to switch essays with a student who used a different text structure. The pairs should discuss their structures, and then write a paragraph comparing and contrasting their essays.

Additional Resources

Consider these additional resources when teaching RI.5.5:

"20 Strategies to Teach Text Structure": This resource provides teachers with 20 different instructional approaches to teaching students about text structure.

*   http://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20 TextStructureResources%201.pdf

"Teaching **Comprehension and Text Structure in the Content Areas":** This resource provides teachers with instruction about teaching text structure, according to the Common Core standards.

*   https://keystoliteracy.com/wp-content/uploads/2012/08/Teaching-Comprehension-and-Text-Structure-in-the-Content-Areas.pdf

"Text Structure": This resource includes several graphic organizers and other reproducibles that can be used in the classroom.

*   http://www.paterson.k12.nj.us/11_departments/language-arts-docs/resources/Reading%20 Resources/Text%20Structures/Text%20Structures/Text%20Structures.pdf