

Grade 5 Playlists for Reading: Informational Text Integration of Knowledge and Ideas

This resource bundle aligns with the Integration of Knowledge and Ideas 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.

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.



G5 Playlist: Locating an Answer and Solving a Problem

Aligns with *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.

Welcome

When Raul and Oscar won their school's contest to design and paint a mural, they were very excited. However, they found a problem while painting with other volunteers. Raul realized that supplies were running low because everyone was wasting a lot of paint. He moaned, "What do we do?" Oscar had also noticed that more paint ended up on the ground (and the painters' hands) than on the wall. "Don't worry," he told his friend before heading home. "I'll figure out how to solve the problem." That night, after using an Internet search engine, Oscar came to school with a handful of rubber bands. Their problem was solved!

Objectives

In this playlist, students will learn how to:

- draw on information from multiple print or digital sources.
- demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently.

Review

Key Terms

- **Print sources** are sources that are printed on paper, such as books, newspapers, and magazines.
- **Digital sources** are sources that are not printed but are accessed through a computer or other device. Websites and databases are digital sources.
- **Text features** are parts of a nonfiction text that add to the text's organization, structure, and meaning. Common text features are titles, headings, and captions.

Exploring the Standard

Oscar used the Internet to find a solution to the paint problem. Knowing how to use the Internet while conducting research and reading an informational text is a great skill for readers to develop. Including both Internet sources and print sources can help readers find information quickly and effectively to answer a question or solve a problem.

Watch!

This video explains how to use text features to find information from a print or online source:

- https://www.youtube.com/watch?v=ivPgs_p16vo



A Closer Look: Multiple Print and Digital Sources

When looking for the answer to a problem or to a research question, a reader can use many reliable sources. He or she can find information from both print and digital sources, like those in the following list, to find answers to questions:

- Encyclopedias
- Dictionaries
- Periodicals (newspapers, magazines, journals)
- Search engines
- Books
- Databases

Many of these sources can be accessed at a library. Libraries have not only large numbers of books and printed encyclopedias but also newspapers and other periodicals. Librarians can also help a reader search the library's online databases, which are huge collections of information. Librarians can even request a book or other source from another library if the library's own collection does not have it. A computer at home or school with Internet access offers many resources, too.

Caution!

It is important to use resources that have current, correct information written by a trustworthy author or organization. Some websites are completely informational, and some may express an opinion. Those that express an opinion may not use the best information.

Hint!

Wikipedia (<https://en.wikipedia.org/>) can be a helpful site for readers to find out information about their personal interests. But avoid using information from Wikipedia for school assignments. Although Wikipedia has a lot of information, the authors of the articles might not be experts on the subjects. Some of the information may be false.

Watch!

This video talks about how to identify a good digital source:

- https://www.youtube.com/watch?time_continue=54&v=aem3JahbXfk

A Closer Look: Using Text Features

Whether the source is print or digital, text features can make it easier for readers to find answers to questions. For example, a reader interested in crafts may ask, "How is a quilt made?" He or she can use text features in a print or digital source to quickly find the answer. A table of contents in a book is a text feature.



Teaching Notes: Locating an Answer and Solving a Problem

The goal of RI.5.7 is for students to learn how to 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. The playlist covers how to use text features to quickly find information; however, many strategies can be used to have students engage with informational texts. Other strategies include predicting, using text structures (cause and effect, time order, main idea and key details, compare and contrast), summarizing, making connections, drawing conclusions, and visualizing. 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. In a class discussion, review the digital source “How a Quilt Is Made” from the playlist. Have students generate questions that are answered by the source.
2. Have students break into small groups. Assign each group two articles—one print and one digital—that discuss the same subject and answer the same questions. Have the groups discuss how each source answers the same questions and proposes the same solutions similarly and differently. Consider using a Venn diagram to compare and contrast the sources and how they answer the question.
3. Assign students a research topic on a historical subject. The topic should have a coherent and easy-to-understand research question (or should instruct the students to formulate one). Have students find print and digital sources. Schedule a class trip to the school’s library, if appropriate.
4. Have students choose one of their favorite products or inventions. Have students conduct research on the product or invention to determine how it solved a problem or answered a question.

Writing Prompt

Have students write an informational essay on a topic of their choice. Then, have them upload their essay in a digital format, such as a post on a class blog. The digital format of their essay should include digital-specific text features such as hyperlinks and audio files as well as headings, sidebars, and captioned illustrations when appropriate.

Additional Resources

Consider these additional resources when teaching RI.5.7:

- **“Building Research Skills, Grades 4–8”**: This website provides teachers with lesson plans and tips for activities that include research:
<http://www.scholastic.com/teachers/lesson-plan/building-research-skills-grades-4-8>
- **“Research Building Blocks: Notes, Quotes, and Fact Fragments”**: This website provides teachers with a lesson plan that supports students in finding facts in informational texts:
<http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html>



Grade 5 Playlist: Integrate Information from Several Texts

Aligns with *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.

Welcome

There are many sources of information: books, newspapers, magazines, websites, documentaries, and news broadcasts. When learning about a topic, it is important to get information from many different sources. Different sources may contain different details, so studying more sources gives readers a deeper understanding of the topic.

Objectives

In this playlist, students will learn how to:

- gather relevant facts and details from multiple sources on the same topic.
- combine and organize relevant facts and details from multiple sources on the same topic.

Exploring the Standard

A Closer Look: Gathering Key Information

Gathering key information from multiple sources is similar to finding key information in a single source. When reading an informational piece, note the most important details. Important details answer the questions *what*, *where*, *when*, *why*, and *how*.

Some methods for gathering key information include:

- underlining or highlighting important information.
- taking notes in the margins of a piece of text.
- writing notes on a separate piece of paper.
- putting facts on index cards.

When gathering information from multiple sources, identify the key information in one source first. Then, find another source and continue to read closely and take notes. When reading the second text, look for key ideas that are not in the first text. These details can help to develop a deeper understanding of the topic. Also, note any details that conflict with the first source. If this happens, find additional sources and see which information is better supported.



Watch!

This video describes one strategy for taking notes while reading.

- <https://www.youtube.com/watch?v=6peQb8HgJ7g>

A Closer Look: Combine and Organize Key Information

Graphic organizers are useful tools for organizing key information. Use them to keep track of which facts come from which source. Once the key information is written on the graphic organizer, use it to write sentences and paragraphs or to speak about the topic.

Watch!

This video shows a reader finding key details about giant pandas from two sources and then recording the details on a graphic organizer:

- https://www.youtube.com/watch?v=ryi_UUjsv5s

Example 1

Read about women's suffrage here:

- http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf

Then, take a look at this photograph from the Library of Congress:

"Youngest parader in New York City suffragist parade," circa 1912



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>

