

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

RI.5.1

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

CCR Anchor Standard:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Understanding

- Reading comprehension
- Draw inferences
- Cite specific textual examples and details to support inferences and text meaning
- Analyze the text

Extended Understanding

- MLA Formatting for in-text citations and works cited pages

Academic Vocabulary

- Analyze/Analysis
- Cite
- Drawn
- Explicit
- Inference
- Textual Evidence

Content Elaborations

When quoting, students are expected to give a basic citation of the source from which their quotation is found. (e.g. In the text it says, According to source one,)

Next Grade Level Progression Statement

In the next grade level, students are expected to cite textual evidence to support their analysis of the text. Students will be expected to provide an objective summary of a text, as well as analyze key ideas, events, or individuals in a text.

Question Ideas

- Use two examples of textual evidence to show why the author wrote this piece.
- Cite a piece of textual evidence to support the main point made by the author?
- Analyze the passage; what can you conclude? How does the textual evidence support your conclusion?
- When you analyze the text, what inference can you make? Use the text to prove the inference.
- Use two pieces of text to prove ____.
- What evidence can be found in the text to show ____?
- Analyze the passage; what is implied? Cite a piece of textual evidence to support the implication.

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students quote accurately and explicitly from Leslie Hall's "Seeing Eye to Eye" to explain statements they make and ideas they infer regarding sight and light.

Ohio's Model Curriculum Instructional Supports

Strategies: Create an Inference Chart

Create a chart to help students understand the strategy of making inferences based on what they read. The chart should have three columns. The headers on the columns should include the following questions:

- What happened?
- What does it mean?
- Why do you think that?

In the last column, the student should be able to provide specific details, examples, and quotations from the text to support their claims. Struggling learners should be provided a template with the first column partially completed to give them an idea of what to write there and to keep the text straight structurally.

Resources: [*Teaching Literacy in Context: Choosing and Using Instructional Strategies.* by Mimi Miller and Nancy Veatch. *Reading Teacher*, Nov. 2010, Vol. 64 Issue 3, p. 154-165,](#)

Focuses on ways to build vocabulary, fluency, comprehension, and motivation while teaching with expository text.

RI.4.1 (Prior Grade Standard)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.6.1 (Future Grade Standard)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

RI.5.2

Analyze informational text development.

CCR Anchor Standard:

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

Essential Understanding from the Standard

- a. Determine the main ideas of a text and explain how they are supported by key details.
- b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.

Extended Understanding

- Synthesize the central idea in multiple texts

Academic Vocabulary

- Analyze
- **Main Idea/Central Idea***
- Convey
- Details
- Determine
- Distinct
- Fact
- Judgment
- Opinion
- Particular
- Summarize/Summary
- **Explain***

Content Elaborations

The focus of the **Key Ideas and Details** topic is identifying textual evidence and making inferences about informational text, determining main ideas, and creating a complete summary. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

Next Grade Level Progression Statement

In the next grade level, students are expected to cite textual evidence to support their analysis of the text. Students will be expected to provide an objective summary of a text, as well as analyze key ideas, events, or individuals in a text.

Question Ideas

- Which of the following best captures the main idea?
- What textual evidence supports the central idea?
- What is the topic of the passage?
- When you analyze the text, what details do you find that support the central idea?
- How does the textual evidence support ___ as the central idea?
- What is the central idea of this article? List two pieces of evidence to support your answer.
- Summarize the text without putting in your own opinion or judgment.

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students determine the main idea of Colin A. Ronan's "Telescopes" and create a summary by explaining how key details support his distinctions regarding different types of telescopes.

Ohio's Model Curriculum Instructional Supports

Strategies: GIST Strategy: Generating Interaction between Schemata and Texts

Begin modeling this strategy by having student read a paragraph or short text. Then, have students work together to rewrite the paragraph in one sentence, no more than 15 words. Students will collaborate and think critically about what the main idea of the text is to meet the goal of 15 words. Explain that they will do this by thinking about the "who" or "what" of the text. Students will have to defend to other groups why they included some details and left others out.

Resources: [Charlotte Huck's Children's Literature: A Brief Guide by Barbara Kiefer and Cynthia Tyson \(McGraw Hill, 2009\)](#)

Provides information on creating literature-based programs, criteria for selecting quality literature for the classroom, and activities that promote critical thinking about children's books.

RI.4.2 (Prior Grade Standard)

Analyze informational text development.

- a. Determine the main idea of a text and explain how it is supported by key details.
- b. Provide a summary of the text that includes the main idea and key details, as well as other important information.

RI.6.2 (Future Grade Standard)

Analyze informational text development.

- a. Determine a central idea of a text and how it is conveyed through particular details.
- b. Provide an objective summary of the text that includes the central idea and relevant details.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

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.

CCR Anchor Standard:

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Understanding

- Identify details that concern individuals, events, or ideas
- Sequence the progression of an individual, event, or idea in an informational text
- Describe how individuals, events, or ideas respond and/or change throughout an informational text

Extended Understanding

- Analyze interactions between individuals, events, or ideas in an informational text

Academic Vocabulary

- Analyze
- Anecdotes
- Characters/
- Characterization
- Detail
- Develop
- Elaborate
- Event
- Illustrate
- Interact

Content Elaborations

Students are able to determine the type of text they are reading, such as historical, scientific, or technical. Based on the type of text, students will adjust their strategies to determine connections between multiple people, events, ideas, and concepts. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world and self.

Next Grade Level Progression Statement

In the next grade level, students are expected to cite textual evidence to support their analysis of the text. Students will be expected to provide an objective summary of a text, as well as analyze key ideas, events, or individuals in a text.

Question Ideas

- How would you sequence the progression of the _____ event in the nonfiction article?
- How did an individual evolve with the elaboration of the passage?
- How does the key idea unfold?
- Explain why it was important for the author to introduce the individual/event/idea in paragraph____ of the text?
- Describe three details the author uses to show how the key event evolves.
- When and how did the _____ character/individual change?
- Where does the author provide an example or anecdote to support the development of the key idea?
- At what point should the author have introduced the key idea? How would that have made the article better?
- How did the events in the beginning of the article lead to its conclusion?
- How did the individual's childhood experiences lead him/her to become _____?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak's "*About Time: A First Look at Time and Clocks*".

Ohio's Model Curriculum Instructional Supports

Strategies: Underlining for Comprehension

Underline with double lines the main ideas. Underline details with one line. Key words and terms should be circles. Use colored pencils to link details with the main idea. Side margin is used for a brief summary.

Resources: [Teaching Literacy in Context: Choosing and Using Instructional Strategies. by Mimi Miller and Nancy Veatch. Reading Teacher, Nov. 2010, Vol. 64 Issue 3, p. 154-165,](#)

Focuses on ways to build vocabulary, fluency, comprehension, and motivation while teaching with expository text.

RI.4.3 (Prior Grade Standard)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.6.3 (Future Grade Standard)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

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.

CCR Anchor Standard:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

Essential Understanding

- Interpret words and phrases
- Identify and analyze figurative language
- Identify and analyze technical language
- Understand how word choice (diction), figurative language, and technical language impact meaning

Extended Understanding

- Identify and analyze above-grade-level figurative language and tier-three vocabulary

Academic Vocabulary

- Analyze
- Connotation/Connotative
- Denotation
- Determine
- Diction
- **Figurative Language***
- **Simile***
- **Metaphor***
- Idioms
- Phrases
- Technical

Content Elaborations

The focus of the **Craft and Structure** topic is for readers to develop an understanding of word meaning within the context and the ways in which authors choose to convey information.

Next Grade Level Progression Statement

In the next grade level students are expected to determine the meaning of words in context and the figurative, connotative, and technical meanings. Students are expected to analyze how parts of texts contribute to the overall development of the text and ideas. Students are also expected to determine an author's perspective and purpose in a text and explain how it is conveyed.

Question Ideas

- What does the word/phrase ____ mean in this selection?
- Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?
- Which of the following synonyms is closest in meaning to the word ____?
- Which words in the passage are tier-three words? What is the meaning of each of these technical terms?
- How did the author use word choice (diction) to impact meaning?
- How did the author use word choice (diction) to create a cohesive article?
- What word(s) could you use to replace ____ in order to rewrite the passage for an audience of third-graders?
- What kind of figurative language is being used in paragraph ____? How does it affect the meaning of the passage?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava, and important general academic words and phrases that appear in Seymour Simon's "Volcanoes".

Ohio's Model Curriculum Instructional Supports

Strategies: Hunt for Clues: Looking for Signal Words

Teach students to hunt for "signal words" that can help identify text structure. In the classroom, create an anchor chart for each type of text structure and their "signal words." Have students work together to analyze texts. As a group, they will look for and highlight any signal words they find, using the signal words to guide their reasoning for helping to identify Text Structure type. After identifying text structures, students will discuss either in a group or as a class how the structure enhances understanding and comprehension. [Signal Word List](#)

Resources: [Teaching Literacy in Context: Choosing and Using Instructional Strategies.](#) by Mimi Miller and Nancy Veatch. [Reading Teacher](#), Nov. 2010, Vol. 64 Issue 3, p. 154-165,

Focuses on ways to build vocabulary, fluency, comprehension, and motivation while teaching with expository text.

RI.4.4 (Prior Grade Standard)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

RI.6.4 (Future Grade Standard)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Grade 5

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.

CCR Anchor Standard:

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Understanding

- Identify and understand text structures and their parts
- Identify and understand types of sentences
- Identify and understand syntactical structures
- Understand how ideas develop in an informational text

Extended Understanding

- Close reading

Academic Vocabulary

- Analyze
- Chapter
- Paragraph
- Particular
- Section
- Sentence
- Syntax (parallelism, repetitive structure, phrases, clause, inverted/natural structure)
- Text Structure (chronological, comparison, cause/effect, problem/solution)

Content Elaborations

Students use text structures to help comprehend text and determine an author's perspective and purpose for writing a text. Students can identify and compare various text structures as found in grade appropriate texts.

Next Grade Level Progression Statement

In the next grade level students are expected to determine the meaning of words in context and the figurative, connotative, and technical meanings. Students are expected to analyze how parts of texts contribute to the overall development of the text and ideas. Students are also expected to determine an author's perspective and purpose in a text and explain how it is conveyed.

Question Ideas

- How do the ideas in the text develop?
 - How does the structure of the article help with the development of the main idea?
 - Analyze the use of text features (graphics, headers, captions, etc.). Do they add to or detract from the ideas being conveyed?
 - How does the sentence, paragraph, chapter, or section fit into the overall structure of _____?
 - Why did the author choose to use a cause/effect structure? Would another text structure have been more effective at developing the ideas in the text?
- Analyze the text structure and explain why the author chose to write it this way.
 - How would leaving out this sentence, paragraph, chapter, or section change the development of ideas in the text?
 - What types of sentences does the author use? How do they help with idea development?
 - Describe the syntax of the article. How does the author's syntactical choices affect the overall text structure?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students identify the overall structure of ideas, concepts, and information in Seymour Simon's *Horses* (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by Patricia Lauber in her book *"Hurricanes: Earth's Mightiest Storms"*.

Ohio's Model Curriculum Instructional Supports

Strategies: Create a Text-to-Text Graphic Organizer

Students reading two texts over the same topic can use this to compare and contrast any events/concepts/etc. they choose. Create three columns. Label the left side with one of the text titles, leave the middle column blank, and label the right column with the second text title. In the middle, list the aspects of both texts that students should compare/contrast.

Resources: [Writing Strategies that Work--Do This, Not That!](#) by [Lori G. Wilfong](#)

Provides practical research-based writing strategies. The state of Illinois provides multiple resources and strategies for 5th grade ELA at this [site](#).

RI.4.5 (Prior Grade Standard)

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.6.5 (Future Grade Standard)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Ohio's Learning Standards-Clear Learning Targets

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Grade 5

RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.

CCR Anchor Standard:

Assess how point of view, perspective, or purpose shapes the content and style of a text.

Essential Understanding

- Identify the point of view
- Identify the author's purpose
- Understand and explain how the point of view or purpose is conveyed in a text

Extended Understanding

- Close reading
- Compare/contrast texts with opposing points of view/purposes on the same topic.

Academic Vocabulary

- Analyze
- Author's Purpose (to inform, entertain, persuade, etc.)
- Convey
- Determine
- **Perspective***
- **Point of View*** (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)

Content Elaborations

The unique text features, type of source (primary vs. secondary), and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension and understanding author's purposes. Understanding the author's perspective gives the reader another lens from which to examine a text.

Next Grade Level Progression Statement

In the next grade level students are expected to determine the meaning of words in context and the figurative, connotative, and technical meanings. Students are expected to analyze how parts of texts contribute to the overall development of the text and ideas. Students are also expected to determine an author's perspective and purpose in a text and explain how it is conveyed.

Question Ideas

- What is the author's point of view?
- What is the author's purpose?
- What is the point of view being used in the text? How does the author convey his point of view?
- How is the objective point of view conveyed?
- How is the subjective point of view conveyed?
- How is the (first person, third person, omniscient, etc.) point of view conveyed by the author?
- What details from the text help convey the author's point of view?
- How would ___ change if the author's purpose were changed from informing to entertaining?
- What details and structures are used to convey the author's point of view or purpose?

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students compare and contrast a firsthand account of African American ballplayers in the Negro Leagues to a secondhand account of their treatment found in books such as Kadir Nelson's "*We Are the Ship: The Story of Negro League Baseball*", attending to the focus of each account and the information provided by each.

Ohio's Model Curriculum Instructional Supports

Strategies: Who Said What?

It is important for readers to become critical consumers of print and non-print media. Bring in news articles and video from multiple news shows that are all focused on the same news event or person. Have students read and summarize specific reports in small groups.

Have groups form jigsaws (one member from each group in a new group) and share their summaries. The job of the new group is to compare the ways that perspectives have impacted the reporting of the stories.

Resources: Notice and Note, Strategies for Close Reading by Kyleen Beers and Robert E Probst

Examines six, concrete "sign posts" that help students determine abstract and implied concepts through close reading.

RI.4.6 (Prior Grade Standard)

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.

RI.6.6 (Future Grade Standard)

Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

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.

CCR Anchor Standard:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Understanding

- Identify and integrate information on the same topic/issue presented in diverse formats
- Understand a topic/issue by integrating information on the same topic/issue presented in diverse formats
- Reading, viewing, and listening comprehension

Extended Understanding

- Synthesize varied information

Academic Vocabulary

- Coherent
- Compare/Contrast
- Diverse
- Format
- Issue
- Integrate
- Media
- Quantitative
- Summarize
- Synthesize
- Topic

Content Elaborations

Critical thinkers use print as well as non-print media, including digital sources, to locate information or to solve problems efficiently. The ability to access, use, and synthesize information from multiple visual and print sources enhances the understanding of a topic and expands learning.

Next Grade Level Progression Statement

In the next grade level, students are expected to gather and integrate information presented in multiple formats to draw conclusions, trace, and evaluate argument to determine claims that are supported by evidence from those that are not, and compare and contrast different types of text on the same topic while analyzing the author's craft.

Question Ideas

- What information on ____ topic/issue is presented in each of the sources?
- Experience each source of information on the topic. Explain what is added to your knowledge of the topic from each source.
- Summarize each of the sources of information on the issue of ____.
- What are the similarities and differences between the information presented in the text and the video?
- List three ideas that you have integrated concerning _____ after having read the article, watched the Prezi, and listened to the lecture.
- After researching _____ (informational texts and media), write a report that describes ____ (topic or issue).
- After reading/experiencing three digital/print sources on _____, write an essay that integrates your findings and is supported by textual citations.

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students interpret the visual chart that accompanies Steve Offinoski's "*The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*" and explain how the information found within it contributes to an understanding of how to create a budget.

Ohio's Model Curriculum Instructional Supports

Strategies: Who Said What?

It is important for readers to become critical consumers of print and non-print media. Bring in news articles and video from multiple news shows that are all focused on the same news event or person. Have students read and summarize specific reports in small groups. Have groups form jigsaws (one member from each group in a new group) and share their summaries. The job of the new group is to compare the ways that perspectives have impacted the reporting of the stories.

Resources: Notice and Note, Strategies for Close Reading by Kyleen Beers and Robert E Probst

Examines six, concrete "sign posts" that help students determine abstract and implied concepts through close reading.

RI.4.7 (Prior Grade Standard)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.6.7 (Future Grade Standard)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

RI.5.8

Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.

CCR Anchor Standard:

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Essential Understanding

- Define and identify an argument
- Define and identify a claim
- Trace and evaluate arguments and claims
- Identify evidence in a text that support claims
- Distinguish claims supported by evidence from claims that are not

Extended Understanding

- Determine if reasoning is sound

Academic Vocabulary

- Argument
- Claim
- Data
- Delineate
- Distinguish
- Evaluate
- Evidence
- Specific
- Trace
- Warrant
- **Evidence***

Content Elaborations

The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to make connections across texts on the same topic and to explain how an author provides evidence to support key points in a text, and then identify which evidence supports particular points.

Next Grade Level Progression Statement

In the next grade level, students are expected to gather and integrate information presented in multiple formats to draw conclusions, trace, and evaluate argument to determine claims that are supported by evidence from those that are not, and compare and contrast different types of text on the same topic while analyzing the author's craft.

Question Ideas

- What is the main argument made in the essay?
- What claims support the argument in the article?
- What data, evidence, or reasoning is presented to support claim #1? To support claim #2? To support claim #3?
- Trace one of the claims made in the argument: List the claim made, the reasons given, and the evidence provided in support of the claim.
- Are the data, evidence, and reasoning given to support claim # 1 better or worse than those given to support claim #2? Support your answer with text.
- After watching the commercial, identify the claim, reason, data, and warrant. Also identify the counterclaim if one was given.
- After reading the first draft of your argument, decide which claims were sufficiently supported and which ones were not.

Ohio's Learning Standards for English Language Arts Supports: Appendix B

Sample Performance Task- Students explain how Melvin Berger uses reasons and evidence in his book "*Discovering Mars: The Amazing Story of the Red Planet*" to support particular points regarding the topology of the planet.

Ohio's Model Curriculum Instructional Supports

Strategies: Key Points Back-Up / Picture Book Practice

Key Points Back-Up

In an effort to connect key points to evidence, have students create two columns on a piece of paper. On the left side of paper, write key point(s) in a text - on right side, write the reason and evidence (draw lines to connect the key points and the reason and evidence).

Picture Book Practice

Use two informational pictures books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences.

Resources: Student TedTalks (middle school)

Watch [the video](#) and use a graphic organizer to take notes about the main ideas the speaker makes and the evidence he/she uses to support the argument. Students can also write a summary, including the main ideas. (Here is an example of a Ted Talk.)

RI.4.8 (Prior Grade Standard)

Explain how an author uses evidence to support particular points in a text.

RI.6.8 (Future Grade Standard)

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

<p>RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> • Reading comprehension • Identify, compare, and contrast the same event presented by two different author <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> • Close reading 	<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> • Analyze • Approach • Compare • Contrast • Informational Genres (nonfiction, biography, memoir, etc.) • Informational Text Forms (encyclopedia, newspaper, etc.) • Presentation
<p><u>CCR Anchor Standard:</u></p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		

Content Elaborations

The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to make connections across texts on the same topic and to explain how an author provides evidence to support key points in a text, and then identify which evidence supports particular points.

Next Grade Level Progression Statement

In the next grade level, students are expected to gather and integrate information presented in multiple formats to draw conclusions, trace, and evaluate argument to determine claims that are supported by evidence from those that are not, and compare and contrast different types of text on the same topic while analyzing the author's craft.

Question Ideas

- | | |
|--|--|
| <ul style="list-style-type: none">• What event do both texts have in common?<ul style="list-style-type: none">• How do the two texts differ in the treatment of that event?• How are the two texts similar in the treatment of that theme?• Compare the first-person account to the historical text concerning the liberation of Auschwitz.• After reading both texts, outline each author's presentation of _____. | <ul style="list-style-type: none">• What events can be found in both texts? Do both texts approach the events the same?• How does the author's approach to the event in the biography differ from the second author's approach to the same event in the narrative?• How do the two authors' presentations of _____ differ from the historical account to the memoir? |
|--|--|

Ohio's Learning Standards for English Language Arts Supports: Appendix A

Compare/Contrast: Have students read articles from different sources but on the same topic (i.e., from a newsmagazine and a gossip magazine). Have students compare/contrast the points of view of different authors, how they structure each argument, and how their word choice is significant. This will help students to realize that the bias of the authors is important as it can color their views of the issue involved. The word choice used by the media also is important. This exercise can work well with primary sources from history: two people who fought in the same war's diaries, people who are storm chasers and those who lived through a storm, 9/11, current events, etc.

Ohio's Model Curriculum Instructional Supports

Strategies: Paired Readings

Give students two readings on a topic from two different types of sources - i.e., poem about whales and a ship's captain's journal excerpt about a whale sighting. Allow students to mark the readings with their own coding - or give them a code. Example: Circle descriptive vocabulary that is the same in both passages, underline differences, put question marks next to pieces students do not understand.

Resources: Student TedTalks (middle school)

Watch [the video](#) and use a graphic organizer to take notes about the main ideas the speaker makes and the evidence he/she uses to support the argument. Students can also write a summary, including the main ideas.

RI.4.9 (Prior Grade Standard)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.6.9 (Future Grade Standard)

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Ohio's Learning Standards-Clear Learning Targets

English Language Arts- Reading Informational

Grade 5

RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CCR Anchor Standard:

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

Essential Understanding

- Demonstrate comprehension of grade-level literary nonfiction
- Demonstrate comprehension of above grade-level literary nonfiction with scaffolding
- Identify/evaluate text complexity

Extended Understanding

- Demonstrate comprehension of above grade-level literary text without scaffolding

Academic Vocabulary

- Comprehension
- Decoding
- Fluency
- Informational Text
- Lexile
- Literary Nonfiction
- Nonfiction
- Proficient
- Text Complexity
- Scaffolding

Content Elaborations

Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Next Grade Level Progression Statement

In the next grade level students are expected to read and comprehend literary nonfiction at the high-end of the 6-8 text complexity band proficiently, with scaffolding and support.

Question Ideas

- How should you choose which literary nonfiction texts to read?
- What strategies should you use to comprehend a complex text?
- What procedures can you use to read and comprehend a text above your reading level?
- What reading comprehension strategies will you use to be sure you can read and understand this text?
- Apply the four steps of text complexity to determine if this is an appropriate text for you. Use the Text Complexity Analysis Sheet or Text Complexity Bookmark to assist you.
- How do you monitor your own comprehension as you read?
- What steps are involved in close reading of a text?

Ohio's Learning Standards for English Language Arts Supports: Appendix A

A Three-Part Model for Measuring Text Complexity

1. **Qualitative** dimensions of text complexity- refers to those aspects of text complexity best measured or only measurable by an attentive human reader.
2. **Quantitative**- refers to those aspects of text complexity , such as word length, and is typically measured by computer software.
3. **Reader and task considerations**- variables specific to particular readers and tasks must be considered when determining whether a text is appropriate for a given student.

*Appendix A provides more detailed information regarding each part.

Ohio's Model Curriculum Instructional Supports

Strategies: 3-2-1 Strategy

With this strategy, students will write or share three things they discovered while they were reading, two things they found interesting, and one question they still have.

Resources: 35 Strategies for Guiding Readers through Informational Texts by Barbara Moss and Virginia S. Loh

A practical resource that provides the what, why and how of strategies for using informational text in the classroom.

RI.4.10 (Prior Grade Standard)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.6.10 (Future Grade Standard)

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.