


## NCSU ELA Curriculum

**Topic:** Reading Information

**Unit of Study:** Digging Deeper into Informational Text

**Grade: 5**

### **Comprehension Strategies**

 NCSU K-6 Progressions: Comprehension Strategies

#### **CCSS ELA:**

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.

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.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**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).**

**RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.**

### **Essential Questions**

- How does the author use reason and evidence to support the text?
- How do readers present information from two texts to demonstrate their understanding?

### **Knows: Vocabulary**


- Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)
- How to integrate information in a purposeful way
- How to analyze
- Point of view
- Audience

### **Understands**

- Authors include specific information to explain the what and why of individuals, events, procedures, ideas and concepts in scientific, technical and historical texts.
- Readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.
- Authors of informational text use various structures to share information.
- The structure of events, ideas, concepts, or information can vary from one text to another.
- Readers recognize the similarities and differences in text structure to better understand the information in texts.
- Authors of informational text provide information and key details on topics in different ways.

- Readers make meaning of informational texts by integrating important information presented in several texts in order to present it for a specific purpose.
- Authors control what the reader knows through the choices they make (e.g., content, point of view, style, word choice).
- Readers recognize that multiple accounts of the same event will have similarities and differences based on the point of view they represent.
- Readers analyze the text to better understand the author's viewpoint/attitude and purpose.

## DO: Outcome Assessment

 Grade 5 Digging Deeper into Informational Texts Outcome Assessment

## Resources

Fountas and Pinnell


- The Reading Minilessons Book
- Interactive Read Alouds


Teachers College Reading Units of Study

[Oakland School Resource](#)

[Informational Reading Learning Progressions](#)

[Writing About Reading Ideas and Continuum](#)

 NCSU Speaking and Listening Continuum K-6.docx

 Fifth NCSU Alignment Document Digging into Informational Text