

Grade 5 Reading Informational Text Standards and Close Reading Planning

Category	Informational Text	Questions
Key Ideas and Details	RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p style="text-align: center;"><i>What does the text say? Follow-up: How do you know?</i> General Understanding ~ Key Details ~ Literal Level of Meaning general content/meanings, sequence of events, key/supporting details who, what, when, where, why, how much, how many (questions to ensure that students have understood what they've read)</p>
	RI.2 Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.	
	RI.3 Explain the relationship 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.	
Craft and Structure	RI.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 style="text-align: center;"><i>How does the text work? Follow-up: How do you know?</i> Vocabulary ~ Text Structures (see handout) ~ Author's Craft (see handout) words, phrases, sentences, paragraphs</p>
	RI.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.6 Analyze multiple accounts of the same event or topic noting important similarities and differences in the point of view they represent.	
Integration of Knowledge and Ideas	RI.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 style="text-align: center;"><i>What does the text mean? Follow-up: How do you know?</i> Author's Purpose ~ Intertextual Connections (within and between texts) ~ Inferences Purpose—consider point of view; identify the format; consider how the author wants the reader to react (ethos, pathos, logos)</p>
	RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support the point(s) .	
	RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably .	

Culminating Questions

What does the text inspire me to do? What does the text mean to me?
Writing Task? (Argumentative, Explanatory, Narrative) Project? Debate? Speech?
Presentation? Research? Socratic Seminar?

RI.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.

RI.8 Explain how an **author uses reasons and evidence** to support **particular points** in a text, **identifying** which **reasons and evidence support** the **point(s)**.

RI.9 Integrate information from **several texts** on the **same topic** in order to **write** or **speak** about the subject **knowledgeably**.

Integration
of
Knowledge
and
Ideas