

## GRADE 5 NYS CCLS Reading for Information Key Concepts

*Developed collaboratively by Debbie Godsen DePalma, Deana Darling, Jeanne Nourse, Carrie Kane & Kristen Spade*

### KEY IDEAS AND DETAILS *Standards 1-3*

<p><b>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <ul style="list-style-type: none"> <li>• Use quotation marks correctly in writing</li> <li>• Pull quotes from text</li> <li>• Draw inferences using details from text</li> <li>• Determine what is important</li> <li>• Cite multiple sources within text</li> <li>• Determine main idea (standards 2)</li> <li>• Understand how to interpret dialogue</li> <li>• Character analysis</li> <li>• Determine character traits based on text evidence</li> </ul>	<p><b>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b></p> <ul style="list-style-type: none"> <li>• Define main idea</li> <li>• Determine one main idea</li> <li>• Discuss text structure- use of paragraphs, and informational text features (see informational text features)</li> <li>• Focus on how details form the main idea</li> <li>• Use graphic organizers for main idea</li> <li>• Identify details vs supporting details</li> <li>• Determine relevant vs irrelevant information</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Develop background knowledge on informational text being used (use video clips)</li> <li>• Develop characters traits for historic individuals</li> <li>• Connect details in text to the character</li> <li>• Timeline knowledge</li> <li>• Use of graphic organizers- cause effect</li> <li>• Compare and contrast (individuals, events, ideas or concepts) using relevant information from text</li> </ul>
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### CRAFT AND STRUCTURE *Standards 4-6*

<p><b>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</b></p> <ul style="list-style-type: none"> <li>• Expand speaking and reading vocabulary to include academic and domain specific words explicitly taught</li> <li>• Monitor and record new words learned (explicitly taught) and through text</li> <li>• Explain the difference between academic and domain specific vocabulary (Speaking and Listening, vocabulary:)</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</li> <li>• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Use multiple texts in instruction</li> <li>• Determine/review text structures and non-fiction text features</li> <li>• Use evidence to inform analysis and understanding</li> <li>• Define/review compare and contrast</li> <li>• Understand cause/effect especially in regards to events and concepts</li> <li>• Explain chronology</li> <li>• Begin to focus on how/why text structure supports understanding (leading to 6th grade)</li> <li>• Apply metacognitive strategies</li> </ul>	<p><b>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</b></p> <ul style="list-style-type: none"> <li>• Review Academic Vocabulary: similarities/differences, first-hand/second-hand sources</li> <li>• Pros/cons of first-, second-hand sources</li> <li>• Use multiple sources</li> <li>• Identify evidence that conveys a point of view</li> <li>• Author's purpose and point of view</li> <li>• Understand different purposes leads to different types of writing (cartoons, timelines, editorials...)</li> </ul>
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### INTEGRATION OF KNOWLEDGE & IDEAS *Anchor Standards 7 - 9 (There is no RTL for RI, as part of standard 10)*

<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Understand what a question is asking; restate; locate answers</li> <li>• Expose to multiple questions in multiple forms; different types of questions</li> <li>• Multiple types of texts (diagrams, graphs, videos, etc)</li> <li>• Interpret information from multiple sources – reteach and practice</li> <li>• Students need to be able to evaluate and explain thinking to connect multiple sources</li> <li>• Support reasoning with evidence</li> <li>• Elaborate on details</li> <li>• Understand point of view as it connects with texts</li> </ul>	<p><b>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).</b></p> <ul style="list-style-type: none"> <li>• Academic language: argument; validity</li> <li>• Identify one's position by using specific evidence from text</li> <li>• Match reasons to argument's position</li> </ul>	<p><b>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</b></p> <ul style="list-style-type: none"> <li>• Academic Language: themes (especially in informational texts)</li> <li>• Read multiple texts</li> <li>• Note-taking from multiple resources using multiple forms</li> <li>• Synthesize information gained from multiple sources</li> <li>• Understand author's craft, purpose, elements/structures</li> <li>• Types of informational text</li> </ul>
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