

| Reading Informational Text (Level 5) | |
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| Key Ideas and Details | |
| <i>Student Goal:</i> | <i>What it looks like:</i> |
| 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <p>Students at Level 5 are required to refer to specific examples when explaining the text and drawing conclusions. Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words. At this level, students tell how or why historical events, scientific ideas or “how to” procedures happened and use the text to support their answers.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the main idea of this text? How do you know? • What are the important ideas in this text? Show where you found them in the text. • Summarize the text from beginning to end in a few sentences. • Which step comes first? After that? • What happened first? What happened after that? • Can you tell me how these ideas are the same? Can you tell me how they are different? • Think about these historical events. Tell how they are connected. |
| 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | |
| 3. 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. | |
| Craft and Structure | |
| 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a learning level <i>topic or subject area</i> . | <p>Students at Level 5 continue to find the meanings of general vocabulary words specific to appropriate topics or subjects. Students must explain how the events, ideas, or concepts fit into the overall structure of a text. At this level, students are required to find the similarities and differences in perspectives (first and second hand) about the same event or subject. They will give descriptions about how the information is presented for each perspective.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words you do not know? (glossary, use context) • What features in the text help you find important information about what you are reading? • How is the information presented/organized in this text? • What does the author want the reader to understand about this text? • What is the author emphasizing mostly in the firsthand account? What is the author emphasizing in the secondhand account? • Is the information provided by the author the same or different? |
| 5. 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. | |
| 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | |
| Integration of Knowledge and Ideas | |
| 7. 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. | <p>Students at Level 5 must understand what is heard, viewed, or presented through various media formats to help make meaning of the text. Students give an explanation about how an author uses proof to support a point in the text. At this level, students will combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.</p> |
| 8. Explain how an author uses reasons and evidence to support particular points in a text. | <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? |

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| <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <ul style="list-style-type: none"> • Can you find the reasons the author gives for his/her thinking? • What is the same about the points presented in these texts? What is different? • Look at these two texts about the same topic. Can you find the important information from both texts to add to your notes? Can you tell me about the important ideas you found in each text? |
| <p>Range of Reading and Level of Text Complexity</p> | |
| <p>10. At Level 5, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Level 5 text complexity band proficiently.</p> | <p>Students are required to read informational text in the Level 5 text complexity band proficiently with scaffolding as needed.</p> <p>“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p> |