

Grade 5, Unit 2
Determining Main Ideas in Text

Pacing Guide: This unit is designed to be implemented in the course of **20 days**.

Unit Overview: This unit focuses on teaching students to determine main ideas in a text. Students will learn to use the features, structure, and running text to determine main ideas and explain how the main ideas are supported by key details. Students will synthesize ideas and make notes on key points made in informational text. They will use those notes to summarize the text. Students will use these informational texts as models for crafting their own article on a scientific topic.	
Essential Questions and Big Ideas Addressed in this Unit	
Essential Questions:	Big Ideas (Possible Responses to the Essential Questions):
How does a text preview help the reader orient themselves to a text?	A text preview helps a reader orient themselves to the reading by using the text features to consider what the text will be about. Thinking about the relationship between the text features helps the reader to predict the content that will be read.
Why is it important to make notes about my reading?	Making notes helps the reader to keep track of what they are reading. Making notes helps the reader to better understand what they are reading. This also helps the reader to identify main ideas of the text.
Why is it important to identify main ideas of a text?	Identifying main ideas helps the reader know what the text is about.
What does a strong written summary of a text include?	A summary is a short review of the main ideas of the text. It will not include detail or personal opinion.
What is a Key Note presentation?	A key note presentation is a short presentation of a topic, including main ideas, key details, and supporting visuals.
Common Core Reading Standards Highlighted in this Unit	Common Core Language Standards Highlighted in this Unit

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<p>RI5. 1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from a text.</p> <p>RI5.2 Determine two or more main ideas and explain how they are supported by key details; summarize the text.</p> <p>RI5.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topics or subject area.</p> <p>RI5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>RI5.7 – 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>	<p>L5.1 Demonstrate command of the conventions of standard English, grammar, and usage when writing or speaking</p> <p>L5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L5.1e Use correlative conjunctions.</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing</p> <p>L5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L5.4a Use context as a clue to the meaning of a word or phrase.</p>
<p>Common Core Writing Standards Highlighted in this Unit</p>	<p>Common Core Speaking and Listening Standards Highlighted in this Unit</p>
<p>W5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p><i>W5.2a Introduce topic clearly, provides a general observation and focus and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</i></p> <p><i>W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p> <p><i>W5.2c Link ideas within and across categories of information using words, phrases, and clauses.</i></p> <p><i>W5.2d Use precise language and domain specific vocabulary to inform about or explain the topic.</i></p> <p><i>W5.2e Provide a concluding statement or section related to the information or explanation presented.</i></p> <p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners, on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</i></p> <p><i>SL.5.1.a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p>SL5. 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><i>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g. consequently and therefore) and provides a concluding statement related to the speakers position.</i></p> <p><i>SL5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situations. (See grade 5 Language standards 1 and 3 on pages 20-21 for specific expectations)</i></p>

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<p>Task 1: Write text previews, read and make notes. (approx. 4-5 days) Students prepare themselves to read informational texts by integrating text features to write a text preview. Students make notes as they are reading and then use their notes to write a summary of the text.</p>
<p>Task 2: Research Information on a topic (Body Systems) (approx. 4-5 days) Continuing the work the student learned during Task 1 about writing text previews, making notes, and writing summaries, students zoom in on one topic to study (Body Systems from FOSS science).</p>
<p>Task 3: Write Informational Article about a topic (approx. 5-6 days) Students select one body system (circulatory, respiratory, digestive, or excretory) to write an information article. Students begin by deconstructing the features and structures of an informational article to construct their own. Students should engage in peer editing as they complete their article.</p>
<p>Task 4: Prepare and Deliver a Keynote Presentation (approx. 3-4 days) Using their informational article, students prepare a keynote presentation. Students rehearse and present their keynote to an audience. Consider having one student present their key note to a small group so several keynote presentations can be delivered at one time. The playlist includes a possible rubric for individual or group presentations.</p>

Learning Experiences (Tasks)

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Considerations

During Task 1:

As the students get used to writing text previews, making notes, and writing summaries, select different texts on different topics. See Playlist for a list of possible sources.

During Task 2:

Follow the same format for writing text previews, making notes and writing summaries, but have the texts be about the same topic. It is suggested to use texts that support Body Systems (supports science content).

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<p>Task 1 (And 2 – on the same topic)</p> <p>Learning Targets for Task 1 (and 2): Previewing text, making notes, writing a summary</p> <ul style="list-style-type: none">➤ I can prepare to read a text by writing a text preview statement.➤ I can understand what I am reading by making notes about what I read.➤ I can use my notes to summarize what I have read in writing.
<p>Concepts/Teaching Points for Task 1</p> <ul style="list-style-type: none">• Writing text previews helps orient the reader to the text.• A text preview involves integrating text features to make a written statement about the text.• When a student “makes notes” (as opposed to takes notes), they are making meaning of the information (text, video) and recording the information in a manner that makes sense for their understanding.• Summary conveys the main points of a text.• Students must integrate both reading and writing as they learn to write text previews and write summaries.• Students should have opportunities to talk about their understanding of the text before, during, and after reading.
<p>✓ Guiding Questions for Assessment (Reteaching may be needed based on results)</p> <ul style="list-style-type: none">○ Can students make a text preview statement in writing?○ Can students make notes about what they have read?○ Can student summarize what they have read in writing?
<p>Instructional Considerations</p> <p>During Task 1: As the students get used to writing text previews, making notes, and writing summaries, select different texts on different topics. See Playlist for a list of possible sources.</p> <p>During Task 2: Follow the same format for writing text previews, making notes and writing summaries, but have the texts be about the same topic. It is suggested to use texts that support Living/Body Systems. These texts can be found in the science textbook and on the sandi.net website or click here: 5th Grade Life Science, page 5 (See Playlist for additional sources).</p>
<p>Resources (See Playlist on SafariMontage)</p>

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Reading and Note making with Informational Text to Write a Summary
Sample Lesson Plan for *The Biggest Shark That Ever Lived*.
Sample note making paper

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Task 3 (4-5 days)

Learning Targets for Task 3: Writing an Informatonal Article

- I can make a plan to write an informational article by drafting/rehearsing my ideas.
- I can use my notes to help me write an informational article.
- I can organize my informational article in a way that makes sense to the reader.
- I can convey information clearly in writing.
- I can use English grammar and conventions appropriately in my writing.

Concepts/Teaching Points for Task 1

- An informational article is a brief piece of writing that explains information about a topic. The writer provides details and examples from the text(s) read to support their thinking. The writing may include a variety of graphics (pictures, graphs, tables etc...)
- The purpose of an informational article is to logically organize and explain information gathered on a topic.

✓ **Guiding Questions for Assessment (Reteaching may be needed based on results)**

- Can students make a plan to write an informational article?
- Can students refer to their notes to write an informational article?
- Can students organize their writing in a clear way?
- Can students convey information clearly in writing?
- Do students use English grammar and conventions appropriately?

Intructional Considerations:

Developing a writing prompt may be supportive for the students' writing. Consider the following frame/prompt:

After reading the text (about the circulatory system), think about how this system helps the body live. Write an informational article that will explain how the (circulatory system) functions in the body. Be sure to include facts, definitions, details and graphics.

Students should continue reading complex texts daily (in partnerships/independently). Consider having them revisit previously read texts to gain more information about their topic.

Resources

[Writing an Informational Article - Learnzillion](#)

Planning Sheet (See Playlist)

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<p>Task 4 (3-4 days)</p> <p>Learning Targets for Task 4: Creating and Presenting a Keynote Presentation</p> <ul style="list-style-type: none">➤ I can plan a keynote presentation for an audience.➤ I can deliver a keynote presentation to an audience.➤ I can use a variety of digital tools to enhance my keynote presentation (such as PowerPoint or Prezi).
<p>Concepts/Teaching Points for Task 1</p> <ul style="list-style-type: none">• A keynote presentation is a short presentation of a topic, including main idea/ key details, and supporting visuals.
<p>✓ Guiding Questions for Assessment (Reteaching may be needed based on results)</p> <ul style="list-style-type: none">○ Can students plan a keynote presentation?○ Can students deliver a keynote presentation to an audience?○ Can students use a variety of digital tools to enhance a keynote presentation?
<p>Instructional Considerations:</p> <p>Provide students with opportunities to digitally produce their presentations. Students should be able to rehearse their keynotes before presenting them to an audience.</p> <p>It is recommended to administer the end of unit assessment during this time.</p>
<p>Resources</p> <p>Presentation Rubrics (see Playlist)</p>