5ᵀᴴ GRADE LANGUAGE ARTS PARENT GLOSSARY

2014 – 2015 School Year
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Purpose: This document will provide parents with the necessary vocabulary to understand common core in order to assist your child in homework each night.

How To Use: When completing homework, if there is a term or concept that you do not understand, refer to the glossary of this packet and see examples, types of questions, and correct meaning of the term.

What's Included: This glossary includes the following:
- Common Core State Standards
- Necessary vocabulary and definitions
- Question stems that support each standard

Teacher Note: In order to successfully use this document, you must be aware of the standard being taught. The standard will always follow the following format:
- RL 5. (and a number) example – RL 5.1
- RI 5. (and a number) example – RI 5.1

These standards will always be listed on the homework for your convenience. Additionally, please use the question stems each night after your child has completed the nightly reading from their assigned book.

PART 1: COMMON CORE STANDARDS

What Are Common Core Standards?

Common Core State Standards are a set of expectations that each student are mandated to learn by the end of the school year. They are separated into 6 categories:

Reading Literature (fiction, poetry, and drama)

Reading Informational Text (non-fiction – newspapers, articles, websites)

Reading: Foundational Skills

Writing

Language

Students will be assessed at the end of the school year on their mastery of Reading Literature and Reading Informational standards on the End of Grade (EOG) test. Below are standards your child will be held accountable for.

Reading Literature – Fiction Text

Standard Number	Standard Expectation
RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL. 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL 5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL 5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL 5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL 5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **RL.5.8. (Not applicable to literature)**
RL 5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL 5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Informational – Nonfiction Text

Standard Number	Standard Expectation
RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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 5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
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 5.7	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 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.
RI 5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

PART 2: 5TH GRADE COMMON CORE READING STANDARDS GLOSSARY AND TIPS

Reading Literature – Fiction Text

Common Core Standard	Glossary
RL 5.1 **Quote accurately** from a text when explaining what the text says explicitly and when drawing **inferences** from the text.	o **Quote Accurately** – students must justify their answers or with direct evidence from the text. o **Inferences** – the ability to draw a conclusion using your prior knowledge and direct textual evidence. **Example:** Amanda stayed up all night; she knew without doing well she would not be able to go to the party on Friday. Her mother and father made it perfectly clear that without passing grades she couldn't do anything fun. Knowing this, tomorrow was the big day, everything she studied for came down to this one day. **Why was Amanda up all night?** She was studying for a test, so she could do well and go to a party on Friday. **How Do You Know?** I know because in the text it stated "she knew without doing well she would not be able to go to the party on Friday." Also, the author also stated, "tomorrow was the big day, everything she studied for came down to this one day."
RL 5.2 Determine a **theme** of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; **summarize** the text.	o **Theme** - The theme is an idea or message about life that the author wants the reader to understand. o **Summarize** – Summarizing is being able to retell the story in short sentence or two. It should include the following: **characters, problem, solution.** They may also use the following graphic organizer: {table below} **Example:** Maurice rushed out the door to catch the school bus. He couldn't believe it had overslept again; his mother was going to kill him. If she had to come home from work just to take him to school, he could forget about playing in the football game on Friday. He had to think fast! That's it! He wouldn't brush his teeth, wash his face, or eat breakfast. Catching the bus was way more important than brushing his teeth.

Somebody	Wanted	But	So
Characters	Character's desire	Problem	Solution

What lesson did Maurice learn?
He learned to listen to advice of others, or you may have to sacrifice important things.

How did Maurice respond to his challenge?
He did not brush his teeth, wash his face, or eat breakfast that morning because he would miss the bus.

Summarize the passage above.

Somebody	Wanted	But	So
Maurice	To catch the bus	He did not listen to his mother and woke up late	Maurice did not brush his teeth, wash his face, or eat breakfast.

Summary Sentence
Maurice was trying to catch the bus, but he was late because he did not wake up on time like his mother told him to. So that he does not miss the bus, he decided not to brush his teeth, wash his face, or eat breakfast.

<u>RL 5.3</u> <u>Compare</u> and <u>contrast</u> two or more <u>characters</u>, <u>settings</u>, or <u>events</u> in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**Compare** – to state how two or more things are similar. **Contrast** – to state how two or more things are different. **Characters** – those that are involved in the story. **Setting** – the location that the story takes place **Events** – the plot of the story, it can be organized by sequential order. Explains what happened first, next, last, then, and finally. **Example:** Madison and Nekia were both dancers. Everyday they went to practice at the studio with their friends. Madison worked really hard to make sure she was the best, but Nekia just always joked around at practice. When it was time for competition, Madison won first place. Nekia on the other hand, she didn't even score on the charts. **How are Nekia and Madison similar?** They both love to dance. **How are Nekia and Madison different?** Madison worked hard and she practiced often so that she can be the best, but Nekia played at practice and did not usually win at competitions.

RL 5.4 Determine the meaning of words and phrases as they are used in a text, including **figurative language** such as **metaphors** and **similes.**	○ **Figurative Language** – When an author or speaker states something that cannot literally occur. These figurative language techniques are: **Simile:** The comparison of two unlike things, using the words like or as. **Example:** Her hair was soft **as** rose petals. **Metaphor:** Comparison of two unlike things without using the words like or as. **Example:** Her hair is a ball of yarn. **Personification:** Giving non-living things human qualities. **Example:** As Asia stood outside; she saw the **clouds dance by the sun.** **Idiom:** A phrase that means something different from its literal meaning. **Example:** The rain poured down from the clouds, it soothed through the sky like cats and dogs. This standard also requires that students define words in the text using context clues. They should use these strategies: • **Definition** – A word's definition is given directly after the word. • **Restatement/Synonyms** – The text is explained in a simpler way or with different words. • **Contrast/Antonyms**- An example of the opposite of the word is given. • **Example** – The author gives examples to help understand the word.
RL 5.5 Explain how a series of chapters, **scenes,** or **stanzas** fits together to provide the overall structure of a particular story, drama, or poem.	• **Scenes** – small parts of a play • **Stanzas** – a group of lines that make up a section in poetry. These are similar to paragraphs in text. This standard is seeking for students to understand how a text is written in fiction.
RL 5.6 Describe how a narrator's or speaker's **point of view** influences how events are described.	• **Point of View** – the way the story is told from a character's perspective. This can be done in the following 3 ways: • **1st Person** – When the character is telling the story, they use pronouns such as "I", "me", "my", and "mine." • **3rd Person Limited** – When an outside narrator is telling the story. This narrator knows only the feelings of one character. They use pronouns such as, "he," "she," "his," "her," "them," "they," and "you."

- **Third Person Omniscient** – The narrator is outside of the story, but knows the feelings of ALL the characters. They use pronouns such as, "he," "she," "his," "her," "them," "they," and "you."

This standard is seeking for students to explain how the story is told, based on whose telling story.

Example:
Maurice rushed out the door to catch the school bus. He couldn't believe it had overslept again; his mother was going to kill him. If she had to come home from work just to take him to school, he could forget about playing in the football game on Friday. He had to think fast! That's it! He wouldn't brush his teeth, wash his face, or eat breakfast. Catching the bus was way more important than brushing his teeth.

What point of view is this story told from?
This story is told from third person omniscient because it knows the feelings of Maurice and his mother.

How might the story be told differently if the mother told the story?
It would be different because she could possibly share how she is upset that he did not listen to her, therefore she has to miss work and take him to school. She could also say that she is embarrassed that he did not wash his face or brush his teeth.

RL 5.7 Analyze how **visual** and **multimedia** elements contribute to the meaning, **tone**, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**Visual** – elements such as photographs, diagrams, and charts used to enhance text. **Multimedia** – elements such as videos and interactive guides used to enhance text. **Tone** – The tone or attitude of the author toward the subject he or she is specifically writing about. This standard is asking students to evaluate how the author feels about a particular topic through analyzing visual and multimedia elements.
RL 5.8	Not applicable to literature standards
RL 5.9 **Compare** and **contrast** stories in the same **genre** (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**Compare** – to state how two or more things are similar. **Contrast** – to state how two or more things are different. **Genre** – A category of literature. Some common genres are historical fiction, adventure, fantasy, science fiction, mystery, and realistic fiction. **Theme** – The theme is an idea or message about life that the author wants the reader to understand.

RL 5.10	Students should be able to read grade level appropriate text by the end of the school year and fully comprehend.
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	

Informational Text – Nonfiction

Many of the standards are similar to the literature standards; therefore many of the necessary terms may be the same.

RI.5.1.	o **Quote Accurately** – students must justify their answers or with direct evidence from the text. o **Inferences** – the ability to draw a conclusion using your prior knowledge and direct textual evidence.
Quote accurately from a text when explaining what the text says explicitly and when drawing **inferences** from the text.	
RI.5.2.	• **Main Idea** – the main message of a piece of a piece of text. • **Key Details** – Details explain how the main idea is supported throughout the text. • **Summarize** – the ability to state the main idea and support this through key details. This is often written with a paragraph format. **Example:** Jane Goodall was born in London, England in 1934. She loved animals since she was a tiny child and dreamed of going to Africa one day. Finally, she saved enough money. At the age of 23, she went to Africa with binoculars and a notepad as a primatologist to study chimpanzees. Goodall spent long hours working to gain the trust of chimpanzee groups and because of this, she was able to make new discoveries about them. She learned that they were often loving parents, that they ate meat, and that they used tools. Goodall spent two decades studying chimpanzees in Africa. **What is the main idea of this paragraph?** Jane Goodall loved animals. She studied Chimpanzees in Africa and made great discoveries about how they live. **What details from the text support your main idea?** "She love animals since she was a tiny child and dreamed of going to Africa one day." "At age 23, she went to Africa with binoculars and a notepad as primatologist to study Chimpanzees."
Determine two or more **main ideas** of a text and explain how they are supported by **key details**; **summarize** the text.	

	"She learned that they were often loving parents, that they ate meat, and that they used tools." **Summarize the paragraph above.** Jane Goodall was a woman who loved animals. She studied chimpanzees in Africa and learned that they were loving parents, ate meat and used various tools to survive.
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.	• **Historical** – These are texts that provide history of an event or person. • **Scientific/technical** – a piece of text that explains a science procedure or explains why something occurs. This standard is asking that students can explain how to people, events, or ideas are related to one another. They should understand cause and effect relationships to help support this standard.
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	This standard is asking students to use context clues to figure out words or phrases that appropriate for 5th grade students in non-fiction text. To figure out the word, students can use the following strategies: • **Definition** – A word's definition is given directly after the word. • **Restatement/Synonyms** – The text is explained in a simpler way or with different words. • **Contrast/Antonyms**- An example of the opposite of the word is given. • **Example** – The author gives examples to help understand the word.
RI.5.5. Compare and contrast the overall structure (e.g., **chronology, comparison, cause/effect, problem/solution, and sequence)** of events, ideas, concepts, or information in two or more texts.	• **Chronological** – placing events in order based on time. Clue words for this are: first, next, last, then, finally, dates, time, years, and months. • **Comparison** – the author explains the topic or a material by comparing and contrasting things. Clue words for this are: both, unlike, on the other hand, different, similar, and alike. • **Cause and Effect** – the author uses examples how one event leads to another. Authors may use words such as: cause, effect, affect, as a result, consequently. • **Problem and Solution** - Authors use this to explain a problem and then show one or more possible solutions. • **Sequence** - Authors use this to explain a step by step process. These are usually directions, recipes, instructions, etc.

	Example What text structure can best be used to describe the following paragraph? The Mississippi River and the Nile are both major rivers in their continent. The Mississippi River is located in North America. The Nile, on the other hand, is located in Africa. Both of these rivers are the largest on their continent. The Nile is 4,132 miles long, and the Mississippi River is 2,320 miles long. They both serve as major ports for transporting goods. These two rivers impact the land and the people in various ways. **This paragraph is compare and contrast. The author explains how the Mississippi and Nile river are similar and both provide great resources for their community.**
RI.5.6. Analyze **multiple accounts** (**firsthand and secondhand**) of the same event or topic, noting important similarities and differences in the point of view they represent.	• **Firsthand Account** – A text told from the point of view of someone who was directly involved in the event. For example, a letter from a soldier in World War II is a firsthand account. Another example would an archeologist writing about her discovery of a dinosaur skeleton. • **Secondhand Account** – A text told from the point of view of someone who was not directly involved in the event. For example, a history book about World War II or an essay on life about dinosaurs are secondhand accounts. This standard is seeking for students to understand multiple viewpoints of a historical event by researching and understanding each side of the event, noting how ideas are similar or vastly different.
RI.5.7. 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.	This standard is seeking for students to effectively use print and digital sources such as computers, ipads, and other devices to locate answers to solve problems efficiently.
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).	When an author writes a text, they often make a main point and support with details, this is known as evidence. **Example:** Insects have many predators, including birds, lizards, small mammals, spiders and most dangerous of all, other insects. In order to protect themselves, insects have many different defenses. Some

	insects fly away, run, hide and use their body armor. Bees, wasps and many ants have powerful stings which can be painful. Some ants spray an acid on their enemies form their rear ends. If you disturb a nest of wood ants, you'll be able to smell the acid. **Why do insects have to use so many defense strategies?** They must use countless defense strategies in order to protect themselves from the numerous amount of predators that prey on them.
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	This standard is asking that students be able to read and comprehend non-fiction text about particular topics and be able to speak knowledgably about the topic.
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Students should be able to read grade level appropriate text by the end of the school year and fully comprehend.

PART 3: QUESTION STEMS FOR EACH STANDARD

Independent reading is vital to the success of your child. When reading, please use the following questions to support the nightly reading.

Question Stems for Each Standard
Literature Standards

RL 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✓ Why did the author write this passage or text?
- ✓ What inferences can you make?
- ✓ What information would you need to support that inference?
- ✓ What can you conclude from this text?
- ✓ Why do you think that? Can you give specific examples from the text that supports your thinking?
- ✓ Can you show me where in the text the author says that?

RL 5.2 – Determine the theme of the story, drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker reflects upon a topic; summarize the text.
- ✓ What is the theme of the story?
- ✓ Which statement is the theme of this story?
- ✓ Which of the following statements best reflect the theme of the story?
- ✓ What conflicts did you see and how were they resolved?
- ✓ How did the characters solve the problem?
- ✓ Summarize the text in your own words.
- ✓ What was the main conflict?
- ✓ What details did author give to help solve the conflict?
- ✓ In a poem, can you find examples when the speaker was reflecting about the topic?

RL 5.3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- ✓ What can you tell me about those characters?
- ✓ In what ways do the characters think alike/differently?
- ✓ How does this contrast affect the outcome?
- ✓ In what way do different settings in story affect the outcome?
- ✓ Which details does the author provide to show us how the characters act with each other?
- ✓ What attitude did the characters display?

- ✓ What do _____ and _____ have in common?
- ✓ How does the dialogue help you understand the characters and their actions?

RL 5.4 – Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.
- ✓ What does the word _____ mean in this sentence?
- ✓ Are there any clues around the word that can help you determine its meaning?
- ✓ Locate a simile/metaphor – what does the author compare?
- ✓ What strategies can you use to help you find the meaning of the word?
- ✓ Look at this group of words. What is the meaning of the phrase?

RL 5.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- ✓ How is this text organized?
- ✓ This selection can be best described as a _____.
- ✓ Can you explain the difference between a chapter in a book and a scene in a play?
- ✓ How many stanzas does this poem have?
- ✓ How would this change if we took out the _____ (chapter/stanza/scene)?
- ✓ What is the key event/idea in this chapter/stanza?
- ✓ Why do you think the author wrote this as a _____, instead of a _____?

RL 5.6 – Describe how a narrator's or speaker's point of view influences how events are described.
- ✓ Who is telling the events of this story?
- ✓ Is the narrator part of the story?
- ✓ What is the narrator's perspective? Are they in the story, or is the story being told by an outside observer?
- ✓ How does the narrator's point of view influence how the events are described?
- ✓ Why do you think the narrator described the events the way he/she did?
- ✓ How would the story be different if another character was telling the story?

RL 5.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text?
- ✓ How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read?
- ✓ How does adding photo images or video help increase your understanding of the text?
- ✓ What audio elements can you add to your presentation of that story, folktale, myth or poem?

RL 5.9 – Compare and contrast stories in the same genre (e.g. mysteries and adventures) on their approaches to similar themes and topics.
- ✓ How are _____ and _____ alike?
- ✓ How are _____ and _____ different?
- ✓ How do the ideas in _____ compare to the ideas in _____?
- ✓ What characteristics does the character, _____, have that contrast the character of _____?
- ✓ How does _____ from the _____ culture, compare to _____ from the _____ culture?
- ✓ Why do you think the author _____ used the same pattern of events that was used in _____?
- ✓ What kind of writing does the author use to tell the story?
- ✓ How did the author organize the story?

RL 5.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- ✓ What have you read independently lately?
- ✓ What genres have you read?
- ✓ What genre do you enjoy most?

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Question Stems for Each Standard
Informational Standards

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RI 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ✓ Show me in the text where the author said that.
- ✓ Why do you think that? Support your inference with a quote from the text.

- ✓ Why did the author write this passage or text?
- ✓ What inferences can you make?
- ✓ What information would you need to support that inference?
- ✓ What can you conclude from this text?
- ✓ Why do you think that? Can you give specific examples from the text that supports your thinking?
- ✓ Can you show me where in the text the author says that?

RI 5.2 – Determine two or more main ideas and how they are supported by key details; summarize the text.
- ✓ What is the text about?
- ✓ What are the main ideas developed in the text?
- ✓ After reading the text, which details support the main ideas?
- ✓ How did you decide that these details were important?

- ✓ What kinds of details does the author use to support the main ideas?
- ✓ Write a short summary about what you have learned.
- ✓ Can you summarize the main ideas of the text in a sentence?

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.
- ✓ Explain the relationship between _____ and _____.
- ✓ What information from the text did you use to determine the relationship between these two scientific concepts?
- ✓ What information from the text did you use to determine the relationship between these two historical events?
- ✓ What was the result of _____'s idea?
- ✓ How has the interaction between these two people affected us today?
- ✓ Where, in the text, does the author indicate what the result of these events have been?

RI 5.4 – Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 5 topic or subject area.
- ✓ Can you read the sentences around the word/phrase to help you determine the meaning?
- ✓ What does the word, _____, mean in this sentence?
- ✓ What does the phrase, _____, mean in this sentence?
- ✓ What tools can you use to help you find the meaning of this word?
- ✓ Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word?

RI 5.5 – Compare and contrast the overall text structure (chronological, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in two or more concepts.
- ✓ How is this text/chapter organized?
- ✓ If you compared these two books about _____ how are the ideas or concepts the same? How are they different?
- ✓ Is this chapter organized chronologically, by cause/effect, or problem/solution? Why?

RI 5.6 – Analyze multiple accounts of the same topic or event, noting similarities and differences in the point of view they represent.
- ✓ What are the sources for the different accounts of the event or topic?
- ✓ Are these first – or secondhand accounts of the event? How do you know?
- ✓ Describe the similarities between the accounts.
- ✓ Using the books, can you find some important differences between _____ and _____?
- ✓ Why do you think the authors describe or tell about the events or topics differently?
- ✓ Why would the point of view be different in these versions?

RI 5.7 – 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.
- ✓ Use internet sources to find the answer to _____.
- ✓ Use the information from ____ and _____ to find the answers to _____.
- ✓ How would you solve the problem of _____?
- ✓ Can you use the information from several different sources to come up with a solution to that problem?
- ✓ Which search engine would be best to use in order to locate the answer to the question?

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).
- ✓ What is the author's message?
- ✓ Did the author use any evidence to support his thinking?
- ✓ Where in the text does the author show evidence to support the claim?
- ✓ Why did the author write that?
- ✓ Does the author give any reasons for writing that?
- ✓ Could you tell me why the author might have included that?
- ✓ What evidence could the author have added to make the points stronger?

RI 5.9 – Integrate information from several texts on the same topic in order to speak or write knowledgably about a topic.
- ✓ What did you learn from this piece of text about _____?
- ✓ Were there important details in this text that were not in the other?
- ✓ How are you deciding what details are important enough that you need to include them when you are writing?
- ✓ Did the author of this text write something that you need to include that other didn't?

RI 5.10 – By the end of, read and comprehend informational text.
- ✓ Have you tried reading a book about?
- ✓ Before reading, did you look at the headings on the page?