Fifth Grade Reading Literature

Standard 1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Corresponding College and Career Readiness Standard
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Note on range and content of student reading:
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

“I can explicitly explain what the text says by quoting accurately from the text.” “I can draw inferences using textual information.”

<table>
<thead>
<tr>
<th>Strategy/Lesson Suggestions</th>
<th>Formative Assessment Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inference Charades</strong></td>
<td><strong>Three Points to a Summary</strong></td>
</tr>
<tr>
<td>Students role-play various feelings to practice making inferences based on actions. To model, the teacher may roll eyes, breathe hard and slump in a chair. The teacher points out that nothing was said about the feeling, but asks what they can infer. Students should support their inferences with specific actions from your role-play. After role-playing several examples, break the class into small groups and allow the groups to plan their own examples. Allow a few minutes for the groups to plan and practice. During whole-group sharing, record inferences on a large two-column inference-evidence chart.</td>
<td>Students read a story. As students are reading, they are to note the “most important point” from the beginning of the story, the “most important point” from the middle of the story and the “most important point” from the end of the story. Next to each point, they write a quote from the story that supports it. Students then meet in small groups and discuss their “important points” and the supporting text. They are then to come to agreement on what are the 3 most important points of the story and the text to support it. The group then makes a poster with a summary of the points and presents it to the class. Students are evaluated on their ability to quote accurately from a text to explain what the text says explicitly and by inference. Grouping: Small group, pairs</td>
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**Inference Web**
A web can be a useful graphic organizer for inferring. Since much inferring is done about the characters in texts, create an inference web that includes an inference about the character as well as evidence to support the inference. (Harvey & Goudvis, 2000)

1. Evidence
2. Character Inference
3. Evidence
4. Evidence

**Through Their Eyes.**
1. The teacher prepares a simple face drawing with prominent glasses.
2. Underneath the face put a box in which the student will write a quote they have chosen.
3. Draw a box in the upper right where the student will write what the quote means.
4. Draw a "thought" balloon/bubble into which the student will write what the inference is from the quote.
5. Click here for an example.

Students are evaluated on their ability to quote accurately from the text and draw accurate inferences from the text. Grouping: Small group, pair, individual

**References:**
“Nearly everything in the room was broken; the TV, the pinball machine, the furniture. Even the people looked broken, with their worn out bodies sprawled over the various chairs and sofas.” From HOLES by Louis Sacher.