TECHNOLOGY AND READING COMPREHENSION: A HANDBOOK

TO SUPPORT TEACHERS AND STUDENTS IN EFFECTIVELY

INTEGRATING TECHNOLOGY TOOLS FOR READING

INFORMATIONAL TEXT

A Project

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Youa Chue

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Upper grade students often struggle with reading and lack motivation due to their difficulties with reading comprehension, especially when reading informational text. With the digital phase currently approaching us, educators need to find ways to connect to students and keep them engaged in school by implementing technology. Researchers found that there was a significant positive correlation between teachers’ high technology lesson plans and student engagement, which resulted in a significant increase in student motivation and achievement. The literature reviewed establishes the uses of implementing a variety of electronic tools and instructional approaches that help deliver the content during instruction and student practice.
This project presents a handbook to help teachers integrate technology in reading instruction that supports the Common Core State Standards (CCSS), specifically instruction of informational texts. It presents lessons for each CCSS informational text standard, including suggested software applications and SMART Board templates, while using graphic organizers and cooperative learning to support student understanding. The lessons in this project are designed for 5th grade but can be used across grade levels. The effective use of technology and instructional approaches in the classroom leads to improved learning and achievement.
CHAPTER I

INTRODUCTION

Introduction to Project

Reading comprehension is an essential tool for all students because it is a predictor of their future academic success. Reading difficulty does not only occur in lower grades; many upper grade readers also have difficulties with reading (Ertem, 2010). Students struggle comprehending while reading informational text due to the complexity of the text (Best, Floyd, & McNamara, 2008) and limited exposure to this type of reading in the classroom (McCown & Thomason, 2014). Keith Stanovich (1986) stated “struggling readers read and learn less than their peers, resulting in the Matthew Effect, where the rich become richer and the poor get poorer” (as cited in Ertem, 2010, p.143).

To enable students to achieve academically, educators need to find ways to connect to students and keep them engaged in learning to read. Students today are considered digital natives because they have grown up in a community full of technology (Prensky, 2001a). Digital natives are very comfortable with technology and process things differently compared to students before (Prensky, 2001a). In order to address the challenge in schools, research suggests that educators implement a variety of electronic tools and applications that help deliver the content during direct instruction and student practice (Cheung & Slavin, 2013).
Research suggests that approaches that include technology, cooperative learning, and graphic organizers are promising. The use of technology (Hancock & Betts, 2002) and graphic organizers (Gallavan & Kottler, 2007) as tools in the classroom promote student engagement and achievement (Hancock & Betts, 2002; Gallavan & Kottler, 2007). Graphic organizers support students in reading comprehension to summarize and analyze complex informational text (Gallavan & Kottler, 2007).

Studies show that student performance increases when teachers are committed to using technology (Mann & Shafer, 1997). Students stay engaged in their learning and become active, life-long learners through their exploration of technology which can be transferred to reading. Technology provides the opportunity for students to collaborate on projects and work on authentic assignments that are meaningful (Negroponte, Resnick, & Cassell, n.d.). Students can communicate through cooperative learning, a process that structures student interactions to best accomplish a goal (Estes, 2011). While working with others, students use technology as a tool to analyze, learn, and explore the concepts that are presented to them. Experiences using cooperative learning and technology will prepare students to work, live and be able to contribute to their community (International Society for Technology in Education (ISTE), 2007).

Purpose of the Project

The focus will be on delivering the Common Core State Standards (CCSS) content using technology to support reading comprehension of informational text. This handbook is intended to provide teachers with technology tools or resources that can be used to teach how to read and comprehend informational text, which is a major focus of
the Common Core State Standards. Five goals have been identified for this project: 
(a) teacher application of technology tools to be used in conjunction with CCSS on 
reading informational text, (b) teacher implementation of technology tools to support 
students in reading, (c) teacher awareness of the benefits of technology tools in the digital 
age, (d) teacher and student usage of effective graphic organizers to support 
informational text and (e) teacher creation of a collaborative environment for students as 
they implement technology.

The handbook includes a compilation of quick, simple, teacher-friendly 
technology tools that support CCSS and engage students through technology to support 
their reading skills in the digital age. The lessons in this project are designed for 5th 
grade but because standards are consistent across grade levels, these lessons can be easily 
adapted for any grade level.

Scope of the Project

This handbook is divided into three sections. The table of contents organizes 
the CCSS reading informational (RI) text standards, reading skills, technology standards, 
technology tools, and page numbers. The three sections are divided by the main sections 
in CCSS RI standards: Key Ideas and Details, Craft and Structure, and Integration of 
Knowledge and Ideas. The first section addresses the standards RL.1, RL. 2, and RL. 3; 
the second section addresses standards RL.4, RL.5, and RL.6, and the third section 
addresses RL.7 and RL.8. In each section, there is a teacher lesson plan for every 
standard, a SMART Board template, and a graphic organizer to support the reading 
standard. The teacher lesson plan states the scope and sequence of the lesson, learning
objective, CCSS standards, a description of the technology tool being used in the lesson, and a rubric to assess student learning. The SMART Board template provides a technology tool to teach the content to students. Each template includes direct instruction on teaching the reading content, plus procedures for guided practice, and independent practice. Lastly, each standard includes a graphic organizer that teachers can use to support student learning.

Significance of the Project

Reading comprehension is challenging for many students. Not all children value reading, so learning at school takes effort and motivation. In addition, common core literacy standards ask students to become critical readers of informational text—a task that is difficult for many students.

Technology may provide a solution. Studies suggest that effectively using technology leads to improved learning and achievement (Azzam, 2006). Since many students are digital natives, technology can be used as a tool to promote student engagement and achievement during reading. With the use of technology, students will not just gain academic skills in school, but they will also learn to embrace the uniqueness of living in this digital society.

Research suggests that students can benefit from technology if teachers are using it effectively (Maninger, 2004). With proper implementation of technology use in the classroom, students will have a tool to support themselves in what they are learning in the classroom. When using technology, students tend to go beyond what is taught and their learning increases (Hancock & Beck, 2002).
To support the CCSS, two research-based instructional practices--cooperative learning and using graphic organizers--are especially useful when paired with technology. Cooperative learning is essential because students can benefit from learning, sharing, and supporting from others. Students become active learners and support each other when they understand the meaning of expository texts and complex concepts. They will be able to motivate each other and build their own understanding of what is being taught. Graphic organizers are essential tools for students to utilize while reading informational text. Using graphic organizers can support students’ reading comprehension by having a visual to utilize and recall information (Montelongo & Herter, 2010).

This project presents a handbook to help teachers integrate technology in reading instruction that supports the Common Core State Standards, specifically instruction of informational texts. It presents lessons for each CCSS informational text standard, including suggested software applications and SMART Board templates, while using graphic organizers and cooperative learning to support student understanding.

The lessons in this project are designed for 5th grade but because standards are consistent across grade levels, these lessons can be easily adapted for any grade level. With authentic technology lessons targeting informational text, collaborative instructional approaches, and graphic organizers in informational reading text types, students will be successful in school.
Limitations of the Project

The major limitation for this project is that not all schools have all of the technology tools available to use in the classroom with students. Due to budget limitations, not all schools are equipped with Wi-Fi, internet, tablets, and computers to support digital natives in the digital era. Sometimes technology can fail during lessons due to Wi-Fi and internet problems.

Another limitation is the assumption of a handbook by itself cannot assure that all teachers are literate in technology. Each educator will learn and use the suggested technology tools at a different pace based on prior experiences with technology. This handbook provides ideas and technology tools for the teacher, but it does not address teacher differentiation in using technology effectively in the classroom.

The third limitation is student behavior as a digital native and a digital citizen (Prensky, 2001a). The way that students behave as members of the digital society is an issue for parents, teachers, and society, so students need to be taught how to act with respect to this technology (Ribbles, 2011).

Definition of Terms

Cooperative Learning

According to Johnson & Johnson, “cooperative learning is the instructional use of small groups in which students work together to maximize their own and each other's learning groups” (Johnson & Johnson, 1999, p. 73).
Digital immigrants

Digital immigrants are students or teachers new to the technology era. They are learning and adapting to the new environment full of technology (Prenksy, 2001a).

Digital literacy

Digital literacy is computer software, internet games, and video games that introduce children to technology (Gopalakrishnan, 2011).

Digital natives

Prensky (2001a) defines digital natives as students who can speak the digital language of computers, video games, and the internet.

E-reading technology

Digital text, such as: e-books, e-readers, e-texts, smart phones, laptops, tablets, and computers (Biancarosa & Griffiths, 2012).

Graphic organizer

Graphic organizers are visual models and effective tools for students to utilize information, language to organize, understand and apply concepts to achieve in reading informational text (Ausubel, 1960).

Struggling reader

Cooper et al. (as cited in Ertem, 2010) defines struggling reader as “a student who is experiencing significant difficulty learning to read” (p. 143).

Student achievement

Student achievement are their quality knowledge of work (Hathaway, 2011).
Student engagement

Engagement occurs when students make a psychological investment in learning (Newmann, 1992).

Student motivation

Student motivation is students are authentically engaged in content lessons in the classroom (Hancock & Betts, 2002).

Technology tools

A vehicle for presenting material in class, in instruction, producing written materials by students and involve the use of all language skills to enhance learning using technology in any content area (Roe, Smith & Burns, 2011).

Web 2.0 tools

Free Web-based tools to support reading, writing, and editing information (O’Bannon and Britt, 2012).
CHAPTER II

REVIEW OF LITERATURE

Introduction

The importance of reading is significant in our complex, technological world. Teachers make reading instruction a priority in their curriculum and help students see the importance of acquiring reading abilities, but often students in the upper elementary grades lack the motivation to want to read (Roe, Smith, & Burns, 2011). Students struggle in reading due to having difficulty with reading comprehension (Cavanaugh, 2006) and research shows that students must be motivated readers in order to become successful (Cheung & Slavin, 2013).

To enable students to achieve academically, educators need to find ways to connect to students and keep them engaged in learning to read. Because of advances in technology, teaching students today is vastly different from teaching them a decade ago. If teachers effectively use technology in the classroom, there are many potential benefits, including improving academic achievement (Azzam, 2006). With this implementation, students will use technology as a tool to support themselves in what they are currently learning in the classrooms which is needed for college readiness and many future jobs. The literature review gives a rationale for the content and instructional approaches that have been integrated into the handbook. Included are sections on CCSS informational text standards,
needs of digital natives, instructional approaches, and technology tools supporting students in reading informational text.

Standards: Common Core and Technology

The U.S. Congress Office of Technology Assessment (OTA, 1995) reported that helping teachers “effectively incorporate technology into the teaching and learning process is one of the most important steps” (p. 8). With CCSS, students need to gather, comprehend, evaluate, synthesize, and report on information and ideas from a range of print and nonprint media. They also need to be able to evaluate, create, and share knowledge using multiple types of media (Morrow, Shanahan, & Wixson, 2013). With the teacher’s support, students will benefit academically from the use of technology. The CCSS require students to activate higher order thinking skills to make complex decisions about how, when, and why to use technology (Heick, 2013). The CCSS are designed to give students the skills to be college and career ready at the end of 12th grade (Drew, 2013). However, teachers who are digital immigrants may not be proficient with technology, which in turn makes it difficult for students to learn the skills that are necessary to achieve in the 21st century (Hollenbeck, 2009).

The International Society of Technology in Education (ISTE) has approved technology standards for best practices in learning, teaching and leading with educational technology (ISTE, 2012). These standards define how, through educational technology, students will be able to improve their higher-order thinking skills, prepare for future careers, create project-based online learning environments and digital places of learning, and collaborate with others utilizing technology. Digital learning is crucial and plays an
important role in guaranteeing that all students graduate college and are college ready (ISTE, 2012). The ISTE standards support the Common Core State Standards; if technology is used effectively in the classroom, students will be able to excel in the rigorous learning embedded in the CCSS. They will have access to the tools and resources to support instruction and creating engaging, applicable and positive learning environment (ISTE, 2012).

The common core standards incorporate literacy standards, reading and writing, across the curriculum in all subjects with critical thinking, communication, collaboration, and creativity (National Education Association, 2013). Compared to previous state standards, one of the changes with common core is equal representation of informational text and literature in the classroom (Morrow, Shanahan, & Wixon, 2013). According to the National Reading Panel (National Reading Panel, 2000), in order to for students to be successful in CCSS, teachers need to value instruction in summarizing, asking and answering questions, using text structure, metacognitive development, and collaborating in groups. During class instruction, teachers should introduce the content, model what needs to get done, and provide strategies within the lesson to support their learning. If informational text is given to students at a younger age, they are more likely to have strategic approaches to reading by critically analyzing texts. Students will more likely be successful in the later grades in reading through critical thinking and problem solving skills (Morrow, Shanahan, & Wixon, 2013).
Informational Text

The purpose of informational text is to convey information and introduce new concepts and ideas about arts, sciences, or social studies (Jitendra, Burgess, & Gajria, 2011; Best, Floyd, & McNamara, 2008; Young & Ward, 2012). This type of text includes newspaper and magazine articles, digital information, trade books, textbooks, and reference materials. Proficient readers will usually read informational text from newspapers, magazines, and on the internet to gather information about the world and gain ideas on how people live (Young & Ward, 2012). Researchers have investigated the problems to informational text in American elementary classrooms. In the past decade, students have had limited exposure to informational text in the classroom and have struggled to comprehend such text. According to Duke’s (2000) study of informational text, students in a first grade classroom only received an average of 3.6 minutes per day on informational text. This type of reading was limited in both classrooms using text and language (Duke, 2000). In addition to limited exposure, students had difficulty in reading comprehension while reading informational text (McCown & Thomason, 2014). Students tend to score higher on exams when reading narrative fiction compared to informational text because it was more difficult to comprehend informational text due to having difficulty generating inferences (Yong & Ward, 2012; McCown & Thomason, 2014). Students have comprehension difficulty due to the complexity of the informational text and the variety of text structures, such as cause-effect, problem-solution, and compare-contrast (Best et al., 2008).

The CCSS increased the amount of informational text that students will read in the classroom. According to CCSS all teachers share the responsibility of literacy
instruction across all content areas to prepare students for the reading demands of colleges and career preparation programs (Ogle, 2013). The standards recommend that fourth-grade students spend 50% of their reading on informational text, with a gradual increase in informational text to 70% by twelfth-grade (Common Core State Standards Initiative, 2012a). Students need to read more challenging texts in elementary grades in order to be successful in secondary school and to be college and career ready (Ogle, 2013). Students’ depth of understanding of science and social studies benefits from literacy instruction in these content areas. Through meaningful and activity-focused lessons, students expand their vocabulary and be familiar with the content with the support of the teachers (Ogle, 2013). With technology advancing in the school setting, informational text as defined in the CCSS also includes the digital world where students are required to research and gather information using the internet (Benson, 2002; Schmar-Dobler, 2003).

The Needs of the Digital Native

According to Marc Prensky (2001a), “students have changed drastically from the years before” (p. 1). Many of the curricula in the educational system are not designed to meet their needs due to limited exposure to technology. Prensky (2001a) defined students today as digital natives, students who can speak the digital language of computers, video games, and the internet. Since birth, many students in the U.S. have grown up in a community of technology: computers, video games, instant messaging, e-mail, social networking, digital music players, video cams, cell phones, and other electronic toys and digital tools (Prensky, 2001a). Today, an average college student
spends less than 5,000 hours in his or her life reading, but over 10,000 hours playing games, 20,000 hours watching television, 200,000 e-mails and instant messages sent and received, and over 10,000 hours talking on cell phones. Digital native students are very comfortable with technology, which makes them process things differently compared to their teachers, many of whom are digital immigrants (Prensky, 2001a).

Digital immigrants are people who are new to the technological society; they have had to learn and adapt to an environment full of technology. They are accustomed to printing out details, turning to the internet second for support, or actually speaking to the person face-to-face instead of using e-mail. Digital immigrants are fascinated by the new technologies, but they do not use them as automatically as the natives. By having teachers who are digital immigrants, the students (digital natives) find it hard to understand what the digital immigrant is teaching (Prensky, 2001a).

Not only are digital natives spending less time reading and more time using technology, they process, socialize, and think differently from digital immigrants. Prenksy (2001b) conducted a research in neurobiology on digital natives using games to learn. According to his research, “the brain changes and organizes itself differently based on the inputs it receives” (p. 1). In social psychology, digital immigrants’ thinking patterns change depending on their experiences. Basically, children raised in the computer era think differently and their cognitive structures are parallel, not sequential (Prensky, 2001b). These digital natives think and socialize differently, and they have shorter attention spans. Digital natives want interactivity, which is an immediate response for every action. Due to limited exposure of technology in the classroom, they will refuse
to complete the task (Prensky, 2001b). This can lead to clashes in the classroom between digital immigrants and digital natives.

Many of the curricula in the educational system are not designed to meet the digital natives’ needs due to limited exposure to technology. The digital native educator should be thinking about changing the old methodology and implementing high quality lessons with technology implementation to support the needs of these students.

**Technology Literacy**

Educators assume digital natives to have digital literacy. Even though students today are more comfortable and confident in using technology tools compared to students 20 years ago, it doesn’t mean that students today have literacy in technology (Judson, 2009). Not all students are as tech-savvy as their teachers may assume, so teachers need to understand the digital technology and prepare students for what they will use in the future (Ribbles, 2011). Students need to be taught basic information technology skills, information resource skills, and critical thinking skills (Lorenzo, Oblinger, & Dziuban, 2007). Children today are exposed to technology: computer software, internet games, and video games. These activities teach students how to follow directions, problem solve, and develop logic and critical thinking skills (Gopalarishnan, 2011). It is important for teachers to implement new computer literacies into the classroom to keep students engaged in learning to read.

The role of the teacher is important when applying technology into literacy instruction. Teachers cannot make valid decisions in technological application for the classroom without knowing how to use various types of technology, what advantages
each one has for instruction, and how to use appropriate types of technology in within the curricula to support students. After teachers discover what is available to use with the students in their schools, teachers should be aware of the many possibilities of using it effectively. Teachers are not only the ones delivering instruction in computer literacy; students can support each other in technology literacy by becoming a peer tutor using techniques on how to use the technology. When even only one computer is available, there are many applications that students and teachers can use. The computer can be used for recording stories that they’ve read. Students can work in small groups, making decisions about required content needed when entering data, which can be shared after printing. Students can also utilize the one computer to prepare a multimedia presentation to share with the whole class. Whatever computer literacy is used effectively in the classrooms, teachers must ensure that all students have equal access and opportunities to use computers during instruction (Roe, Smith & Burns, 2011).

Teachers today can successfully implement technology from the internet and World Wide Web (WWW) effectively to scaffold what students are learning in the classroom to teach digital natives. Technology does not control the teacher’s lesson, but modifies the instructional strategy that the teacher is successfully implementing (Nichols, Wood, & Rickelman, 2014). Teachers must utilize effective technological applications carefully during instruction and it must serve a purpose. If used properly, technology tools can offer students instruction in a range of literacy activities.

Technology tools can serve as a vehicle for presenting materials in class, in instruction, producing written materials by students, and involve the use of all language skills: listening, speaking, reading, writing, viewing, and visually representing which will
enhance learning reading informational text. Being computer literate today includes the ability to read and produce text, sound, graphics, pictures, and moving images. The reading or written production can be in the form of a web page, Web 2.0 tools, blog, social networking site, word-processing software, multimedia presentation (Roe, Smith & Burns, 2011) and going online to enter kid-friendly virtual worlds (Barone & Wright, 2008). Web 2.0 applications can give students and teachers opportunities in the classroom to use free Web-based tools to support reading, writing, and editing information using the Web in user-friendly spaces (O’Bannon & Britt, 2012). Teachers can use technology to meet the needs of diverse students by engaging them through their personal interests, as well as encourage self-directed learning. Having students use instant messaging (IM) respond to different comprehension questions collaboratively with a classmate will deepen comprehension and foster engagement, and students can use drawing applications to create a nonlinguistic representation of vocabulary words (Barone & Wright, 2008).

Computer applications can be used by students working with materials at their reading levels and students can pursue independent inquiry through internet research or creating their own websites or activities which require both divergent and convergent thinking skills. E-reading technology tools can help improve students’ reading achievement by implementing hardware and software used to display digital text, such as e-book, e-reader, e-text, smartphones, laptops, tablets and computers (Biancarosa & Griffiths, 2012). Games from home can be incorporated in the classroom to motivate students to become high achieving students. MinecraftEdu was created for students and teachers to use in the classroom to promote a positive learning environment (Guernsey, 2012). Using certain games that require students to think critically will enhance the
learning atmosphere in the classroom. By having teachers embed the use of technology games in the classrooms, students will be able to stay engaged and participate in higher learning. Teachers can utilize technology as a tool to engage students so students can academically achieve.

Technology is a way to bring authentic lessons to the classroom that students can relate to (Means, 1997). Using multimedia in the classroom increases creativity, innovative problem solving, and communication between classmates (Hollenbeck, 2009). Technology helps students to stay engaged and become active, lifelong learners. Technology provides the opportunity for students to collaborate on projects and work on authentic assignments that are meaningful (Negroponte et al., n.d.). The use of technology will be able to facilitate communication and language skills that are important for students to be successful and offer opportunities for students with different learning styles to work together and share similar experiences.

Instructional Approaches

James Archer (1998) stated that technology pushes teachers away from traditional lecture-style instruction, so the teachers are to act as coaches and facilitators during instruction. Teachers can use instructional approaches, such as cooperative learning and graphic organizers during instruction.

Cooperative Learning

Students learn best when they are in control of what they are learning through cooperative learning (Archer, 1998). The cooperative learning model is an instructional strategy that structures pupil interaction to best accomplish a specific goal. Cooperative
learning groups allow students to be able to contribute to the learning group, gain acceptance, and enhance their self-esteem so that they will not feel like they do not belong (Hollenbeck, 2009).

Cooperative learning occurs when students are active learners within their teams and are responsible for learning, sharing, and supporting others during the lesson. Through cooperative learning, students will be able to share ideas with others and with the engagement and learning will occur. This model will promote an effective, positive learning environment for students. Students may be grouped in heterogeneous groups with strengths and weaknesses of each individual student so that they can build on one another or grouping can be based on social, academic, and interest needs. With the teacher’s guidance in cooperative learning, students are best engaged in learning (Estes, 2011). According to Spencer Kagan (1989), cooperative activities allow students to help each other comprehend expository texts and complex concepts. Kagan reported that cooperative learning shows strong achievement gains among students (Kagan, 1989).

McCown and Thomason’s (2014) research shows how students use collaborative strategies in reading informational text to improve their comprehension. During the collaborative strategic reading program, students have the opportunity to work in small cooperative group to figure out the meaning of words and the main idea of the text in the informational text. To wrap up the activity, students formulate questions about the text and answer their classmate’s questions in a small group. In the end, students share a key idea of the text with their classmate. In their findings, low-achieving students made gains in reading comprehension compared to a control group (McCown & Thomason, 2014).
Graphic Organizers

Graphic organizers are visual models (Ausubel, 1960) and effective tools for students to utilize information, language to organize, understand and apply concepts to achieve in reading informational text. Text structures (problem-solution, comparison-contrast, cause-effect, and generalization) in informational text can be represented graphically on a graphic organizer to help students depict, understand, and remember information from text (Montelongo & Herter, 2010). By using graphic organizers, students can make meaning of the text through sorting, simplifying, showing relationships, and reading difficult text (Crawford & Carnine, 2000).

Graphic organizers are ideal tools for teaching and learning informational text with all types of students at all grade levels. They allow teachers to plan to the text and students to summarize the informational text. These graphic organizers support students in reading comprehension, recall information, build vocabulary, and analyze relationships in informational text (Gallavan & Kottler, 2007).

Students become more motivated while using graphic organizers. They show achievement and engagement in reading when graphic organizers are effectively used in informational text. Graphic organizers give students the responsibility to own their learning, negotiate, and share information while working independently, with partners, groups, or as a whole class (MacKinnon & Deppell, 2005; Gallavan & Kottler, 2007).

Students can benefit by having graphic organizers and the opportunity to collaborate while reading informational text. This can prepare students to become successful readers (MacKinnon & Deppell, 2005; McCown & Thomason, 2014).
Technology, Student Engagement and Achievement

Technology supports students’ behavior by increasing motivation and engagement. Bosch (2012) stated that many kids are “deadened” by education and have lost their intrinsic love of learning, so because of that, teachers should start implementing technology in the classroom to stop this outcome. Students will be engaged and desire to learn. More students are being exposed to the use of technology at home before starting school, so teachers incorporating technology in the curriculum are affirming students’ prior experiences. With the guidance of the teachers, students can be taught the difference between positive and negative interactions when using technology which will help students become responsible digital citizens when using technology (Bosch, 2012).

Engagement in the classroom occurs when students make a psychological investment in learning (Newmann, 1992). Students demonstrate improved achievement when they are motivated and engaged in the classroom (Wigfield, Eccles, & Rodriguez, 1998). Students engage themselves in learning through working together and exploring new concepts. When students are authentically engaged in content lessons in the classroom, they are more likely to remember what is taught and their learning increases (Hancock & Betts, 2002). Students who are engaged find ways to keep trying at times when it is difficult. Authenticity occurs when the work that is given to the students is genuine and meaningful to the students so that they can apply it to their daily lives (Schelcthy, 2001). Technology can be that tool to provide authentic lessons to make learning meaningful (Means, 1997).
By exploring technology in the classroom, students will be active and engaged. This engagement will, in turn, help improve students’ behavior. Through the Apple Classroom of Tomorrow (ACOT) study, Sandholtz (as cited in Becker, 2000, p. 14) concluded that students were highly engaged in project-based work in academic activities using the computers. Students went beyond the requirements of their assignments and expanded their knowledge before and after school. The ACOT researchers found that students’ engagement increased when:

- Computers were used as only one set of tools but not the central learning modality
- Computers were not a separate curricular focus but was a tool to accomplish an objective
- Students focused on tool applications allowed for experimentation and exploration, and not drill-and-practice and dominated learning games for computer usage
- Teachers provided technology differentiated instruction depending on individual interest and ability
- Teachers had faith in students by giving them responsibilities and determining specific learning task and how to accomplish them
- Teachers were more flexible to adapt disciplinary and unit boundaries to access content to be explored across those boundaries. (as cited in Becker, 2000, p. 14)

The Milken Exchange on Education Technology (1999) researched and analyzed five large-scale studies of education technology to date and found that technology shows positive gains in achievement. James Kulik (as cited by Schacter, 1999, p. 4) found that students liked their classes more, had positive attitudes when the instruction included computer-based instruction, and learned more in less time through computer-based instruction. Jay Sivin-Kachala’s (as cited by Schacter, 1999, p. 5) research found that K-12 students’ achievement in all subjects increased from technology classrooms. Apple Classrooms of Tomorrow (ACOT) did not find any changes in achievement in their study; however, they found that project-based inquiry with less
teacher lecturing produced positive attitudes from the students (as cited by Schacter, 1999, p. 5). Dale Mann and Harold Wenglinsky (as cited by Schacter, 1999, p. 6) found that through teacher training, students had the greatest achievement gains. High-quality lessons using technology showed positive gains in achievement (Schacter, 1999). These studies show that students benefit when technology is an integral part of the classroom.

Robert Maninger (2004) examined the connection between technology use and performance in 9th grade English Language Arts classrooms in Texas. The study included eight English I classes with 185 students, 110 at-risk students, and one teacher teaching all classes. Through a technology grant, the educator was provided a technology-rich environment with 32 laptops for students, wireless internet connection, projector, handheld devices to collect data, and an instructional technology specialist. The technology was used daily by students and the teacher. The class practiced the reading content using word processing, spreadsheet, database, web page production and presentation software to study and research English Language Arts. Students were measured by the state-mandated test and observations while the teacher was measured by teacher interviews and observations. According to the data, 90% of the students passed the reading test, while the comparison group had an 87% passing rate. Although there was only a small increases in percentage, the students’ motivations were extremely high and students’ behaviors were focused on the commitment to classroom activities. Studies show that technology has a positive impact on student learning (Hede, 2002).
Teachers in the 21st Century

Technology is an essential piece when supporting students with reading (Edyburn, 2011). Dave Edyburn (2011) stated “Digital media offers flexibility that is not found in print. Whereas printed text is fixed (size, color, spacing), the physical appearance of digital text can be altered by the user, converted from text to audio, and translated from one language to another” (p. 40). Technology can be a tool for students to acquire vocabulary and build background knowledge to support reading. Teachers can use reading technology to support literacy challenges that students are facing (Biancarosa & Griffiths, 2012). Children of the 21st century are introduced to more electronic media than before. Students are curious and can be easily influenced by the electronic media, and it’s important that more book publishers offer stories and rich literature to children on the Internet and computer (Gopalarishnan, 2011). For example, the Internet, CDs, and DVDs can enhance understanding by viewing videos relating to what students are reading. Students can produce multimodal movies and make or create magazine covers on the computer to support what they are reading.

Ihsan Ertem (2010) researched how struggling fourth-grade readers can benefit from using electronic storybooks with and without animation compared to using traditional print storybooks. Hugh Catts and Tiffany Hogan (as cited by Ertem, 2010) found that “Fourth-grade is particularly a critical period for reading development because some children begin to experience serious comprehension difficulties around fourth-grade” (p. 146). To provide remediation for students with reading problems, computer technology is implemented for motivation, personal instruction, and interaction. By using technology, individual students’ reading comprehension skills will improve through
animated graphics, sound effects, and high levels of visual literacy (Ertem, 2010). This research found that electronic storybooks can support and improve students who are struggling in reading comprehension. Students who spend a longer time reading electronic storybooks with animation as compared to the other groups were engaged in reading due higher level of reading pleasure and reading attention. The multimedia features in the electronic storybook with animation supported processing, memory, or motivation while students are reading for comprehension. Ertem (2010) also cited that digital kids, today’s kids, have exposure to multiple alternatives: video games, hypertext, online texts, the Web, and other interactive media that we were not exposed to in the past and teachers should use this to support all students.

Alan Chueng and Robert Slavin (2013) examined the effectiveness of technology applications in schools that could improve the reading achievement of struggling readers in elementary schools. They ran a total of 20 studies based on about 7,000 students in grades 1-6 to conduct a research about how the four educational technology applications: traditional supplemental CAI, comprehensive models, small-group integrated supplemental programs, and Fast ForWord (teaching of auditory discrimination) affect students’ reading achievement outcomes. Students, in small-group, individualized tutoring and without, studied reading components on a computer for 12 weeks focusing on software programs intended for use the whole year compared to students taught in classes using a given technology-assisted reading program and the control classrooms using standard methods. In the qualitative data, findings suggested that technology applications produced a positive but small effect size in comparison to traditional methods in reading achievement. The outcomes varied according to the types
of interventions provided; therefore the programs, Failure Free Reading, RWT, and LIPS produced the highest effect sizes in this research, and primary students (grades 1-3) performed better than the upper grade students (grades 4-6). This study also found that small-group tutorials were effective for struggling readers, and teacher-directed whole-group activities with explicit instruction in vocabulary was beneficial in improving reading comprehension.

When teachers are integrating technology in the classroom and having students apply their skills, they create an environment that fosters student learning thus opening the world to their students. Technology empowers teachers to go beyond their traditional boundaries to support digital natives to becoming successful students who can interact and fully participate in their learning as they acquire language skills and cultural awareness (Hollenbeck, 2009). Technology provides the opportunity to expand the classroom outside of school. This can allow students around the globe to work together on projects and learn from one another. The learning becomes more authentic, enabling students to present their own ideas and experiences to a more diverse and broad audience (Negroponte et al., n.d.).

Conclusion

Teachers who demonstrated higher understanding of program in technology and implementing graphic organizers and cooperative learning in lesson plans had students who were more engaged in reading.

Technology can open many doors for students and they will be able to feel confident at doing something well in school and it will motivate them to continue on
achieving their goals through technology. Prensky (2007) stated, “We are all learners. We are all teachers” (p. 46). A student’s strength is having the ability to master something quickly, use and apply technology, and try something new. As for teachers, their strengths are the ability to teach lessons about content using technology as a tool and supporting all students by engaging them in class discussions. Both teachers and students need to collaborate to make this work because teachers need to be willing to take a risk to effectively practice with the students (Prensky, 2007).

At first, it may be difficult to implement technology, graphic organizers and cooperative learning effectively in the classroom, but by sacrificing the time to practice, students will start to appreciate what they are learning with their classmates. Using these strategies as a tool to support informational reading lessons can help individualize students’ learning skills, and once teachers start building relationships with the students, students will start to broaden their reading choices and be motivated to read.
CHAPTER III

METHODOLOGY

Introduction

This project was developed in response to students who were struggling with reading comprehension of informational text and who were not motivated to achieve academically in fifth grade. The idea of developing reading lessons using technology stemmed from the need to provide instruction and create an engaging environment for students to learn. Teachers were requested to use technology as a tool during instruction. Teachers didn’t effectively use the technology that was available to them to teach because they didn’t have the necessary professional development to implement technology within the curriculum. With the new shift towards embedding technology and CCSS into teachers’ lesson plans, the SMART Board lessons supported the project idea of informational text, teacher-created lesson plans, student-teacher friendly technology tools, and graphic organizers to support reading comprehension in informational text.

Before this project, it was crucial to read and compare research on embedding technology effectively in the classroom. Many studies showed that students benefited from having technology in the classroom.

Reading standards for informational text in Common Core Standards were reviewed prior to creating the project. The focus was reading informational text, so the standards correlated well with the history curriculum. Since the standards were created
without any instructions or directions on how teachers should teach to the standards, the SMART Board templates are designed to support teachers in delivering the CCSS when using any informational text.

On a daily basis, there are many educational technology tools that are being invented and replacing older ones. The integration of technology tools and applications in within the project came from researching for best practices for students and teachers and reviewing teachers’ comments about the technology tool. Many of the technology tools have been reviewed prior to this project. They have been implemented in the classroom with students to make sure that the tool is teacher and student friendly. Free technology tools are the ideal way for most teachers, but sometimes it is important to purchase some technology tools if they are ones that students will be using occasionally. The technology tools in this project are carefully chosen to match the CCSS standards and reading skills, so students can effectively use the technology tool to deepen their understanding of the content. Technology tools also have its purpose, for example, social learning, learning, lesson planning and tools, useful tools, and presentation tools.

The Project

This project was developed from teacher experience and research about creating a technology-enhanced environment to promote student engagement and learning. The handbook, “Technology and Reading Comprehension: A Handbook to Support Teachers and Students in Effectively Integrating Technology Tools for Reading Informational Text,” is designed for 5th grade teachers teaching Common Core State Standards for informational text.
The handbook contains three sections which fall under the reading informational text standards (RI): Key Ideas and Details (RI.1, RI.2, RI.3), Craft and Structure (RI.4, RI.5, RI.6), and Integration of Knowledge and Ideas (RI.7, RI.8, RI.9). The table at the beginning of the handbook provides an organized list of CCSS RI standards, reading skills, technology objectives, technology tools, and lesson page numbers that the reader will find in the handbook.

Each section contains a lesson plan incorporating technology tools, along with a rubric, a SMART Board template to present the information, and graphic organizers for students to utilize. The lessons and graphic organizers are teacher-created based on the author’s own teaching experience and research. Each lesson plan includes the reading skill or strategy, CCSS standard, objective, materials, student collaborative grouping ideas, technology tool, preparation, time, procedure, graphic organizer and an assessment rubric. Student grouping is very flexible to meet the needs of all children. Technology tools are suggested apps or Web 2.0 for students to practice the reading standard after the lesson. Each lesson plan gives a brief description and purpose of the technology tool. The procedure section of each lesson plan gives step-by-step instruction on how to deliver the lesson from the beginning to the end.

Before the lesson, it is important to gather all of the materials and test all of the technology devices and apps to make sure that they are working. If the technology does not work during the lesson, having a hard copy of the lesson plan on-hand will help to deliver the content. The rubric for each lesson is different and is used as an assessment for the learning objective. A more detailed description of the lesson plans and rubrics are included in the handbook, found in the Appendix.
The SMART Board templates are organized in teaching students the lesson objective by introducing the reading skill objective. The teacher models the example, and then creates a class practice with the teacher. After the class practice, students will have partner practice with the graphic organizer, and finally an independent practice involving a history text and technology tool. These SMART Board templates are meant to easily be embedding into any informational text. A more detailed description of the SMART Board template of each common core standard and graphic organizer is included in the handbook.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Due to the high demands of teaching digital natives in the digital age and meeting Common Core State Standards, educators need to implement technology, cooperative learning, and using graphic organizers effectively in the classroom. The current reading curricula in schools are not designed to meet the needs of digital natives and the common core standards. High quality lessons with technology and best practices, like cooperative learning and graphic organizers for reading informational text will support the needs of students today.

A review of the literature showed the importance of using technology to enhance instruction. Technology has a positive impact on students’ engagement and achievement. In addition, by learning to use technology in the classroom, students will be more prepared for the technology demands of college and their careers. The project, “Technology and Reading Comprehension: A Handbook to Support Teachers and Students in Effectively Integrating Technology Tools for Reading Informational Text,” was designed with five goals in mind: (a) teacher application of technology tools to be used in conjunction with reading informational text CCSS, (b) teacher implementation of technology tools to support students in reading, (c) teacher awareness of the benefits of
technology tools in the digital age, (d) teacher and student usage of effective graphic organizer to support informational text and (e) teacher creation of collaborative environment for students as they implement technology. The handbook includes CCSS informational text chart, SMART Board templates, teacher lesson plans, graphic organizer, and technology tools for students to deepen their understanding of the content.

Conclusions

Research and literature has shown that if teachers effectively incorporate technology tools, then students will reach higher achievement levels. Teachers will need to make changes to their instruction by incorporating more informational text in their curriculum and the technology pieces to increase higher-order thinking skills in reading. If they embrace technology, educators will find that their students are more engaged in the learning process.

The handbook’s lesson plans can be used at any time teachers are teaching informational text. Instead of educators feeling overwhelmed with common core standards and technology tools aligned with the reading standards, educators can create a technology collaborative learning environment for all students. The goal of technology implementation is to engage and motivate students to learn and love reading. By having all educators be more prepared to teach and demonstrate a higher understanding of technology use in the classroom, students will show higher levels of achievement.

Recommendations

The following recommendations are for educators who are implementing technology with reading informational text in the classroom.
The ideal time to use this handbook is during reading informational text in a fifth grade classroom. Informational text passages are needed on a daily basis for students to analyze the text after practicing the standards-based skills and strategies. Some lessons, due to the concepts, may last longer or be shorter than others. It is crucial to make sure all technology devices work before presenting the lesson. Due to their technology levels or reading levels, some students may need more time or less time to work on their technology lessons.

Teachers should know their students. It is important to know the students on a personal level, know their reading levels, and understand their previous experiences with technology so that strategies can be implemented to support their needs. Knowledge of student’s background will foster a positive learning environment and will trigger students’ interest and confidence level.

Teachers should review the SMART Board template and modify it to meet the students’ needs. These changes will allow teachers to be flexible in adding learning strategies or changing the lesson plan depending on the student population in the classroom. The lessons could be adapted and used in different ways in any informational text.

Teachers should review and navigate technology tools by familiarizing themselves before students start using the tools to practice the concepts. This will help the teacher troubleshoot any problems that may arise. Once the teacher is confident in using technology tools, the management piece will run more smoothly. More time can then be spent on content instead of figuring out how to use technology.
The class should create a class technology procedure. Students need to be taught how to be a respectful digital citizen while using technology. By doing this, the time spent on behavior management will be minimized.

Be sure to make additional plans in case the technology fails. Sometimes technology can fail during lessons due to Wi-Fi and Internet problems, so make sure to have graphic organizers available to students. Students can practice on paper and transfer their work to the computer once the technology problem is fixed.

Teachers should create an online class (Google Class, Edmodo, etc.) for students to store their documents or submit their assignments for grading. This will allow students to store their documents, see their progress, as well as show their progress to teachers or parents.

Recommendations for Research Project Development

This handbook could lead to research studies that would further inform the use of technology in the classroom. Some of these ideas include the following.

A longitudinal study could follow students from fifth grade through high school and beyond to see the impact technology made on their reading performance. Results would show how technology has contributed to their success in reading, in school, and beyond.

Case studies focused on the teachers who use technology in their classrooms could lead to insights about how technology has benefited their instruction.
Results of this work could set agendas for professional development and support high quality teaching.

- A comparison study of two classrooms, one without technology instruction and one with technology instruction, could show the impact of technology integration in reading informational text. Track the reading skills of the students from the beginning of the school year until the end of the year, and into future years. Results would show students’ growth in reading skills after the implementation of technology in the classroom.

- Use class surveys and teacher observations to check students’ motivational levels each trimester. Results will further our understanding of the impact of technology on student motivation.
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CommonCore_Toolkit_14.pdf


APPENDIX
TECHNOLOGY AND READING COMPREHENSION:
A HANDBOOK TO SUPPORT TEACHERS AND STUDENTS IN EFFECTIVELY INTEGRATING TECHNOLOGY TOOLS FOR READING INFORMATIONAL TEXT

By
Youa Chue
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Introduction

A Note from the Author

With the shift of having more students who are digital natives, teachers need an engaging curriculum with technology to engage students with reading informational text. Common core standards require that students learn to gather, comprehend, evaluate, synthesize, and report information from textbooks and digital media. By the time when students get to fifth grade, many students are already struggling in reading comprehension which makes it difficult for them to stay motivated in school. This handbook is designed to keep students engaged in reading by integrating technology and research-based best practices. The handbook’s lessons are designed to enhance classroom instruction, giving students the motivation and skills to be success in school and beyond.

The idea of integrating these specific technology tools in this handbook came from researching for best practices to support all students in reading. I relied on teachers’ reviews and research-based articles about the technology tools in this handbook. My previous students and I personally practiced and used these tools before creating this handbook. I specifically linked the technology tool with a CCSS standard, so students can use the tool to deepen their understanding of the content. Each technology tool serves a purpose for students while using it, for example, social learning, academic learning, word processing, presentation tools, and useful tools.

● Social learning is the power of social media to communicate with the teacher and help students learn.
● Academic learning is a learning tool to help make lessons fun, interesting, and more effective.
● Word processing is a tool to help students design a project typing a document.
● Presentation tools help students design a project to present to an audience.
● Useful tools helps students stay organized and connected with the teacher.

(GDC Team, 2014)

Also note that the standard range of reading and level of text (5.RI.10) is not on the matrix because it should be embedded in all of the reading informational text standards.
<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>CCSS RI Standards</th>
<th>Reading Skills/ Strategies</th>
<th>Technology Skills (Students)</th>
<th>Technology Tools</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.RI.1</td>
<td>5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Making Inferences Chart</td>
<td>Use Comic Life to write using dialogue and creating expressions on the avatar. Demonstrate the ability to use Comic Life tools to edit. Use appropriate technologies to present and exchange ideas.</td>
<td>● SMART Board-Making Inferences ● Comic Life</td>
<td>53</td>
</tr>
<tr>
<td>5.RI.2</td>
<td>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
<td>Main Idea &amp; Details Underlining for Comprehension</td>
<td>Use My Popplet to write and create webs that links to each other. Be able to save the web as jpeg and upload it in the class file or email it to the teacher.</td>
<td>● SMART Board - Main Idea &amp; Details ● Coggle ● Web App</td>
<td>61</td>
</tr>
<tr>
<td>5.RI.3</td>
<td>5.RI.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.</td>
<td>Compare &amp; Contrast</td>
<td>Use the interactive map to compare and contrast. Be able to save it as pdf file and submit it through email or printing it.</td>
<td>● SMART Board - Compare &amp; Contrast ● Classtool.net ● Interactive Compare and Contrast Map</td>
<td>70</td>
</tr>
<tr>
<td>Craft &amp; Structure</td>
<td>CCSS RI Standards</td>
<td>Reading Skills/Strategies</td>
<td>Technology Skills (Students)</td>
<td>Technology Tools</td>
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<td>5.RI.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.</td>
<td>5.RI.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.</td>
<td>Word Knowledge Rating Checklist</td>
<td>Use teacher created Google Slides to input details. Be able to upload images and videos. Be able to log into Google Drive and open shared slide.</td>
<td>● SMART Board - Context Clues ● Google Slides</td>
<td>82</td>
</tr>
<tr>
<td>5.RI.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.</td>
<td>5.RI.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.</td>
<td>Text Structure Signal Words Compare &amp; Contrast</td>
<td>Use Edu Glogster to present information on two readings. Be able to use tools to upload images, add videos, and edit.</td>
<td>● SMART Board - Text Structure ● Edu Glogster</td>
<td>97</td>
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<tr>
<td>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>Point of View</td>
<td>Use Voki to present information by speaking through a microphone. Be able to use tools to create avatar.</td>
<td>● SMART Board - Point of View ● Voki</td>
<td>108</td>
</tr>
<tr>
<td>Integration of Knowledge &amp; Ideas</td>
<td>CCSS RI Standards</td>
<td>Reading Skills/Strategies</td>
<td>Technology Skills (Students)</td>
<td>Technology Tools</td>
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<tr>
<td>5.RI.7 Draw on information from multiple print of digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
<td>Investigations Research Reliable Sources</td>
<td>Use Wiki Slides to collaborate with others and create slides. Be able to use Google Slides tools to manipulate the slides.</td>
<td>● SMART Board - Research and Reliable sources ● Google Slides</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>5.RI.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).</td>
<td>Question the Author</td>
<td>Use News ELA to read current event news at reading level. Use Thinglink to organize ideas. Be able to use Thinglink tools to upload images and videos. Be able to navigate details on image.</td>
<td>● SMART Board - authors reasons ● News ELA ● Thinglink</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
<td>Inquiry and Researching</td>
<td>Use previous technology tool to create a project about American Revolution. Be aware of technology tools that are effective.</td>
<td>● SMART Board ● Wiki Space Group/Final ● Student choice of technology</td>
<td>136</td>
<td></td>
</tr>
</tbody>
</table>
CCSS 5.RI.1

**Reading Skill/Strategy:** Making Inferences

**CCSS 5.RI.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Objective:** Students will demonstrate making inferences from text by creating a comic with quotes and inferences using Comic Life.

**Materials:** Making Inferences graphic organizer sheet, i-Pads, Comic Life App, SMART Board, projector, laptop

**Cooperative Learning:** Think-Pair-Share (TPS)

Have students work together to come up with an inference by using the strategy TPS. Ask students a inferential question and have students think for one minute. After thinking, have students pair with a partner next to them to discuss their inference. Call on random students to share their inference (Kagan, 1989).

**Technology Tool:** Comic Life or Witty Comics! (Free)/Academic Learning

Comic Life is a web based tool where students can share and create characters with emotions and dialogue to make comic strips and story come to life. Students can relate to comics due to the combination of pictures, color and text. This technology tool can give students the opportunity to use sequential images to tell a story or relate their understanding of a challenging content. Comic Life can be used on a computer or as an app using i-Pads. It costs $4.99 on i-Pad devices and $19.99 on computers. There is a trial/free version before purchasing the app.
Witty Comics! is a free web based tool that can replace Comic Life. It provides a simple pre-drawn background scenes and characters. Students are left with the dialogues to fill in.

**Preparation:** Review the content (Making Inferences) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Download Comic Life on the i-Pads or computers before having the students start using it. If you are using Witty Comics!, it is not necessary to download anything.

**Time:** 40-80 minutes
Procedure:

1) Open the Making Inferences SMART Board file.

2) Have students state the learning objective.

3) Introduce the lesson by reviewing the SMART Board slides and practicing with a short passage in the history text.

4) Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have one box with the headings: What happened? What does it mean? Why do you think that? and three columns with clues where students should be able to provide specific details, quotations, and examples from the text to support their claim.

5) Comic Strip: Have students create a comic based on what they read. Create one comic strip with three quotations/details/examples from the text and on the next comic strip, create a strip with the inference by stating the claim.
**Assessment:**

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making Inferences</strong></td>
<td>Provided 3 quotations or evidences from the text with an inference stating the claim.</td>
<td>Provided 2 quotations or evidences from the text with an inference stating a claim.</td>
<td>Provided 1 quotation or evidence from the text with an inference.</td>
<td>Provided 1 quotation or evidence without an inference.</td>
</tr>
<tr>
<td><strong>Spelling &amp; Punctuation</strong></td>
<td>There are no errors in spelling and punctuation.</td>
<td>There are 1-2 errors in spelling and punctuation.</td>
<td>There are 3-4 errors in spelling and punctuation.</td>
<td>There are 5 or more errors in spelling and punctuation.</td>
</tr>
</tbody>
</table>
Making Inferences

Directions: Read the text to make an inference based on the information provided and already know. Remember, you want to reveal what the author isn’t telling the reader.

<table>
<thead>
<tr>
<th>What does it mean?</th>
<th>Why do you think that?</th>
</tr>
</thead>
</table>

Clues:
(Evidence or quotes)

Clues:
(Evidence or quotes)

Clues:
(Evidence or quotes)

My Inference
How do I make an inference during reading?

When reading a story, you can use story clues, along with what you already know, to help you figure out what the author doesn't tell you.

⭐ As you read, look for clues in the text and in the pictures.
⭐ Ask yourself: "What do I already know about his topic?"
⭐ Use the clues to figure out what the author means or does not tell you.

(Adams et al., 2002)

Making Inferences Class Practice

Read this passage. Use clues and what you already know to **make inferences** to figure out where the tour is taking place.

Kyler got out his math book, paper, and a pencil. He found the correct page and started numbering his paper.

What is Kyler doing?
Making Inferences Class Practice

Read this passage. Use clues and what you already know to **make inferences** to figure out where the tour is taking place.

Inference: ________________________

Partner Practice

Read this passage. Use clues and what you already know to **make inferences** to figure out where the tour is taking place.

Timmy went shopping with his dad. When they got home, they had a five foot tree strapped to the car. Timmy's mom got out boxes of ornaments.

What are they going to do next?
Open your history text books to pg.____

Objective: Students will be able to make inferences while reading informational text by completing the graphic organizer.
CCSS 5.RI.2

**Reading Skill/Strategy:** Main Ideas and Details

**CCSS 5.RI.1:** Determine one or two main ideas of a text and explain how they are supported by key details; summarize the text.

**Objective:** Students will identify supporting details to the main idea while reading by creating a graphic organizer on Coggle.

**Materials:** Main Ideas and Details graphic organizer sheet, i-Pads, Coggle app, SMART Board, projector, laptop

**Cooperative Learning:** Number Heads Together

Assign students in their groups numbers one through five. Ask students a question about finding the main idea after a passage and have all students stand up to consult their
findings. Students need to make sure that everyone has the answer. Once everyone is done discussing the main idea, all students will sit quietly. One number out of the whole class or group is called upon to answer the question (Kagan, 1989).

**Technology Tool:** Coggle/Academic learning

Coggle is a web based tool for students can create mind-maps. This app helps students write facts, details, thoughts, and images to learn about a topic. Students will be able to distinguish the relationship between the details to link to the main idea after reading a text. They can upload images, sketch their images and use a variety of colors to color code their mind-maps. Students will still be able to utilize the mind maps using their gmail account.

(Retrieved from https://coggle.it/diagram/Vb47pkJMAUJ2p4vN)

**Preparation:** Review the content (Main Idea and Details) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Review summary prior to this lesson. Download Coggle on the i-Pads or open the link [https://coggle.it/](https://coggle.it/) on computers before having the students start using it.

**Time:** 40-80 minutes
**Procedure:**

1) Open the Main Idea SMART Board file.

2) Have students state the learning objective.

3) Introduce the lesson by reviewing the SMART Board slides and practicing with a short passage in the history text.

4) Create a chart to help students understand the strategy of making inferences based on what is read. The chart should address the main idea of the selection, including three details that support the main idea.

5) Cogle: Have students create a web base on what they read. Create one web with three details from the text and the main idea in the center of the web.

**Assessment:**

My Popplet Rubric

<table>
<thead>
<tr>
<th>Main Idea and Details</th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provided 3 details from the text that supports the main idea.</td>
<td>Provided 2 details from the text that supports the main idea.</td>
<td>Provided 1 detail from the text that supports part the main idea.</td>
<td>Provided 1 detail from the text that does not support the main idea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling &amp; Punctuation</th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are no errors in spelling and punctuation.</td>
<td>There are 1-2 errors in spelling and punctuation.</td>
<td>There are 3-4 errors in spelling and punctuation.</td>
<td>There are 5 or more errors in spelling and punctuation.</td>
</tr>
</tbody>
</table>
Main Idea and Details

Directions: Read the text to identify the main idea and detail details that supports the topic that you are reading.

What is the main idea of the text?

Detail Sentence 1

Detail Sentence 2

Detail Sentence 3

Summary
Main Idea & Details

Lesson objectives

Students will be able to identify the main idea and supporting details in a text.

CC5.R.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize

Discuss with your partner after the video:
What is a main idea?
What are details?
What is a main idea?

★ It is what a paragraph or section is mostly about.
★ It is the most important point a writer wants to make about the topic.
★ It is usually stated in one sentence, called a topic sentence.

(Adams et al., 2002)

How do I identify the main idea during reading?

When reading a text, you can use details to support the main idea to create a summary of what you just read.
★ What subject is the article discussing or describing?
★ What is the article mainly about?
★ Details support the main idea by providing evidence or examples, explaining further, or giving more information.

(Adams et al., 2002)
Main Idea & Details Teacher & Class Practice

Read this passage. Decide what it is mostly about.
O-ville is not a big town. If fact, it is so small that everyone knows each other. There’s only one store and only one school that everybody goes to. If you drive too fast on the highway, you’ll pass O-ville without realizing it because there’s only one exit to O-ville.

What is the main idea of this selection?
What details support the main idea?
Share a brief summary with your partner.

Main Idea & Details Class Practice

Read this passage. Decide what it is mostly about. Highlight the details and underline the main idea.
Pete stood still on the third-base bag. He listened to the roaring cheers. It was his fourth hit of the game. Two of his hits had been home runs, and his hitting had been excellent. Pete was the best baseball player in the league.

Main Idea: _______________________

Share Summary
Partner Practice

Read this passage. Decide what it is mostly about. Highlight the **details** and underline the **main idea**.

When I watch my bird feeder outside, I see different kinds of birds chasing each other. The feeder has a small spot to place a large amount of food that many birds enjoy and can get at easily, but by scattering the seeds around the ground, I can reduce the competition and the chasing of the birds.

**Main Idea:**

---

**Share Summary**

---

**Graphic Organizer**

What is the main idea of the text?

- Detail Sentence 1
- Detail Sentence 2
- Detail Sentence 3

Summary
Open your history text books to pg. ____

Objective: Students will be able to identify the main idea of the passage by providing three details from the text to support the topic.

Resources


CCSS 5.RI.3

**Reading Skill/Strategy:** Compare and Contrast

**CCSS 5.RI.1:** 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.

**Objective:** Students will compare and contrast two individuals in history using the interactive compare and contrast map on http://www.classtools.net/education-games-php/venn_intro

**Materials:** Venn diagram graphic organizer sheet, SMART Board, projector, laptop, internet

**Cooperative Learning:** Partners

Have students work in pairs while reading the documents. They will consult the partners and share ideas with each other to complete the venn diagram (Kagan, 1989).

**Technology Tool:** Compare and Contrast Map/Academic learning

http://www.classtools.net/education-games-php/venn_intro

Classtools.net is a website created for educators to utilize educational games in reading and writing for free online. For this lesson, students will use the interactive compare and contrast map on the venn diagram to input the differences and similarities of the text. In the end, the students will be able to share with their classmates similarities and differences of the two topics.
Preparation: Review the content (Compare and Contrast) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Review paragraph writing prior to this lesson. Make sure internet is working before using the website Classtools.net and that the compare and contrast map is working appropriately.

Time: 2-3 days/ 40-80 minutes per day

Procedure:

1) Open the Compare and Contrast SMART Board file.

2) Have students state the learning objective.

3) Introduce the lesson by reviewing the SMART Board slides and practicing with a short passage in the history text.
4) Create a chart to help students understand the strategy of compare and contrast based on what is read. The chart should address the vocabulary words compare and contrast, with signal words and a venn diagram.

5) Interactive Compare and Contrast Map: Have students type in the similarities and differences of the two topics in the venn diagram. In the end, students can print and share it with their classmates.
### Assessment:

**Compare and Contrast Map Rubric**

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare and Contrast</strong></td>
<td>Provided relevant specific examples of comparison by comparing and contrasting two items using 3-4 details.</td>
<td>Provided relevant examples of comparison by comparing and contrasting two items, but the information is general using 3-4 details.</td>
<td>Provided examples of comparison but with irrelevant examples of comparison. The supporting information is incomplete using 1-2 details.</td>
<td>Provided compare and contrast, but does not include both. There’s no information to support the comparison.</td>
</tr>
<tr>
<td><strong>Spelling &amp; Punctuation</strong></td>
<td>There are no errors in spelling and punctuation.</td>
<td>There are 1-2 errors in spelling and punctuation.</td>
<td>There are 3-4 errors in spelling and punctuation.</td>
<td>There are 5 or more errors in spelling and punctuation.</td>
</tr>
</tbody>
</table>
Compare and Contrast

Directions: Read the text to look for similarities and differences. Remember, to look for comparison signal words like: like, nor, also, different, unlike, rather than, but, too, instead of, neither, and both to support you in analyzing the text. Label the venn diagram and write similarities and differences of the text.

Topic#1_____________ Topic#2_____________
Compare and Contrast

Lesson objectives

Students will be able to explain the relationships between two or more concepts.

CC5.R.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a

Comparing and Contrasting Video

Click here! Compare and Contrast Video

After the video, discuss with your partner:
What is compare?
What is contrast?
What is compare and contrast?

Compare means to tell how two or more things are similar. Words that signal comparison are both, like, as, also, too, and neither...nor.

Contrast means to tell how two or more things are different. Words that signal contrast are different, instead of, but, rather than, and unlike.

(Adams et al., 2002)

Complete the venn diagram comparing you and your partner.
How do I compare and contrast two or more concepts during reading?

When reading a text, think about what makes the individuals, events, ideas, or concepts in the text unusual.
- Compare and contrast what happens
- Look for signal words
- Jot down notes about the two things being compared
Compare and Contrast Teacher & Class Practice

Read this passage.

The Loyalist and Patriots played an important role during the American Revolution. The Loyalist were loyal to the king, however the Patriots were against the king. Both Loyalist and Patriots emigrated to find a new opportunities in the New World. During the Revolutionary War, the Loyalist wore red coats, but the Patriots wore what they had on from farming.

What is being compared in this text?
Underline signal words
How are the Loyalist and Patriots alike? different?

Class Practice: Drag the phrases to the appropriate spot.

Loyalist
Patriots

rebels
red coats
part of American Revolution
emigrated from another country
loyal to the king
farming clothes
Read this passage.

Both Megan and Mailee are best friends in fifth grade. Megan enjoys reading about history, but Mailee loves reading about fantasy stories. In class, Megan is very quiet while Mailee talks all the time. Neither of them like math though.

What is being compared in this text?
Underline signal words
How are Megan and Mailee alike? different?

Graphic Organizer

Topic #1

Topic #2
Using Compare and Contrast Map on Classtools.net

History Text

Open your history text books to pg. _____

Objective: Students will be able to compare and contrast using the graphic organizer while reading a selection of a text by completing the compare and contrast map on readwritethink.org to write 3-4 paragraphs.


CCSS 5.RI.4

Reading Skill/Strategy: Meaning of New Words using Context Clues

CCSS 5.RI.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.

Objective: Students will be able to understand the meanings of words while reading using context clues and using new words orally in writing by creating a new vocabulary word chart (video, visual representation, definition, and sentence) with a group using Google slides.

Materials: SMART Board, projector, laptop, internet, Google student/teacher accounts, Google drive

Collaborative Learning: Roundtable

Students take turn writing one answer as a paper and a pencil are passed around the group while playing the vocabulary game (Kagan, 1989).

Technology Tool: Google Slides/Presentation Tool

Google Slide is a web-based program that allows students to collaborate by creating simultaneously at once using their Google accounts. Students will need to create an account. Google Slide is very similar to Microsoft Powerpoint, but everything is stored in a Cloud, which is Google Drive. With this app, students can create slides to present to the class and work on it anywhere. Teachers and students can access the document to work on it anytime or anywhere as long as there is internet. This is a free program for all and everything is hosted by Google.
**Preparation:** Review the content (context clues) on the SMART Board file. Go over what makes a vocabulary word (tier 1, tier 2, tier 3 words) more challenging than others so that students will not randomly pick easier words for this activity. Make sure internet is working before using the Google app, Google Slides. Have a template printed out for students that will need to write it down before typing it on their slides.

**Time:** 4-5 days/ 40-80 minutes per day

**Procedure:**

1) Open the Context Clues SMART Board file.

2) Have students state the learning objective.

3) Introduce the lesson by reviewing the SMART Board slides.

4) Have students split into teams while playing the interactive board game on the SMART Board.

5) Ask students on each slide on how they came up with the definition of unknown words.

6) Have students assign jobs to each student: sentence, video, visual representation, definition

7) Pick a history text and have students work in teams to analyze challenging words

8) Students will pick 4 challenging words and find the meaning, video, images, and sentences.

9) Students will switch roles for each vocabulary word.

10) Optional: If students are having a difficult time finding videos, have students create their own videos using i-Pad recorder or camera recorder. Students can use
Microsoft Paint, or something similar to create a visual representation of their vocabulary word.

11) Google Slides: Open the Google Slide by clicking on the link.

https://docs.google.com/presentation/d/1CqGPanoRqVNqWD23JOOvdvUXASoqbuAlkP0wi7V8aP4/edit#slide=id.p

12) Share this link with the students and have them review the final project. Once they sign in, the teammates can start with their assigned jobs. Students will create 4 slides using the template given to complete the project.
**Assessment:**

Vocabulary Group Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary &amp; Definition</strong></td>
<td>Created four vocabulary slides with a relevant, detailed definition using own words.</td>
<td>Created four vocabulary slides with relevant definitions using own words.</td>
<td>Created two-three (tier 1) vocabulary slides with inadequate definitions not using own words.</td>
<td>Created one-two (tier 1) vocabulary slides with no definitions.</td>
</tr>
<tr>
<td><strong>Video &amp; Visual Representation</strong></td>
<td>Complete, detailed visual description of the vocabulary word.</td>
<td>Adequate visual description of the vocabulary word.</td>
<td>Incomplete and inadequate visual description of vocabulary word.</td>
<td>No visual description of the vocabulary word.</td>
</tr>
<tr>
<td><strong>Sentence Spelling &amp; Punctuation</strong></td>
<td>There are no errors in spelling and punctuation.</td>
<td>There are 1-2 errors in spelling and punctuation.</td>
<td>There are 3-4 errors in spelling and punctuation.</td>
<td>There are 5 or more errors in spelling and punctuation.</td>
</tr>
</tbody>
</table>
Group Vocabulary Project

Directions: Read the text to look for 4 unknown words that are challenging to your classmates.

1) Assign the jobs: definition, video, sentence, visual

2) Look for the definition of your vocabulary word

3) Write a complete sentence using your vocabulary word (add context clues for your readers)

4) Research for a video that relates to your vocabulary word or create your own by using i-Pad recorder

5) Research for an image that relates to your vocabulary word or illustrate your own by using Paint

6) Log into Google Slides

7) Link:
   https://docs.google.com/presentation/d/1CqGPanoRqVNqWD23J0OvdvUXASoqbuAlkP0wi7V8aP4/edit#slide=id.p

8) Repeat process 4 times (make sure each classmate gets to do every job by the end of 4 words)
New Word Meanings

Lesson objectives

Students will be able to understand the meanings of words while reading by using context clues and using new words orally and in writing.

CC.5.R.1.4 Determine the meaning of general academic and

Context Clues Video

Click here! Context Clues Video

After the video, discuss with your partner:
How do you figure out the meaning of an unfamiliar word while reading? What strategies do you use?
Context Clues

Examining Context Clues:
You can look for context clues around the unfamiliar word to figure out the meaning of the word without using a dictionary.

You can figure out the meaning by understanding the scene or situation being described around the unfamiliar word.

(Adams et al., 2002)

Context Clues Practice

"I don't know how to play this game," she fumed laying on her bed gazing at her bookshelf. "I wish I could be good at playing games, even Pac Man."

Strategy:
1) What is going on in this paragraph? What is the character's situation?
2) How is the word *fumed* being used? What part of speech is it?
3) Using these context clues, write a definition for *fumed*. 
Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

The cave was dark when we entered, but we soon lit some candles to illuminate the space.

I predict illuminate means______________.
Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

Pete climbed out the window and gingerly stepped onto the rope, carefully keeping his balance.

I predict gingerly means ______________.

Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

Instead of being respectful and polite in the store, Tyler had an obnoxious behavior that made his mother take him out to the car.

I predict obnoxious means ______________.
Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

My **clingy** sister won't leave my mom alone.

I predict clingy means ________________.

---

Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

The **collision** between two cars made a loud, horrible sound.

I predict collision means ________________.
Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

The sun **vanishes** at night as it gets dark.

I predict vanishes means ________________.

Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

Skinny jeans are a **fad** which explains why so many kids are wearing it today. I can't wait for it to be over.

I predict fad means ________________.
Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

The first day of school was a **memorable** event because I remember everything about it.

I predict memorable means ________________.

Directions: Read the sentence. Use context clues to come up with a definition for the underlined word. Circle context clues.

The French traders traveled by a **keelboat**, a shallow, covered boat to carry supplies to the Native Americans.

I predict keelboat means ________________.
History Text

Open your history text books to pg. ____

Objective: Students will be able to understand the meanings of words while reading using context clues and using new words orally in writing by creating a new vocabulary word chart (video, visual representation, definition, and sentence) with a group using Google Slides.

Vocabulary Project

5th Grade
**Fraction (Sample)**

**Video:**

[Video: Parts of something]

**Visual Representation:**

One third of Mexico’s flag is red.

1/3 1/3 1/3

**Our Definition:** A fraction is part of a whole. It has a numerator, which is the top number and it tells how many parts it has. It also has a denominator, which is the bottom number and it tells how many parts the whole is divided into.

**Our Sentence:** Ching gave Lori a fraction of her pizza. While she ate 2/3 of it by herself, Lori was only left with 1/3 to eat, but she was happy that Ching shared with her.

---

type your vocabulary term here

- insert video
- insert copyright-friendly image

**Define the term in your own words:**
Use digital tools for defining the terms

**Create your sentence in your own words:**
Add context clues to your sentence

CCSS 5.RI.5

**Reading Skill/Strategy:** Text Structure

**CCSS 5.RI.1:** 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.

**Objective:** Students will be able to compare and contrast the overall structure of two articles and defend their choice with information from the text demonstrating the text structure using Edu Glogster.

**Materials:** Text structure vocabulary cards, SMART Board, projector, laptop, internet, Edu Glogster accounts, two history articles or passages

**Cooperative Learning:** Match Mine

Students will work together to put match the vocabulary cards by discussing with each other which word matches with the definition (Kagan, 1989).

**Technology Tool:** Edu Glogster/Presentation Tool/Social Learning/Academic Learning

Edu Glogster is a web based tool where students have the freedom to express what they’re learning by implementing mix text, audio, video, images, graphics and more from Edu Glogster’s pre-designed graphics. Students can also use this as a resource to research work that others have created. Edu Glogster can be used on a computer or as an app using i-Pads. Teachers are required to add students into a class, and assignments can be stored in this program. It costs $39 a year for 30 students. There is a trial/free version for 30 days before purchasing the app.

[https://edu.glogster.com/login](https://edu.glogster.com/login)
This program is very similar to creating a personal webpage, however Edu Glogster puts the teacher in control of students’ assignments and grades. Teachers can scaffold students’ work as well.

Weebly for education is an alternate option that creates similar projects for free. The teacher is responsible for creating student accounts for students as well.

https://education.weebly.com/

**Preparation:** Review the content (text structures and compare and contrast) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Download the Edu Glogster on the i-Pads or computers and sign up students before the students start using it. Cut the vocabulary cards for the sorting activity.
Time: 40-80 minutes (2 days)

Procedure:

1) Open the Text Structure SMART Board file.

2) Have students state the learning objective.

3) Watch the video: All About that Text and have a class discussion

4) Review the vocabulary, text structure

5) Pass out the vocabulary cards and have them match the word to the definition

6) Go over the definitions of the text structure: description, cause and effect, sequential order or chronological order, and compare and contrast

7) Have students correct their vocabulary cards

8) Pick two history articles

9) Edu Glogster: Have students create a collage comparing and contrasting the text structures by providing details to support the reading.
### Assessment:

**Edu Glogster Rubric**

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare &amp; Contrast/ Text Structure</strong></td>
<td>Compare and contrast by providing 3-4 details from the text that supports the text structure.</td>
<td>Compare and contrast by providing 1-2 details from the text that supports the text structure.</td>
<td>Compare and contrast by providing 1-2 details from the text that somewhat supports the text structure.</td>
<td>Compare and contrast by providing 1 detail from the text that does not relate to the text structure.</td>
</tr>
<tr>
<td><strong>Grammar &amp; Conventions</strong></td>
<td>There are no errors in spelling and punctuation.</td>
<td>There are 1-2 errors in spelling and punctuation.</td>
<td>There are 3-4 errors in spelling and punctuation.</td>
<td>There are 5 or more errors in spelling and punctuation.</td>
</tr>
</tbody>
</table>
Vocabulary Cards (Cut these cards and place it inside an envelope for the students to manipulate)

<table>
<thead>
<tr>
<th>Vocabulary Card</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem &amp; Solution</td>
<td>Tells about a program and gives one or more solutions</td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>Shows relationship between cause (event) and effect (what happened because of the event)</td>
</tr>
<tr>
<td>Chronology/Sequential Order</td>
<td>Describes events in order or explains the steps one follow to do something or make something</td>
</tr>
<tr>
<td>Description</td>
<td>A topic, idea, person, place or thing is described by listing its features and characteristics, or examples</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Shows two or more things that are alike and/or how they are different</td>
</tr>
</tbody>
</table>
Text Structure

Lesson objectives

Students will be able to compare and constrast the overall structure while reading two articles by defending their choice with information from the text demonstrating the text structure using Eduglogster.

CC5.R.1.5

Text Structures Video

Click here! Text Structure Video

After the video, discuss with your partner:
What is text structure?
What are some examples of text structure?
**What is text structure?**

- Think of structure as a building or framework to something.
- Informational texts have different organizational patterns, so it is how a piece of text is built.
- Writers use different structures to build ideas.
- Each structure communicates ideas in a different way.

(Adams et al. 2002)

---

**Vocabulary Sort**

- Show what you know - Make predictions
- Read the cards in the middle of your group.
- As a group, sort the cards into pairs.
Description
A topic, idea, place or thing is described by listing its features, characteristics, or examples.

Signal Words: for example, for instance, specifically, in particular, in addition

Sequential or Chronological
Describes events in order or explains the steps one must follow to do something or make something.

Signal Words: first, second, next, last, another, then, finally, after that, before, third, after, when, later, until, as

(Adams et al. 2002)
Text Structure

Compare & Contrast
Shows two or more things are alike and/or how they are different

Compare
- similar to
- alike
- same as
- not only...but also
- resemble
- as well as
- both

Contrast
- as opposed to
- more than less than
- on the contrary

(Adams et al. 2002)

Text Structure

Problem & Solution
Tells about a problem and then gives one or more solutions

Problem

Solution

Signal Words: consequently, therefore, as a result, thereby, leads to, because of, dilemma, if then and then, puzzling, problem, solution

(Adams et al. 2002)
Pick 2 history passages in your book.

Objective: Students will read two or more texts and identify the structure(s) presented in the information by creating a collage on Eduglogster.

Eduglogster

(retrieved from http://edu.glogster.com/)

Howell, F. (2014, October 12) All about that text. Youtube retrieved https://www.youtube.com/watch?v=D1XYZPx6yPQ
CCSS 5.RI.6

**Reading Skill/Strategy:** Point of View

**CCSS 5.RI.1:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

**Objective:** Students will be able to use Voki to present similarities and present their findings of the "The Bloody Massacre" and "The Boston Massacre" by noting important similarities and differences in the point of view they represent on Voki.

**Materials:** Observation chart/Academic learning

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf, SMART Board, projector, laptop, internet, Voki accounts, two history articles or passages

**Cooperation Learning:** Inside-Outside Circle

Students stand in pairs in two concentric circles. They will face each other and discuss the similarities and differences of “The Bloody Massacre” and “The Boston Massacre” (Kagan, 1989).

**Technology Tool:** Voki/Presentation tool

Voki is a web based educational tool that allows students to create their own talking avatar or character. Students can create a presentation using a microphone, cell phone, or keyboard to speak, and the avatar will do the talking. Voki can be used on a computer. There are 4 types of accounts: Voki (Free), Voki Class ($30), Voki Presenter ($30), and Voki Class Presenter ($50). The prices are for a year. Teachers are required to add students into a class and assignments can be stored in this program.
**Preparation:** Review the content (point of view and compare and contrast) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Go on [www.voki.com](http://www.voki.com) to make sure that it’s appropriately working. Sign up students before having the students start using it. Print the observation chart before starting the lesson.

**Time:** 40-80 minutes (2 days)

**Procedure:**

1) Open the Point of View SMART Board file.

2) Have students state the learning objective.

3) Watch the video: *Point of View* and have a class discussion

4) Review the vocabulary, point of view

5) Review the vocabulary, text structure

6) Observation Chart (create two-sided)- Have students use the chart to observe their reading to analyze author’s point of view.

7) View the picture: “The Bloody Massacre” –Have students write down what they observe on their chart.

8) Predictions: Have students make predictions about the picture.

9) Online article: You can view this as a class or have students read it from their computers. [http://www.americaslibrary.gov/jb/revolut/jb_revolut_boston_1.html](http://www.americaslibrary.gov/jb/revolut/jb_revolut_boston_1.html)
10) Observation Chart: Have students use the chart to observe their reading.

11) Voki Judges: Have students present their findings of the “The Bloody Massacre” and “The Boston Massacre” by noting important similarities and differences in the point of view they represent.

12) Directions:

   a. Look at the observation charts

   b. How are they different? How are they similar?

   c. What additional information would you request?

   d. Who else would they you like to hear from?

   e. What questions would you have for Paul Revere?
**Assessment:**

**Voki Judge Rubric**

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare &amp; Contrast/ Point of View</strong></td>
<td>Compare and contrast by providing 3-4 details from the text that supports the author’s point of view (claim).</td>
<td>Compare and contrast by providing 1-2 details from the text that supports the author’s point of view (claim).</td>
<td>Compare and contrast by providing 1-2 details from the text that somewhat supports the author’s point of view (claim).</td>
<td>Compare and contrast by providing 1 detail from the text that does not relate the author’s point of view (claim).</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Audience can follow presentation. Student presents information in a logical, interesting sequence.</td>
<td>Audience can follow presentation. Student presents information in a logical sequence.</td>
<td>Audience has some difficulty following presentation. Student jumps around.</td>
<td>Audience cannot understand the presentation. No sequence of information.</td>
</tr>
</tbody>
</table>
Point of View

Lesson objectives

Students will be able to analyze two articles by comparing and contrasting using the point of view they represent.

CC5.R.I.6
Analyze multiple accounts of the same event or topic.

Point of View Video

Click here! Point of View Video

After the video, discuss with your partner:
What is text structure?
What are some examples of text structure?
What is point of view?

★ Look into the eye of the story teller
★ Who is telling the story?
★ First Person: I, me, mine, we, us, our/ours
★ Second Person: you, your, yours
★ Third Person: he, him, his, she, her, hers, it, its, they

Informational Text Structures Review
Use this observation chart to observe the picture on the next slide.

What are the motives for creating this?
How does this influence you?
Write your observations on your chart with your teammates.

What did the creator of this source want people to think happened at the Boston Massacre?

What do you see that supports your opinion?

Who signed this? Who is its intended audience?
Predictions

Read the following article:

-Complete the observation chart

http://www.americaslibrary.gov/jb/revolut/jb_revoUlt_bosion_1.html

Questions:

What raises questions about the portrayal of the Boston Massacre found in the engraving?
Why did Paul Revere create this engraving?

Reminders:

Boston Massacre played a role in leading up to the War of Independence.
Some of the British soldiers were tried for murder.
Voki Judges

Objective: Students will present their findings of the "The Bloody Massacre" and "The Boston Massacre" by noting important similarities and differences in the point of view they represent.

Directions:
Look at the observation charts
How are they different? How are they similar?
What additional information would they request?
Who else would they like to hear from?
What questions would they have for these individuals?

Resources


Observation Chart (Primary source analysis tool)
(retrieved from http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)

Point of view: Vide Scribe. You Tube retrieved from https://www.youtube.com/watch?v=Sx2b2PFDyCw

"The Boston Massacre' in America's Library
(retrieved from http://www.americaastlibrary.gov/jn/revolution/jn_revolut_boston_1.html)

"The Bloody Massacre perpetrated in King Street Boston on March 5th, 1770
(retrieved from http://www.loc.gov/pictures/item/2008661777/)
CCSS 5.RI.7

**Reading Skill/Strategy:** Research and Reliable Sources

**CCSS 5.RI.7:** Draw on information from multiple print digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Objective:** Students will research an important patriot from the American Revolution using reliable sources by working in small groups and creating a presentation on Google Slides. **Materials:** Biography graphic organizer, SMART Board, projector, laptop, internet, Google accounts

**Cooperative Learning:** Partners A/B

Assign a partner A and partner B. They will take turns creating the presentation on Google Slides by communicating with each other.

**Technology Tool:** Google Apps- Google Slides

Google Slide is part of Google Doc. It is a web based educational tool that allows students to create, share, and present by collaborating with each other. This program is very similar to Microsoft Power Point, however its advantage is having multiple students work on the same file at the same time. Google Slide can be used on a computer and it is free. Teachers are required to add students into a class and assignments can be stored in this drive.

**Preparation:** Review the content (research and reliable sources) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Go on [www.googledrive.com](http://www.googledrive.com) to make sure that it’s appropriately
working. Sign up students before having the students start using it. Print the biography graphic organizer before starting the lesson.

**Time:** 40-80 minutes (3 days)

**Procedure:**

1) Open the investigation SMART Board file.

2) Have students state the learning objective.

3) Split the class in half to team A and team B and have team A use Google to research on Paul Revere and have team B use

   [https://www.paulreverehouse.org/bio/](https://www.paulreverehouse.org/bio/)

4) Give the students 5 minutes to gather enough information about Paul Revere

5) Purpose: team A will have too much information and will not know which sources are reliable as for team B will be focused on gather more information within 5 minutes.

6) Analyze: Have the students describe their findings

7) Selecting sources: What makes sources reliable?

   a. Reliable, real information, trust it, can be checked in several places, information checks out to be the same
8) Discussion: How can you check reliability?
   a. Check in several places, copyright or date, Who created it?, .org/.net/.gov/.com/.edu, bibliography, layout of the websites, bias, user-friendly

9) Team A/B Discussion: Which team had the most reliable sources? Why?

10) Group Project: Students will research on an important Patriot during the American Revolution using reliable sources by working in small groups and creating a presentation on Google Slides.

11) Biography Graphic Organizer: Have students research and gather information by using the graphic organizer.

12) Google Slides:
   a. Assign one person in the team to create a Google Slide and invite the rest of the team
   b. Assign student slides and jobs
Assessment:

Google Slides Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
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</thead>
<tbody>
<tr>
<td><strong>Main Idea &amp; Details</strong></td>
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<tr>
<td>Reliability Resources</td>
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</tr>
<tr>
<td>Provided 4 or better developed supporting details with elaboration from the digital resources that support the Patriot.</td>
<td>Provided 3-4 supporting details with elaboration from digital resources that support the Patriot.</td>
<td>Provided 2-3 supporting details with some elaboration from digital resources that support the Patriot.</td>
<td>Provided some ideas with relevant details with minimal elaboration from digital resources that support the Patriot.</td>
<td></td>
</tr>
<tr>
<td>Included the main ideas of: early life, midlife, later life, and history contributions.</td>
<td>Included the main ideas of: Early life, midlife, later life, and history contributions.</td>
<td>Included 3 main ideas of: Early life, midlife, later life, and history contributions.</td>
<td>Included 2 main ideas of: Early life, midlife, later life, and history contributions.</td>
<td></td>
</tr>
<tr>
<td><strong>Reliable Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included 2-3 reliable sources.</td>
<td>Included 1-2 reliable sources.</td>
<td>Included 1 reliable source.</td>
<td>Did not include any reliable sources.</td>
<td></td>
</tr>
</tbody>
</table>
Biography Graphic Organizer

Name:____________________

Beginning Life: ___________________________

Midlife: ___________________________

Later Life: ___________________________

History Contributions: ___________________________

Reliable Sources: ___________________________
Research and Reliable Sources

Lesson objectives

Students will research on an important Patriot during the American Revolution using reliable sources by working in small groups and creating a presentation on Google Slides.

CC5.R.1.7

Investigate: Research on Paul Revere

Team A

Use www.google.com

Team B

Use https://www.paulreverehouse.org/bio/

5 minutes to gather information on Paul Revere
Analyzing Reliable Sources Class Discussion

Write down thoughts on your findings based on websites.

<table>
<thead>
<tr>
<th>Team A</th>
<th>Team B</th>
</tr>
</thead>
</table>

Selecting Sources

- ★ Reliable
- ★ Real information
- ★ Trust it
- ★ Can be checked in several places
- ★ Information checks out to be the same

(Bunyi, 2010)
How can you check reliability?

1. Check in several places
2. Copyright or date
3. Who created it?
4. .org/.net/.gov/.com/.edu
5. Bibliography
6. Layout of the website
7. Bias?
8. User-friendly

(Bunyi, 2010)

Group Patriot Research

Objective: Students will research on an important Patriot during the American Revolution using reliable sources by working in small groups and creating a presentation on Google Slides.
Biography Report Template


CCSS 5.RI.8

**Reading Skill/Strategy:** Evidence and Claim

**CCSS 5.RI.7:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Objective:** Students will identify reasons and evidence to support the author’s point/claim from reading by creating a web using Thinglink.

**Materials:** Author’s claim graphic organizer, SMART Board, projector, laptop, internet, Thinglink accounts

**Cooperative Learning:** Team Word Building

Students work in a small group to find evidences to support the author’s reasons by creating a web and adding to it as a team (Kagan, 1989).


Academic learning, useful tools, social learning, and word processing

ThingLink is a web based educational tool that allows students to interact with images to present a topic. Students can write, share, tag, upload videos or images and present the rich media content. ThingLink can work on iPad, iPhone, Android and computers. It is a free account; however you can the full access for $35 a year. Teachers are required to add students into a class and assignments can be stored and shared in this drive.
News ELA is a web based news reading made for kids. Students have the capability to change the reading level to meet their needs. It is a reading free tool for all. Teachers create student accounts and assign readings at their levels. Students can take a mini quiz after each reading.

**Preparation:** Review the content (claims and supporting evidence sources) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Go on [www.thinglink.com](http://www.thinglink.com) to make sure that it’s appropriately working. Sign up students before having the students start using it. Print the author’s claim graphic organizer before starting the lesson.

**Time:** 40-80 minutes (2 days)

**Procedure:**

1) Open the investigation SMART Board file.

2) Have students state the learning objective.
3) View the video: Claims and Evidence

4) Discuss about claims and evidence and have them give examples

5) Go over text features: captions, glossary, illustration/photographs, graphics, index, labels, maps, special print, subtitles, table of contents

6) Question the author: Have the students ask questions while reading informational text.

7) Class Reading: “When I Grow Up, I Want to Be…”
   a. Have students listen to the audio story.
   b. Fill out the graphic organizer
   c. Question the author
   d. Find 3 evidence and come up with a claim

8) Reading: Students will practice by picking their own article on newsela.com
   a. Log into www.newsela.com
   b. Pick an article of their choice
   c. Take notes on the graphic organizer

9) ThingLink: Students will put what they’ve learn on ThingLink
   a. Log into www.thinglink.com
b. Pick a background image for your article

c. Organize the claims and evidence

i. Images with captions, videos, hashtags, etc.
**Assessment:**

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Need to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Inferences</td>
<td>Provided 3 evidences from the text with an inference stating the claim.</td>
<td>Provided 2 evidences from the text with an inference stating a claim.</td>
<td>Provided 1 evidence from the text with an inference.</td>
<td>Provided 1 evidence from the text without an inference.</td>
</tr>
<tr>
<td>Spelling &amp; Punctuation</td>
<td>There are no errors in spelling and punctuation.</td>
<td>There are 1-2 errors in spelling and punctuation.</td>
<td>There are 3-4 errors in spelling and punctuation.</td>
<td>There are 5 or more errors in spelling and punctuation.</td>
</tr>
</tbody>
</table>
Evidence and Claim

Directions: Read the text to make an inference based on the information provided. What you already know. Remember, you want to reveal what the author isn’t telling the reader directly.

Questions to consider while reading:
What is the claim the author makes? How many pieces of evidence can you find in text to support the claim(s)? Is that enough evidence to substantiate the claim(s)?

Evidence:

Evidence:

Evidence:

Author’s Claim
Claims and Supporting Evidence

Lesson objectives

Students will identify reasons and evidence to support the author's point/claim from reading by creating a web using Thinglink.

CC5.R.1.8

Click here! Claims & Evidence Video

After the video, discuss with your partner:
What are claims and evidence?
Give an examples of text.
Text Features

Help readers determine what is important in the text.
- Captions: describes the picture
- Glossary: definition of unfamiliar word
- Illustrations/Photographs: visual representation of what the reading is about
- Graphics: charts help tell you what the author is stating
- Index: alphabetical chart at the end of the book to tell you where you can find information.
- Labels: help identify parts
- Maps: help understand where the location is at
- Special Print: bold, italics, or underlined words are important words
- Subtitles: this helps tell what the section is mainly about
- Table of Contents: help identify the sections of the books and where information is located

Question the Author

When reading a text, you can question the author.

- What is the claim(s) the author makes?
- How many pieces of evidence can you find in the text to support the claim(s)?
- Is that enough evidence to substantiate the claim(s)?

(McKeown, Beck, & Worthy, 1993)
News ELA

-Read the article: https://learnzillion.com/resources/14075 (Pressler, 2012)

-Questioning the Author:

  What is the claim(s) the author makes?
  How many pieces of evidence can you find in the text to support the claim(s)?
  Is that enough evidence to substantiate the claim(s)?

★Summarize the claim and evidence in your own words.

Graphic Organizer
Student Practice:

- Log into newsela.com
- Pick an article of your choice
- Take notes on the graphic organizer
- Create Thinglink summarizing the author's claim


Presler, M. (2012). When i grow up, i want to be... KidsPost retrieved from https://learnzillion.com/resources/14075
CCSS 5.RI.9 & CCSS 5.RI.10

**Reading Skill/Strategy:** Inquiry and Researching

**CCSS 5.RI.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**CCSS 5.RI.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.

**Objective:** Students will identify reasons and evidence to support the author’s point/claim from reading by creating a web using Thinglink.

**Materials:** Mind Map, process grid chart, SMART Board, projector, laptop, internet, Wiki Space accounts

**Cooperative Learning:** Jigsaw

Each student is on a team and they are responsible for to become an expert on one topic by working with other classmates from another group. When they return to their original group, students are responsible to share what they learned (Kagan, 1989).

**Technology Tool:** Wiki Space [www.wikispaces.com](http://www.wikispaces.com) /word processing/social learning/academic learning/presentation tool

Wikispaces is a web based social writing place that allows students to write and collaborate. Students can communicate and work on writing projects in teams or alone. Teachers can get an assessment to measure student contribution and engagement. Wikispaces can work on iPad, iPhone, Android and computers. It is a free account. Teachers are required to add students into a class and assignments can be stored and shared in this drive.
**Preparation:** Review the content (group and final project) and SMART Board slides by clicking on all necessary links to make sure that everything is working properly prior to teaching. Go on [www.wikispaces.com](http://www.wikispaces.com) to make sure that it’s appropriately working. Sign up students before having the students start using it. Print the web and process grid before starting the lesson. Leave resources for students to use and guide them while using reliable websites.

**Time:** 40-80 minutes (3-4 days)

**Procedure:**

1) Open the investigation SMART Board file.

2) Have students state the learning objective.

3) Jigsaw Activity: Review the directions

   a. Have students assign numbers for Number Heads (Home team)

   b. Make all of the #1 work together and continue with #2-#5

   c. Have students go into the jigsaw group (Expert group)

   d. Log into the link: [http://mrnussbaum.com/ampeople/](http://mrnussbaum.com/ampeople/)

   e. Have the expert group choose a person (make sure that all groups have different Patriots)

   f. Read the article and fill in the mind maps
4) Wiki Spaces
   a. Log into Wiki Spaces
   b. Create a group summary about the Patriot
   c. With the assigned job, split the work and start inputting information on the interactive document
   d. Go into the Home Team

5) Jigsaw
   a. Have all students sit in their home teams
   b. Time each student 2-3 minutes to present their findings.

6) Process Grid

7) Students will describe and analyze the Patriots by presenting their findings as the whole class and completing the process grid chart.

Final American Revolution Project

Requirement:

- 5 concepts (Big ideas, i.e. causes of the war, effects of the war)
- 3 significant people
- 2 key events
- 2 geographical locations
- 3 of your choice
Assessment:

<table>
<thead>
<tr>
<th></th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Could do better)</th>
<th>1 (Needs to Improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling &amp; Punctuation</td>
<td>There are no errors in spelling and punctuation.</td>
<td>There are 1-2 errors in spelling and punctuation.</td>
<td>There are 3-4 errors in spelling and punctuation.</td>
<td>There are 5 or more errors in spelling and punctuation.</td>
</tr>
<tr>
<td>Historically Accurate</td>
<td>90%-100% accuracy in details relevant to topic</td>
<td>80%-89% accuracy in details relevant to topic</td>
<td>70%-79% accuracy in details relevant to topic</td>
<td>69% and below accuracy in details relevant to topic</td>
</tr>
<tr>
<td>Presentation</td>
<td>Audience can follow presentation. Student presents information in a logical, interesting sequence.</td>
<td>Audience can follow presentation. Student presents information in a logical sequence.</td>
<td>Audience has some difficulty following presentation. Student jumps around.</td>
<td>Audience cannot understand the presentation. No sequence of information.</td>
</tr>
<tr>
<td>15 Contents</td>
<td>Completed 15 requirements</td>
<td>Completed 13-14 requirements</td>
<td>Completed 11-12 requirements</td>
<td>Completed less than 10 requirements</td>
</tr>
</tbody>
</table>
Process Grid

<table>
<thead>
<tr>
<th>Patriots</th>
<th>Position in Colonial America</th>
<th>Contributions</th>
<th>Sacrifices</th>
<th>Obstacles</th>
<th>Interesting Facts</th>
</tr>
</thead>
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</table>
Note to the teacher:

- RL.5.9 & RL.5.10
- This lesson is intended to be used at the end of a unit.
- With the informational text that you are studying, decide which topic you would like to have your students to research on.
- For example: American Revolution Unit- Famous Patriots, Battles, Founding Fathers, etc.
- Gather resources for your students prior to this jigsaw assignment (books, digital resources, etc.
- All resources must share similar ideas to fit the mind map and process grid in the end
Jigsaw

- Meet with your expert team (Number heads)
- Expert Group- assign the following:
  #1 Position in Colonial America
  #2 Contributions
  #3 Sacrifices
  #4 Obstacles
  #5 Interesting Facts

Jigsaw

- Go to the link: http://mrnussbaum.com/ampeople/
- Decide as a team which Patriot you want to research on
- Read your text as a team
- Fill in the mind map for all subsections
- Log into Wiki Spaces
- Create a summary for your assigned section
Home Group

- Experts will have 2-3 minutes to present their findings to their home group
- Repeat the process until all 5 members shared

Process Grid

Objective: Students will describe and analyze the Patriots by presenting their findings as the whole class and completing the process grid chart.