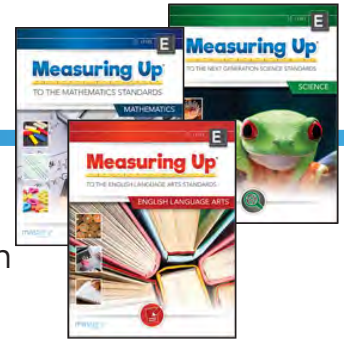


# Try It Out! Sample Pack | ELA | Grade 5 | Lesson 32

## Measuring Up to the Standards



The **Try It Out!** sample pack features:

- 1 full student lesson with complete Teacher Edition lesson
- 1 full Table of Contents for your grade level
- Correlation to the standards

Developed to meet the rigor of the standards, **Measuring Up** employs support for using and applying critical thinking skills with direct standards instruction that elevate and engage student thinking.

**Standards-based lessons** feature introductions that set students up for success with:

- ✓ Vocabulary in Action
- ✓ Relevant real-world connections
- ✓ Clearly identified learning goals
- ✓ Connections to prior learning

**Guided Instruction** and Independent Learning strengthen learning with:

- ✓ Deep thinking prompts
- ✓ Collaborative learning
- ✓ Self-evaluation
- ✓ Demonstration of problem-solving logic
- ✓ Application of higher-order thinking

**Flexible design** meets the needs of whole- or small-group instruction. Use for:

- ✓ Introducing standards
- ✓ Reinforcement or standards review
- ✓ Intervention
- ✓ Remediation
- ✓ Test Preparation

### Extend learning with online digital resources!

**Measuring Up Live 2.0** blends instructional print resources with online, dynamic assessment and practice. Meet the needs of all students for standards mastery with resources that pinpoint student needs with customized practice.



# Lesson 32

DRAW INFORMATION FROM MULTIPLE SOURCES RI.5.7

## INTRODUCTION

### Real-World Connection

#### GEOGRAPHY CONNECTION

Frankie wants to know more about the Appalachian Mountains. She finds *multiple sources* of information to help her. This means she finds more than one source. Frankie looks at an online map that shows the location of the mountains. Then she scans a few books in the library to learn about the mountains' history. However, Frankie has not been able to find any information about Mount Mitchell. This is a famous peak within the Appalachian range. She hopes to climb to the top of the peak one day, but she wants to know what to expect. How can Frankie use all the sources available to her to find the information she needs? We will practice the necessary skills in **Guided Instruction** and **Independent Practice**. Then, we will come back to Frankie's challenge at the end of the lesson.

### What I Am Going to Learn

- How to identify important information in both print and digital sources
- How to use information from multiple sources to investigate and explain a shared topic

### What I May Already Know RI.4.7

- I know how to identify information that is relevant to a topic.
- I know how to compare multiple sources to identify important information on a given topic.

#### WORDS TO KNOW

navigate

multiple sources

print format

digital format



#### TURN AND TALK

Work with a partner to think of a question about a topic you are both curious about. Then discuss what kind of print and digital sources you could most likely use to answer that question.

## Vocabulary in Action

As you read, you will come across words that are used in many ways.

### TIPS AND TRICKS

When you want to answer a question, first read the question closely. Restate the question in your own words. Then scan the sources for the information you need.

To **navigate** means to search through **multiple sources**. Some questions are too difficult to use just one source. You will need to draw on more than one source by navigating between them and pulling relevant information from each.

You can find the information you need in these formats.

- A text in **print format** is created with ink and printed on paper. Print formats include books, magazines, and other printed materials.
- A source in a **digital format** is displayed on a computer or smart device. Digital formats include search engines, websites, and videos.

Many informational texts are in print and digital formats. When using print sources, try looking at the table of contents. The table of contents can help you quickly find information.

- The table of contents is at the beginning of a book. It has a list of different chapters and sections of the book.
- An index is usually at the back of a book. It has a more detailed list of topics covered in the book. The index's topics are listed in alphabetical order from A to Z. This order makes it easier to find a topic.

You can also use digital sources. These include search engines, websites, and videos. Digital sources are extra helpful because you can search the text by using the “Find” function.

## GUIDED INSTRUCTION

Read these texts about the Pacific Crest Trail. Then, answer the questions that follow.

### Hiking the Pacific Crest Trail!

Every year, thousands of hikers travel the Pacific Crest Trail (PCT). The trail begins in Mexico. It crosses California, Oregon, and Washington. It ends in Canada. It covers 2,650 miles (4,265 kilometers).

Most hikers only trek a part of the PCT, but some dedicated hikers complete the entire trail in a single season.



The Pacific Crest Trail in Fall

## Riding Along the Pacific Crest Trail

The Pacific Crest Trail (PCT) is a famous hiking trail. It runs from Mexico to Canada. Many people do not know that the PCT is open to horseback riders.

Horseback riding the PCT is not for the beginning rider, however. Riders commonly encounter obstacles along the trail. These include fallen trees, boulders, and trail washouts. Snow is another obstacle for riders. Snow can fall during the mid-summer months along parts of the trail. Deep snow can be dangerous for both the horse and rider. Snow cover can also cause riders to lose the trail. Some riders choose to travel the trail during the late summer months to avoid snow. It is difficult to ride the entire trail in one season, so riders who want to cover the entire trail will likely encounter snow at some point during their adventure.

### Part A

When is the best time to hike or ride the Pacific Crest Trail if you want to avoid snow?

- (A) late spring
- (B) mid-summer
- (C) late summer
- (D) early fall

### Part B

Underline one detail in one of the texts that best supports the answer to Part A.

### THINK ABOUT IT

The print texts provide information about the same topic. What do you learn from each source?

### HINT, HINT

Scan the texts for key words that will answer the question. In this question, you are looking for a time of year to avoid snow. Look for the answer choices in the texts. Also, look for the word “snow.”

**SKETCH IT**

On a separate sheet of paper, make a drawing that illustrates the description cited in the story "Riding Along the Pacific Crest Trail." Note the details of weather, landscape, and riders. Share with classmates.

Color in the traffic signal that shows how you are doing with the skill.



**How Am I Doing?**

What questions do you have?

Explain how adding a photo or a video to a text can change your understanding of the subject.

Imagine you want to learn more about what the Pacific Crest Trail is like in winter. What kind of digital sources might you use? Could you also find similar information in a print source? Why or why not?

# INDEPENDENT PRACTICE

Read the texts. Then, answer the questions that follow.

## Saving Louisiana

Genre: Magazine Article

- 1 For some in Louisiana, the ground is literally moving beneath their feet. This is because coastal Louisiana has been gradually disappearing since the 1930s.
- 2 Unlike coasts in states such as California or Florida, the coast of Louisiana has very few beaches. Louisiana has miles and miles of wetlands along its coast instead. The wetlands are a marsh. A marsh is a mixture of water and solid land.
- 3 There is great beauty and diversity in these wetlands. They are full of mammals, fish, and birds. Many different kinds of plants grow there. The wetlands are also very fragile. Even a small change to this environment can cause it great damage.
- 4 The wetlands in Louisiana have unfortunately been seeing a lot of change over the past 80 years. The area has shrunk in size very quickly as a result. Today, Louisiana loses 25 to 35 square miles of wetlands per year.
- 5 One major reason for the loss of the Louisiana wetlands is that the land is not being replaced the way it used to be. The rivers in Louisiana, including the mighty Mississippi River, used to flood quite often. The floods helped to spread new dirt around. This dirt kept the wetlands healthy by building up its soil and feeding it nutrients.
- 6 However, the people that live along the Mississippi River do not want it to flood. In fact, they built long levees along the river to prevent the flood waters from spilling over. Levees are like long walls of dirt that follow the banks of a river. They keep the water from flooding. The wetlands unfortunately no longer get the fresh soil they need without flood water from the Mississippi.
- 7 The levees are not the only problem. South Louisiana is also home to a large oil and gas industry. The local oil and gas companies have dug many canals through the wetlands to provide easier access to oil in the Gulf of Mexico. These canals allow saltwater from the ocean to reach the fresh and brackish water of the wetlands. The saltwater damages the delicate ecosystem and speeds up Louisiana's coastal erosion.
- 8 Many are worried about the future of Louisiana. Thousands of fishermen would have no way to support their families without the

### Solutions

There have been many attempts to stop the loss of wetlands in Louisiana.

Some potential solutions are simple. For example, the state of Louisiana collects old Christmas trees to help fight coastal erosion. The trees are tied together. Then, they are dropped in shallow water off the coast. The trees collect dirt from the ocean floor over time. This helps to protect and replenish the wetlands.

Other solutions to the problem are much more complex. Some organizations fund projects to fight coastal erosion. One project is the Third Delta Conveyance Channel. This project hopes to create waterways that will bring much needed freshwater and dirt to the coast. If the project succeeds, the waterways will help build up the land in the same way seasonal flooding once did.

wetlands. Thankfully, there are many dedicated researchers hard at work to find solutions. A lot of effort and a little luck could solve the problem of Louisiana's diminishing coast.

## Lost Land in Louisiana

Genre: Essay

1 The year 1927 was a very wet year for much of the United States. In the lower Mississippi River Valley, months of heavy rains had left the river ready to burst over its banks. The rising water began to spread across the land in April of that year. The overflowing river soon drenched and ruined towns in Illinois, Missouri, Arkansas, and Louisiana.

2 The flood of 1927 spread through 23,000 square miles of land. It caused hundreds of thousands of people to flee from their homes. It remains one of the worst natural disasters in the nation's history.

### A National Solution

3 The nation was shocked by the flood's destruction. The government responded with a huge reconstruction plan. The Army Corps of Engineers constructed a system of dams, channels, and the world's longest levee system. Levees are large earthen mounds that line the sides of a river to keep it from flooding the land when it rises.

4 The system worked, for the most part. The country was better able to control flood waters in the future. The levee system occasionally fails. However, the solution has worked well overall.

### One State's Solution is Another State's Problem

5 The levee solution unfortunately created a new problem. Research has shown that the nation's levees are actually damaging coastal Louisiana.

6 South Louisiana is a very flat place. There are no mountains or even hills. The region has a great number of snaking rivers, bayous, and other waterways. There are very few beaches along the coast. Instead, Louisiana has miles and miles of grassy marshland.

7 This marshland is a very valuable scientific resource. People call them "wetlands." They are home to many different species of plants and animals.

8 In addition, the economy of southern Louisiana depends on these wetlands. Louisiana is the largest producer of shrimp and oysters in the United States. In fact, it currently produces about 25 percent of all seafood caught in the country. If you have eaten fresh seafood recently, there is a good chance it was caught in Louisiana waters.



**Louisiana's Disappearing Land**

- 9 Louisiana's way of life is being threatened because the wetlands are disappearing at an alarming rate. How alarming? Scientists estimate that Louisiana loses an entire football field-sized portion of wetlands every 38 minutes! If this keeps up, Louisiana will have lost land equal to the size of Rhode Island by the year 2050.
- 10 Flooding is terrible for people living on the land along the Mississippi River. However, it is actually very important for the land itself. A river's flood spreads both water and dirt over the land. The water dries up after a flood. However, the dirt remains. Over thousands of years, the constant flooding created the land and the marsh that makes up coastal Louisiana. Preventing the flooding helps humans. However, it also means cutting off the source of new land for Louisiana's wetlands.

**New Flooding**

- 11 Building levees may not be an effective way to protect against floods in the case of Louisiana. Hurricanes Katrina and Rita swept through Louisiana and Mississippi in 2005. The storms flooded New Orleans and many other communities along the coast. A hurricane draws its energy from the warm water in the Gulf of Mexico. However, it loses its power once it reaches land. One reason the hurricanes were so destructive in Louisiana is that there were fewer miles of wetlands to slow down such massive storms.
- 12 The great flood of 1927 taught many lessons to the people of the United States. The people responded with action. The nation's levee system now aids the country in protecting citizens against destructive storms. However, the solution is not without costs. Sadly, the attempt to save many states from flooding has now caused permanent damage to others.

**READING NOTES**


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1. Select two of the definitions below to complete the chart.

a system of dams and channels in waterways

snaking rivers, bayous, and other waterways

an area of grassy marshland

large earthen mounds that line the sides of a river

LEVEES	
WETLANDS	

## 2. Part A

What did the people living along the Mississippi River do to address the flooding?

- (A) They made long levees.
- (B) They moved animals to a new marsh.
- (C) They collected old Christmas trees.
- (D) They dug canals through the wetlands.

## Part B

Underline one sentence from “Saving Louisiana” that best supports the answer to Part A.

3. Explain how old Christmas trees might help save Louisiana’s wetlands.

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#### 4. Match the event to the damage it caused

Hurricanes Katrina and Rita	Flooding in towns in Illinois, Missouri, Arkansas, and Louisiana
The Mississippi River overflowed.	Damage in coastal Louisiana
The Corps of Engineers built a levee system.	Flooded communities in Louisiana and Mississippi

#### 5. Part A

How do levees affect Louisiana's wetlands?

- (A) Levees help spread new dirt around the Mississippi River, building up its soil and feeding it nutrients.
- (B) Levees along the Mississippi River prevent the wetlands from getting the fresh soil they need.
- (C) Levees help prevent Louisiana's wetlands from completely disappearing, especially along the coast.
- (D) Levees along the Mississippi River take the water from Louisiana's wetlands to feed the Mississippi River.

#### ◀ TIPS AND TRICKS

Remember to look at both texts for information about levees.

#### Part B

Which detail from "Saving Louisiana" best supports the answer to Part A?

- (A) "The rivers in Louisiana . . . used to flood quite often." (paragraph 5)
- (B) ". . . floods helped to spread new dirt around." (paragraph 5)
- (C) "Levees are like long walls of dirt that follow the banks of a river. They keep the water from flooding." (paragraph 6)
- (D) "The wetlands unfortunately no longer get the fresh soil they need without flood water from the Mississippi." (paragraph 6)

### 6. Part A

How do the canals the large oil and gas companies dig affect Louisiana’s wetlands?

- Ⓐ The canals cause the wetlands to overflow, which spreads fresh water and soil throughout the wetlands and damages the area.
- Ⓑ The canals connect the wetlands and the Gulf of Mexico, which may be part of the solution to Louisiana’s loss of wetlands.
- Ⓒ The canals allow the Mississippi River to empty into the Gulf of Mexico, decreasing flooding.
- Ⓓ The canals allow saltwater into the wetlands, damaging the ecosystem and increasing erosion.

### Part B

Underline two sentences from “Saving Louisiana” that best support the answer to Part A.

### ▶ HINT, HINT

Think about how both texts talk about levees and the wetlands. Are they both positive or negative?

7. Use the information from “Saving Louisiana” and “Lost Land in Louisiana” to define levees and explain their positive and negative effects.

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# EXIT TICKET

RI.5.7

Now you understand how to identify and use information from multiple sources to explore a shared topic. Let's revisit the Real-World Connection.

Imagine you are helping Frankie conduct additional research on the Appalachian Mountains. She wants to find any details that hikers should know before climbing Mount Mitchell. Recall what you have learned about drawing on information from multiple sources to locate an answer to a question. Then, read the following web page Frankie found and complete the chart below. Both the text and the photograph provide information about the Appalachian Mountains. Each has information that the other might not.

## Appalachian Mountains

The Appalachian Mountains of North America span almost 2,000 miles (3,200 kilometers). They extend from Newfoundland and Labrador in Canada to central Alabama in the United States.

The mountain range is among the oldest on Earth. It is divided into three regions: northern, central, and southern Appalachia.

Mount Mitchell is located in the southern region of Appalachia. It is the highest point east of the Mississippi River. From the top of Mount Mitchell, hikers can view the Blue Ridge Mountains.



Information Found Only in the Text	
Information Found Only in the Photograph	
Information Found in Both Sources	

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#### CCSS

L.5.5.a

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# CORRELATIONS

## Correlation to the Common Core State Standards

This worktext is customized to the Common Core State Standards for English Language Arts.

Common Core State Standards	Lessons
<b>Reading Standards for Literature, Grade 5</b>	
<b>Key Ideas and Details</b>	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	14
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	15, 16
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	17
<b>Craft and Structure</b>	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	18
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	19–21
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	22
<b>Integration of Knowledge and Ideas</b>	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	23
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	24
<b>Range of Reading and Level of Text Complexity</b>	
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded throughout Unit 3
<b>Reading Standards for Informational Text, Grade 5</b>	
<b>Key Ideas and Details</b>	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	25
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	26, 27
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	28

# CORRELATIONS

Common Core State Standards	Lessons
<b>Craft and Structure</b>	
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	29
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	30
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	31
<b>Integration of Knowledge and Ideas</b>	
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	32
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	33
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	34
<b>Range of Reading and Level of Text Complexity</b>	
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Embedded throughout Unit 4
<b>Reading Standards: Foundational Skills, Grade 5</b>	
<b>Phonics and Word Recognition</b>	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	1
<b>Fluency</b>	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	2, 3
a. Read on-level text with purpose and understanding.	3
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	3
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2
<b>Writing Standards, Grade 5</b>	
<b>Text Types and Purposes</b>	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	9

Common Core State Standards	Lessons
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	9
b. Provide logically ordered reasons that are supported by facts and details.	9
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).	9
d. Provide a concluding statement or section related to the opinion presented.	9
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	10
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	10
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	10
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	10
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	10
e. Provide a concluding statement or section related to the information or explanation presented.	10
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	11
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	11
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	11
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	11
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	11
e. Provide a conclusion that follows from the narrated experiences or events.	11
<b>Production and Distribution of Writing</b>	
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	9–11
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	12
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	12
<b>Research to Build and Present Knowledge</b>	
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	13

# CORRELATIONS

Common Core State Standards	Lessons
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	13
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Embedded throughout Units 3 and 4
a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Embedded throughout Unit 3
b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Embedded throughout Unit 4
<b>Range of Writing</b>	
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Embedded throughout Lessons 9–13
<b>Language Standards, Grade 5</b>	
<b>Conventions of Standard English</b>	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Embedded throughout Unit 2
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Embedded throughout Unit 2
<b>Knowledge of Language</b>	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Embedded throughout Unit 2
<b>Vocabulary Acquisition and Use</b>	
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	1–2, 8
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	2
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	1
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	8
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4–6
a. Interpret figurative language, including similes and metaphors, in context.	4

Common Core State Standards	Lessons
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	5
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	6
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	7

# Lesson 32

DRAW INFORMATION FROM MULTIPLE SOURCES RI.5.7

## INTRODUCTION

### Real-World Connection

#### GEOGRAPHY CONNECTION

Frankie wants to know more about the Appalachian Mountains. She finds *multiple sources* of information to help her. This means she finds more than one source. Frankie looks at an online map that shows the location of the mountains. Then she scans a few books in the library to learn about the mountains' history. However, Frankie has not been able to find any information about Mount Mitchell. This is a famous peak within the Appalachian range. She hopes to climb to the top of the peak one day, but she wants to know what to expect. How can Frankie use all the sources available to her to find the information she needs? We will practice the necessary skills in Guided Instruction and Independent Practice. Then, we will come back to Frankie's challenge at the end of the lesson.

### What I Am Going to Learn

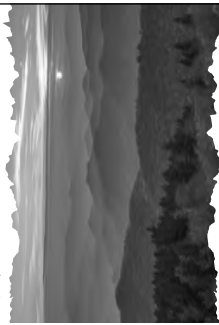
- How to identify important information in both print and digital sources
- How to use information from multiple sources to investigate and explain a shared topic

### What I May Already Know RI.4.7

- I know how to identify information that is relevant to a topic.
- I know how to compare multiple sources to identify important information on a given topic.

#### WORDS TO KNOW

- navigate
- multiple sources
- print format
- digital format



#### TURN AND TALK

Work with a partner to think of a question about a topic you are both curious about. Then discuss what kind of print and digital sources you could most likely use to answer that question.

## Vocabulary in Action

As you read, you will come across words that are used in many ways.

To navigate means to search through multiple sources. Some questions are too difficult to use just one source. You will need to draw on more than one source by navigating between them and pulling relevant information from each.

You can find the information you need in these formats.

- A text in print format is created with ink and printed on paper. Print formats include books, magazines, and other printed materials.
- A source in a digital format is displayed on a computer or smart device. Digital formats include search engines, websites, and videos.

Many informational texts are in print and digital formats. When using print sources, try looking at the table of contents. The table of contents can help you quickly find information.

- The table of contents is at the beginning of a book. It has a list of different chapters and sections of the book.
- An index is usually at the back of a book. It has a more detailed list of topics covered in the book. The index's topics are listed in alphabetical order from A to Z. This order makes it easier to find a topic.

You can also use digital sources. These include search engines, websites, and videos. Digital sources are extra helpful because you can search the text by using the "Find" function.

## GUIDED INSTRUCTION

Read these texts about the Pacific Crest Trail. Then, answer the questions that follow.

### Hiking the Pacific Crest Trail!

Every year, thousands of hikers travel the Pacific Crest Trail (PCT). The trail begins in Mexico. It crosses California, Oregon, and Washington. It ends in Canada. It covers 2,650 miles (4,265 kilometers).

Most hikers only trek a part of the PCT, but some dedicated hikers complete the entire trail in a single season.

[Reading Level: 690–790L; Word Count: 53]

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## Riding Along the Pacific Crest Trail

The Pacific Crest Trail (PCT) is a famous hiking trail. It runs from Mexico to Canada. Many people do not know that the PCT is open to horseback riders.

Horseback riding the PCT is not for the beginning rider, however. Riders commonly encounter obstacles along the trail. These include fallen trees, boulders, and trail washouts. Snow is another obstacle for riders. Snow can fall during the mid-summer months along parts of the trail. Deep snow can be dangerous for both the horse and rider. Snow cover can also cause riders to lose the trail. Some riders choose to travel the trail during the late summer months to avoid snow. It is difficult to ride the entire trail in one season, so riders who want to cover the entire trail will likely encounter snow at some point during their adventure.

[Reading Level: 750–850L; Word Count: 141]

### Part A

When is the best time to hike or ride the Pacific Crest Trail if you want to avoid snow?

- A late spring
- B mid-summer
- C late summer
- D early fall

### Part B

Underline one detail in one of the texts that best supports the answer to Part A.

### THINK ABOUT IT

The print texts provide information about the same topic. What do you learn from each source?

### HINT, HINT

Scan the texts for key words that will answer the question. In this question, you are looking for a time of year to avoid snow. Look for the answer choices in the texts. Also, look for the word "snow."



The Pacific Crest Trail in Fall

[ 320 ] masteryeducation.com

Unit 4 | Informational Text | masteryeducation.com [ 321 ]

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SKETCH IT

On a separate sheet of paper, make a drawing that illustrates the description cited in the story "Riding Along the Pacific Crest Trail." Note the details of weather, landscape, and riders. Share with classmates.

How Am I Doing?

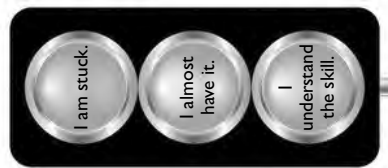
What questions do you have?

Explain how adding a photo or a video to a text can change your understanding of the subject.

Imagine you want to learn more about what the Pacific Crest Trail is like in winter. What kind of digital sources might you use?

Could you also find similar information in a print source? Why or why not?

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the texts. Then, answer the questions that follow.

Saving Louisiana

Genre: Magazine Article

- 1 For some in Louisiana, the ground is literally moving beneath their feet. This is because coastal Louisiana has been gradually disappearing since the 1930s.
2 Unlike coasts in states such as California or Florida, the coast of Louisiana has very few beaches. Louisiana has miles and miles of wetlands along its coast instead. The wetlands are a marsh. A marsh is a mixture of water and solid land.
3 There is great beauty and diversity in these wetlands. They are full of mammals, fish, and birds. Many different kinds of plants grow there. The wetlands are also very fragile. Even a small change to this environment can cause it great damage.
4 The wetlands in Louisiana have unfortunately been seeing a lot of change over the past 80 years. The area has shrunk in size very quickly as a result. Today, Louisiana loses 25 to 35 square miles of wetlands per year.
5 One major reason for the loss of the Louisiana wetlands is that the land is not being replaced the way it used to be. The rivers in Louisiana, including the mighty Mississippi River, used to flood quite often. The floods helped to spread new dirt around. This dirt kept the wetlands healthy by building up its soil and feeding it nutrients.
6 However, the people that live along the Mississippi River do not want it to flood. In fact, they built long levees along the river to prevent the flood waters from spilling over. Levees are like long walls of dirt that follow the banks of a river. They keep the water from flooding. The wetlands unfortunately no longer get the fresh soil they need without flood water from the Mississippi.
7 The levees are not the only problem. South Louisiana is also home to a large oil and gas industry. The local oil and gas companies have dug many canals through the wetlands to provide easier access to oil in the Gulf of Mexico. These canals allow saltwater from the ocean to reach the fresh and brackish water of the wetlands. The saltwater damages the delicate ecosystem and speeds up Louisiana's coastal erosion.
8 Many are worried about the future of Louisiana. Thousands of fishermen would have no way to support their families without the

Solutions

There have been many attempts to stop the loss of wetlands in Louisiana.

Some potential solutions are simple. For example, the state of Louisiana collects old Christmas trees to help fight coastal erosion. The trees are tied together. Then, they are dropped in shallow water off the coast. The trees collect dirt from the ocean floor over time. This helps to protect and replenish the wetlands.

Other solutions to the problem are much more complex. Some organizations fund projects to fight coastal erosion. One project is the Third Delta Conveyance Channel. This project hopes to create waterways that will bring much needed freshwater and dirt to the coast. If the project succeeds, the waterways will help build up the land in the same way seasonal flooding once did.

wetlands. Thankfully, there are many dedicated researchers hard at work to find solutions. A lot of effort and a little luck could solve the problem of Louisiana's diminishing coast.

[Reading Level: 750–850L; Word Count: 531]

### Lost Land in Louisiana

Genre: Essay

- The year 1927 was a very wet year for much of the United States. In the lower Mississippi River Valley, months of heavy rains had left the river ready to burst over its banks. The rising water began to spread across the land in April of that year. The overflowing river soon drenched and ruined towns in Illinois, Missouri, Arkansas, and Louisiana.
- The flood of 1927 spread through 23,000 square miles of land. It caused hundreds of thousands of people to flee from their homes. It remains one of the worst natural disasters in the nation's history.

#### A National Solution

The nation was shocked by the flood's destruction. The government responded with a huge reconstruction plan. The Army Corps of Engineers constructed a system of dams, channels, and the world's longest levee system. Levees are large earthen mounds that line the sides of a river to keep it from flooding the land when it rises.

The system worked, for the most part. The country was better able to control flood waters in the future. The levee system occasionally fails. However, the solution has worked well overall.

#### One State's Solution Is Another State's Problem

The levee solution unfortunately created a new problem. Research has shown that the nation's levees are actually damaging coastal Louisiana.

South Louisiana is a very flat place. There are no mountains or even hills. The region has a great number of snaking rivers, bayous, and other waterways. There are very few beaches along the coast. Instead, Louisiana has miles and miles of grassy marshland.

This marshland is a very valuable scientific resource. People call them "wetlands." They are home to many different species of plants and animals.

In addition, the economy of southern Louisiana depends on these wetlands. Louisiana is the largest producer of shrimp and oysters in the United States. In fact, it currently produces about 25 percent of all seafood caught in the country. If you have eaten fresh seafood recently, there is a good chance it was caught in Louisiana waters.

### READING NOTES

9 **Louisiana's Disappearing Land**  
Louisiana's way of life is being threatened because the wetlands are disappearing at an alarming rate. How alarming? Scientists estimate that Louisiana loses an entire football field-sized portion of wetlands every 38 minutes! If this keeps up, Louisiana will have lost land equal to the size of Rhode Island by the year 2050.

10 Flooding is terrible for people living on the land along the Mississippi River. However, it is actually very important for the land itself. A river's flood spreads both water and dirt over the land. The water dries up after a flood. However, the dirt remains. Over thousands of years, the constant flooding created the land and the marsh that makes up coastal Louisiana. Preventing the flooding helps humans. However, it also means cutting off the source of new land for Louisiana's wetlands.

#### New Flooding

11 Building levees may not be an effective way to protect against floods in the case of Louisiana. Hurricanes Katrina and Rita swept through Louisiana and Mississippi in 2005. The storms flooded New Orleans and many other communities along the coast. A hurricane draws its energy from the warm water in the Gulf of Mexico. However, it loses its power once it reaches land. One reason the hurricanes were so destructive in Louisiana is that there were fewer miles of wetlands to slow down such massive storms.

12 The great flood of 1927 taught many lessons to the people of the United States. The people responded with action. The nation's levee system now aids the country in protecting citizens against destructive storms. However, the solution is not without costs. Sadly, the attempt to save many states from flooding has now caused permanent damage to others.

[Reading Level: 740–840L; Word Count: 606]



1. Select two of the definitions below to complete the chart.
- a system of dams and channels in waterways
  - snaking rivers, bayous, and other waterways
  - an area of grassy marshland
  - large earthen mounds that line the sides of a river

LEVEES	large earthen mounds that line the sides of a river
WETLANDS	an area of grassy marshland

2. Part A

What did the people living along the Mississippi River do to address the flooding?

- A They made long levees.
- B They moved animals to a new marsh.
- C They collected old Christmas trees.
- D They dug canals through the wetlands.

Part B

Underline one sentence from "Saving Louisiana" that best supports the answer to Part A. [See paragraph 6.]

3. Explain how old Christmas trees might help save Louisiana's wetlands.

Sample response: The trees can help fight coastal erosion. When old Christmas trees are tied together, they can collect dirt from the ocean floor. This collection helps to protect and replenish the wetlands.

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4. Match the event to the damage it caused

Hurricanes Katrina and Rita	Flooding in towns in Illinois, Missouri, Arkansas, and Louisiana
The Mississippi River overflowed.	Damage in coastal Louisiana
The Corps of Engineers built a levee system.	Flooded communities in Louisiana and Mississippi

5. Part A

How do levees affect Louisiana's wetlands?

- A Levees help spread new dirt around the Mississippi River, building up its soil and feeding it nutrients.
- B Levees along the Mississippi River prevent the wetlands from getting the fresh soil they need.
- C Levees help prevent Louisiana's wetlands from completely disappearing, especially along the coast.
- D Levees along the Mississippi River take the water from Louisiana's wetlands to feed the Mississippi River.

TIPS AND TRICKS

Remember to look at both texts for information about levees.

Part B

Which detail from "Saving Louisiana" best supports the answer to Part A?

- A "The rivers in Louisiana . . . used to flood quite often." (paragraph 5)
- B ". . . floods helped to spread new dirt around." (paragraph 5)
- C "Levees are like long walls of dirt that follow the banks of a river. They keep the water from flooding." (paragraph 6)
- D "The wetlands unfortunately no longer get the fresh soil they need without flood water from the Mississippi." (paragraph 6)

6. **Part A**  
How do the canals the large oil and gas companies dig affect Louisiana's wetlands?
- (A) The canals cause the wetlands to overflow, which spreads fresh water and soil throughout the wetlands and damages the area.
  - (B) The canals connect the wetlands and the Gulf of Mexico, which may be part of the solution to Louisiana's loss of wetlands.
  - (C) The canals allow the Mississippi River to empty into the Gulf of Mexico, decreasing flooding.
  - (D) The canals allow saltwater into the wetlands, damaging the ecosystem and increasing erosion.

**Part B**  
Underline two sentences from "Saving Louisiana" and "Lost Land in Louisiana" to define levees and explain their positive and negative effects. [See paragraph 7.]

► **HINT, HINT**

Think about how both texts talk about levees and the wetlands. Are they both positive or negative?

7. Use the information from "Saving Louisiana" and "Lost Land in Louisiana" to define levees and explain their positive and negative effects.

Sample response: The author of "Saving Louisiana" says levees are long dirt walls on the banks of rivers. They keep the rivers from flooding. In "Lost Land in Louisiana," the author says one of the positive effects of levees is that they can prevent homes from being destroyed. However, both texts say levees can damage the environment. The wetlands cannot get the fresh soil they need, and research has shown that they are damaging Louisiana's coast.

## EXIT TICKET

RI.5.7

Now you understand how to identify and use information from multiple sources to explore a shared topic. Let's revisit the Real-World Connection.

Imagine you are helping Frankie conduct additional research on the Appalachian Mountains. She wants to find any details that hikers should know before climbing Mount Mitchell. Recall what you have learned about drawing on information from multiple sources to locate an answer to a question. Then, read the following web page Frankie found and complete the chart below. Both the text and the photograph provide information about the Appalachian Mountains. Each has information that the other might not.

### Appalachian Mountains

The Appalachian Mountains of North America span almost 2,000 miles (3,200 kilometers). They extend from Newfoundland and Labrador in Canada to central Alabama in the United States.

The mountain range is among the oldest on Earth. It is divided into three regions: northern, central, and southern Appalachia.

Mount Mitchell is located in the southern region of Appalachia. It is the highest point east of the Mississippi River. From the top of Mount Mitchell, hikers can view the Blue Ridge Mountains.

[Reading Level: 700–800L; Word Count: 80]



Information Found Only in the Text	Mount Mitchell is located in the southern region of Appalachia. Hikers can see the Blue Ridge Mountains from the top of Mount Mitchell.
Information Found Only in the Photograph	Mount Mitchell is 6,684 feet high.
Information Found in Both Sources	Mount Mitchell is the highest peak east of the Mississippi River.

# TEACHER NOTES

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## REAL-WORLD GOAL FOR STUDENTS

- Draw on information from multiple print or digital sources, and use it to locate an answer to a question or solve a problem quickly.

## TIPS FOR THE STRUGGLING LEARNER

- Students may have trouble grasping how to efficiently locate relevant information in a print source. Encourage students to try looking at the table of contents and index when using print sources. Explain that these tools can help them find information more quickly. The table of contents is found at the beginning of a book. It has a list of different chapters and sections. An index is usually found at the back of a book. It has a more detailed list of topics covered. The index's topics are listed in alphabetical order from A to Z. This order makes it easier to find a topic.
- Students may have trouble grasping how to efficiently locate relevant information in a digital source. Explain that, just like with print sources, readers can scan the text and images on a website to locate key facts. Digital sources also have the added feature of enabling text searches, using key words and phrases through the “Find” function. If needed, walk students through the process of using this function.

## TIPS FOR THE ENGLISH LANGUAGE LEARNER

- Read aloud the two Guided Instruction passages. Ask questions to clarify meaning. *Which passage is about traveling by horse on the Pacific Crest Trail? (second) Which passage gives an explanation of the trail's size? (first)* Have students answer the questions in pairs or as a whole group, depending on the needs of English learners. Have them read the responses aloud.

## ACTIVITIES FOR THE ADVANCED LEARNER

- Students can conduct research to find two or more accounts that describe a local park, garden, or hiking trail. They will then use the most important information from each source to write their own brief reports about the park. Encourage students to add to their reports drawings or photographs that provide information they cannot gather elsewhere in the text.
- Students can conduct research to examine problems in their own state, similar to that of Louisiana's coastal erosion. They can read different articles on the topic and watch related videos or slideshows as well. Have students make lists comparing and contrasting the information from each source they find.