


Multiple Sources



Name: _____

Find 3 different sources about the same topic or concept and write about them.

Multiple Sources


Source #1	
How it contributes to my understanding of the concept	
Source #2	
How it contributes to my understanding of the concept	
Source #3	
How it contributes to my understanding of the concept	
Use your understanding from all three sources to create an explanation of the concept/term.	

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Name: _____

Source #1

Boston Tea Party




The Boston Tea Party was a political protest that occurred on in 1773 in the American colonies. It was an iconic event of the American Revolution and is widely considered to be the first act of outright rebellion against British rule.

On December 16th, a group of colonists dressed as Native Americans boarded three British ships that were docked in Boston Harbor. The colonists proceeded to dump 342 chests of tea into the harbor. *But why?* you ask. This act of defiance was a symbolic gesture against the British-imposed Tea Act, which levied taxes on tea imports. It had a major impact on colonial society and is remembered as one of the defining moments that led to American independence.

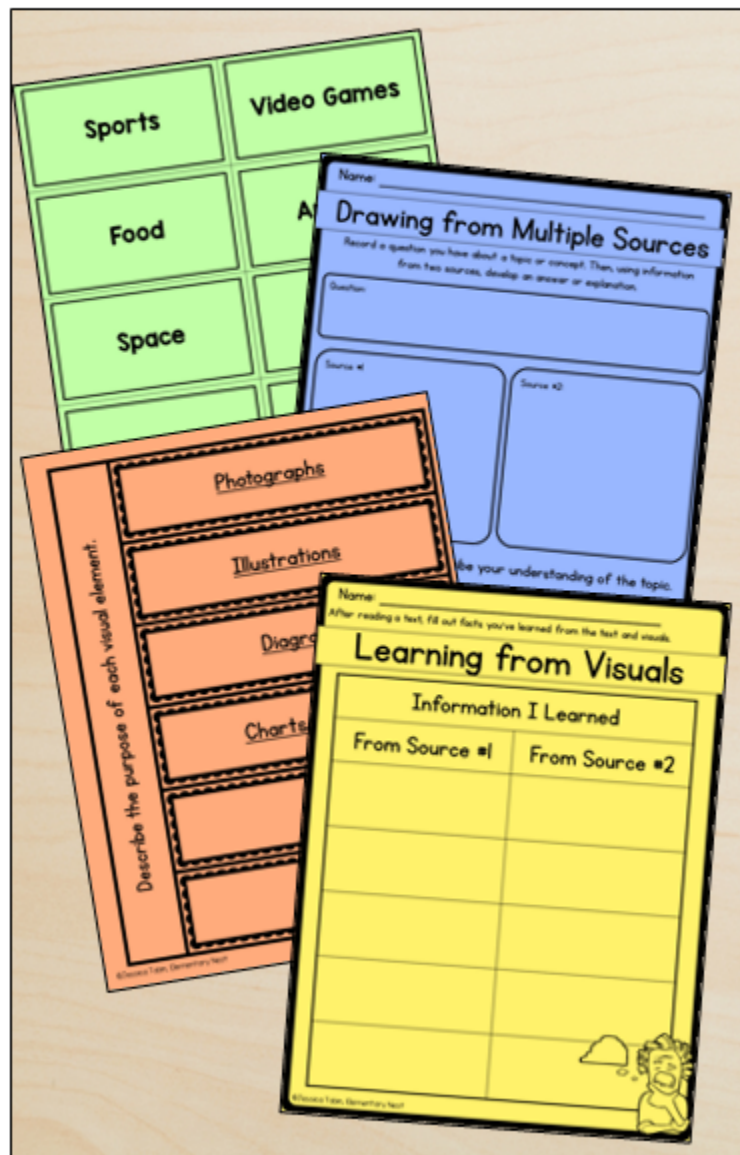
To start of the beginning, colonial America was founded and colonized by the people of Britain. So, when it came to ruling colonial America, Britain was still in charge. The colonists were forced to obey the laws imposed on them by the British Parliament, without having any vote or say in the matter. There were representatives who sat on the British Council for citizens of Britain, but there weren't any representatives from America. Colonists didn't think this was fair.

For over a decade, Britain had been passing act after act, enforcing taxes on the colonists for everyday items. In 1764, the Sugar Act that called for a tax on all sugar and molasses was passed. This was quickly followed by

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What Teachers Have Said...



“Great resource! I loved this resource, it was easy to use, my students LOVED it and it was easy to print and go - no planning needed! Exactly what I was looking for! I have used it a couple of different times and I am always very please with the results!”

“I love how put together and organized this resource is! My students are engaged and loving the anchor charts and I love not having to scour the internet for ideas on charts. There are printables so they can have the charts in their reading notebooks, as well as interactive notebook pieces to provide practice and encourage engagement. I also love all the passages that were included, saving me so much prep time. So many positives to this resource- will definitely be purchasing more!”

RI.5.7

This ELA unit provides resources to use while teaching the standard **RI.5.7**, which states that students will be able to **“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.”**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 4-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

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Mini Lesson I

There are three mini lessons within this unit. Here is a look at mini lesson I. It focuses on **interpreting visuals**.

5th Grade Reading: Informational Lesson 2

RI.5.7 - Lesson 1

Read informational text or multimedia elements to gain a variety of knowledge, ideas, and perspectives from multiple sources on a topic.

CCSS.ELA-Literacy.RI.5.7 Show an understanding of multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Mini Lesson Focus: Interpreting Visuals

Activities to Teach:

Step 1: Teacher will create an anchor chart teaching students about interpreting visuals. Students can participate in the creation of the anchor chart through teaching questioning and discussion, or teacher can display pre-made and discuss.

Materials:

Step 2: Students will interpret, describe visual elements by connecting answers to a guided walk or visit.

Interpret Visuals

Many informational texts have visual elements. It is important to be able to interpret the information that the visual elements present.

Visual Element #1

Average Height in Feet

Tree Type	Height (Feet)
Small Tree	10
Medium Tree	25
Large Tree	45
Tall Tree	75
Very Tall Tree	100

Visual Element #2

Visual Element #3

Visual Element #4

Before After

Great Barrier Reef

Visual Element #5

Pineville Power Outage

Interpret Visuals

Name: _____

Read a nonfiction text or text and identify four visual elements. Interpret the information from each visual and connect it to the text.

Draw or describe visual.	Interpretation: What information is the visual element delivering?
Draw or describe visual.	Interpretation: What information is the visual element delivering?
Draw or describe visual.	Interpretation: What information is the visual element delivering?
Draw or describe visual.	Interpretation: What information is the visual element delivering?

Interpret the visual. What information do you think this visual element is presenting? Record ON BACK of sticky note and place here.

Interpret the visual. What information do you think this visual element is presenting? Record ON BACK of sticky note and place here.

Interpret the visual. What information do you think this visual element is presenting? Record ON BACK of sticky note and place here.

Mini Lesson 2

Here is a look at mini lesson 2.
It focuses on

drawing information from multiple sources.

5th Grade Reading: Informational Lesson 3

RI.5.7 - Lesson 2

...can interpret visual or multimedia elements in a text...
...can use images, graphs, charts, timelines, animating interactive elements from multiple sources to understand a concept.

CCSS.ELA-Literacy.RI.5.7 Draw information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

Mini-Lesson Focus:
Drawing Information from Multiple Sources

Activities to Teach

Step 1: Teacher will create or display anchor chart teaching students about drawing information from multiple sources. Students can participate in the creation of the anchor chart through questioning and discussion, or teacher can display this poster and discuss.

Step 2: Teacher will project The Northern Lights sources (listed below), read through, play the video, and observe the photograph. Students will record their observations on post-its and stick them on the projectable anchor chart.

<https://www.northernlights.com/faq>

Step 3: Teacher will assign students or pairs a concept question. Several examples provided. Teacher can supply their own concept question that ties to something the class is learning about or something they want their students to research. Students will research the answer to the concept question from at least two sources. *Teacher can provide post-its for students to fill out on their own or in pairs.

Multiple Sources

Sometimes, when we are trying to gain understanding of a concept, we need to use more than one source.

Good readers draw information from multiple sources

What you learned:	Source

Multiple Sources

Name: _____

Concept Question: _____

Research your concept question. Identify and interpret information from at least 2 sources.

Source #1	Interpretation: What information is the source communicating?
Source #2	Interpretation: What information is the source communicating?

Explain the answer to your concept question using information from both sources.

How Does Popcorn Pop?

How Do Solar Panels Work?

How Do Boats Float?

How Do Camels Survive in the Desert?

Mini Lesson 3

Here is a look at mini lesson 3.
It focuses on

drawing information from multiple sources.

5th Grade Reading: Informational Lesson 3

RI.5.7 - lesson

...can interpret visual or multimedia elements that they can use in reports, presentations, or other tasks.
...can use images, graphs, charts, timelines, or other interactive elements from multiple sources to understand a concept.

CCSS.ELA-Literacy.RI.5.7 Draw information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

Mini-Lesson Focus:
Drawing Information from Multiple Sources

Activities to Teach

Step 1: Teacher will create or display anchor chart teaching students about drawing information from multiple sources. Students can participate in the creation of the anchor chart through questioning and discussion, or teacher can display min poster and discuss.

Step 2: Teacher will project *Driving in the Snow* sources example (linked below), read through the texts, play the videos, and observe the photographs. Students will record their observations on post-its and stick them on the projectable anchor chart.

<https://elementarynest.com/ri57/>

Step 3: Teacher will distribute topic cards. (Teacher may use the ones provided or provide their own.) Students will develop a question about the topic and record it on the back of the card. Teacher will redistribute cards and students will research the question on the back of their new card using the multiple sources graphic organizer. *Teacher Tip: Teacher may have students record their questions during the previous lesson so they may check the question during this lesson.

Drawing from Multiple Sources

What you learned:	Source
	Text #1- <i>Driving in the Snow</i>
	Video/Photo From Text
	Video- Everything You Need to Know...
	Text #2- <i>Snow Tires vs Regular</i>

What questions do you still have that could be answered by additional text or...

Multiple Sources

Research your topic. Identify and interpret at least 3 sources.

Source #1	Interpretation: What information is the source communicating?
Source #2	Interpretation: What information is the source communicating?
Source #3	Interpretation: What information is the source communicating?
Source #4	Interpretation: What information is the source communicating?

Explain a concept related to your topic using information from all 3 sources.

Topic Cards: Video Games, Animals, Machines, People, Plants, Sports, History, Space, Fashion, Food

Reading Passages

You're also provided with passages that will help guide instruction. These are instructional level passages.

The image displays a collection of educational reading materials. Each material consists of a passage, an image, and a set of questions. The materials are arranged in an overlapping, collage-like fashion. The visible titles and content include:

- The Carbon Cycle**: A passage explaining the carbon cycle with a diagram showing the exchange of carbon between the atmosphere, land, and water. It includes a question: "What is used to form the chemical energy that helps plants grow?"
- Boston Tea Party**: A passage about the historical event of 1773, including an illustration of the tea ships. It includes a question: "Why did the British pass the Tea Act?"
- How Long Will It Take My Water Bottle to Decompose**: A passage discussing biodegradable materials and their decomposition rates. It includes a question: "What are some factors that impact how fast an object decomposes?"
- Volcanoes**: A passage describing volcanic activity and the formation of volcanoes. It includes a question: "Explain what the word 'volcanic' means using information from the passage."
- Folding for Fun**: A passage about the art of paper folding, including a diagram of a paper airplane. It includes a question: "What types of paper can be used to make airplanes?"
- The Craft of Coding**: A passage about computer programming and the history of coding. It includes a question: "What are some factors that impact how fast an object decomposes?"

Graphic Organizers

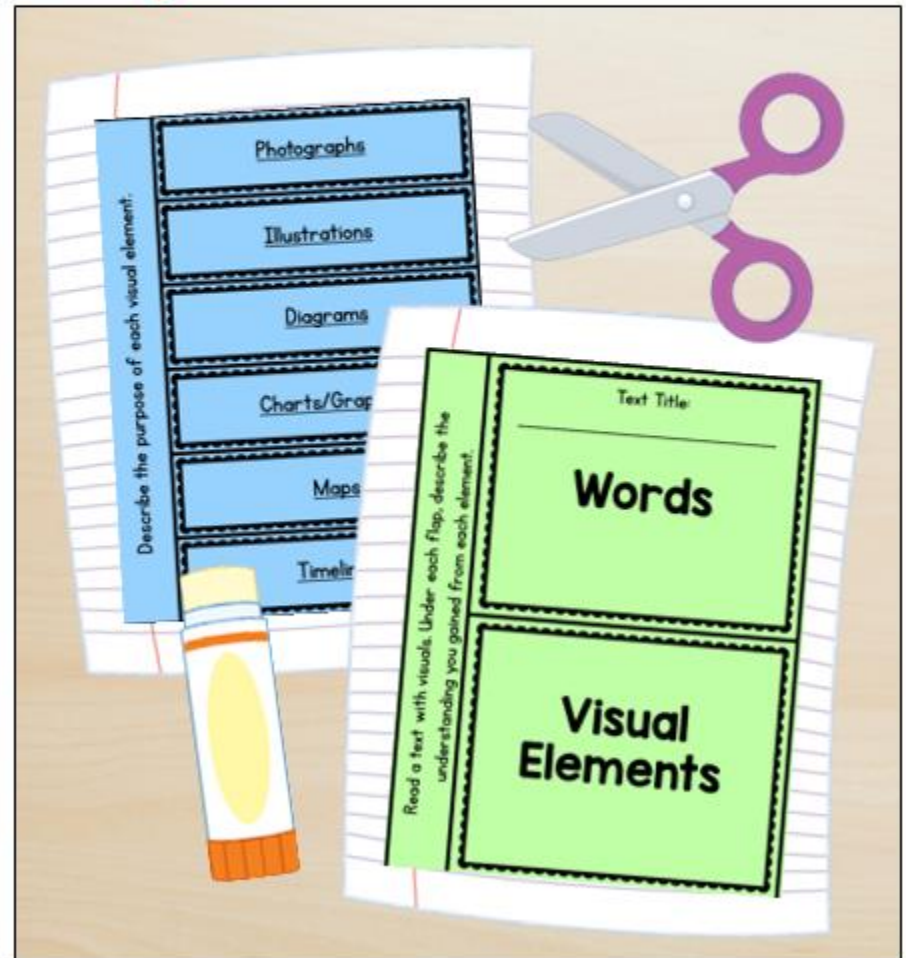
You're also provided with graphic organizers to use with any read-aloud or independent practice text.

The image displays seven different graphic organizers, each with a unique color and layout:

- Interpret Visuals (Green):** Includes a drawing of a person's head and a brain. The text reads: "Read a nonfiction text or texts and identify four visual elements. Interpret the information from each visual and connect it to the text." It features three rows, each with a box for "Draw or describe visual" and a box for "Interpretation: What information is the visual element delivering?" followed by a line for "Connection: How does the visual connect to the text?"
- Connecting Texts and Visuals (Orange):** A 2x2 grid. The top row is labeled "Words" and "Visuals". The text says: "Read a nonfiction text with visual elements. Describe how the words/visuals contribute to understanding." Below each column are two boxes for notes.
- Multiple Sources (Yellow):** A 2x2 grid. The top row is labeled "Words" and "Visuals". The text says: "What is your understanding after reading the words? What does the text tell you?" Below each column are two boxes for notes.
- Multiple Sources (Light Blue):** A 3x2 grid. The top row is labeled "Source #1", "Source #2", and "Source #3". The text says: "Research your topic. Identify and interpret at least 3 sources." Below each source box is a line for "Interpretation: What information is the source communicating?"
- Analyzing Multiple Sources (Light Blue):** A 3x2 grid. The top row is labeled "Source #1", "Source #2", and "Source #3". The text says: "Use multiple sources to answer a question you have about a topic/concept." Below each source box is a line for "Contribution to understanding."
- Drawing from Multiple Sources (Yellow):** A 2x2 grid. The top row is labeled "Source #1" and "Source #2". The text says: "Record a question you have about a topic or concept. Then, using information from two sources, develop an answer or explanation." Below each source box is a line for notes. At the bottom, it says: "Using both sources, describe your understanding of the..."
- Nonfiction with Visuals (Pink):** A 4x2 grid. The top row is labeled "When did the key events occur?" and "Why did the key events occur?". Below each column are three boxes for notes.
- Learning from Visuals (Light Green):** A 2x2 grid. The top row is labeled "From Source #1" and "From Source #2". The text says: "After reading a nonfiction text about an event or events, respond to the following questions." Below each column are three boxes for notes.
- Multiple Sources (Light Blue):** A 4x2 grid. The top row is labeled "Source #1", "Source #2", and "Source #3". The text says: "Find 3 different sources about the same topic or concept and write about them." Below each source box is a line for "How it contributes to my understanding of the concept." At the bottom, it says: "Use your understanding from all of these sources to create an explanation of the concept/topic."

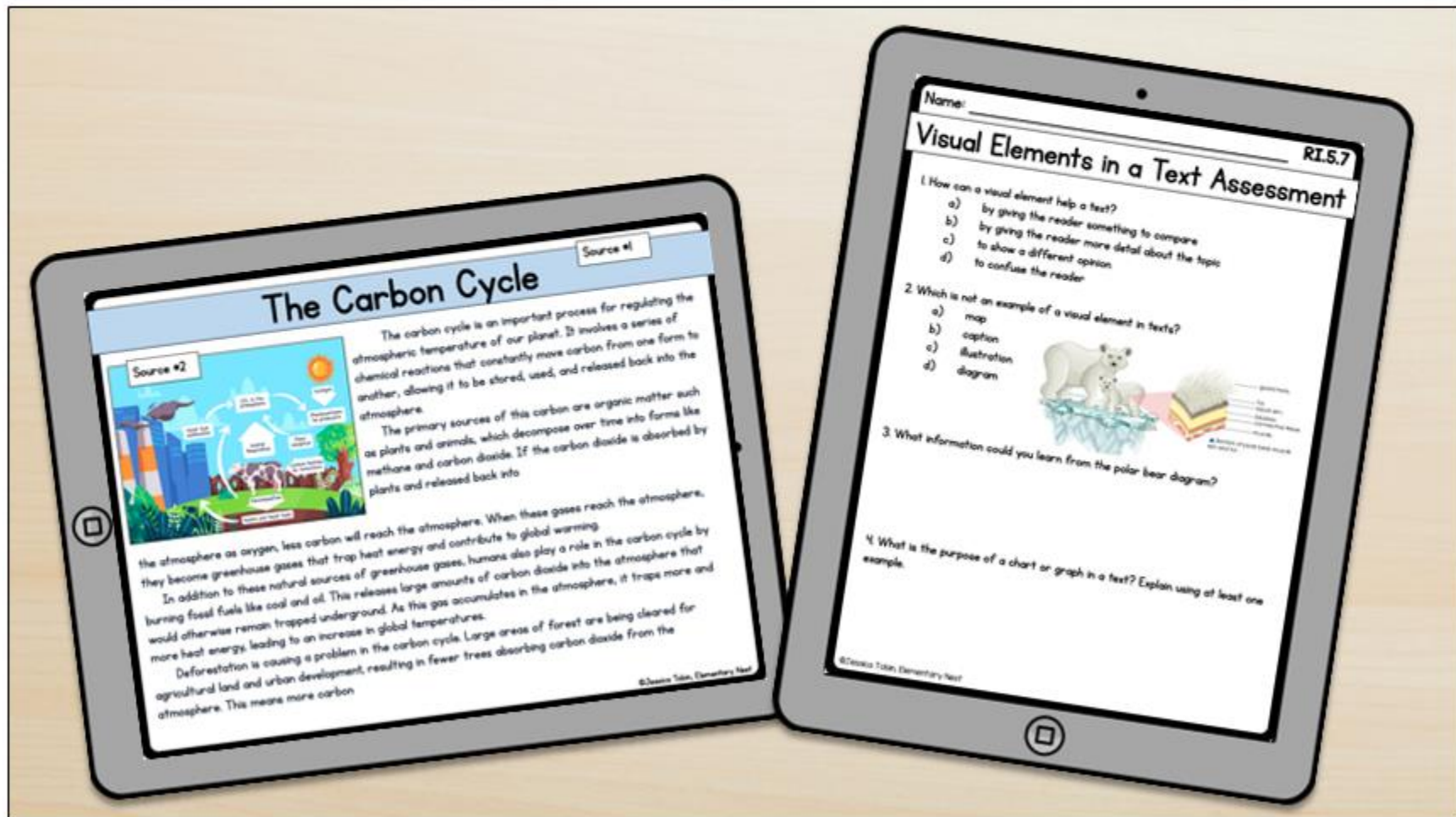
Extra Resources

For even more practice, you can use these interactive notebook templates and task cards with texts and review activities. **Only a few examples shown here.**



Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and assessments now come in Google Slides.



Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard.

The image displays several educational resources:

- Worksheet 1: Visual Elements in a Text**
 - 1. How can a visual element help a text?
 - a) by giving the reader something to compare
 - b) by giving the reader more detail about the text
 - c) to show a different opinion
 - d) to confuse the reader
 - 2. Which is not an example of a visual element in text?
 - a) map
 - b) caption
 - c) illustration
 - d) diagram
 - 3. What information could you learn from the polar bear illustration?

 - 4. What is the purpose of a chart or graph in a text?
example: _____
- Worksheet 2: Unique Animal Eyes**
 - Tarsars**

Tarsars are small structures that are known for their large, distinctive eyes. These eyes are fixed in place, meaning that tarsars cannot move their eyes within their sockets like humans and other animals can. Instead, they are able to rotate their heads up to 80 degrees in order to see their surroundings. Tarsars also have excellent vision, with eyes that are up to 16 times larger than those of humans in proportion to their body size. Their eyes are also able to detect ultra-violet light, which helps them locate insects and other prey in low light conditions. Tarsars are nocturnal animals, so their large, sensitive eyes help them to navigate and hunt at night.
 - Dragonflies**

Dragonflies are known for their large, multifaceted eyes. These eyes are made up of thousands of tiny lenses, called ommatidia, which work together to provide the dragonfly with 360-degree vision and the ability to see in almost every direction. Dragonflies are also able to see colors, including ultraviolet light which helps them to locate flowers and other plants that are rich in nectar. In addition to their excellent vision, dragonflies have very fast eye movement, allowing them to track the movement of their prey, which is often other insects. The eyes of a dragonfly are also located on the sides of their head, giving them a wide field of vision and allowing them to see predators approaching from any direction.
 - Chameleons**

Chameleons' eyes are able to move independently of each other and focus on two different objects at the same time. This allows them to have 360-degree vision and the ability to quickly locate and track their prey. Chameleons also have the ability to rapidly change the color of their eyes, which is thought to be used for communication and social signaling.
- Worksheet 3: Adaptation**
 - 1. Define the word "adaptation." Support your definition with an example.

 - 2. Which animal's eye is made up of a ball of light? Explain how it helps the animal using details from the text.

 - 3. Explain how chameleons and mantis shrimp can focus their eyes on more than one thing at the same time. Use information from the text and video to support your answer.

 - 4. Two animals have eyes that have adapted to seeing in low-light conditions. Describe how each animal's eyes help them see in low-light conditions.

 - 5. Compare a human's vision to a mantis shrimp's vision based on the number of cones each has.

 - 6. What type of visual element is this? Explain what the visual element is trying to communicate.

- Bar Graph: Professional Men's Soccer Teams**

Team	Number of Cones
Brazil	600
Mexico	200
Turkey	100
Argentina	100
Italy	100