Standard(s): LAFS.5.RI.1.3—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.

Related Standard(s): LAFS.5.RI.1.1 — Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. LAFS.5.RI.3.7—Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. LAFS.5.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards 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]”). b. Apply grade 5 Reading standards 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]”).

Webb’s Cognitive Complexity: Level 3 (Strategic Thinking & Complex Reasoning)

Assessment Limits: Students may be asked about the relationship(s) among details (individuals, events, ideas, or concepts) from the text. Students may be asked to explain how details (e.g., individuals, events, ideas, concepts) from a text interact. Students may be asked to support their thinking with details directly stated in the text or they may be asked to draw inferences.

<table>
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<th>Level</th>
<th>The student will be able to:</th>
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| 4     | • Analyze or evaluate the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, providing evidence(s) based on specific information in the text.  
      • Complete an appropriately cognitively complex task identified by the teacher |
| 3     | • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text  
      • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text  
      • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text |
| 2     | • Identify the relationships or interactions between two individuals, events, ideas, or concepts in a historical text  
      • Identify the relationships or interactions between two individuals, events, ideas, or concepts in a scientific text  
      • Identify the relationships or interactions between two individuals, events, ideas, or concepts in a technical text |
| 1     | The student will be able to recognize the meaning of specific vocabulary, including:  
      • Historical text  
      • Scientific text  
      • Technical text  
      • Compare  
      • Text evidence/Key details  

The student will be able to:  
• Identify events, ideas, or concepts in a historical text using specific information from the text  
• Identify events, ideas, or concepts in a scientific text using specific information from the text  
• Identify events, ideas, or concepts in a technical text using specific information from the text |