



# Standard #: LAFS.5.RI.1.1

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

<b>Grade:</b> 5
<b>Cluster:</b> <a href="#">Key Ideas and Details</a>
<b>Content Complexity Rating:</b> <a href="#">Level 2: Basic Application of Skills &amp; Concepts</a> - <a href="#">More Information</a>
<b>Status:</b> State Board Approved
<b>Date Adopted or Revised:</b> 12/10
<b>Date of Last Rating:</b> 02/14
<b>Assessed:</b> Yes

## TEST ITEM SPECIFICATIONS

**Item Type(s):** This benchmark may be assessed using: [I.M.](#) , [EBSR](#) , [MS](#) , [S.T.](#) , [MC](#) Item(s)

N/A

### Assessment Limits :

Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.

### Text Types :

The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.

### Response Mechanisms :

The Enhanced Item Descriptions section on page 3 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice item type). The Sample Response Mechanisms may include, but are not limited to, the examples below.

### Task Demand and Sample Response Mechanisms :

#### Task Demand

Quote accurately from a text to support what the text says explicitly and to draw inferences from the text.

#### Sample Response Mechanisms

##### Selectable Text

- Requires the student to select a quotation from the text that supports an inference.
- Requires the student to select the correct inference about the text and then to select a quotation from the text that supports the inference.

##### Multiple Choice

- Requires the student to select a quotation from the text to support an inference about the text.

##### Multiselect

- Requires the student to select multiple quotations to support an explicit statement from the text.

##### EBSR

- Requires the student to select the correct inference about the text and then to select a quotation from the text to support the inference.

##### Table Match

- Requires the student to complete a table by matching inferences with supporting quotations.

## Related Courses

Course Number	Course Title
<a href="#">5010010:</a>	English for Speakers of Other Languages-Elementary (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">5010020:</a>	Functional Basic Skills in Reading-Elementary (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">5010030:</a>	Functional Basic Skills in Communications-Elementary (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">5021070:</a>	Social Studies - Grade Five (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">5010046:</a>	Language Arts - Grade 5 (Specifically in versions: 2014 - 2015, 2015 and beyond (current))
<a href="#">7710016:</a>	Access Language Arts - Grade 5 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))
<a href="#">7721016:</a>	Access Social Studies - Grade 5 (Specifically in versions: 2014 - 2015, 2015 - 2018, 2018 and beyond (current))

## Related Access Points

Access Point

Access Points Number	Access Points Title
<a href="#">LAFS.5.RI.1.AP.1a:</a>	Quote accurately from a text when explaining what the text says explicitly.
<a href="#">LAFS.5.RI.1.AP.1b:</a>	Quote accurately from a text to support inferences.

## Related Resources

### Unit/Lesson Sequence

Name	Description
<a href="#">5th Grade Novel Unit: Bridge to Terabithia:</a>	In this novel unit, broken up into seven lessons, students will learn about the genre of realistic fiction, making predictions, identifying plot conflicts, analyzing character relationships, examining gender roles, determining themes, and tracking character changes through reading and discussing the novel Bridge to Terabithia by Katherine Paterson (Lexile 810).
<a href="#">Maniac Magee 5th Grade Unit:</a>	This is a fifth grade unit on the novel Maniac Magee by Jerry Spinelli. Graphic organizers, charts, comprehension and vocabulary worksheets, and authentic collaborative activities are used to enhance interaction with the novel. Several concepts are pursued, including theme, conflict, relationships, plot, and characters.
<a href="#">The Great Gilly Hopkins 5th Grade Unit:</a>	This is a fifth grade unit on the novel The Great Gilly Hopkins by Katherine Paterson. Several concepts are explored throughout this lesson, including plot, conflict, prediction, characters, theme, and relationships. The student packet and accompanying materials provide practice with these concepts.
<a href="#">The Story of Jackie Robinson: Bravest Man in Baseball:</a>	This is a fifth grade book unit on The Story of Jackie Robinson: Bravest Man in Baseball by Margaret Davidson (Lexile 760). The unit features a series of lessons titled: Distinguish Between Biography and Autobiography; Author's Opinion; Retelling a Life; Events and Effects; Text Features. The resource also includes an 18-day pacing guide, student resource packet and answer keys, and a unit assessment and answer keys.

### Lesson Plan

Name	Description
<a href="#">A Close Read of "Civil Rights on a City Bus":</a>	A close read of "Civil Rights on a City Bus" will engage students in a challenging text about Rosa Parks that requires them to determine the key points made in the article. Students will also have an opportunity to use context clues to define vocabulary words within the text. Upon completion of the close read activities, students will write an informative essay that provides evidence to prove each key point made by the author.
<a href="#">Close Reading Exemplar: "The Making of a Scientist":</a>	The goal of this two to three day exemplar is to give students the opportunity to use the reading and writing habits they've been practicing on a regular basis to absorb deep lessons from Richard Feynman's recollections of interactions with his father. By reading and rereading the passage closely, and focusing their reading through a series of questions and discussion about the text, students will identify how and why Feynman started to look at the world through the eyes of a scientist. When combined with writing about the passage, students will discover how much they can learn from a memoir.
<a href="#">Close Reading of the Article "A Well-Kept Secret":</a>	In this lesson, students will complete a close reading of "A Well-Kept Secret," a nonfiction article found online at ReadWorks.org. The students will work to determine the meaning of selected vocabulary from the article and find evidence in the passage to answer a set of text-dependent questions. Students will also use key details to identify main ideas and summarize the article. Sample responses are provided along with a rubric for the summative assessment.
<a href="#">Close Reading of the National Geographic article "Animal Farm":</a>	In this lesson, students will complete a close reading of "Animal Farm," a nonfiction article found online at National Geographic that describes the incredible work one man accomplished as he turned a cattle ranch in Costa Rica into a national wildlife refuge. The students will conduct three close readings of the article, each time for a different purpose. The students will create vocabulary charts and find evidence in the article to answer a set of text-dependent questions. Students will then write an informative essay where they explain how the work of Jack Ewing changed this land. Sample responses are provided along with a writing response rubric.
<a href="#">Close Reading: The Great Chicago Fire:</a>	This close reading lesson will engage students in discussions that involve how two authors in different genres describe the same event. These short texts, the poem "The Great Chicago Fire" and the informational text "Chicago," will require students to analyze text, make inferences based on text evidence, and defend their understandings through discussion and close reads. Students will use context clues to determine word meaning and unfamiliar phrasing in both texts. Students will participate in partner and small group work throughout the lesson. For the summative assessment, students will write an explanatory essay about the main ideas and key details of each text, as well as analyze the similarities in how each author describes the Chicago fire.
<a href="#">Inferring Informational Text - Bridges:</a>	Students will learn all about bridges and become "engineers" as they read, comprehend, and infer text to determine the kinds of bridges that need to be built for a variety of scenarios.
<a href="#">Making It Rain:</a>	This informational text resource is intended to support reading in the content area. In this lesson, students will analyze an <b>informational text</b> that addresses how different types of precipitation are formed. The lesson plan includes a note-taking guide, text-dependent questions, a writing prompt, answer keys, and a writing rubric. Options to extend the lesson are also included.
<a href="#">Making the Cut!:</a>	The general manager (GM) of a National Football League (NFL) team has to decide which injured players to going to cut (remove) from the team and which players to keep. This is a very difficult decision for the GM to make. The GM cares about the players and this decision will end the football careers of those who are cut. This happens every season, so the GM wants a system that can be used to make this decision every year. Experts in the organs of the human body and their functions are needed to create this system.

<a href="#">Mission to Mars: A Comprehension Instructional Sequence (CIS) Lesson Plan:</a>	This lesson uses the Comprehension Instructional Sequence reading model to provide an opportunity for students to become interactive with the text, "Mission to Mars" and to think critically about the Mars Science Laboratory - Curiosity.
<a href="#">Now You See Me! Now You Don't! - A Comprehension Instructional Sequence (CIS) Lesson:</a>	This lesson uses the Comprehension Instructional Sequence reading model to compare and contrast color adaptations displayed by animals that enable them to survive in different environments such as animal behaviors and physical characteristics.
<a href="#">Space and President Kennedy: Using Close Reading and Text Dependent Questions:</a>	Students will have an opportunity to read a portion of President Kennedy's speech to Congress about Space Exploration. Using Text Dependent Questions, students will discuss the speech with partners as well as a class and finally write a text based expository essay.
<a href="#">We Learned About the Challenger:</a>	Students will have an opportunity to read the speech President Reagan presented on the evening of the Challenger Space Shuttle explosion. Students will answer text-dependent questions individually, with partners, and in small groups and then write an expository essay.
<a href="#">What's New at the Zoo?—an Engineering Design Challenge:</a>	This Engineering Design Challenge is intended to help fifth grade students apply the concepts of plant and animal life cycles and physical characteristics, as well as animal behaviors in a compare and contrast situation. It is not intended as an initial introduction to this benchmark.

#### Text Resource

Name	Description
<a href="#">A Matter of Mixing:</a>	This informational text resource is intended to support reading in the content area. This article describes properties of items as hydrophobic or hydrophilic and how they work.
<a href="#">Carnivorous Plants Say 'Cheese':</a>	This informational text resource is intended to support reading in the content area. The article describes how, through high-speed video, scientists are able to see how bladderworts (carnivorous plants) trap small animals very quickly.
<a href="#">Caught in the Act:</a>	This informational text resource is intended to support reading in the content area. The article discusses the study of a population's ability to adapt to the environment. The section of focus is on the cichlid population in Lake Victoria.
<a href="#">Restoring a Sense of Touch:</a>	This informational text resource is intended to support reading in the content area. This text explores the possibility of creating a prosthesis (artificial limb) that can feel things.
<a href="#">Sea Horses and How They Use Their Heads:</a>	This informational text resource is intended to support reading in the content area. The article describes how the dwarf seahorse's head shape allows it to be a better predator.
<a href="#">Secrets of the World's Extreme Divers:</a>	This informational text resource is intended to support reading in the content area. "Secrets of the World's Extreme Divers" explores the reason sea mammals are able to hold their breath for long periods of time.
<a href="#">Sleet and Freezing Rain: What's the Difference?:</a>	This informational text resource is intended to support reading in the content area. The article and graphics explain the atmospheric conditions needed to form different types of precipitation: snow, freezing rain, and sleet.
<a href="#">The Bad Breath Defense:</a>	This informational text resource is intended to support reading in the content area. The article describes the ability of the hornworm caterpillar to defend itself against predators using its food source.
<a href="#">The Comet that Came in from the Cold:</a>	This resource is intended to support reading in the content area. The comet ISON, believed to originate from the frozen Oort cloud, has been studied in order to make predictions about its destiny – will it be destroyed by, or slung around, the sun?
<a href="#">The Water Cycle Adventure:</a>	This informational text resource is intended to support reading in the content area. The article walks the reader through the water cycle, from the point of view of a drop of water.
<a href="#">Water Cycle:</a>	This informational text resource is intended to support reading in the content area. This article discusses the steps in the water cycle.
<a href="#">Weathering the Summer of 1993:</a>	This informational text resource is intended to support reading in the content area. The article discusses the dramatic effects of a shift in the jet stream on weather events across the United States. Text dependent questions are included.
<a href="#">What Makes it Rain?:</a>	This informational text is intended to support reading in the content area. The text informs readers about how several types of precipitation are formed in the atmosphere, including rain, hail, freezing rain, and snow.
<a href="#">Why Amazonian Butterflies Hover over Yellow-Spotted Turtles:</a>	This informational text resource is intended to support reading in the content area. The text details the intriguing relationship between turtles and butterflies in the Amazon rainforest: butterflies drink the turtles' tears to get their sodium fix! The article also explores how both organisms are affected by this relationship.
<a href="#">Your Amazing Brain:</a>	This informational text resource is intended to support reading in the content area. This National Geographic article describes the amazing attributes of the human brain, comparing its features to everyday objects like a light bulb or a computer.

#### Student Center Activity

Name	Description
<a href="#">Comprehension: Answer Know-How:</a>	In this FCRR Student Center Activity, the student will identify question types to comprehend text.
<a href="#">Comprehension: Inference Innovations:</a>	In this FCRR Student Center Activity, the student will make inferences.
<a href="#">Comprehension: Matter of Fact or Opinion:</a>	In this FCRR Student Center Activity, the student will produce facts and opinions.
<a href="#">Comprehension: Monitor and Mend:</a>	In this FCRR Student Center Activity, the student will use multiple strategies to comprehend text.
<a href="#">Comprehension: More Incredible Inferences:</a>	In this FCRR Student Center Activity, the student will identify inferences.
<a href="#">Comprehension: Question Cards:</a>	In this FCRR Student Center Activity, the student will answer questions to comprehend text.

<a href="#">Comprehension: Question Creation:</a>	In this FCRR Student Center Activity, the student will generate and answer questions to comprehend text.
<a href="#">Comprehension: Read and Respond:</a>	In this FCRR Student Center Activity, the student will use multiple strategies to comprehend text.
<a href="#">Comprehension: Stop and Ask:</a>	In this FCRR Student Center Activity, the student will answer questions to comprehend text.
<a href="#">Comprehension: Strategies Game:</a>	In this FCRR Student Center Activity, the student will use multiple strategies to comprehend text.
<a href="#">Comprehension: Strategy Success:</a>	In this FCRR Student Center Activity, the student will use multiple strategies to comprehend text.
<a href="#">Edcite: ELA Reading Grade 4-5:</a>	Students can practice answering reading comprehension questions with a text about online learning. With an account, students can save their work and send it to their teacher when complete.

### Teaching Idea

Name	Description
<a href="#">Importance of Rules and the Bill of Rights:</a>	This web resource provides students with support in understanding the importance of having rules (laws) in society, learning how they are addressed in the U.S Constitution, and gaining an understanding of the Bill of Rights. This resource is provided by <a href="#">Teaching Tolerance</a> , a project of the Southern Poverty Law Center, and encourages students to look critically at advertisements.
<a href="#">Teaching Tolerance: Reading Advertisements:</a>	These activities will help students: <ul style="list-style-type: none"> <li>• learn to conceptualize advertisements as texts that can and must be critically read.</li> <li>• develop explicit strategies for reading and interpreting advertisements.</li> <li>• recognize that advertisements are constructed messages.</li> </ul> This resource is provided by <a href="#">Teaching Tolerance</a> , a project of the Southern Poverty Law Center, and encourages students to look critically at advertisements.
<a href="#">Teaching Tolerance: What's for Sale:</a>	These activities will help students: <ul style="list-style-type: none"> <li>• define the meaning, purpose and influence of advertising.</li> <li>• think about advertising as something that can be read and interpreted, like other written and visual texts.</li> <li>• activate and communicate prior knowledge about the role advertising plays in their daily lives.</li> </ul>

### Original Student Tutorial

Name	Description
<a href="#">Quote from Text:</a>	Learn to quote accurately from a text when answering explicit questions and when supporting inferences from the text as you complete this interactive tutorial.

### Student Resources

Name	Description
<a href="#">Edcite: ELA Reading Grade 4-5:</a>	Students can practice answering reading comprehension questions with a text about online learning. With an account, students can save their work and send it to their teacher when complete.
<a href="#">Quote from Text:</a>	Learn to quote accurately from a text when answering explicit questions and when supporting inferences from the text as you complete this interactive tutorial.