



# Standard #: LAFS.5.RI.3.9

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Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

<b>Subject Area:</b> English Language Arts	<b>Grade:</b> 5
<b>Strand:</b> Reading Standards for Informational Text	<b>Idea:</b> Level 2: Basic Application of Skills & Concepts
<b>Cluster:</b> <a href="#">Integration of Knowledge and Ideas</a>	<b>Date Adopted or Revised:</b> 12/10
<b>Content Complexity Rating:</b> <a href="#">Level 2: Basic Application of Skills &amp; Concepts</a> - <a href="#">More Information</a>	<b>Date of Last Rating:</b> 02/14
<b>Status:</b> State Board Approved	<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 integrate information in order to develop or support inferences drawn from the texts. Items should require the student to use details from two or more texts and should be developed to text sets on the same topic.

### Text Types :

The items assessing this standard may be used with two 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

Integrate information from two or more texts to make or support an inference drawn from the texts.

#### Sample Response Mechanisms

##### Selectable Text

- Requires the student to select sentences or phrases from each text that support an inference drawn from the texts.

##### EBSR

- Requires the student to select the correct inference about the texts and then to select words or phrases from each text to support that inference.

##### Multiple Choice

- Requires the student to select the answer to a question requiring an inference using information from two or more texts.

##### Multiselect

- Requires the student to select multiple words, phrases, or sentences from the texts to support an inference about the texts.

##### Table Match

- Requires the student to complete a table by matching inferences from several texts with supporting details from each text.

## 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="#">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))
<a href="#">5011050:</a>	Library Skills/Information Literacy Grade 5 (Specifically in versions: 2016 and beyond (current))

## Related Access Points

Access Point

Access Points Number	Access Points Title
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<a href="#">LAFS.5.RI.3.AP.9a:</a>	Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).
<a href="#">LAFS.5.RI.3.AP.9b:</a>	Integrate information on a topic from multiple sources to answer a question or support a focus or opinion in writing or presentation.

## Related Resources

### Lesson Plan

Name	Description
<a href="#">A "Revolutionary" Approach to Learning History:</a>	Students will research causes leading up to the Revolutionary War and their specific effects. They will use various informational text resources to research a particular central event during this time period and place key points into a cause and effect graphic organizer. Working in small groups, they will compose a reader's theatre script depicting what they gathered in their research. They will rehearse and present their reader's theatre to their classmates.
<a href="#">A Country Divided:</a>	In this lesson students learn about the American Civil War. Students will be required to use two or more texts to synthesize information into a coherent summary on some aspect of the Civil War as well as create a timeline of important events.
<a href="#">A Reading/Writing/Speaking Approach to the Ways in Which Geography Shapes How People Live – Part I:</a>	This two-lesson study of American History (Pre-Columbian North America) examines the ways in which geography shapes how people live. Part I of the study places emphasis on reading and writing about the early Native American tribes and the ways in which their geography (climate, landforms, natural resources) played a role in how they lived (food, clothing, shelter, tools, art). Part II of the study requires students to take the knowledge they learned in Part I and apply it to the creation of an oral multimedia project (with a visual arts piece) that depicts how they would have lived in a country of their choice based on that country's geography.
<a href="#">Bill of Rights Billboard:</a>	This MEA will deepen students' knowledge of the Bill of Rights through collaborative problem solving. Students are required to analyze data in order to recommend three Amendments to display on billboards in their community.
<a href="#">Forest Ecosystem:</a>	Students are presented with this scenario: A horrible forest fire has come through an ecosystem near you! Students will need to provide a detailed news article explaining the effect that this fire had on the food chain and how local citizens can help to restore the ecosystem. In addition to providing steps to rebuild, they must also convince readers that steps need to be taken in advance to prepare ecosystems for similar disasters.
<a href="#">From Text to Art: Exploring the Civil Rights Dreams of Abraham Lincoln and Martin Luther King Jr.:</a>	In this lesson, students will determine the main ideas in two informational texts about the work and dreams of Abraham Lincoln and Martin Luther King Jr. The culminating activity will require students to show understanding of the information presented and the relationship between the two men's dreams by 1) selecting one of three pieces of art to best represent their civil rights dreams, and 2) writing an opinion piece explaining their choice.
<a href="#">Go Fly A Kite MEA:</a>	Students analyze a weekly weather forecast to rank and determine which day would be best for flying a kite.
<a href="#">Informational Texts: Analyzing Relationships and Points of View Across Multiple Texts:</a>	This lesson is an instructional routine for informational text in which teachers provide guided practice and students practice mapping details from multiple texts. Mapped details are used to analyze relationships and points of view from texts on the same topic. Culminating activity options for this lesson include having students work in teams to create detailed geographical maps or write interactive dialogue to be performed for the class using props.
<a href="#">Letter from the Front:</a>	In this lesson, students learn about American Civil War battles. Students will be required to use two or more texts to synthesize information about a battle of the Civil War. They will then use this information to write a letter as if they were present for the battle. Students will present their letters to the class.
<a href="#">Sell This Habitat!:</a>	In this lesson, students will apply their knowledge of plant and animal adaptations to create an opinion writing piece. Students will write to convince a fictional nature show producer to film plants and animals in a habitat of the student's choosing. Students will be assessed on elements of persuasive writing including: strong introduction/conclusion, logical sequencing, strong word choice, and supporting evidence.
<a href="#">Styrofoam Eliminators:</a>	This Model Eliciting Activity (MEA) is written at a 5th grade level. The Styrofoam Eliminators MEA provides students with an engineering problem in which they must work as a team to design a procedure to select the best alternative to using Styrofoam trays in school cafeterias.
<a href="#">Tone: From Understanding to Application--Using Tone to Create an Original Memoir:</a>	In this lesson, students will analyze the artist's tone in the painting "Washington Crossing the Delaware, December 1776." Using the same techniques of looking at the details, students will analyze the tone of the primary account and secondary account in the informational text "Washington Crosses the Delaware, 1776" to gain an understanding of how authors create tone in their writing. The culminating activity will require students to demonstrate an understanding of their study of point of view, tone, and information presented in "Washington Crosses the Delaware, 1776" by writing a historically accurate first-person memoir of the event in which the tone reflects their perspective of the event.
<a href="#">Water, Water Everywhere! Research the Water Cycle:</a>	Water, Water Everywhere! Research the Water Cycle asks students to conduct their own research on the water cycle (hydrologic cycle). Working collaboratively in small groups, students will research and write about the relationships between stages in the water cycle and the three states of matter relating to water. After completing this lesson, students will be prepared to create a model of the water cycle.
<a href="#">You Be the Judge:</a>	This model eliciting activity teaches students a common version of the scientific method by making them the judges of a science fair. In order to judge the science fair projects they have to evaluate the importance of each step of the scientific method and assign a value to it.

## Student Center Activity

Name	Description
<a href="#">Comprehension: Research Roundup:</a>	In this FCRR Student Center Activity, the student will use resources to identify information about a topic.

## Original Student Tutorial

Name	Description
<a href="#">Integrating Information: A Titanic Challenge:</a>	Read about the sinking of the Titanic and learn to identify key ideas in multiple texts, review similarities and differences between those key ideas, and identify the difference between important and interesting key ideas. This interactive tutorial will help you integrate information from several texts on the same topic.

## Student Resources

Name	Description
<a href="#">Integrating Information: A Titanic Challenge:</a>	Read about the sinking of the Titanic and learn to identify key ideas in multiple texts, review similarities and differences between those key ideas, and identify the difference between important and interesting key ideas. This interactive tutorial will help you integrate information from several texts on the same topic.