

## Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: 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.
<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><u>Questions to Focus Learning</u></p> <p>How does an author develop relationships and interactions between ideas in informational text? How do these relationships and interactions help readers better understand the text?</p> <p>To better comprehend informational text, readers need to understand an author's organizational techniques and how they affect the overall meaning of the text.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I can identify key individuals, events, ideas, or concepts in an informational text.            I know an interaction is when two or more things act on one another or have an effect on one another.            I know descriptions of textual elements (individuals, events, ideas, or concepts) must be based on specific information in the text.            I know transition words and phrases (e.g., therefore, because, as a result) signal relationships or interactions between pieces of informational text.            I know the textual elements in one part of a text can affect or help explain elements in another part of the text.</p> <p><i>Reasoning Targets</i></p> <p>I can explain the relationships between two or more individuals, events, ideas, or concepts in an informational text.            I can identify transition words (e.g., therefore, because, as a result) to find information about relationships or interactions between pieces of informational text.            I can use specific information from the text to support my explanation of the relationships and interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text.</p>

### Vocabulary

individual  
interaction  
textual elements  
transition words

### Teacher Tips

[National History Education Clearinghouse](#) - Teachinghistory.org is designed to help K–12 history teachers access resources and materials to improve U.S. history education in the classroom. With funding from the U.S. Department of Education, the Center for History and New Media (CHNM) has created Teachinghistory.org with the goal of making history content, teaching strategies, resources, and research accessible

[NASA for Educators](#) - This website offers teaching units, a “materials finder” that can be used to find materials to use in the classroom, and education news.

[NASA for Students 5-8](#) - This website offers students research tool as well as interactive learning experiences.

[Lesson](#) - Teaching Science Through Picture Books: A Rainforest Lesson

[Definition of Text Types](#) - Narrative, Expository, Technical & Persuasive

[San Diego Zoo](#) - offers information on a variety of animal species, habitats, and ecosystems

[National Geographic Kids](#) - offers information on a variety of animal species, habitats, and ecosystems

[Australia Zoo](#) - offers information on a variety of animal species, habitats, and ecosystems

### Vertical Progression

RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

	<p>RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
--	--

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.5.3](#)