

**Vertical Progression:**

<b>5<sup>th</sup> Grade</b>	<b>RI 5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>6<sup>th</sup> Grade</b>	<b>RI 6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>7<sup>th</sup> Grade</b>	<b>RI 7.1</b> <b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>8<sup>th</sup> Grade</b>	<b>RI 8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Students will demonstrate command of the Standard by:**

- Identifying, citing, and evaluating several appropriate pieces of textual evidence to support inferences.
- Analyzing what the text says explicitly and inferentially by citing several pieces of textual evidence.

**Vocabulary:**

- |            |              |                    |
|------------|--------------|--------------------|
| • Analysis | • Conclusion | • Inference        |
| • Analyze  | • Detail     | • Select           |
| • Cite     | • Explicit   | • Support          |
| • Conclude | • Implicit   | • Textual Evidence |

**Question Stems:**

- What inferences can you draw from the text?
- What textual evidence did you identify to support your analysis of the text? Show me in the text what makes you think that \_\_\_\_\_.
- Cite several examples of textual evidence to support your answer.
- Which piece of textual evidence best supports your analysis?
- Select two sentences from the text to support this statement.
- Part A: Select how the author feels about \_\_\_\_\_.  
Part B: Select the sentences in the text that support this statement.
- Part A: Select the most likely reason for \_\_\_\_\_.  
Part B: Select two sentences where \_\_\_\_\_ supports your response.

### PARCC Evidence Statement:

Provides citation of several pieces of textual evidence to support analysis of what **the text says explicitly** and/or **inferences drawn from the text**.

### Sample Instructional/Assessment Tasks:

1) **Passage:** On the Roof of the World

[https://www.engageny.org/file/103116/download/2014\\_ela\\_grade\\_7\\_sample\\_annotated\\_items.pdf](https://www.engageny.org/file/103116/download/2014_ela_grade_7_sample_annotated_items.pdf)

**Item Prompt:** Which sentence from the article best explains why Tibet is called “the roof of the world”?

- A. “When I climbed mountain passes over 17,000 feet above sea level, I gasped for air. I was more than three miles high!” (lines 5 through 7)
- B. “Times are changing in Tibet, and more and more people live and work in villages and cities. But there are still nomads who survive on the high plateau just as their ancestors did.” (lines 25 through 27)
- C. “But when we had to cross a river, our four-wheel drives turned out to be not so loyal and reliable. We got stuck in the muddy banks of the river, and it took at least a dozen people pushing to get us out.” (lines 40 through 42)
- D. “The weather in Tibet is cold, and the brutal wind seems to show no mercy. Sitting inside a nomad tent, though, you’d never know it.” (lines 48 and 49)

**Correct Answer: A**

#### Misconceptions:

##### A. Correct Answer

- B. A student selecting this response may have noted the connection between “high plateau” and “roof of the world”; however, the other details in the statement that discuss demographic changes do not provide the strongest support for the idea behind calling Tibet “the roof of the world.” The movement of people from country to city and the persistence of some groups that choose a nomadic and traditional life do not fit well with the intended figurative meaning of “roof of the world.”
- C. A student selecting this response has chosen support that describes some of the challenges of the terrain in this region of the world; however, the description focuses on the difficulty of forging rivers in the travelers’ four-wheel-drive vehicles, an idea that does not support or explain why the author calls Tibet “the roof of the world.”
- D. A student selecting this response has chosen text that describes one of the ways nomads overcome the challenges of living in Tibet. The weather is brutal, but nomadic tents provide protection. Although having a roof during poor weather is helpful, this information does not support a figurative interpretation of Tibet as “the roof of the world” since Tibet is not providing protection during inclement weather.

2) **Passage:** On the Roof of the World

[https://www.engageny.org/file/103116/download/2014\\_ela\\_grade\\_7\\_sample\\_annotated\\_items.pdf](https://www.engageny.org/file/103116/download/2014_ela_grade_7_sample_annotated_items.pdf)

**Item Prompt:** Which sentence from the article best supports the conclusion that traditional nomadic customs can be as good as modern conveniences?

- A. “We had the advantage of automobiles—a luxury that nomads have happily survived without. When it comes time for a nomad family to move, they pack all their things into large backpacks that they strap over their yaks.” (lines 33 through 35)
- B. “At one campsite, I remember wrestling with one of my tent poles trying to pass it through the loops of my tent. Some smiling nomad kids approached and had me set up in no time, though they’d never seen a tent like that before.” (lines 45 through 47)
- C. “With a warm fire burning in the mud stove and the snug black walls of the tent, you are comfortable as can be. This was not the case in the fancy modern tents my friends and I slept in.” (lines 49 through 51)
- D. “Though their lives are full of challenges, the nomads never take their day-to-day problems too seriously. They know how impermanent things are, including their homes.” (lines 65 and 66)

**Correct Answer:** C

**Misconceptions:**

- A. A student selecting “A” may have noted that both automobiles and yaks are helpful in nomadic travel; however, the author states that automobiles are an advantage the travelers readily choose, even though the nomads have “happily survived without” them. This statement suggests the nomads have reasons for not incorporating vehicles into their lives and have no desire to; however, these reasons are not elaborated. On the other hand, the phrase “We had the advantage of automobiles” makes clear the travelers prefer using automobiles even if they understand nomadic techniques. Due to what appears to be a disagreement, the idea that traditional ways are as good as modern conveniences is not as well-supported here as in choice “C.”
- B. A student selecting “B” may have noted that the nomads are more adept at tent-raising than the travelers. The incident depicted in “B” suggests that the nomadic youths who helped set up the author’s tent are skilled at figuring things out and putting things together. The quality of the tent is unclear, though, as are the reasons why the tent was difficult for the author to erect. The incident does not provide the best support for an evaluation of nomadic customs against modern conveniences.
- C. Correct Answer.
- D. A student selecting this choice may have noted the author’s description of how the nomads view the world, and it can be deduced that the author sees value in this perspective. Because the information is presented in a largely objective manner and does not compare traditional nomadic customs with modern conveniences, it does not provide the best support for evaluating nomadic customs against modern conveniences.

- 3) **Passage:** Race to the Klondike and All About the Klondyke Gold Mines [https://www.engageny.org/file/8546/download/grade\\_7\\_ela\\_released\\_questions.pdf](https://www.engageny.org/file/8546/download/grade_7_ela_released_questions.pdf).

**Point Value:** 2 Points

**Item Prompt:** Explain which part of the journey to the Klondyke the authors of both articles would most likely agree was the most dangerous to make. Use one detail from each article to support your answer.

**2-Point Rubric—**

**The features of a 2-point response are**

- Valid inferences and/or claims from the text where required by the prompt
- Evidence of analysis of the text where required by the prompt
- Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt
- Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt
- Complete sentences where errors do not impact readability

**1 Point The features of a 1-point response are**

- A mostly literal recounting of events or details from the text as required by the prompt
- Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt
- Incomplete sentences or bullets
- 0 Point\* The features of a 0-point response are
  - A response that does not address any of the requirements of the prompt or is totally inaccurate
  - A response that is not written in English
  - A response that is unintelligible or indecipherable

**Scoring Information:**

**CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:** Students can cite specific details from the texts to explain what portion of the journey to the Klondike both authors would agree is most difficult. While both articles enumerate several difficulties and inconveniences during the trip, they both agree to the great dangers of the Chilcoot pass and transporting supplies to the campsites in general. An essay that receives full credit will use relevant details from both articles to defend the point of agreement between the two authors.

Possible responses can include the following details:

- Chilcoot Pass was rugged.
- Chilcoot Pass had temperatures as low as 50 below.
- Chilcoot Pass required several trips to transport gear, sometimes required people to walk over 2,500 miles.
- Chilcoot Pass was 1,200 feet and very steep.
- Chilcoot Pass was covered in snow and ice.
- Chilcoot Pass often has blizzard-like conditions.

There is no single “correct” response, but rather responses that are defensible based on the Short-Response (2-Point) Holistic Rubric, and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of details selected from the text and the organization of details in a logical manner. Student responses should include an introductory and concluding comment and relevant inferences and conclusions. Responses should be in complete sentences where errors, if present, do not impact readability.