

Vertical Progression:

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| 8th Grade | RL.8.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 9th-10th Grade | RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 11th-12th Grade | RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
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Students will demonstrate command of the Standard by:

- Testing and revising predictions as they read
- Identifying/citing appropriate text support for inferences about content, concrete ideas and author’s decisions in a text
- Differentiating between strong and weak textual support
- Analyzing what text says explicitly as well as inferentially and cite textual evidence to support that analysis
- Identifying what happens in a story play or poem
- Identifying which specific details are most important to mention
- Providing specific and detailed evidence drawn from the text
- Connecting insights gained from specific details to an understanding of the text as a whole
- Identifying gaps or inconsistencies in the account
- Supporting conclusions
- Identifying where the text leaves matters uncertain

Vocabulary:

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| • analyze | • conclusion | • analysis |
| • cite | • determine | • evidence |
| • explicit | • inference | • uncertainty |
| • textual evidence | • explicit | |
| • logical | • text | |

Question Stems:

- What textual evidence did you identify to support your analysis of the text? Cite several examples.
- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that.
- What textual evidence most strongly support your analysis?
- Which points led you to infer _____?
- What uncertainties remain?
- What additional information is needed to address uncertainties?

PARCC Evidence Statement:

- Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
- Provides a determination of where the text leaves matters uncertain.

Sample Instructional/Assessment Tasks:

Passage: *Quicksand* by Nella Larsen (PARCC) <http://screenreader.practice.parcc.testnav.com/tests/grade-11/session-1/section-1-1.php>

Item Type: Multiple Choice

1) Part A (RL.4)

In paragraph 2, what does the phrase inherent aloneness suggest about Helga?

- A. She dislikes the company of others.
- B. She is uncomfortable interacting with others.
- C. She feels that other people are judging her.
- D. She is uncomfortable being alone.

Part B (RL.1)

Which quotation from the text best shows the narrator moving beyond her inherent aloneness?

- A. “No, she hadn't belonged there.” (paragraph 2)
- B. “She turned and with buoyant steps went down.” (paragraph 3)
- C. “Everyone was kind in the delightful days which followed, and her first shyness under the politely curious glances of turquoise eyes of her fellow travelers soon slid from her.” (paragraph 4)
- D. “The old forgotten Danish of her childhood began to come, awkwardly at first, from her lips, under their agreeable tutelage.” (paragraph 4)

2) From the list, select the four statements that accurately summarize major elements of the story. Drag the statements to the table provided and drop them in the correct order into the boxes. (RL.2/RL.1)

- Helga Crane is glad to be invited to dine with the purser at his table.
- Helga Crane recalls Dr. Anderson and struggles with her feelings toward him.
- Helga Crane has a specific concern upon docking, but her concern turns out to be unfounded.
- Helga Crane experiences a feeling of relief as her ship sails away from New York City.
- The narrator details the history of Helga Crane’s relationship with Dr. Anderson.
- The narrator describes Helga Crane’s reaction to the physical layout of the ship as well as distinguishing features of its design.
- The narrator compares Helga Crane’s feelings with those of the other passengers on the day that the ship is to dock.

3) Part A (RL.3)

How is the discussion of Dr. Anderson in paragraphs 5-6 important to the passage as a whole?

- A. It emphasizes the extent to which Helga was dissatisfied with life in America.
- B. It provides insight into Helga's conflict about her feelings.
- C. It highlights the reasons Helga is eager to begin a new life in Denmark.
- D. It suggests the level of deception others have used when dealing with Helga.

Part B (RL.1)

What suggestion in paragraphs 5 and 6 provides context for understanding the answer to Part A?

- A. the suggestion that Dr. Anderson is not of the same race as Helga
- B. the suggestion that Dr. Anderson was more irritated by Helga's behavior than Helga recognized
- C. the suggestion that Helga fled from Naxos to get away from Dr. Anderson
- D. the suggestion that Helga does in fact have a strong attraction to Dr. Anderson