

Vertical Progression:

5th Grade	RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6th Grade	RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7th Grade	RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8th Grade	RL 8.1 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
- Analyze
- Cite
- Conclude
- Conclusion
- Explicit
- Implicit
- Inference
- Select
- Support
- Textual Evidence

Question Stems:

- What textual evidence did you identify to support your analysis of the text?
- Cite several examples of textual evidence that support your analysis.
- What inferences can you draw from the text? Show in the text what makes you think that.
- Which piece of evidence is most relevant?
- Part A: Select two phrases that reveal the main character has a vivid imagination.
Part B: Select the best reason for the main character's vivid imagination.
- Part A: Why was ___ able to ___? How do you know?
Part B: Which sentence from the text best supports your answer?
- Part A: How is ___ different from ___?
Part B: Select the textual evidence best that supports your answer.

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: The Girl Who Threw Butterflies

https://www.engageny.org/file/103116/download/2014_ela_grade_7_sample_annotated_items.pdf (Page 16)

Item Prompt: Why does wordless communication work in baseball but not in Molly’s home?

- A. Molly’s mother is not willing to communicate using signs.
- B. Molly’s mother does not know the signs Molly uses in baseball
- C. Molly needs to communicate messages that are too complicated.
- D. Molly does not have the equipment needed for using baseball signs at home.

Correct Answer: C

Misconceptions:

- A. Students may have chosen “A” because there is no indication that Molly’s mother has any interest in using signs for communication. This might lead a student to infer that the mother is unwilling to use signs; however, lines 32 through 36 make it clear that Molly is not considering the reaction of her mother to the idea. All of the references relate to Molly’s own perceptions.
- B. Students may have chosen “B” because, based on the text, there is no reason to conclude that the mother knows the signs Molly has learned from her coach. This inference, however, is contradicted in line 34 when Molly says, “What would be the sign for something like that?” Since these words are a clear indication that Molly does not envision using the same signs, it is irrelevant whether or not her mother knows the baseball signs.
- C. **Correct Answer.**
- D. Students may have chosen “D” because in lines 20 through 22, as well as line 31, the narrator mentions using the hat or belt buckle as part of the sign. Students might infer from this that the hat and belt buckle would be necessary equipment for communicating with signs; however, since the words in the relevant paragraph (lines 29 through 36) imply a deficiency in the signs used for baseball, it is clear that a lack of identical equipment would have no impact on the ability to use “wordless communication” at home.

2) **Passage:** The Girl Who Threw Butterflies

https://www.engageny.org/file/103116/download/2014_ela_grade_7_sample_annotated_items.pdf

Item Prompt: Which statement **best** shows a main concern of Molly's?

- A. "There was no time to be angry with herself." (lines 3 and 4)
- B. "She stopped worrying about sounding ladylike and concentrated on being heard." (lines 13 and 14)
- C. "There was no need to puzzle over what it meant." (line 28)
- D. "Half the time Molly had no idea what she wanted to get across." (lines 35 and 36)

Correct Answer: D

Misconceptions:

- A. Students may have chosen "A" because the statement expresses a concern Molly has: if she makes a mistake in baseball, she has no time to be angry with herself. Although this is a concern of Molly's, it is not as pressing to her as learning to communicate more clearly and expressing her concerns to others.
- B. Students may have chosen "B" because the statement suggests Molly is worrying about something and the solution is to be less ladylike. In the story, these lines refer to Molly learning how to yell loudly and forcefully enough to be heard by her teammates. Because Molly succeeds in being less "ladylike," she moves onto a greater concern about communication in general, making "B" less central to the story than "D."
- C. Students may have chosen "C" because it suggests a concern or puzzle; however, the line says that there is no reason to puzzle over the coded messages. Molly expresses no concern over the signs, but says the signs used in baseball are clear and in no need of interpretation (lines 19–28).
- D. **Correct Answer**

3) Passage: Earth and Water and Sky

https://www.engageny.org/file/8546/download/grade_7_ela_released_questions.pdf (Page 1)

Item Prompt: Read the last sentence of the passage.

He hoped that the meteorite would stay at the bottom of the Thinking Pond forever, in a place where the earth, the water, and a piece of the sky all touched each other.

Which sentence from the passage **best** matches this characterization of David?

- A. “David couldn’t understand why he seemed to be the only one who saw how amazing it was for a squirrel to run down a tree head first, or how unique each day’s sky full of clouds was.” (lines 6 through 8)
- B. “His mom said he was more sensitive and thoughtful than other kids his age, but David just felt lonely and left out most of the time.” (lines 8 and 9)
- C. “About a quarter of a mile from the pond, David caught sight of the huge, gnarled oak tree he’d nicknamed the Old Giant for its rough, craggy bark and tall, thick trunk.” (lines 10 through 14)
- D. “By now David could usually see the shine of sunlight on the gently rippling water, but today something was different.” (lines 35 and 36)

Correct Answer: A

Misconceptions:

- A. **Correct Answer**
- B. Students who choose “B” show an understanding that David is sensitive; however, the choice does not strongly link that sensitivity to his appreciation of nature but rather discusses his feeling of loneliness.
- C. Students who choose “C” show an understanding of David’s attitude toward the woods, but choice “A” best makes the connection between David’s clear feelings of compassion for nature.
- D. Students who choose “D” demonstrate an understanding that David is observant and intuitive in nature. But being observant does not clearly describe the strong positive feelings David has towards nature as is expressed in lines 6 through 8.