

**Vertical Progression:**

<b>7<sup>th</sup> Grade</b>	<b>RL 7.1</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>8<sup>th</sup> Grade</b>	<b>RL 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.
<b>9<sup>th</sup>-10<sup>th</sup> Grade</b>	<b>RL 9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>11<sup>th</sup>-12<sup>th</sup> Grade</b>	<b>RL 11-12.1</b> 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.

**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
- Supporting conclusions

**Vocabulary:**

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| <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Analysis of primary and secondary sources</li> <li>• Attending to such features</li> <li>• Cite</li> </ul> | <ul style="list-style-type: none"> <li>• Cite specific textual evidence</li> <li>• Conclusions</li> <li>• Explicitly</li> <li>• Support</li> </ul> | <ul style="list-style-type: none"> <li>• Infer</li> <li>• Explicit</li> <li>• Informational text</li> <li>• Logical inference</li> </ul> |
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**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 supports your analysis?

**PARCC Evidence Statement:**

Provide strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.

**Sample Instructional/Assessment Tasks:**

**Passages:** *Bleak House* by Charles Dickens (PARCC)

<http://screenreader.practice.parcc.testnav.com/tests/grade-9/session-1/section-1-16.php>

**Item Type:** Multiple Choice

**1) Part A (RL.4)**

What impact does Mr. Skimpole’s remark in paragraph 15 that he wishes to “develop generosity in a new soil and in a new form of flower” have on the passage?

- A. It emphasizes Mr. Skimpole’s poetically offhand view of his situation.
- B. It illustrates the extent to which Mr. Skimpole is embarrassed about his past.
- C. It introduces a feeling of tension that builds throughout the passage.
- D. It creates a sense of fellowship between Mr. Skimpole and the other characters.

**Part B (RL.1)**

Which quotation from the passage has a similar impact as the answer to Part A?

- A. “Some pounds, odd shillings, and halfpence, I think, were mentioned.” (paragraph 10)
- B. “I don’t know what the business name of it may be, but I suppose there is some instrument within their power that would settle this?” (paragraph 22)
- C. “I only ask to be free. The butterflies are free. Mankind will surely not deny to Harold Skimpole what it concedes to the butterflies!” (paragraph 28)
- D. “Did you know this morning, now, that you were coming out on this errand?” (paragraph 35)

**2) Part A (RL.3)**

Which statement describes a way in which Mr. Skimpole attempts to obtain the money he needs?

- A. He shows great respect for the stranger to prove his innocence.
- B. He preoccupies himself with fanciful pursuits to avoid facing reality.
- C. He behaves charmingly to Miss Summerson to appear as if he is doing her a favor.
- D. He asks thought-provoking questions to show off his philosophical talents.

**Part B (RL.1)**

Which quotation from the paragraph provides evidence for the answer to Part A?

- A. “... that excellent sense and quiet habit of method and usefulness, which anybody must observe in you . . .” (paragraph 7)
- B. “. . . had entirely washed his hands of the difficulty . . .” (paragraph 21)
- C. “Mr. Skimpole gently reasoned with him as he made a little drawing of his head on the fly-leaf of a book.” (paragraph 26)
- D. “. . . should like to ask you something, without offence.” (paragraph 33)

**3) Part A (RL.3)**

What is Mr. Skimpole trying to do when he questions the stranger at the end of the passage?

- A. shame him
- B. amuse him
- C. reassure him
- D. defy him

**Part B (RL.1)**

Which phrase provides the best evidence for the answer to Part A?

- A. “. . . you were coming out . . .” (paragraph 35)
- B. “. . . what did you think . . .” (paragraph 41)
- C. “... that I am about to deprive . . .” (paragraph 43)
- D. ““Very odd and very curious . . .” (paragraph 45)