

Vertical Progression:

3rd Grade	RI 3.1 Ask and answer questions to demonstrate understanding of texts, referring explicitly to texts as the basis for answers.
4th Grade	RI 4.1 Refer to details and examples in texts when explaining what texts say explicitly and when drawing inferences from texts.
5th Grade	RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6th Grade	RI 6.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students will demonstrate command of the Standard by:

- Make, test and revise predictions as they read
- Make inferences about author’s decision and the content of a text
- Differentiate between appropriate and inappropriate textual support
- Use quotes from a text when explaining what the text says
- Use quotes from the text when drawing inferences from the text
- Use quotes from the text to support inferences
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- When inferring from the text, cite what the author said that lead you to that conclusion
- Cite specific examples and details to support inferences
- Identifying relevant quotes to support an explicit and inferential idea from the text.

Vocabulary:

- | | | |
|----------------------|------------------------|-------------------------|
| • Conclude | • Inference | • Support |
| • Drawing Inferences | • Key Details/Events | • Supporting/Main Ideas |
| • Evidence | • Procedures | |
| • Explicitly | • Quote Accurately | |
| • Generalization | • Specific Information | |

Question Stems:

- Have you decided what quote from the text you will use to support your conclusion?
- Why do you think that? Support your inference with a quote from the text.
- When you are talking with you partner, please use the frame, “On page ____ the author says...”
- Can you tell me the reasons why you think...? Show where you linked your thinking to the text.
- Can you find at least two of the main ideas of this text and key details that support them?
- What does _____ reveal about...?
- Which detail from the passage best supports _____?
- Which detail from the passage supports the conclusion that...?

PARCC Evidence Statement:

Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.

Sample Instructional/Assessment Tasks:

1) **Passage:** [Update on Penguin Rescue Efforts from Oil Spill in South Atlantic](#) (Open link and navigate to **page 19**)

Item Type: Multiple Choice

Item Prompt:

Which phrase from paragraph 9 helps the reader understand the meaning of **ingestion**?

- A. “Treat the affected animals as quickly as possible”
- B. “washing the feathers with detergent”
- C. “It is a labor of love”
- D. “to drink fluids, vitamins and charcoal”

Correct Answer: D

2) **Passage:** [Phillis’s Big Test](#) (Open link and navigate to **page 11**)

Item Type: Multiple Choice

Item Prompt:

Which sentence from the article helps the reader determine the meaning of the phrase **testifying to** as it is used in paragraph 19?

- A. “She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?” (paragraph 2)
- B. “She had spent recent evenings copying and recopying her poetry in her own neat handwriting.” (paragraph 3)
- C. “She was not content to recite her verse in drawing rooms or read one of her poems from a newspaper.” (paragraph 11)
- D. “Maybe soon she would visit and find her own name on a volume.” (paragraph 12)

Correct Answer: A

3) Passage: [Life in Limbs](#)

Item Type: 2 Part Multiple Choice

PART A :

What is the purpose of the braces described in paragraph 6 of the article?

- A. They fix broken tree limbs, so a tree house will not fall down.
- B. They lock several trees together, so almost any kind of tree can be used.
- C. They join two trees into one unit, so a tree house looks secure.
- D. They help trees hold up a tree house, so the trees will not break.

Correct Answer: D - Braces are posts that support the weight of the house to prevent harm to the tree.

Misconceptions: Option A is incorrect because the article indicates that braces support tree houses by carrying some of their weight, not by fixing broken limbs. Option B is incorrect because the article indicates that the reason almost any kind of tree can be used is because braces can support weight, not because braces lock trees together. Option C is incorrect because the article indicates that the tree house looks and is secure because of support from the ground, not because two trees are joined.

Part B:

Which two details from the article help support the answer to Part A?

- A. "Designing unique tree houses may sound tough, but Jonathan says it's no sweat."
- B. "'Hardwoods such as oak, maple, or hickory make the best trees for houses—but I did once build a wonderful tree house in a crabapple tree.'"
- C. "'My tree house is in two trees—an oak and a fir—and has three posts to support the weight.'"
- D. "As a certified arborist, Jonathan tries to never harm the trees."
- E. "The tree's center of gravity is at the top and the ends of its branches, so I build a house down at the center of the tree. . . ."
- F. "The tree grows over the artificial limbs, and they become part of the tree, . . ."

Correct Answer: C and D – They both give details showing that the braces help keep the tree from breaking as a result of the weight imposed by the treehouse.

Misconceptions: Options A, B, E, and F in Part B may appear to support some of the incorrect choices in Part A, but they do not provide evidence for the function of braces in building tree houses.