

Vertical Progression:

2nd Grade	RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in texts.
3rd Grade	RL 3.1 Ask and answer questions to demonstrate understanding of texts, referring explicitly to texts as the basis for answers.
4th Grade	RL 4.1 Refer to details and examples in texts when explaining what texts say explicitly and when drawing inferences from texts.
5th Grade	RL 5.1 Quote accurately from texts when explaining what texts say explicitly and when drawing inferences from texts.

Students will demonstrate command of the Standard by:

- Making, testing and revising predictions as they read
- Using the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read
- Referring to details and examples from the text when explaining what the text says
- Making implied inferences about literary elements and author’s decisions in a text
- Citing specific details and examples from the text when drawing inferences
- Identifying accurate information from the text
- Making inferences using details from the text

Vocabulary:

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| <ul style="list-style-type: none"> • Author’s Purpose • Character • Details • Events • Evidence • Example | <ul style="list-style-type: none"> • Explain • Explicit • Infer • Inference • Key Detail • Main Idea | <ul style="list-style-type: none"> • Setting • Specific • Supporting Idea • Text |
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Question Stems:

- What was the author’s purpose in writing this text?
- What does the author mean when he/she says ____?
- Which specific details in the text lead you to that conclusion?
- What can you infer from what you have read so far?
- Why do you think that ___? Can you give specific examples from the text that support your thinking?
- What is so special about ____? How do you know? Use details and/or examples from the story to support your answer.
- Why did ____ do ____? How do you know? Use details and/or examples from the story to support your answer.
- How is ____ different from ____? Use details and/or examples from the story to support your answer.
- Can you tell me the reasons why the character said ...in the story? Show me where you linked your thinking to the text.
- What is the most likely reason...?
- Which quote best shows the most likely reason...?

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: [Just Like Home](#)

Item Type: Multiple Choice

Item Prompt:

Which detail from the story helps the reader understand the meaning of **drift**?

- A. Priya, Enrique, and Farah create drawings that have different colors and shapes.
- B. Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.
- C. Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.
- D. Priya smiles when her teacher and classmates show an interest in the drawings by describing them to one another.

Correct Answer: C

2) Passage: [The Moon](#) by Robert Louis Stevenson (*Select OK, Read this book online, and use the table of contents to navigate to The Moon*)

Item Type: Open Response

Item Prompt:

Explain how the moon is connected to the animals in the poem. Use details from the poem to support your response.

Correct Answer:

2 points: Student explains that the animals featured in the poem are connected to the moon because they are both present at the same time-night and uses details or a quote from the poem to support their answer.

1 point: Student either explains the connection but does not use details from the text OR uses details from the text but does not explain the connection.

0 points: No answer or unrelated answer.