

Vertical Progression:

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 a text when explaining what the text says explicitly and when drawing inferences from the text.
6th Grade	RL 6.1 Cite 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:

- Making, testing and revising predictions 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
- Explaining explicit and inferential ideas by citing details, examples, quotes from the text
- Identifying relevant quotes to support an explicit and inferential idea from the text

Vocabulary:

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| <ul style="list-style-type: none"> • Author’s Purpose • Character • Details • Events • Evidence | <ul style="list-style-type: none"> • Example • Explain • Explicit • Inference • Key Detail | <ul style="list-style-type: none"> • Main Idea • Specific Information • 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.
- Where does the story take place? 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 does _____ reveal about...?
- Which detail from the passage best supports _____?

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:** [The Youngest Girl in the Fifth](#) (Open link and navigate to **page 4**)

Item Type: Multiple Choice

Item Prompt:

Which detail in paragraph 7 helps the reader understand the meaning of in a **buzzing whirl**?

- A. “seemed like a dream to be suddenly translated”
- B. “had a little time to get accustomed to the idea”
- C. “have liked a day’s preparation”
- D. “change over and discuss it at home”

Correct Answer: B

2) **Passage:** [Excerpt from The Birchbark House](#) (Open link and navigate to **page 65**)

Item Type: Multiple Choice

Item Prompt:

The author describes Omakayas as thoughtful. Which quote below best supports this description?

- A. “Startled, Omakayas slipped and spun her arms in wheels. She teetered, but somehow kept her balance.”
- B. “She wasn’t used to those teeth gone, and was impatient for new, grown-up teeth to complete her smile.”
- C. “She balanced there, looking all around. The lagoon water moved in sparkling crescents. Thick swales of swamp grass rippled.”
- D. “Just like her namesake, Omakayas now stared long at a silky patch of bog before she gathered herself and jumped.”

Correct Answer: C - Describes Omakayas observation of her surroundings, which is very detailed and poetic, showing deep thought.

Misconceptions: Option A may have been chosen by students who think Grandma startled Omakaya in the midst of her thoughts, making her thoughtful. Option B may have been chosen by students who think this description shows that she is being thoughtful about her missing teeth. Option D may have been chosen by students who mistake Omakayas’ concentration for thoughtfulness.