

Missouri Assessment & Teaching Tool

Grade 8 RL.1.A

Reading and Interpreting Literary Texts⁷

Essential Vocabulary
Inference: Assumption based on available information.
Conclusion: Assumption developed as the next logical step for given information.
Citing Textual Evidence: To quote, paraphrase or summarize and/or make brief reference to information in a text/source material in support of thinking, ideas, support or answers; when forming answers student should provide attribution or make reference to the text/source that supporting evidence was found (does not refer to formal parenthetical documentation).
Key Details: May include characters, setting, problem or conflict, plot or text structure, solution or resolution, point of view, theme.
Implicit vs Explicit: Explicit means what is stated directly; implicit means what is implied and not stated directly.
Visual Media/Visual Elements of Text: Graphic or visual text (e.g., illustrations, diagrams, maps, photographs, charts, graphs, timelines, animations, interactive elements on web pages, video) to help clarify ideas, allow the reader to follow the argument, share information, or provide data.

Prioritized Standard
RL.1.A - Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Supporting Standard
RL.1.C - Interpret visual elements of a text and draw conclusions from them (when applicable).

Scale	Assessment Question
Scale 4.0: The student will: - Draw conclusions by citing textual evidence to support analysis of what a complex text says explicitly. - Make inferences by citing textual evidence to support analysis of what a complex text says explicitly.	<i>Questions will be similar to those of 3.0 but will be paired with more complex texts and/or will put advanced cognitive demand on students. These questions promote critical thinking skills such as analysis, synthesis, and application.</i> <i>Note: Inferences must be based on text and not require prior knowledge of content.</i>

• Cite several pieces of textual evidence when analyzing what a complex text says explicitly as well as inferences drawn from the text. • Use complex/above grade level text to interpret visual elements of a text.	• It can be inferred from the phrase "[QUOTE] that ____. • Which piece of text evidence best supports the inference that ____? • It can be inferred from the phrase "[QUOTE]" that ____. • Which piece of text evidence best supports the inference that ____? English I Practice Assessment: Session 1: #15, 22 https://bit.ly/3cfUKaJ
English I Practice Assessment: Session 1: 22 https://bit.ly/3cfUKaJ 22. Read paragraphs 4-6 of the passage. Which of these inferences is <u>most likely</u> to be true based on the paragraphs? A. This is Norman's first time on the butte. B. The butte is haunted by Norman's ancestors. C. Norman's grandfather is familiar with the butte. D. Norman is increasingly comfortable on the butte.	
Scale 3.0: The student will: • Draw conclusions by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • Make inferences by citing textual evidence that most strongly supports an analysis of what the text says explicitly. • Analyze the text by citing textual evidence that most strongly supports analysis of what a complex text says explicitly.	Item Types: Selected-Response, Constructed-Response, Technology-Enhanced Content Limits/Assessment Boundaries • Inferences must be based in text and not require prior knowledge of content • Which sentence best supports the inference that ____? • What conclusion can be drawn from ____? • Which sentences from the passage best support the conclusion that ____? Select three answers.

MAP Practice - Session 1, Questions 2 and 5; Session 2, Question 12 <https://bit.ly/3QmynPG>

12. Read the inferences in the chart. Choose the evidence from the passage in the Answer Bank that **most strongly** supports each inference. Write the letter of the evidence in the box beside the inference it supports. Write **one** letter in each box. Only **two** choices in the Answer Bank will be used.

Inference	Supporting Evidence
Heather's mom is supportive of her daughter.	
Heather wishes to be a mentor to others in her school.	

Answer Bank

- A. She grumbled to her mother, "The school advisor said I need volunteer experience this summer to be a new student orientation leader in the fall. . ."
- B. Mom quickly agreed. "Why don't we walk there and check it out for ourselves after dinner?"
- C. . . Mom and Heather joined Heather's friend Ken and his mom, Ms. Lee, who, it turned out, knew about another volunteer project.
- D. . . Heather, Ken, and Ms. Lee met a couple of dedicated folks ready to finish the project to help beautify the community.
- E. "You're just the kind of experienced and responsible young person I'm looking for," he said.

Scale 2.0:

The student will:

Recognize or recall specific vocabulary such as: draw conclusions, infer, analyze, cite, reference, evidence, explicit, implicit, literary, interpret, visual elements (See DESE Glossary of Terms <https://bit.ly/3SC6C7c>.)

Perform basic processes, such as:

- Distinguish between explicit and implicit.
Video: <https://tinyurl.com/mrp4xb3b>

**Teacher scaffolding should be utilized throughout the learning process.*

- What can be inferred from "QUOTE"?
- Which text evidence best supports the inference that _____?
- What conclusions can be drawn after reading? Use evidence to support your ideas.
- Which inference/conclusion is best supported by the passage?
- What does it mean when _____?

Implicit VS Explicit

A simple change in the prefix is usually enough to give the word a different meaning or even turn it into its antonym. This is why words such as Implicit and Explicit are very tricky and cause many problems to all the speakers of English. It often happens that these words are misused, and this leads to a lot of confusion.

Definition	Definition
IMPLICIT is something that is implied i.e. something that is not expressed directly but still understood because it is suggested by the choice of words, tone of voice, and other factors.	EXPLICIT is something that is stated directly and fully, with no room left for interpretation.
Examples	Examples
- My mom gave me quick sideways look when I started talking in church. - We all understood there was to be a test tomorrow when the teacher said, "Please come prepared." - His statement is being seen as an implicit criticism of his work of research laboratories. - She has implicit trust in her secretary.	- The kidnappers have given us explicit instructions not to use the police. - She made some very explicit references to my personal life. - It is important to have explicit goals. - His answer depends on the distinction between tacit and explicit consent.
Trick to Remember	Trick to Remember
Implicit = Implied	Explicit = Expressed easily

- Recognize text-based clues; attend to relevant information.
- Cite evidence from a text to support an inference.
- Interpret visual elements of a text.
- Draw conclusions from visual elements of a text.
- Make connections and begin to draw conclusions based on multiple inferences.
- Reference textual evidence to support a conclusion.
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- How does the [VISUAL ELEMENT] develop the [LITERARY DEVICE]?
- Based on [VISUAL ELEMENT], what conclusion can the reader draw about _____?
- According to the (visual element), which event occurs _____?
- Based on the passage, why do you think _____?
- Choose the best explanation for why _____. Which text evidence supports the answer?

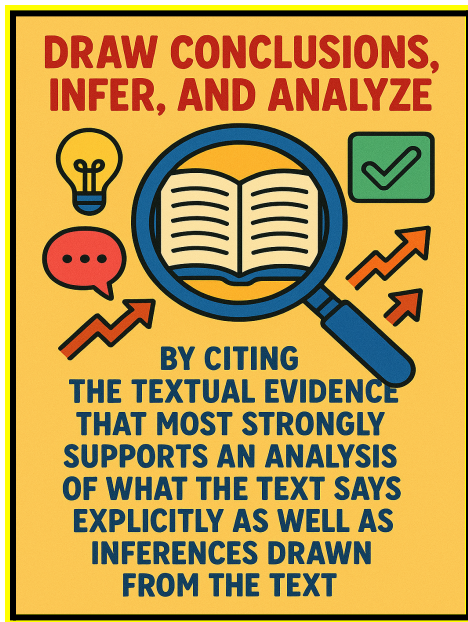
MAP Practice Form - Question 4

<https://bit.ly/3QbRdZz>

MO LEAP Blocks- *Identity*, Question 4 Identity

<https://tinyurl.com/yn9xudeb>

Inferring Before Reading	Inferring During Reading	Inferring After Reading
ART STYLE: What does the cover artwork tell us about the potential characters, setting, audience, genre, audience? What leads us to these conclusions? TITLE AND TYPOGRAPHY: Has the author gone for a whimsical and fun title? What might this have to do with the text? What clues about the text size and style tell us about the audience they are targeting? BLURB: What hooks or strategies have been used in the blurb to give us some insight into the story? What obvious questions remain unanswered in the blurb? Why might these decisions may have been made?	ACTION AND REACTION: If an act or event occurs during the text, note it down or have a shared conversation if reading within a group to decipher your thinking and reaction. MARK YOUR TEXT: Whether you use post it notes, pencil, or otherwise, books are meant to be dissected. Use it as a physical resource at times to identify points to question, challenge, and infer over. LITERAL VS INFERENCE: Read a challenging paragraph and discuss it as a literal text and then reread it as a metaphorical piece. What is the difference, if any? Why?	LITERAL VS INFERENCE: Read a challenging paragraph and discuss it as a literal text and then reread it as a metaphorical piece. What is the difference, if any? Why? PRE-READING REFLECTION: Were your expectations met from your pre-reading reflection? Do you think this was intended by the author? What impact did this have?



- Understand that inferences are put together to draw a conclusion (inference + inference + inference = drawing a conclusion).
- Understanding an inference is made by using background knowledge or schema + information from the text = an inference.
Resource: <https://tinyurl.com/yn6h9pzm>
- Understand how various text features impact the meaning of the text.

MO LEAP Blocks- *Identity*, Question 4 Identity

4. Read the sentence from Source 2.

Determining identity is a lifelong process, not only because people discover new aspects of themselves, but also because life experiences can alter viewpoints.

Which sentences from Source 1 and Source 4 **best** support the sentence from Source 2? Choose **two** answers.

- A. I must say that before I went to the U.S., I didn't consciously identify as African. (Source 1)
- B. She had not only read the book, but she had taken ownership of it and felt justified in telling me what to write in the sequel. (Source 1)
- C. He missed the familiar routine - the Monday through Friday schedule that revolved around his parents' work at the band and his life with classmates and sports. (Source 4)
- D. Maasai boys want to bring honor to their families, not shame. (Source 4)
- E. He wasn't sure they would even recognize this new version: the khaki-clad, nature-loving boy. (Source 4)

Scale 1.0

With help, a student can perform 2.0 and 3.0.