



## Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<p><b>College and Career Readiness (CCR) Anchor Standard</b></p>	<p><b>Standard:</b> RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><u>Questions to Focus Learning</u></p> <p>Why does a reader use explicit and implicit evidence to support his or her analysis of informational text?</p> <p>A reader's analysis of informational text must be supported with sufficient evidence from the text in order to be convincing.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know textual evidence is a quote, paraphrase, or summary from a text that supports an argument or claim.</p> <p><i>Reasoning Targets</i></p> <p>I can draw conclusions about what an informational text is saying, explicitly and implicitly.  I can draw inferences from informational text to make and support an analysis.  I can support my analysis/inference/conclusion with explicit and implicit textual evidence.  I can determine which textual evidence best supports my analysis.  I can explain the relationship between my analysis/inference/conclusion and my textual evidence.</p> <p><u>Vocabulary</u></p> <p>cite/citation  claim  explicit  implicit  paraphrase  textual evidence</p>

### Teacher Tips

[Literary Non-Fiction in the Classroom](#) - A video that address student engagement with many sources: e.g. the preamble to the Constitution, Lincoln's Gettysburg Address, and King's Letter from a Birmingham Jail.

[Campaigning for fair use: Public service announcements on copyright awareness](#) - This multi-media unit introduces students to fair use and copyright rules. After evaluating their personal usage of text and media, students research actual laws using kid-friendly Internet sites that explain intellectual property rights.

[Dynamic duo text talks: Examining the content of internet sites](#) - This introductory lesson from ReadWriteThink exposes students to a variety of online texts about Anne Frank and the Holocaust prior to more extensive study of these topics.

[Let it grow: An inquiry-based organic gardening research project](#) - In this lesson from ReadWriteThink, students learn about organic gardening by developing their own research questions, conducting research, and gardening at their school. They then create signs about their plants and present their research to the class.

[Writing free verse in the "voice" of Cesar Chavez](#) - In this ReadWriteThink lesson, students familiarize themselves with the characteristics of free verse and write a free verse poem using written material about labor activist Cesar Chavez.

### Vertical Progression

RI.K.1 - With prompting and support, ask and answer questions about key details in a text.

RI.1.1 - Ask and answer questions about key details in a text.

RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.1 - 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.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.  
Direct link for this standard: [RI.8.1](#)