Nevada Academic Content Standards - Resource Page

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

College and Career Readiness (CCR) Anchor Standard	Standard: RL.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.
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.	Questions to Focus Learning Why does a reader use implicit and explicit evidence to support their analysis of literary text? A reader's analysis of literary text must be supported with sufficient evidence in order to be convincing. Student Friendly Objectives *Knowledge Targets* I know an analysis is a detailed examination of text based on explicit and implicit information. I know citing textual evidence means quoting, summarizing, or paraphrasing from a text to support an argument or claim. I know inferences are drawn through background knowledge and details in a text. *Reasoning Targets* I can identify implicit and explicit clues in literary text. I can identify textual evidence that will support a claim or stance. I can support a claim with relevant, explicit examples or evidence. I can support a claim with relevant, implicit examples or evidence.

Vocabulary

  analysis
  cite/citation
  claim
  explicit
  implicit
  infer/inference
  paraphrase
  textual evidence

Teacher Tips

Dialectical Journals - How to create a dialectical journal.
Analyzing advice as an introduction to Shakespeare - In this lesson from ReadWriteThink, students read and analyze the advice given in Mary Schmich's 1997 Chicago Tribune column "*Advice, Like Youth, Probably Just Wasted on the Young*."
Entering history: Nikki Giovanni and Martin Luther King, Jr. - Students study the social impact of Martin Luther King Jr.'s "I Have a Dream" speech by reading Nikki Giovanni's poem "*The Funeral of Martin Luther King, Jr.*".
In the poet's shoes: Performing poetry and building meaning - In this lesson, students are challenged to analyze and develop their own interpretation of a poem's meaning and representation through performance.
Making personal and cultural connections using "A Girl Named Disaster" - This ReadWriteThink lesson is intended to help students experience both "efferent" (reading for information) and "aesthetic" (reading as a personal, emotional experience) responses to a story.
Myth and truth: "The First Thanksgiving" - Students learn to think critically about commonly believed American myths in this lesson that explores the first "Thanksgiving".

Vertical Progression

RL.K.1 - With prompting and support, ask and answer questions about key details in a text.
RL.1.1 - Ask and answer questions about key details in a text.
RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.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.
RL.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.
RL.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: RL.7.1