Common Core 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.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences 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 How do readers use portions of the text to support their critical understanding of the text as a whole? Readers demonstrate understanding of text by supporting conclusions with textual evidence. Student Friendly Objectives *Knowledge Targets* I know a quote is a phrase, sentence, or paragraph taken directly from the text and put in quotation marks. I know explicit information is stated directly in the text. I know an inference is knowledge gained from the text using 'clues,' but that the information will not be explicitly stated in the text. *Reasoning Targets* I can summarize what a text says, citing evidence from the text and incorporating a relevant quote. I can draw inferences from a text, citing evidence from the text and incorporating a relevant quote. I can justify my choice of quote and how it supports my explanation of a text Vocabulary cite evidence explicit information inference quote summary

Teacher Tips

Video - **Title:** Discussing Historical Fiction Critically **Synopsis:** A video of Kathleen Tolan reading aloud Freedom Summer to support club talk. You'll notice the way the students are sitting with their historical fiction book clubs and have their notebooks open to write their thinking. As the read aloud progresses, you'll note the moves Kathleen makes to support the students reading, writing and discussing historical fiction critically: rereading parts, thinking aloud to scaffold the students' own thinking, giving time for students to talk as a club and then as a whole group, asking students to write their thinking, fish bowling a club's conversation for the rest of the group to watch, etc. By the end of this read aloud, you'll see students interpreting the text and raising issues of power in a grand conversation that is mainly student-run. A chart in the background provides extra support for students who need additional scaffolding to make text-based inferences and interpretations.
Lesson - Examine how a characters' past impacts their present actions, thoughts, and feelings.
Lesson - Use the Textual Analysis Process to answer questions about a text.

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.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.5.1