**READING LEARNING GOAL:** Cite the ***textual evidence*** that ***most strongly*** ***supports*** an ***analysis*** of what the text says ***explicitly*** as well as ***inferences*** drawn from the text.

**IMPORTANT TERMS FOR THIS SKILL:**

* **Textual evidence**—information from text to support a claim or point you are trying to make
* **Support**—use evidence to back up your point
* **Analyze**—break down an idea into parts to explain or make a point
* **Explicit**—text evidence that is direct & obvious
* **Implicit**—text evidence that relies on inference, you have to put the pieces together
* **Infer**—using what you already know to draw conclusions or put the pieces together

**GROWTH SCALE:  
Levels 4 and 5 are concerned with what you DO with the text evidence.**

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| **5** | ***Without teacher help*, I can choose *implicit textual evidence* and use it with *complex-level thinking* to…**  …connect my evidence to other evidence in order to analyze how an idea is developed or revealed.  …analyze how word choice or patterns in the evidence communicate a big idea or theme.  **OR other higher-level, complex critical thinking based on the text evidence.** |
| **4** | ***Without teacher help*, I can choose *strong* *implicit textual evidence* and use it to…**  …draw inferences about what is not directly stated in the text.  …make generalizations about big ideas or themes.  …make logical, relevant connections (text-to-self, text-to-text, or text-to-world)  …explain how the evidence proves a point I’m trying to make.  **OR I can do the thinking under “Level 5” *with help* from my teacher.** |

**Levels 1, 2 and 3 are concerned with what TYPE of text evidence you choose.**

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| **3** | ***Without teacher help*, I can choose *implicit textual evidence* that…**  …reveals an idea that is not directly stated.  …illustrates (shows) an idea instead of stating a fact.  …promotes explanation, interpretation, or analysis.  **OR I can do the thinking under “Level 4” *with help* from my teacher.** |
| **2** | ***Without teacher help*, I can choose *explicit textual evidence* that…**  …is a direct statement made by the text.  …is a fact that doesn’t promote or require analysis.  …“says it all,” and can’t really be interpreted or analyzed.  **OR I can do the learning task under “Level 3” *with help* from my teacher.** |
| **1** | **I can do the learning task under “Level 2” *with help* from my teacher.** |

**MY PROGRESS:**

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| **5** |  |  |  |  |  |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |  |  |  |  |  |
| **Date** |  |  |  |  |  |  |  |  |  |  |  |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_