Rationale

The Part B question of an EBSR on the Narrative Task requires students to pick the best evidence to support their answer to Part A. Students should practice finding the best evidence and eliminating the other choices to prepare them for this new kind of test item.

Goal

To provide students with practice identifying the best evidence and eliminating irrelevant evidence.

Task Foci

- **CCSS 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.
- **CCSS RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Objectives

Students will practice selecting the best evidence to support their answers.

Materials

- Narrative text (per student)
- EBSR questions (per student)

Procedure

Tell students that today they are going to work through a Narrative Task EBSR with emphasis on the Part B question. The Part B question requires the student to select the best evidence to support his or her answer to the Part A question.

Distribute the narrative text with the EBSR questions (attached). Ask students to read the text and questions silently. When finished, ask students for a general synopsis of the text. Check that students comprehend the explicit details of the story.

Guide the students through a demonstration of the first question, explaining your rationale as you eliminate incorrect options (Refer to teacher’s guide.).

Give students enough time to answer the second EBSR on their own. Remind them that they can refer back to the text as often as necessary to help them answer the question.
When students finish, go over the question as a group. Ask students to share their rationales. Note: Students won't necessarily arrive at the right answer the same way. Rationales can vary and are valid as long as they are logical.

Assessment

Refer to the answer key.

Because EBSRs are multiple-choice questions, on the actual test, students will not need to write out their explanations for why they chose the evidence they did. However, this practice will help students think about the answer options critically and also aid them when identifying their own evidence to use on the Prose Constructed Response.

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Excerpt from
The Wonderful Wizard of Oz
By Frank Baum

1. Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There was no garret at all, and no cellar -- except a small hole dug in the ground, called a cyclone cellar, where the family could go in case one of those great whirlwinds arose, mighty enough to crush any building in its path. It was reached by a trap door in the middle of the floor, from which a ladder led down into the small, dark hole.

2. When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

3. When Aunt Em came there to live she was a young, pretty wife. The sun and wind had changed her, too. They had taken the sparkle from her eyes and left them a sober gray; they had taken the red from her cheeks and lips, and they were gray also. She was thin and gaunt, and never smiled now. When Dorothy, who was an orphan, first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears; and she still looked at the little girl with wonder that she could find anything to laugh at.

4. Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was gray also, from his long beard to his rough boots, and he looked stern and solemn, and rarely spoke.

5. It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings. Toto was a little black dog, with long silky hair and small black eyes that twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him, and loved him dearly.

6. Today, however, they were not playing. Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even grayer than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was washing the dishes.

7. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

8. Suddenly Uncle Henry stood up.

9. "There's a cyclone coming," he called to his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were.
10. Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

11. "Quick, Dorothy!" she screamed. "Run for the cellar!"

12. Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was halfway across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

13. Then a strange thing happened.

14. The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon.

15. The north and south winds met where the house stood, and made it the exact center of the cyclone. In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather.

16. It was very dark, and the wind howled horribly around her.

17. Toto did not like it. He ran about the room, now here, now there, barking loudly; but Dorothy sat quite still on the floor and waited to see what would happen.

18. Once Toto got too near the open trap door, and fell in; and at first the little girl thought she had lost him. But pretty soon Dorothy saw one of his ears sticking up through the hole, for the strong pressure of the air was keeping him up so that he could not fall. She crept to the hole, caught Toto by the ear, and dragged him into the room again, afterward closing the trap door so that no more accidents could happen.
1. Part A: The first paragraphs of *The Wonderful Wizard of Oz* establish the setting on the Kansas prairie. What adjective best describes the usual weather there?

   A. Hot
   B. Cold
   C. Destructive
   D. Cloudy

   Part B: What passage from the excerpt best supports your answer in Part A?

   A. “a small hole dug in the ground, called a cyclone cellar, where the family could go in case one of those great whirlwinds arose, mighty enough to crush any building in its path.” (Paragraph 1)
   B. “The sun had baked the plowed land into a gray mass, with little cracks running through it.” (Paragraph 2)
   C. “It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings.” (Paragraph 5)
   D. “Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even grayer than usual.” (Paragraph 6)

2. Part A: What does the word *sober* mean in Paragraph 3?

   A. Not intoxicated
   B. Lively
   C. Timid
   D. Serious

   Part B: What detail from the excerpt best supports your answer in Part A?

   A. “she was a young, pretty wife.” (Paragraph 3)
   B. “they had taken the red from her cheeks and lips, and they were gray also.” (Paragraph 3)
   C. “She was thin and gaunt, and never smiled now.” (Paragraph 3)
   D. “Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart.” (Paragraph 3)

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C. "It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings." (Paragraph 5)
D. "Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even grayer than usual." (Paragraph 6)

RATIONALE: Remember, this question is asking about the usual weather on the Kansas prairie, and not about tornadoes. Options A, C, and D, all refer to the gathering storm. Option B is the only option that describes the typical weather, very hot and dry.

STANDARDS: CCSS.RL.7.1

2. Part A: What does the word *sober* mean in Paragraph 3?

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B. "they had taken the red from her cheeks and lips, and they were gray also." (Paragraph 3)
C. "She was thin and gaunt, and never smiled now." (Paragraph 3)
D. "Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart." (Paragraph 3)

RATIONALE: Option C describes Aunt Em as she is now—she never smiles, making her serious or sober looking. Option A describes her when she was younger. Option B describes her person...
like C does, however, it is missing any clue to Aunt Em's seriousness—it is simply a physical description.

STANDARDS: CCSS.RL.7.1 & 4

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