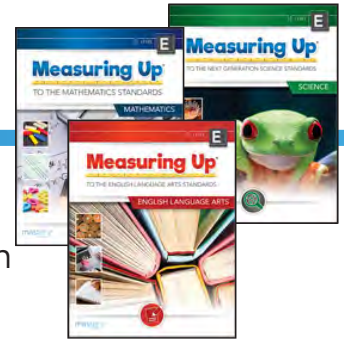


Try It Out! Sample Pack | ELA | Grade 7 | Lesson 11

Measuring Up to the Standards



The **Try It Out!** sample pack features:

- 1 full student lesson with complete Teacher Edition lesson
- 1 full Table of Contents for your grade level
- Correlation to the standards

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Lesson 11

CITE EVIDENCE FROM A STORY RL.7.1

INTRODUCTION

Real-World Connection

PERSONAL CHALLENGES

Santiago and his sister, Paula, are excited to visit a festival on Saturday, but on Saturday morning Santiago sees rain pouring down outside. He remembers reading on the festival website that the festival would be postponed in the event of bad weather. The weather app on his phone says thunderstorms are likely throughout the day.

Paula is up, getting ready to go. Santiago tells her the bad news. “We should just go see,” Paula suggests. “The rain might stop any second!”

Santiago shakes his head. How can he save them both unnecessary effort by proving to Paula that the festival is postponed?

We will practice the skills in **Guided Instruction** and **Independent Practice** and revisit Santiago and Paula at the end of the lesson.

What I Am Going to Learn

- How to use evidence to analyze what a text says explicitly.
- How to use evidence to support inferences about a text.

What I May Already Know RL.6.1

- I know I can quote or paraphrase from a text to support my ideas.
- I know authors do not always say exactly what they want readers to know.

WORDS TO KNOW

cite

analysis

textual evidence

explicit

implicit

inference



TURN AND TALK

Explain a time when you knew a fact that someone else doubted. How did you prove the truth to them? What evidence did you supply?

► TIPS AND TRICKS

Do not just find one piece of evidence and call it a day! Keep digging through the text until you find as much evidence as you need to support your ideas.

► TIPS AND TRICKS

The explicit textual evidence you cite to prove your ideas should always be relevant. That means that it is appropriate and relates directly to the topic.

► THINK ABOUT IT

Look carefully at what Melanie's mother says and does in the story. What do these details reveal about her character?

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- Santiago needs to cite evidence to prove to Paula the festival is postponed. When you cite something, you tell where in a reliable source you found the information. As in this real-world example, it is important to cite information when you discuss ideas about a text you have read.
- An analysis is a detailed study. Santiago is analyzing a real-world situation. He needs to cite key pieces of information to Paula to prove his analysis is correct. Some of his evidence will come from text he found online.
- Textual evidence is information that comes directly from the reading.
- Explicit information is information stated directly in the text. You can point to it on the page.
- Implicit information is information the author implies but does not explicitly, or clearly, state in the text.
- An inference is an idea about the author's meaning that is based on implicit details in the text, the details authors give that they do not state explicitly. To make an inference you need to consider the details along with your own background knowledge.

To analyze a text, use explicit information. Effective readers use several pieces of evidence to support their thinking about a text. When citing textual evidence, first state your idea. Then, cite the evidence. Include where you got the evidence, such as a page or paragraph number. Finally, explain how the evidence supports your idea.

GUIDED INSTRUCTION

Read this short passage about the challenges Melanie and her family face after a flood. Pay close attention to the explicit details the author provides.

Important Things

The most important thing was that everyone was safe. The rains were relentless for days on end, and the creek close to Melanie's house quickly overran its banks, which meant the entire first floor of their house had been submerged.

Once the water levels had subsided, and it was safe, Melanie and her mother returned home to survey the damage and begin salvaging what they could. The first thing Melanie's mother did was locate the family photo albums in the upstairs hall closet, while Melanie went to her room to grab her laptop.



Outside, she found her mother sitting in their car, flipping through the photo albums to make sure there was no water damage. She smiled in relief as Melanie approached and said, “Some of the only pictures of me as a baby and of your grandmother as a young woman are in this album. Many of these pictures are irreplaceable.”

Melanie sat next to her mother and hugged her tightly. There was so much to rebuild, but thankfully the most important things were safe.

Part A

What inference is best supported by the text?

- (A) It is dangerous for Melanie to return home after the flooding.
- (B) The family photo albums are very important to Melanie’s mother.
- (C) Melanie does not care about the family photos.
- (D) Melanie’s family will have to rebuild the house because of flood damage.

Part B

Underline three examples of explicit textual evidence that support the answer to Part A.

◀ HINT, HINT

Inferences should always be supported with explicit textual evidence. Which of the answer choices can be supported by several details the author directly states in the text?

How Am I Doing?

What questions do you have?

Explain the difference between what is stated explicitly in a text and an inference drawn from implicit details in a text.

What process can you follow to support a claim you want to make about a text?

Color in the traffic signal that shows how you are doing with the skill.



READING NOTES

- 12 Heidi peered at her dad from over the television. He looked completely exhausted and rundown—face smeared, shoulders slumped, eyes dull and weary.
- 13 “That’s okay; they’re all busy today,” Heidi said casually.
- 14 The next day, Heidi heard the vicious scream of the chain saw again and went outside to see what her dad was doing. He had cut the tree into two segments, each about eight feet long, and he was using the chain saw to slice across the tops so that they were flat.
- 15 “What’s all this about?” Heidi asked. Despite looking worn out, her father grinned at her.
- 16 “You’ll see,” he said, giving her a mischievous wink.
- 17 He had meant this in a humorous way, but his expression made Heidi cringe. The last time her dad had “surprised” her with something, it had been the devastating news that they were moving away. She had to say farewell to her beloved home, school, and friends just to live in this remote place, but now she did not even have her bicycle anymore. Her dad loved being a park ranger, but the long hours were a struggle for both of them. She knew it was not his fault, but Heidi wanted to return to their previous life, when they had more time together.
- 18 One benefit to the cabin was that it sat on a gorgeous riverbank. Heidi trudged sullenly over to the river, leaving her enthusiastic father to chop wood. This river ran right through town, which was only a few miles down the way and had once been the pioneers’ main method of transportation. Heidi remembered learning about Native Americans who hand-built canoes and steered them on rivers just like this one, and she wished she had a boat now that she could use to escape.
- 19 The next day was Monday, and Heidi anticipated another boring, solitary summer day of watching television and hanging around the house until her dad got home. As she sat on the couch with a cereal bowl in her lap, Heidi again heard the roar of the chain saw. *It’s Monday—why is Dad still working on that stupid tree?* Heidi thought. She ran outside to find him carving away at the two tree segments.
- 20 “Dad, why aren’t you at work today?” she called over the powerful machine.
- 21 She walked closer and gasped, astonished. At first glance, it seemed to Heidi that her father had overworked himself—his clothes were rumpled, and bags hung under his eyes—but he beamed with satisfaction. He pointed to the shoreline, where he had hauled the hollow tree segments. They were now identical canoes—it even looked like he had sanded down the edges so their surfaces were smooth and glossy! Two sets of oars and two life jackets rested in the grass.

- 22 “Now you can go into town to see your friends, even without your bike,” her dad said, placing a hand on her shoulder. “I know this move has been challenging for you, but I’m going to make a determined effort to spend more time doing fun things with you, like navigating the river together in our canoes.”
- 23 “I can’t tell you how much this means to me, Dad,” Heidi said through tears of gratitude. She felt overwhelmed by how much her father cared about her well-being. For the first time since moving to New Hampshire, Heidi got the feeling that this place could be her home.



I. Part A

What inference can you draw about why Heidi’s father builds the canoes?

- (A) He knows that Heidi’s other friends also get around using canoes.
- (B) He plans on using the river as the main way of getting into town.
- (C) He bought a new chain saw and is eager to put his woodworking skills to work.
- (D) He knows Heidi is struggling in their new home and doesn’t want her to be unhappy.

◀ HINT, HINT

Remember that an inference is something you make based on the text but is not stated directly by the author.

★ Part B

Underline two pieces of explicit textual evidence that best support the answer to Part A.

2. Which two pieces of explicit textual evidence support the idea that Heidi wants to hide her unhappiness from her father?
- (A) “‘Why did you insist on moving us here?’ Heidi cried to her father the morning after the storm.” (paragraph 1)
 - (B) “‘Now I’m completely stranded!’ she shouted . . .” (paragraph 2)
 - (C) “‘Don’t worry, Dad,’ Heidi said, ‘I’ll just watch some television.’” (paragraph 9)
 - (D) “‘That’s okay; they’re all busy today,’ Heidi said casually.” (paragraph 13)
 - (E) “Heidi trudged sullenly over to the river, leaving her enthusiastic father to chop wood.” (paragraph 18)
 - (F) “‘Dad, why aren’t you at work today?’ she called . . .” (paragraph 20)

3. Write an inference you can make from the line “it had been the devastating news that they were moving away” (paragraph 17). Use other details from the story to support your answer.

4. Part A

What does the text explicitly say about why Heidi needs her bike?

- (A) The bike is the only way Heidi can escape her unhappy new life.
- (B) The bike helps her feel free, which she needs as an outgoing, energetic person.
- (C) The bike reminds her of the home her father forced her to move away from.
- (D) The bike was a fancy new designer bike that helped her fit in with her friends.

Part B

Underline five pieces of textual evidence that best support the answer to Part A.

5. Which inference is supported by the evidence that the tree was found lying across the lawn?
- (A) The humongous tree had fallen over because it was old and rotting.
 - (B) Heidi and her father are lucky to have survived such a violent storm.
 - (C) The New Hampshire woods are an exciting and dangerous place to live.
 - (D) If Heidi had not left her bike outside, it probably would not have been destroyed.

6. The following is an analysis of the text that includes an inference, textual evidence, and an explanation about how that evidence supports the inference. The sentences, however, are out of order. Write each statement in the chart below according to the correct description.

Heidi's father offers to buy her a new bike, even though he's taken a job that doesn't pay him as much.

The willingness of Heidi's father to spend money, even though they are on a tight budget, proves that he will make sacrifices for her.

Heidi's father is willing to make great sacrifices for his daughter.

◀ HINT, HINT

Do you remember the difference between these three categories? If not, go back and review earlier sections of this lesson.

INFERENCE	
TEXTUAL EVIDENCE	
EXPLANATION	

7. Which piece of explicit textual evidence supports the idea that carving the canoes is physically hard work?

- (A) "She leapt out of her chair and sprinted to the window to find her dad bent over the fallen tree, hacking at it with his chain saw." (paragraph 10)
- (B) "He looked completely exhausted and rundown—face smeared, shoulders slumped, eyes dull and weary." (paragraph 12)
- (C) "The next day, Heidi heard the vicious scream of the chain saw again and went outside to see what her dad was doing." (paragraph 14)
- (D) "They were now identical canoes—it even looked like he had sanded down the edges so their surfaces were smooth and glossy!" (paragraph 21)

ANNOTATED TEACHER EDITION

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LANGUAGE AND WRITING

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L.7.5.b

L.7.5.a

L.7.5.c

L.7.4.c, L.7.4.d

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W.7.2, W.7.4

W.7.3, W.7.4

W.7.5, W.7.6

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CORRELATIONS

Correlation to the Common Core State Standards

This worktext is customized to the Common Core State Standards for English Language Arts.

Common Core State Standards	Lessons
Reading Standards for Literature, Grade 7	
Key Ideas and Details	
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.	11
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	12, 13
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	14
Craft and Structure	
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.	15, 16
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	17, 18
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	19
Integration of Knowledge and Ideas	
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	20
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	21
Range of Reading and Level of Text Complexity	
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded throughout Unit 2
Reading Standards for Informational Text, Grade 7	
Key Ideas and Details	
RI.7.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	22
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	23, 24

Common Core State Standards	Lessons
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	25
Craft and Structure	
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	26, 27
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	28
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	29
Integration of Knowledge and Ideas	
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	30
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	31
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	32
Range of Reading and Level of Text Complexity	
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded throughout Unit 3
Writing Standards, Grade 7	
Text Types and Purposes	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	6
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	6
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	6
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	6
d. Establish and maintain a formal style.	6
e. Provide a concluding statement or section that follows from and supports the argument presented.	6
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	7

CORRELATIONS

Common Core State Standards	Lessons
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	7
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	7
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	7
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	7
e. Establish and maintain a formal style.	7
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	8
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	8
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	8
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	8
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	8
e. Provide a conclusion that follows from the narrated experiences or events.	8
Production and Distribution of Writing	
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	6–8
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	9
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	9
Research to Build and Present Knowledge	
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	10
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	10

Common Core State Standards	Lessons
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Embedded throughout Units 2 and 3
a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Embedded throughout Unit 2
b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	Embedded throughout Unit 3
Range of Writing	
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Embedded throughout Lessons 6–10
Language Standards, Grade 7	
Conventions of Standard English	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Embedded throughout Unit 1
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Embedded throughout Unit 1
Knowledge of Language	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Embedded throughout Unit 1
Vocabulary Acquisition and Use	
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	1, 5
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	1
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	1
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	5
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	5
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2–4
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	3

CORRELATIONS

Common Core State Standards	Lessons
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	2
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	4
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Embedded throughout Unit 1

Lesson 11

CITE EVIDENCE FROM A STORY RL.7.1

INTRODUCTION

Real-World Connection

PERSONAL CHALLENGES

Santiago and his sister, Paula, are excited to visit a festival on Saturday, but on Saturday morning Santiago sees rain pouring down outside. He remembers reading on the festival website that the festival would be postponed in the event of bad weather. The weather app on his phone says thunderstorms are likely throughout the day.

Paula is up, getting ready to go. Santiago tells her the bad news. "We should just go see," Paula suggests. "The rain might stop any second!"

Santiago shakes his head. How can he save them both unnecessary effort by proving to Paula that the festival is postponed?

We will practice the skills in Guided Instruction and Independent Practice and revisit Santiago and Paula at the end of the lesson.

What I Am Going to Learn

- How to use evidence to analyze what a text says explicitly.
- How to use evidence to support inferences about a text.

What I May Already Know RL.6.1

- I know I can quote or paraphrase from a text to support my ideas.
- I know authors do not always say exactly what they want readers to know.

WORDS TO KNOW

cite
analysis
textual evidence
explicit
implicit
inference



TURN AND TALK

Explain a time when you knew a fact that someone else doubted. How did you prove the truth to them? What evidence did you supply?

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- Santiago needs to cite evidence to prove to Paula the festival is postponed. When you cite something, you tell where in a reliable source you found the information. As in this real-world example, it is important to cite information when you discuss ideas about a text you have read.
- An analysis is a detailed study. Santiago is analyzing a real-world situation. He needs to cite key pieces of information to Paula to prove his analysis is correct. Some of his evidence will come from text he found online.
- Textual evidence is information that comes directly from the reading.
- Explicit information is information stated directly in the text. You can point to it on the page.
- Implicit information is information the author implies but does not explicitly, or clearly, state in the text.
- An inference is an idea about the author's meaning that is based on implicit details in the text; the details authors give that they do not state explicitly. To make an inference you need to consider the details along with your own background knowledge.

To analyze a text, use explicit information. Effective readers use several pieces of evidence to support their thinking about a text. When citing textual evidence, first state your idea. Then, cite the evidence. Include where you got the evidence, such as a page or paragraph number. Finally, explain how the evidence supports your idea.

GUIDED INSTRUCTION

Read this short passage about the challenges Melanie and her family face after a flood. Pay close attention to the explicit details the author provides.

Important Things

The most important thing was that everyone was safe. The rains were relentless for days on end, and the creek close to Melanie's house quickly overran its banks, which meant the entire first floor of their house had been submerged.

Once the water levels had subsided, and it was safe, Melanie and her mother returned home to survey the damage and begin salvaging what they could. The first thing Melanie's mother did was locate the family photo albums in the upstairs hall closet, while Melanie went to her room to grab her laptop.

TIPS AND TRICKS

Do not just find one piece of evidence and call it a day! Keep digging through the text until you find as much evidence as you need to support your ideas.

TIPS AND TRICKS

The explicit textual evidence you cite to prove your ideas should always be relevant. That means that it is appropriate and relates directly to the topic.

THINK ABOUT IT

Look carefully at what Melanie's mother says and does in the story. What do these details reveal about her character?



Outside, she found her mother sitting in their car, flipping through the photo albums to make sure there was no water damage. She smiled in relief as Melanie approached and said, "Some of the only pictures of me as a baby and of your grandmother as a young woman are in this album. Many of these pictures are irreplaceable."

Melanie sat next to her mother and hugged her tightly. There was so much to rebuild, but thankfully the most important things were safe.

[Reading Level: 1000–1100L; Word Count: 176]

Part A

What inference is best supported by the text?

- (A) It is dangerous for Melanie to return home after the flooding.
- (B) The family photo albums are very important to Melanie's mother.
- (C) Melanie does not care about the family photos.
- (D) Melanie's family will have to rebuild the house because of flood damage.

HINT, HINT

Inferences should always be supported with explicit textual evidence. Which of the answer choices can be supported by several details the author directly states in the text?

Part B

Underline red text examples of explicit textual evidence that support the answer to Part A.



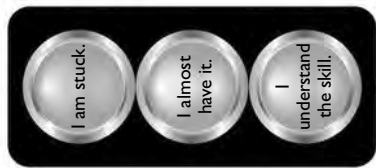
How Am I Doing?

What questions do you have?

Explain the difference between what is stated explicitly in a text and an inference drawn from implicit details in a text.

What process can you follow to support a claim you want to make about a text?

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

A Tree Falls in the Forest

Genre: Short Story

- 1 "Why did you insist on moving us here?" Heidi cried to her father the morning after the storm. She had been startled awake in the middle of the night by ear-splitting thunder, pounding rain, and a loud, earthshaking crash. When the rain had ceased, Heidi and her father went outside and discovered what had caused the disturbing noise: The storm had ripped a humongous tree out of the ground. It lay across the lawn and, to Heidi's dismay, it had landed on the one thing she adored most in the world: her bicycle.
- 2 "Now I'm completely stranded!" she shouted between heaving sobs. "I just started making friends in town, and we had plans today."
- 3 "I'll buy you a fancy new designer bike," her dad promised in an earnest voice, but Heidi knew the family's budget could not afford that—they had relocated here to this cabin in the New Hampshire woods. Her father was a park ranger, and though they loved the area and her father liked his job, the salary was less than he was used to.
- 4 "It's okay, Dad," Heidi said quietly. "There are bigger issues you should take care of first. The bike can come later."
- 5 "Until we replace your bike, I can drive you to see your friends."
- 6 "Okay," Heidi said, feeling a little comforted. "Can you drop me off in town later?"
- 7 Heidi's father nodded, and then furrowed his brow and frowned. "Unfortunately, I've got inspection duty at the border. I'm sorry, sweetheart, but I can't drive you today."
- 8 Heidi tried to swallow her disappointment, but her stomach churned. She needed that bicycle to ride into town, to see her friends, to explore, and, most of all, to feel free. Without it, she would be cooped up all alone in this cabin. Heidi was an outgoing, energetic person, and the isolation was toxic to her mood.
- 9 "Don't worry, Dad," Heidi said. "I'll just watch some television."
- 10 The next morning, while Heidi ate a hearty breakfast, she heard the thunderous roar of an engine outside. She leapt out of her chair and sprinted to the window to find her dad bent over the fallen tree, hacking at it with his chain saw. She wondered if he was trying to cut her bike out from under it—but that was a useless endeavor, given that tree had utterly destroyed it.
- 11 "It's Saturday," her dad said as he strolled inside, wiping his face with a towel. "Want me to take you into town to see your friends?"

READING NOTES

3. Write an inference you can make from the line "it had been the devastating news that they were moving away" (paragraph 17). Use other details from the story to support your answer.

Sample response: This line suggests that Heidi did not want to move and that the news was a surprise. Other parts of the story show that Heidi relies on things like her bike to feel comfortable in her new town. She feels sad that her bike is gone because it's the only thing that made moving okay. Since she still feels sad in paragraph 17, she remembers that the news about moving was devastating.

4. Part A

What does the text explicitly say about why Heidi needs her bike?

- (A) The bike is the only way Heidi can escape her unhappy new life.
 (B) The bike helps her feel free, which she needs as an outgoing, energetic person.
 (C) The bike reminds her of the home her father forced her to move away from.
 (D) The bike was a fancy new designer bike that helped her fit in with her friends.

Part B

Underline five pieces of textual evidence that best support the answer to Part A. [See paragraph 2 and paragraph 8.]

5. Which inference is supported by the evidence that the tree was found lying across the lawn?
- (A) The humongous tree had fallen over because it was old and rotting.
 (B) Heidi and her father are lucky to have survived such a violent storm.
 (C) The New Hampshire woods are an exciting and dangerous place to live.
 (D) If Heidi had not left her bike outside, it probably would not have been destroyed.

◀ HINT, HINT

Do you remember the difference between these three categories? If not, go back and review earlier sections of this lesson.

6. The following is an analysis of the text that includes an inference, textual evidence, and an explanation about how that evidence supports the inference. The sentences, however, are out of order. Write each statement in the chart below according to the correct description.

Heidi's father offers to buy her a new bike, even though he's taken a job that doesn't pay him as much.

The willingness of Heidi's father to spend money, even though they are on a tight budget, proves that he will make sacrifices for her.

Heidi's father is willing to make great sacrifices for his daughter.

INFERENCE	Heidi's father is willing to make great sacrifices for his daughter.
TEXTUAL EVIDENCE	Heidi's father offers to buy her a new bike, even though he has taken a job that doesn't pay him as much.
EXPLANATION	The willingness of Heidi's father to spend money, even though they are on a tight budget, proves that he will make sacrifices for her.

7. Which piece of explicit textual evidence supports the idea that carving the canoes is physically hard work?

- (A) "She leapt out of her chair and sprinted to the window to find her dad bent over the fallen tree, hacking at it with his chain saw." (paragraph 10)
 (B) "He looked completely exhausted and rundown—face smeared, shoulders slumped, eyes dull and weary." (paragraph 12)
 (C) "The next day, Heidi heard the vicious scream of the chain saw again and went outside to see what her dad was doing." (paragraph 14)
 (D) "They were now identical canoes—it even looked like he had sanded down the edges so their surfaces were smooth and glossy." (paragraph 21)

TEACHER NOTES

REAL-WORLD GOALS FOR STUDENTS

- Cite evidence to support textual analysis when an idea is explicitly stated.
- Cite textual evidence to support an inference.

TIPS FOR THE STRUGGLING LEARNER

- Students may struggle to identify or make inferences. They may think the idea is explicit in the text when it is not. Offer ample opportunities to practice with small pieces of text. Let them make claims about a text. For example, they may make claims about a character, a setting, or an event (i.e., Jody is a nice person; the castle is dangerous; the teacher did not want to hurt the student's feelings). Ask them, "Is this idea explicitly stated or is it implied?" Ask students to search for a sentence that means the exact same thing as the claim. Remind them about paraphrasing from lesson 10; if there is a paraphrase of the claim in the text, then it was explicitly stated. If they cannot find it, then it is an inference. As a follow up, let students underline or otherwise mark evidence supporting their claim.
- Students may struggle to explain their analysis. This is the third step of each textual analysis: explain how the evidence supports the claim. Practice this type of explanation using claims from multiple texts. For example, Inference=Jody is a nice person. Evidence=She donated her time to helping lost pets in the area. Explanation=Doing volunteer work is something nice people often do. Develop a handout with Inference/ Claim, Evidence, and Explanation. Allow students to fill in the blank for ideas about novels, stories, films, and so on.

TIPS FOR THE ENGLISH LANGUAGE LEARNER

- Some English learners may struggle with the vocabulary related to this lesson. Model using the vocabulary carefully. For example, use the word "cite" to include both giving evidence and identifying where in the text the evidence comes from. You can stretch vocabulary to use both noun and verb forms for key terms in this lesson, such as using "infer," the verb form of "inference." You may also use the word "imply," as in "The text implies or gives an implicit detail that Jody is a nice person. What textual evidence supports a reader's inference that Jody is nice?" When students use alternate vocabulary, such as "the text says...", allow them to complete their thoughts; then repeat back to them, "The text states explicitly that..."

ACTIVITIES FOR THE ADVANCED LEARNER

- Give students inferences they would like readers to draw. They can write brief stories that prove the inferences. Then they can trade with partners to see if readers can identify the inferences from the textual evidence they provide. For example, give students claims such as “It will probably not rain today” or “Maxfield is a selfish cat.”