

Read Closely, then Infer with Evidence

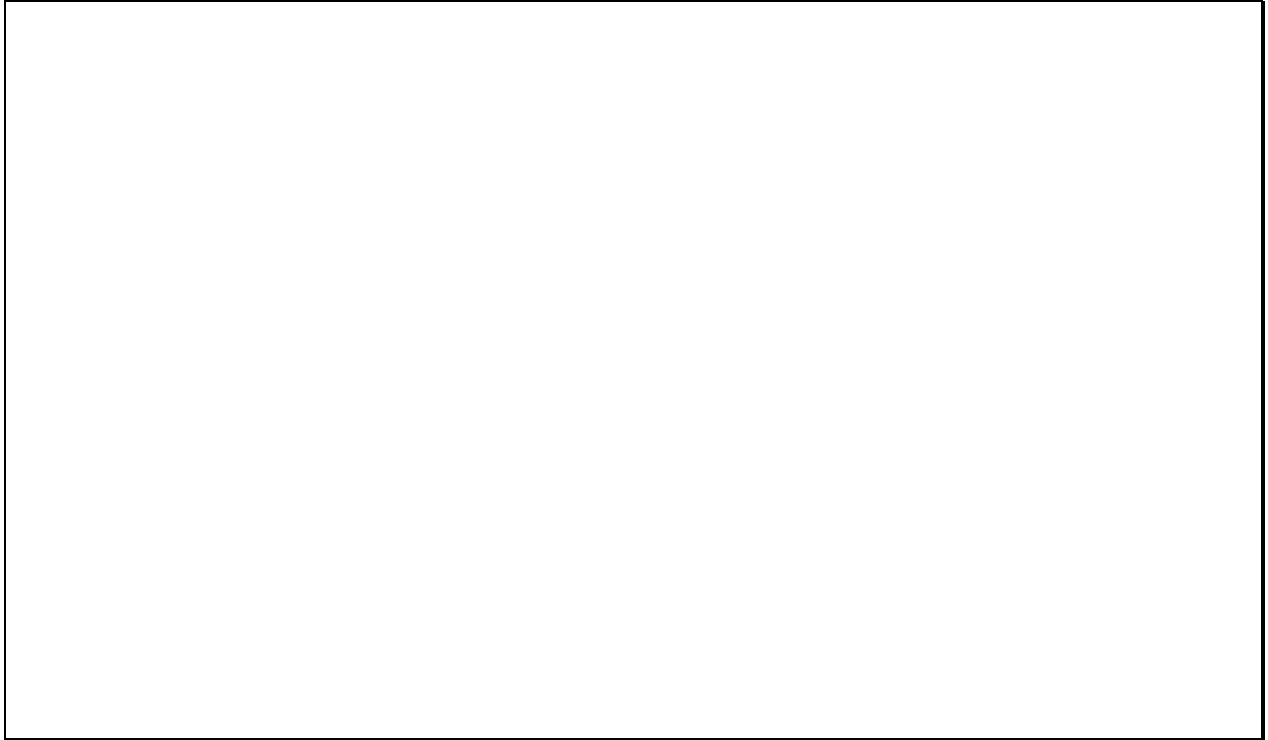
Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	READING LITERATURE	READING NONFICTION
K	With prompting and support, ask and answer questions about key details and events in a text.	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Show to Tell

CCSS Anchor Reading Standard 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.

Draw a picture that shows what you learned.



Then show your picture to another student.

Ask them to write what they see and think about what your picture shows.

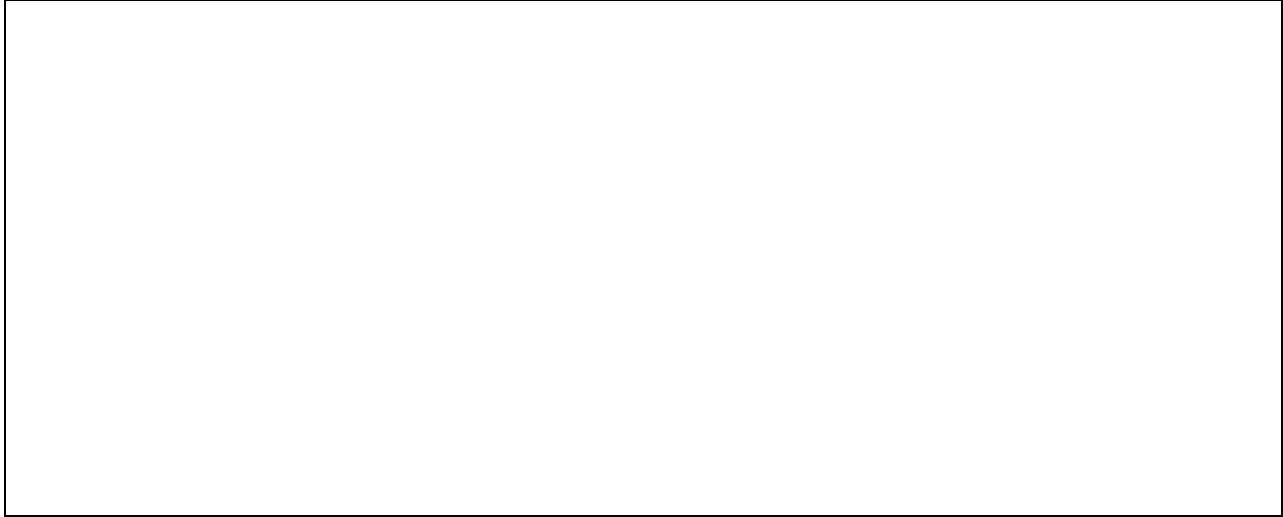
I see _____

I think _____

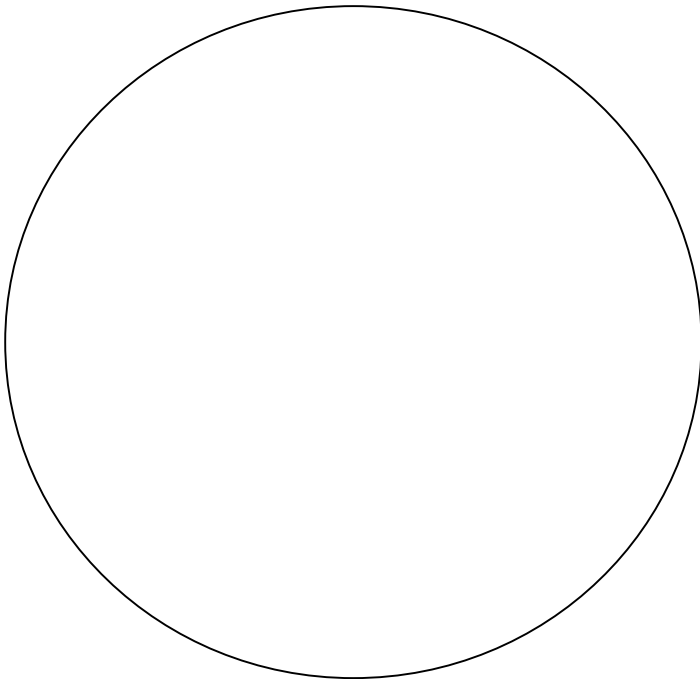
What Happened? Read closely, draw with details.

CCSS Anchor Reading Standard 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.

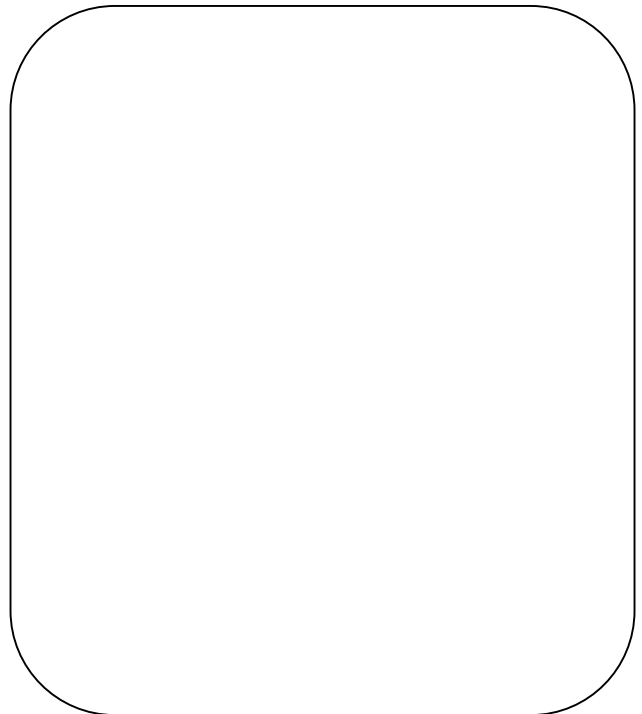
The Place



A Person



An Important Event



Write to tell about what happened.

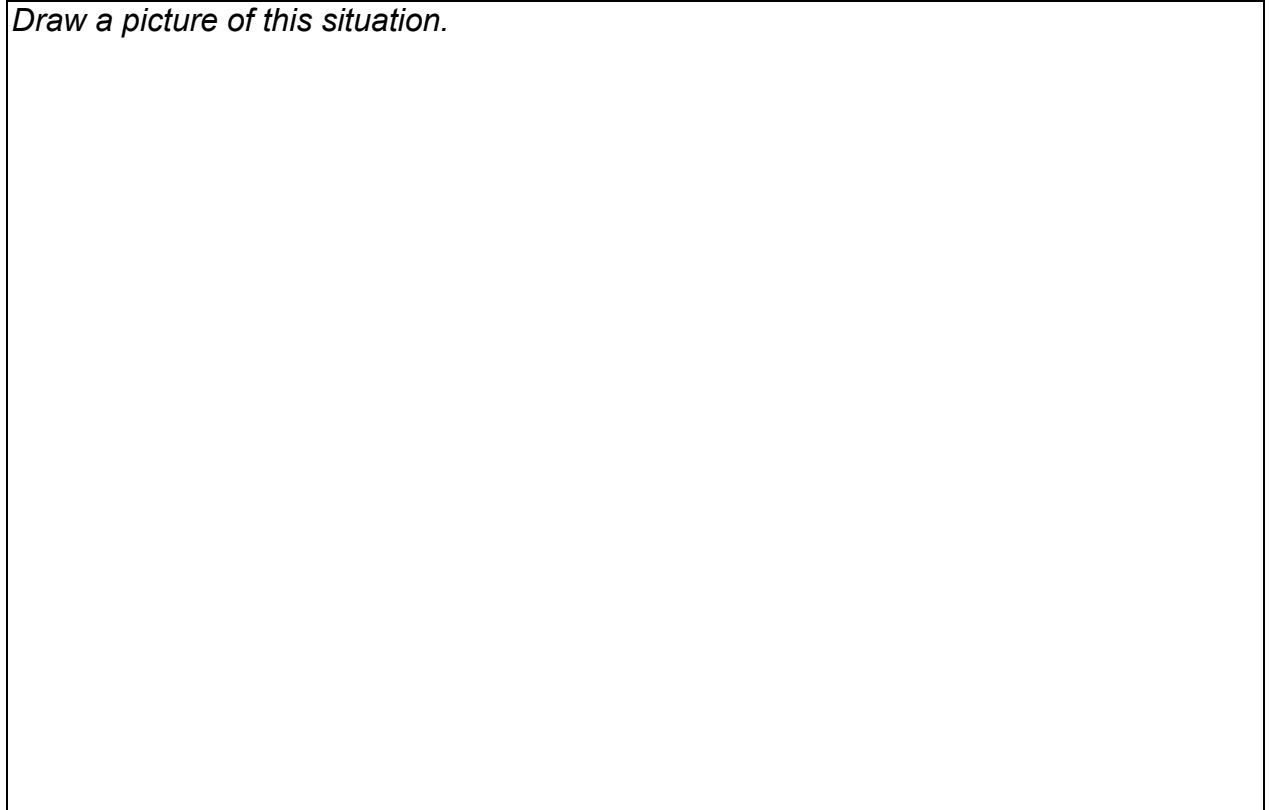
Picture a situation

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This activity is applicable to any profile, history or story.

Students read the text independently.

Draw a picture of this situation.



Write about it.

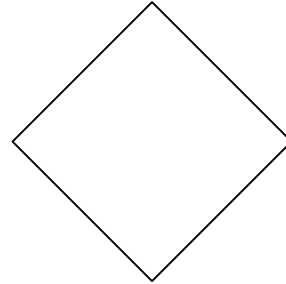
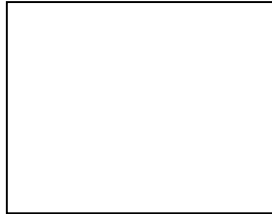
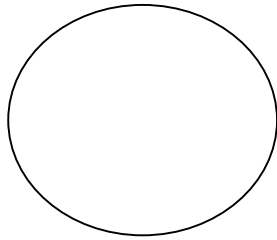
- Write as if you were there.
- Write about a day in your life.



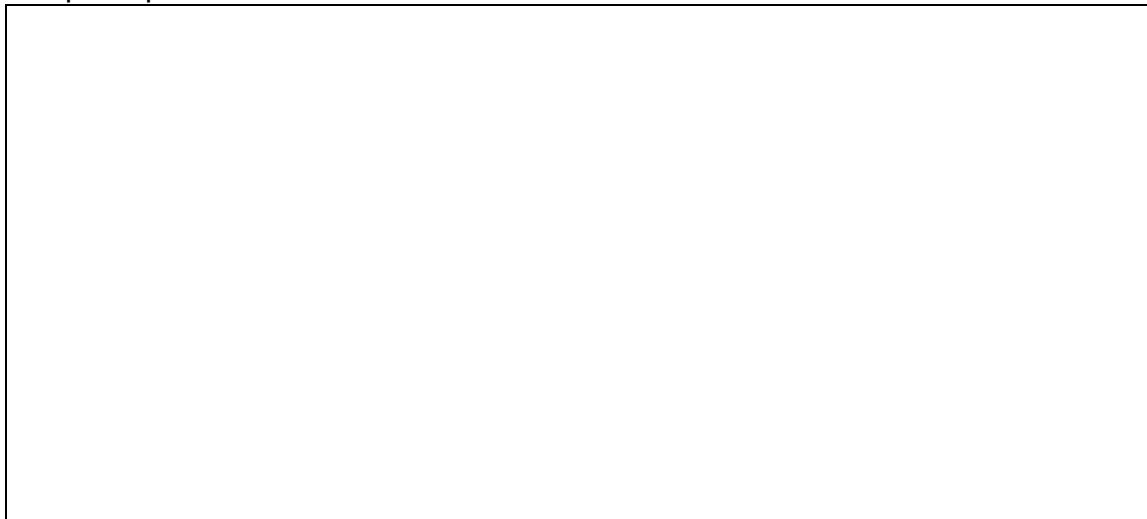
Situation/History Mapper

CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

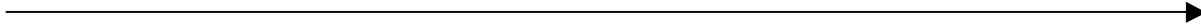
Draw three persons who are in it.



Map the place.



Sequence the Events.



Write what those persons might have said about one of those events.



Problem and Solution in Ancient Mexico

CCSS Anchor Reading Standard 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.

People in every community need food. When Tenochtitlan was a small village, each family got its own food, and everyone in the family worked to hunt or gather food to work. Then, as has happened throughout history, more and more people lived in the community, which became more settled and required a steady food supply. As in other communities, the Aztecs who lived in Tenochtitlan began to farm. Soon, though, they even ran out of farm land. So they developed a new kind of agricultural technique.

To add farm land, the Aztecs built floating gardens in the water of the lake they lived near. These gardens were created inside huge baskets. The Aztecs floated the baskets on the water and then filled them with soil from the bottom of the lake. They planted their crops in the soil in the baskets. At first the baskets were tied to each other and the land and were not anchored. Then the roots of the plants grew down to the lake bottom. The roots held the baskets firmly in place, and eventually created a kind of landfill. The Aztecs grew crops all year in the floating gardens. Today, you can see the location of these floating gardens in a place within Mexico City.

Draw pictures to show this situation. (*Good readers visualize what they read.*)

Underline the parts of the history you show in your drawing--Read closely to determine what the text says explicitly

Make logical inferences:

Write about this history as if you were there.

Include the following inferences in your writing:

- ✓ *Who are you?*
- ✓ *What's important to you?*
- ✓ *What do you think about this problem and solution?* ✓ *Why?*



Historia en Imagen

Lee esta historia. Después dibuja lo que encuentres—muestra lo que dice.

La gente en cada comunidad necesita comida. Cuando Tenochtitlan era una pequeña aldea, cada familia obtenía su propia comida y cada uno en la familia trabajaba para cazar o reunir comida para trabajar. Después mas y más gente vivió en la comunidad, la cual llegó a ser mas poblada. Toda la gente requirió un constante suministro de comida. Los Aztecas quienes vivieron en Tenochtitlan empezaron a cultivar. Pronto, sin embargo, necesitaron mas tierra cultivable. Así que desarrollaron una nueva clase de técnica agrícola.

Para agregar tierra cultivable, los Aztecas construyeron jardines flotantes en el agua del lago cercano a donde vivían. Estos jardines fueron creados en enormes cestas. Las mujeres ayudaron a hacerlas. Los hombres usaron botes para llevarlas al lago. Los Aztecas flotaron las cestas y después las llenaron con tierra del fondo del lago.

Ellos plantaron sus cultivos en la tierra en las cestas. Primero las cestas fueron amarradas unas con otras y la tierra y no fueron ancladas. Entonces las raíces de las plantas crecieron hacia abajo al fondo del lago. Las raíces agarraron las cestas firmemente en el lugar, y eventualmente crearon una clase de relleno de tierra. El clima era caliente. Los Aztecas desarrollaron cultivos todo el año en los jardines flotantes. Los niños ayudaron a reunir la comida. Hoy, puedes ver la localización de estos jardines flotantes en un lugar dentro de la ciudad de México.



¿Cuál es un buen título para esta historia? (¿Cuál es la idea principal?)



How we will increase students' ability to

Read closely

Then

INFER with evidence