CLAREZA ACADEMY

Grade 4 -- Reading Reading

Free sample: Unit 1, Lessons 1 to 8

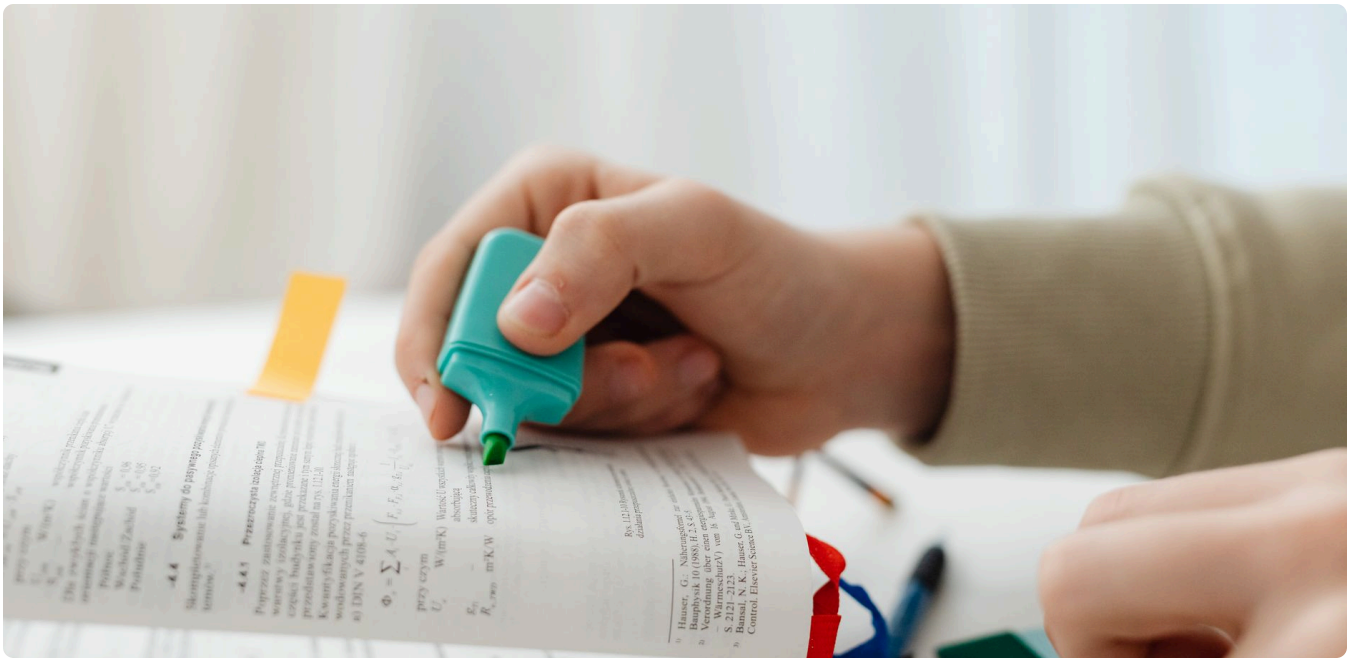
These are 8 lessons from *Clareza Grade 4: Reading*, a fourth grade year a parent runs at the kitchen table. Each lesson is a short script for you, a page to read together, and a practice sheet you may copy for your household. Answers are at the back.

Clareza Grade 4: Reading. Sample edition.

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Clareza is a secular curriculum. Standards references: Common Core State Standards and the Next Generation Science Standards.



READING · UNIT 1

Reading Between the Lines: Inference with Evidence

This unit teaches your child to build a conclusion from a specific quoted sentence, not from a feeling or from outside knowledge. Last year they could find a sentence someone else pointed them to; this year they pick their own evidence and explain how it supports their claim.

In this unit

1. Inference or just a guess
2. Quoting the exact sentence
3. Make your own inference
4. Connecting quotes to claims
5. Two inferences, one sentence
6. Context clues for new words
7. Does the quote fit
8. Inferences in a new text

READING · UNIT 1 · LESSON 1

Inference or just a guess

Goal: Students distinguish an inference supported by a quoted sentence from a claim with no textual support.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** A detective never just guesses who did it. She points to one clue and says, 'This proves it.' Today you're the detective. Every guess you make about a story needs one exact sentence as proof.
   Look for: Student engages with the detective framing; no response required yet.
2. **Say:** An inference is a smart guess made from a clue in the text. A supported inference points to one sentence that matches the claim. If there's no matching sentence, it's just a guess.
   Look for: Student can restate: inference needs a matching sentence, not just any sentence.
3. **Say:** Read this: 'Maria zipped her coat and pulled her hood up. She dug her mittens out of her backpack.' Claim: it is cold outside. Which sentence proves it? Check it yourself: does the sentence mention something cold-related? Mittens, yes, that matches.
   Look for: Student sees that the chosen sentence's content connects to the claim's meaning, not just its presence in the text.
4. **Say:** Now a trickier one: 'Marcus checked the scoreboard twice. He chewed his thumbnail.' Claim: Marcus loves pizza. Is there a sentence about pizza or food? No. So this claim has no evidence, it's a guess.
   Look for: Student identifies that neither sentence connects to the claim, so the claim is unsupported.
5. **Say:** New passage: 'The dog's bowl was empty. Its leash hung untouched by the door.' Claim: the dog has not been walked today. Find the one sentence that proves it, and tell me why it matches.
   Look for: Student picks 'leash hung untouched by the door' and explains it connects to 'not walked,' not the empty bowl sentence.
6. **Say:** You just checked if a sentence actually matches a claim, not just if it's in the text. Now you'll practice sorting supported inferences from unsupported guesses on your own.
   Look for: Student is ready to move into independent practice items.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

An inference is a smart guess you make using clues from the text. A good inference points to one exact sentence that supports it. A weak guess just sounds okay but has no sentence behind it. Think of a detective: they don't just guess who did it. They point to a clue. 'The floor was wet' is a clue for 'someone spilled water.' No clue, no case.

Going further: An inference is a conclusion drawn from clues in a text, not from outside knowledge. Every supported inference names a specific quoted sentence that backs it up. A claim with no quoted sentence, or one paired with an irrelevant quote, is unsupported. The quoted sentence must actually connect to the claim's meaning, not just appear somewhere in the passage.

Watch it work

Passage: 'Maria zipped her coat and pulled her hood up. She dug her mittens out of her backpack.' Claim: It is cold outside. Which sentence supports this claim?

1. Read the claim: 'It is cold outside.'
2. Look for a sentence that gives a clue matching that claim.
3. 'She dug her mittens out of her backpack', mittens and a zipped coat are clues for cold weather.
4. This sentence supports the claim, so the inference is backed by evidence.

The idea: A supported inference points to one sentence whose clue matches the claim's meaning.

Passage: 'Marcus checked the scoreboard twice. He chewed his thumbnail and would not sit down.' Claim: Marcus loves pizza. Which sentence supports this claim?

1. Read the claim: 'Marcus loves pizza.'
2. Scan both sentences for a clue about pizza or food.
3. Neither sentence mentions food, eating, or pizza at all.
4. No sentence connects to the claim, so this is an unsupported guess, not an inference.

The idea: If no sentence in the passage connects to the claim, the claim is a guess, not a supported inference.

Practice: Inference or just a guess

1. Passage: 'Lena's shoes were covered in mud. Grass clung to her socks.' Claim: Lena was outside. Which sentence best supports this claim?

- (A) 'Lena's shoes were covered in mud.'
- (B) No sentence is needed if the claim seems true.
- (C) Lena probably loves nature, based on what I know about kids who play outside.

2. Passage: 'Jake yawned three times during class. His eyes kept closing.' Claim: Jake is tired. Which sentence best supports this claim?

- (A) Jake is probably tired because kids his age don't get enough sleep.
- (B) 'His eyes kept closing.'
- (C) Any sentence works, since both are from the same passage.

3. Passage: 'The library was silent. A cat slept on the windowsill.' Claim: people are reading quietly in the library. Which sentence best supports this claim?

- (A) 'A cat slept on the windowsill.'
- (B) 'The library was silent.'
- (C) Libraries are always quiet places, so this must be true.

4. Passage: 'Ben's stomach growled loudly. He kept glancing at the clock near the kitchen.' Claim: Ben is hungry. Which sentence best supports this claim?

- (A) No sentence is really needed, since it's obvious Ben is hungry.
- (B) 'He kept glancing at the clock near the kitchen.'
- (C) 'Ben's stomach growled loudly.'

5. Passage: 'Coach blew the whistle twice. The players lined up on the sideline.' A student claims: the team just won the championship. Is this claim supported by a sentence in the passage?

- (A) Yes, because teams usually celebrate after games like this.
- (B) No, neither sentence mentions winning or a championship.
- (C) Yes, 'Coach blew the whistle twice' proves it.

6. Passage: 'The car's tank light blinked red. Dad pulled into a station off the highway.' A student claims: the family was almost out of gas. Which sentence best supports this?

(A) 'Dad pulled into a station off the highway.'

(B) This sounds true, so no exact sentence is needed. (C) 'The car's tank light blinked red.'

7. Passage: 'Tia wiped sweat from her forehead. Her brother waited by the gate.' Claim: Tia was hot. Which sentence best supports this claim?

(A) Tia wiped sweat from her forehead. (B) Her brother waited by the gate.

(C) No sentence is needed, because the claim sounds fine.

8. Passage: 'The baby rubbed her eyes and yawned. A red ball sat in the corner.' Claim: The baby is sleepy. Which sentence best supports this claim?

(A) Any guess is an inference, so no clue is needed.

(B) The baby rubbed her eyes and yawned. (C) A red ball sat in the corner.

9. Passage: 'The bakery smelled of warm bread. A line of customers stretched out the door.' Claim: The bakery is popular. Which sentence best supports this claim?

(A) No sentence is needed, since bakeries are often popular.

(B) The bakery smelled of warm bread. (C) A line of customers stretched out the door.

10. Passage: 'Mr. Lee locked the shop door and turned off the lights. He walked slowly to his car.' A student claims: Mr. Lee was angry at a customer. Is this claim supported by a sentence in the passage?

(A) Yes, he walked slowly, so that shows he was angry.

(B) Yes, it sounds reasonable, so no sentence is needed.

(C) No, no sentence shows he was angry at a customer.

11. Passage: 'The garden gate hung open. Fresh paw prints crossed the soft dirt. Mrs. Ortiz's tomato plants were flattened. A neighbor's dog barked far away.' Claim: An animal had walked through the garden. Which sentence best supports this claim?

(A) The garden gate hung open. (B) Fresh paw prints crossed the soft dirt.

(C) A neighbor's dog barked far away.

12. Passage: 'Kai's team lost the match by one goal. He sat alone and stared at his shoes. The bus was parked by the field.' Claim: Kai did not want to talk to anyone. Which choice best supports this claim?

(A) Kai's team lost the match by one goal.

(B) No sentence is needed; players who lose usually want quiet.

(C) He sat alone and stared at his shoes.

Quoting the exact sentence

Goal: Students quote the exact sentence from a short passage that supports a given inference.

About 18 minutes

SUPPORT

Teach it FOR THE PARENT

1. **Say:** I think my cat is hungry. Want to know how I know, without guessing?
   Look for: Student shows curiosity about proving a guess with a clue.
2. **Say:** An inference is a smart guess using text clues. To prove it, we quote the exact sentence with that clue. Not any true sentence. The sentence must match our specific guess.
   Look for: Student can restate that evidence must connect to the guess, not just be true.
3. **Say:** Let's try one. Mia grabbed her umbrella and boots. She glanced at dark clouds rolling in. My guess: it will rain. Which sentence proves that guess?
   Look for: Student points to the cloud sentence, not the umbrella sentence, and explains the clue match.
4. **Say:** Why doesn't 'she grabbed her umbrella and boots' prove the guess by itself?
   Look for: Student notices that sentence is about her actions, not a clue about weather coming.
5. **Say:** New passage: Sam's hands shook as he opened the envelope. His teacher said grades arrive today. Guess: Sam feels nervous. Find the exact sentence that proves it.
   Look for: Student quotes the shaking-hands sentence exactly, not the teacher sentence.
6. **Say:** Could you use the word 'nervous' from your own head instead of quoting the text? Why not?
   Look for: Student explains that outside knowledge alone is not evidence; the text sentence is required.
7. **Say:** Now you'll practice this on new passages. Read the guess first, then hunt for the one matching sentence.
   Look for: Student is ready to start independent practice items.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

An inference is a smart guess that uses clues from the text. To prove your guess, find the exact sentence that gives the clue. Do not use a sentence just because it is true. The sentence must actually connect to your guess. Think of it like pointing at footprints to prove someone walked by, not just pointing at any object in the yard.

Going further: When you make an inference, you combine a text clue with your own knowledge. To support that inference, you quote the sentence holding the clue. The sentence must relate to your specific guess. A true sentence that does not connect to the guess is not evidence. Check the sentence against the inference before you quote it.

Watch it work

Passage: 'Mia grabbed her umbrella and boots before leaving. She glanced at the dark clouds rolling in.' Inference: It is probably going to rain. Which sentence supports this inference?

1. Read the inference first: it is probably going to rain.
2. Look for a sentence with a rain-related clue.
3. 'She glanced at the dark clouds rolling in' matches the clue.
4. Quote that exact sentence as the evidence.

The idea: The right sentence must connect to the specific guess, not just be true.

Passage: 'Sam's hands shook as he opened the envelope. His teacher had said grades would arrive today.' Inference: Sam feels nervous. Which sentence supports this inference?

1. Read the inference first: Sam feels nervous.
2. Nervous people often show shaking or fidgeting.
3. 'Sam's hands shook as he opened the envelope' shows this clue.
4. Quote that exact sentence, not the sentence about the teacher.

The idea: A true sentence about the passage is not evidence unless it matches the guess.

Practice: Quoting the exact sentence

1. Passage: 'Jake put on his heaviest coat. He wrapped a scarf twice around his neck.' Inference: It is cold outside. Which sentence supports this inference?

(A) Jake likes cold weather. (B) Jake put on his heaviest coat.

(C) Jake is a careful dresser.

2. Passage: 'The dog barked loudly at the door. Someone knocked three times.' Inference: A visitor has arrived. Which sentence supports this inference?

(A) Someone knocked three times. (B) Dogs always bark at visitors.

(C) The dog barked loudly at the door.

3. Passage: 'Maria's stomach growled during class. She kept glancing at the clock near lunchtime.' Inference: Maria is hungry. Which sentence supports this inference?

(A) She kept glancing at the clock near lunchtime.

(B) Maria's stomach growled during class. (C) Maria likes to eat lunch with friends.

4. Passage: 'Tom slammed his locker shut. He crumpled the test paper and threw it in the trash.' Inference: Tom did poorly on the test. Which sentence supports this inference?

(A) He crumpled the test paper and threw it in the trash.

(B) Tom probably studied the wrong material. (C) Tom slammed his locker shut.

5. Passage: 'The kitchen smelled like burnt toast. Smoke curled near the ceiling fan.' Inference: Someone burned breakfast. Which sentence supports this inference?

(A) The kitchen smelled like burnt toast. (B) Smoke curled near the ceiling fan.

(C) Someone forgot to set a timer.

6. Passage: 'Coach blew the whistle twice. The players ran straight to the bench for water.' Inference: Practice is taking a break. Which sentence supports this inference?

(A) The players ran straight to the bench for water.

(B) The team was probably tired from running. (C) Coach blew the whistle twice.

7. Passage: 'Mia grabbed her swimsuit and a towel. The bus honked at the corner.' Inference: Mia is going swimming. Which sentence supports this inference?

(A) No sentence needed; it sounds right. (B) The bus honked at the corner.

(C) Mia grabbed her swimsuit and a towel.

8. Passage: 'The baby rubbed her eyes and yawned. A toy truck sat on the rug.' Inference: The baby is tired. Which sentence supports this inference?

(A) A toy truck sat on the rug. (B) The baby rubbed her eyes and yawned.

(C) Any sentence from the story works.

9. Passage: 'The room was packed with families and friends. Leo's hands shook as he stepped on stage.' Inference: Leo is nervous. Which sentence supports this inference?

(A) No quote needed; the guess sounds reasonable.

(B) Leo's hands shook as he stepped on stage.

(C) The room was packed with families and friends.

10. Passage: 'The garden hose lay dripping on the grass. Red tomatoes grew on the tall plants.' Inference: Someone watered the garden. Which sentence supports this inference?

(A) It sounds reasonable, so skip the quote. (B) Red tomatoes grew on the tall plants.

(C) The garden hose lay dripping on the grass.

11. Passage: 'Kara's backpack was full of library books. Her mom's car was gone from the driveway. She patted every pocket at the door.' Inference: Kara cannot find her house key. Which sentence supports this inference?

(A) Kara's backpack was full of library books. (B) She patted every pocket at the door.

(C) Her mom's car was gone from the driveway.

12. Passage: 'Jo pushed her cart down the dairy aisle. The milk shelf was totally empty today. Next to it, cheese was stacked high.' Inference: The store ran out of milk. Which sentence supports this inference?

(A) The milk shelf was totally empty today. (B) Jo pushed her cart down the dairy aisle.

(C) Next to it, cheese was stacked high.

Make your own inference

Goal: Students generate their own inference from an unstated clue and identify supporting text.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** A clue sentence hides more than it says. Look: 'Sam's backpack was soaked, and puddles trailed behind him into class.' What do you think happened to Sam?
   Look for: Student guesses something like 'Sam walked in the rain' or 'Sam got wet outside.'
2. **Say:** That guess is an inference. It's not stated. You built it from clues: soaked backpack, puddles. The clue sentence is your evidence. It's the proof for your guess.
   Look for: Student can name the clue sentence as the evidence, not just repeat the guess.
3. **Say:** Could you have guessed 'Sam spilled juice on himself' from that same sentence? Why or why not?
   Look for: Student says no, because puddles trailing behind and being soaked point to rain, not juice.
4. **Say:** Let's do one together. Clue: 'The library was silent, and every chair sat empty except one, tucked in the back corner.' What can we infer? Watch how I find my evidence.
   Look for: Student follows along and can point to the same sentence as proof.
5. **Say:** Your turn. Clue: 'Jenna's plate was empty, but she kept glancing at her brother's slice of pie.' What can you infer? Which words are your evidence?
   Look for: Student writes an inference like 'Jenna wants more pie' and quotes the exact clue sentence.
6. **Say:** Did you quote the exact sentence, or did you just describe the scene in your own words?
   Look for: Student identifies whether they truly quoted text or only paraphrased.
7. **Say:** Now you'll practice this on your own. Every answer needs two parts: your inference, and the exact sentence that proves it.
   Look for: Student understands both parts are required, not just one.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

An inference is a smart guess. You make it from a clue sentence, not from thin air. Think of footprints in snow leading to a broken fence. You didn't see the dog jump the fence. But the footprints are evidence, a clue that proves your guess. Your job: write your guess, then point to the exact sentence that gave you the clue. No sentence, no proof.

Going further: An inference is a conclusion you draw from a clue, not stated outright by the author. Evidence is the exact sentence that supports your inference. The two must connect: the sentence must actually justify your claim. A true sentence that doesn't relate to your guess is not evidence, even if it's in the text. Always ask: does this exact line make my guess believable?

Watch it work

Clue: "Maya's hands shook as she opened the envelope, and she read it three times before she smiled." What can you infer about the letter?

1. Read the clue sentence closely. Look for feeling words: shook, read three times, smiled.
2. Shaking hands can mean nervous. A smile at the end can mean good news.
3. Put it together: Maya was nervous, but the letter turned out to be good news.
4. Check the evidence: the same sentence gives both clues. It supports the claim directly.

The idea: Feeling words and actions in one sentence can combine into a single inference.

Clue: "The kitchen counter was covered in flour, and a birthday cake sat cooling by the window." What can you infer about what happened in the kitchen?

1. Find the details: flour on the counter, a cooling cake.
2. Flour on a counter after baking is a sign someone just baked.
3. Infer: someone recently baked a cake in this kitchen.
4. Match evidence: the same sentence names both flour and the cake, so it supports the claim.

The idea: Two small details in one sentence often point to the same larger event.

Practice: Make your own inference

1. Clue: "Ben's shoes were caked in mud, and his mother pointed at the door before he could take one step inside." What can you infer?

- (A) Ben likes to play outside in the mud.
- (B) Ben's mother wants him to clean his shoes before entering.
- (C) Ben's mother is angry that he lost his shoes somewhere out in the mud.
- (D) Ben's mother is happy to see him.

2. Clue: "The dog's food bowl sat untouched, and he lay flat on the porch, not lifting his head." What is a good inference?

- (A) The dog does not like his food brand.
- (B) The dog is not feeling well.
- (C) The dog just went for a long walk.

3. Clue: "Grandpa kept checking his watch, and he stood by the door with his coat already on." Which sentence is the BEST evidence for 'Grandpa is waiting to leave'?

- (A) Grandpa often tells long stories about his youth, back when he was a boy growing up on the farm.
- (B) Grandpa is an old man who likes his routines, and he does the same things at the same time every day.
- (C) "Grandpa kept checking his watch, and he stood by the door with his coat already on."

4. Clue: "The trophy case had one empty shelf. Coach Diaz kept the lights off in that corner." What can you infer about that shelf?

- (A) Coach Diaz forgot to turn the lights on that day.
- (B) Something used to be on that shelf and is now missing.
- (C) The school is saving money on electricity.

5. Clue: "Mia's hands were stained purple, and there were three baskets of berries by the back door." Which sentence best supports 'Mia has been picking berries'?

(A) "Mia's hands were stained purple, and there were three baskets of berries by the back door."

(B) Mia loves spending time outdoors in summer.

(C) Mia probably picked berries because kids like fruit.

6. Clue: "Every light in the house was off except one window upstairs, and a shadow moved slowly across the curtain." What can you infer?

(A) The family forgot to turn off that light. (B) The house is haunted by a ghost.

(C) Someone is still awake in the upstairs room.

7. Clue: "Lena's umbrella dripped by the door, and her boots left wet prints on the floor." What can you infer?

(A) Lena wants to buy a brand new umbrella soon.

(B) It was raining outside before Lena came in.

(C) Lena walked a very long way to school today.

8. Clue: "Tara's cheeks were red, and she kept wiping her eyes while she held the torn kite." What is a good inference?

(A) Her little brother tore the kite on purpose. (B) Tara is sad that her kite is ruined.

(C) Tara got the kite as a birthday gift.

9. Clue: "Sam yawned twice and rubbed his eyes. The hallway smelled like pancakes." Which sentence is the BEST evidence for 'Sam is sleepy'?

(A) The hallway smelled like pancakes. (B) Sam stayed up much too late last night.

(C) Sam yawned twice and rubbed his eyes.

10. Clue: "Every chair in the cafeteria was flipped up on the tables. A janitor pushed a wide mop across the floor, and the clock above the door read 5:40." What can you infer?

(A) The school day is over and the room is being cleaned.

(B) Lunch will start in a few minutes. (C) The janitor is new and still learning the job.

11. Passage: "Mr. Okoye handed back the spelling tests face down. Jada slid hers into her desk without a glance. When Ravi asked how she did, she said 'Fine' in a tiny voice." Which choice gives an inference AND the evidence that really supports it?

- **A** Jada did not study, since students who do poorly usually skip it.
- **B** Jada is upset about her score; she hid the test and spoke softly.
- **C** Jada dislikes Ravi; the text says he asked about her test score.

12. Passage: "Eli packed his bag the night before and zipped it shut. His shoes sat by the front door, laces already tied. At breakfast, Eli only stirred his cereal and stared." Which sentence is the BEST evidence for 'Eli is nervous about today'?

- **A** His shoes sat by the front door, laces already tied.
- **B** At breakfast, Eli only stirred his cereal and stared.
- **C** Eli packed his bag the night before and zipped it shut.

READING · UNIT 1 · LESSON 4

Connecting quotes to claims

Goal: Students explain in one sentence how their quoted evidence connects to their claim.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** You already pick a quote that matches a claim. Today we add one sentence. That sentence explains WHY the quote proves the claim.
   Look for: Student attention on the new step: explaining the link, not finding the quote.
2. **Say:** A claim and a quote sitting together is not enough. You need a bridge sentence. It names a detail in the quote. Then it says what that detail proves.
   Look for: Student can restate that a connecting sentence names a detail and states what it proves.
3. **Say:** Claim: the dog was scared. Quote: 'his paws trembled.' Watch me build the bridge. I say: this shows fear because trembling means scared. Did I name the detail? Did I say what it proves?
   Look for: Student confirms both parts are present: named detail, stated meaning.
4. **Say:** Here is a new claim: Sam was proud of his drawing. Quote: 'He held it up and grinned at everyone.' Tell me the detail and what it proves.
   Look for: Student names 'held it up and grinned' and links it to pride or happiness.
5. **Say:** New problem. Claim: the cat was hungry. Quote: 'She meowed loudly and pawed at her empty bowl.' Write one connecting sentence.
   Look for: A single sentence naming 'meowed' or 'empty bowl' and linking it to hunger.
6. **Say:** Now you will practice this on your own. Some quotes will be true but not connect to the claim. Watch for those.
   Look for: Student ready to distinguish relevant quotes from true-but-unrelated ones in practice items.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

You already know how to pick a quote that matches a claim. Now you take one more step. You explain WHY the quote proves your claim. Think of it like a bridge. Your claim is on one side. Your quote is on the other side. The connecting sentence is the bridge that joins them. You might write: 'This quote shows the claim because it says the dog was shaking with fear.' The word 'because' builds the bridge.

Going further: A claim is a statement you believe about a text. Evidence is a quote from the text that backs up your claim. Many students stop after picking a matching quote. That is only half the job. You must add a connecting sentence. It names the exact word or detail in the quote. Then it says how that detail proves the claim. This sentence usually starts with 'because' or 'this shows.' Without it, the quote just sits next to the claim, unconnected.

Watch it work

Claim: The old dog was scared of the storm. Quote: 'His paws trembled and he hid under the bed.'

1. Find the exact detail in the quote. Here it is 'paws trembled' and 'hid under the bed.'
2. Ask: what feeling do these actions show? Trembling and hiding show fear.
3. Write one sentence linking the detail to the claim. 'This quote shows he was scared because trembling and hiding are signs of fear.'
4. Check: does the sentence name the quote's detail? Yes, it names trembling and hiding.

The idea: Name the exact detail in the quote, then say what feeling or fact it proves.

Claim: Maya was excited about the trip. Quote: 'She packed her bag three days early and checked it twice.'

1. Find the exact detail. Here it is 'packed three days early' and 'checked it twice.'
2. Ask: what does packing early and checking twice usually mean? It means someone cannot wait.
3. Write one sentence linking the detail to the claim. 'This quote shows she was excited because packing early means she could not wait.'
4. Check: the sentence points to the early packing, not just the trip in general.

The idea: A good connecting sentence explains the detail's meaning, not just the topic.

Practice: Connecting quotes to claims

1. Claim: The boy was nervous before his speech. Quote: 'His hands shook as he held his notecards.' Which sentence best connects them?

- **A** He held notecards for his speech, so he was ready to talk in front of the class.
- **B** Speeches are scary for most kids, so the boy was probably scared of his speech too.
- **C** This shows he was nervous because shaking hands often show fear.

2. Claim: Ana loved painting. Quote: 'She spent every free hour with her brushes.' Which sentence connects the quote to the claim?

- **A** This shows she loved painting because spending every free hour on something shows love for it.
- **B** Ana has brushes at home in her room, so she was able to paint whenever she wanted to during the day or evening.
- **C** Most kids like art class at school, so Ana probably liked painting the way other kids like drawing in class.

3. Claim: The town was quiet at night. Quote: 'Only the streetlights hummed above the empty road.' Pick the best connecting sentence.

- **A** This shows the town was quiet because an empty road and only a hum means no noise or people.
- **B** The town had streetlights along the road, so people could see at night when they walked around outside.
- **C** Small towns are usually quiet places at night, so this town was probably quiet like the other ones.

4. Claim: Jamal was tired after practice. Quote: 'The coach blew the whistle and everyone jogged to the water fountain.' Does this quote support the claim?

- **A** Yes, because practice always makes kids tired.
- **B** No, this quote does not mention Jamal being tired.
- **C** Yes, because it is from the same passage.

5. Claim: The garden was neglected. Quote: 'Weeds tangled through the broken fence and the flowers had wilted.' Choose the best connecting sentence.

- (A) Gardens need a lot of daily work to keep them looking nice, so this one probably needed a lot of daily work as well.
- (B) The fence in the garden was broken in a few places along the side, so the weeds could grow right through the gaps in it.
- (C) This shows the garden was neglected because tangled weeds and wilted flowers mean no one cared for it.

6. Claim: Lena felt guilty. Quote: 'She could not look her mom in the eye and kept twisting her sleeve.' What is the best connecting sentence?

- (A) Lena has a sleeve on her shirt, and she was twisting it around and around while standing near her mom in the kitchen.
- (B) This shows she felt guilty because avoiding eye contact and fidgeting are signs of guilt.
- (C) Kids often feel bad after they get into trouble at home, so Lena probably felt bad about something too.

7. Claim: The puppy was hungry. Quote: 'He gobbled his food and licked the empty bowl.' Which sentence best connects them?

- (A) This quote shows the claim because he gobbled his food fast.
- (B) This quote shows the claim because it is a sentence in the passage.
- (C) This quote shows the claim because it sounds like a true thing.

8. Claim: Mia was excited for the trip. Quote: 'She packed her bag three days early and hummed all morning.' Which sentence connects the quote to the claim?

- (A) This quote shows the claim because it seems like she was excited.
- (B) This quote shows the claim because she packed early and hummed.
- (C) This quote shows the claim because Mia probably loves to pack bags.

9. Claim: The morning was cold. Quote: 'Sam pulled his hat low and tucked his chin into his scarf.' Pick the best connecting sentence.

- (A) This quote shows the claim because it is a sentence from the story.
- (B) This quote shows the claim because Sam pulled on a hat and scarf.
- (C) This quote shows the claim because mornings sound cold to me.

10. Claim: The old barn was unsafe. Quote: 'The roof sagged, and one wall leaned toward the road.' Choose the best connecting sentence.

- **A** This quote shows the claim because someone probably got hurt in the barn once.
- **B** This quote shows the claim because it describes the barn in the passage.
- **C** This quote shows the claim because a sagging roof and leaning wall might fall.

11. Claim: Mr. Ortiz was a patient teacher. Quote: 'When Eli missed the question a third time, Mr. Ortiz smiled and explained it again.' What is the best connecting sentence?

- **A** This quote shows the claim because most teachers are patient when kids struggle.
- **B** This quote shows the claim because he smiled and explained again after three misses.
- **C** This quote shows the claim because it names Eli, Mr. Ortiz, and a question.

12. Claim: The twins were competitive. Quote: 'Each time Rosa ran faster, Tia pushed her legs harder to pass her.' What is the best connecting sentence?

- **A** This quote shows the claim because each twin works to beat the other.
- **B** This quote shows the claim because it mentions both twins by name in the text.
- **C** This quote shows the claim because Tia is probably mean and hates losing games.

Two inferences, one sentence

Goal: Students compare two different, text-supported inferences drawn from the same sentence.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** One sentence can hide more than one clue. Read this sentence: 'Sam grabbed an umbrella and pulled on his boots before running out the door.' What might Sam be thinking?
   Look for: Student offers at least one idea, like 'it might be raining' or 'he is in a hurry.'
2. **Say:** You already know how to find one good inference with a clue behind it. Today we compare two inferences from the same sentence. A good pair is different ideas, and each one has its own clue.
   Look for: Student can restate that two inferences must differ and each needs a text clue.
3. **Say:** Here is how to compare two inferences for Lily's sentence about muddy shoes and a dripping coat. Check each one for a clue. Then check if they say different things.
   Look for: Student follows the two checks: clue present, and ideas are different.
4. **Say:** In the Ben example above, inference B just repeated A in new words. Why did that pair fail?
   Look for: Student says B added no new claim, so the pair was not a real comparison.
5. **Say:** New sentence: 'Priya kept checking her backpack and looking down the street.' Inference A: Priya is waiting for a bus. Inference B: Priya is worried she forgot something. Compare them.
   Look for: Student checks each inference for a clue and confirms the two ideas differ.
6. **Say:** Now you will compare pairs of inferences on your own. For each pair, ask: does each one have a clue, and are they really different?
   Look for: Student is ready to apply both checks without help.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

One sentence can hide two clues. Read: 'Marco kept glancing at the clock and circling his pencil.' You could infer he is nervous. You could also infer he is bored. Both ideas point back to the same sentence, but they are different ideas. Comparing means checking: are these two really different, and does each one match words in the sentence? A guess with no matching words is not an inference. It is just a guess.

Going further: An inference is a conclusion built from text clues plus what you already know. One sentence often supports more than one valid inference. Comparing two inferences means checking two things. First, are they actually different ideas, not the same idea in new words? Second, does each one point to specific words in the sentence? An inference with no textual anchor fails, even if it sounds smart. Two inferences that just repeat each other are not a real comparison.

Watch it work

Sentence: 'Lily wiped her muddy shoes on the mat and hung her dripping coat by the door.' Compare two inferences: (A) It has been raining outside. (B) Lily just came inside from outdoors.

1. Check inference A against the sentence. 'Muddy' and 'dripping' point to rain. This is text-supported.
2. Check inference B against the sentence. Wiping shoes and hanging a coat point to arriving home. This is also text-supported.
3. Compare A and B. A is about weather. B is about Lily's action. They are different ideas.
4. Both inferences pass. They point to different clues and say different things.

The idea: Two inferences can both be true and both come from one sentence, as long as each has its own clue and they say different things.

Sentence: 'Ben's hands shook as he opened the envelope with his test score inside.' Compare two inferences: (A) Ben is nervous about his grade. (B) Ben feels a strong emotion about the envelope.

1. Check inference A. 'Hands shook' plus 'test score' points to nervousness. Text-supported.
2. Check inference B. It also comes from 'hands shook,' the same clue as A.
3. Compare A and B. B just restates A in vaguer words. It adds no new claim.
4. This pair fails the comparison. The inferences are not truly different ideas.

The idea: A vaguer restatement of the same inference is not a second inference, even if it uses different words.

Practice: Two inferences, one sentence

1. Sentence: 'Grandpa's eyes watered and his voice cracked as he read the letter aloud.' Which pair of inferences is BEST?

- (A) He is crying because he is sad about something. / He feels strong emotion while reading the letter out loud to the family.
- (B) He likes reading letters. / Letters make people feel things.
- (C) He is deeply moved by the letter's words. / He wants to finish reading before others notice.
- (D) He is moved by the letter. / He probably wrote the letter himself.

2. Sentence: 'The dog barked at the door and would not stop pacing.' Which pair works best?

- (A) Someone is at the door. / The dog hates strangers.
- (B) The dog is not calm. / The dog seems restless and on edge.
- (C) Someone is at the door. / The dog is not calm right now.

3. Sentence: 'Mia read the note twice, then folded it and put it in her pocket.' Which inference has NO clue behind it?

- (A) The note said something important to Mia.
- (B) The note was written by Mia's best friend.
- (C) Mia wants to keep the note.

4. Sentence: 'The campers zipped their tents shut and stacked wood by the fire pit.' Pick the pair that gives two DIFFERENT, supported ideas.

- (A) They plan to keep a fire going. / They are experienced campers.
- (B) They expect cold or rain tonight. / They plan to keep a fire going.
- (C) They are camping outdoors. / They are staying in tents outside.

5. Sentence: 'Coach blew the whistle early and told the team to sit down.' A student wrote: 'Something happened. The practice changed.' What is wrong with this pair?

- (A) The ideas are too different from each other.
- (B) Neither idea points to a specific clue in the sentence.
- (C) Both ideas use outside knowledge instead of the text.

6. Sentence: 'Ana kept rereading the sign and checking her watch.' Which quote from the sentence best supports the idea 'Ana might be running late'?

(A) 'checking her watch' (B) 'the sign' (C) 'Ana kept rereading'

7. Sentence: 'Nina's cheeks turned red and she hid her face behind her book.' Which pair of inferences is BEST?

(A) Nina is cold. Nina lost her pencil case. (B) Nina is hungry. Nina has a big test today.

(C) Nina feels embarrassed. Nina wants to hide.

8. Sentence: 'The twins jumped up and down and screamed when the mail truck stopped at their house.' Which pair works best?

(A) The twins are hungry. They want to go to bed.

(B) The twins are sad. They are lost on the road.

(C) The twins are excited. They expected a delivery.

9. Sentence: 'Dev dropped his backpack by the door and slumped into the chair without a word.' Which inference has NO clue behind it?

(A) Dev is tired from a long day. (B) Dev is excited for dinner tonight.

(C) Dev is upset about something.

10. Sentence: 'Omar wiped his forehead and gulped down a whole bottle of water.' A student wrote: 'Omar is hot. Omar feels very warm.' What is wrong with this pair?

(A) Nothing is wrong, since both ideas sound reasonable and need no clues.

(B) Both ideas mean the same thing, so it is only one inference.

(C) Nothing is wrong, since both ideas use words from the passage.

11. Sentence: 'Maya smiled at the trophy, but she quietly slid it to the back of the shelf.' Which pair gives two DIFFERENT inferences that both match the sentence?

(A) Maya is proud. Maya does not want to show off.

(B) Maya is proud. Maya plans to sell the trophy.

(C) Maya is proud. Maya is happy she won.

12. Sentence: 'Before the game, Kai tied his shoes three times, checked the scoreboard, and told his dad not to wave from the stands.' Which inference is supported by the words 'told his dad not to wave from the stands'?

(A) Kai does not like his dad.

(B) Kai feels embarrassed about being noticed.

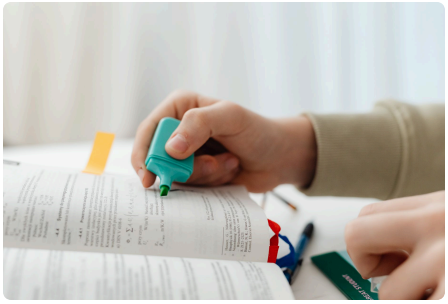
(C) Kai wants to feel fully prepared.

READING · UNIT 1 · LESSON 6

Context clues for new words

Goal: Students identify the meaning of an unfamiliar word using context clues in a sentence.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** You hit a word you don't know while reading. Do you skip it, guess wildly, or hunt for clues? Today we hunt for clues.
   Look for: Attention on the idea that clues live in the sentence, not in memory.
2. **Say:** A context clue is a hint word near the hard word. It can be a synonym, an example, or an opposite. Our job: find the hard word, then check the words right around it.
   Look for: Student can restate the three clue types in their own words.
3. **Say:** Watch: 'The frigid water made her shiver.' Hard word is frigid. Clue word is shiver. Shiver means cold, so frigid means very cold. Did I point to a clue word?
   Look for: Student agrees the clue word 'shiver' was named, not just a guess.
4. **Say:** Second one: 'Unlike her gregarious brother, Mia never spoke to strangers.' The word 'Unlike' warns us: opposite coming. Mia is shy, so gregarious means the opposite: friendly.
   Look for: Student can name 'Unlike' as the signal word for the contrast clue.
5. **Say:** Your turn. 'The soup was so pungent that Dad opened a window to air out the kitchen.' What does pungent mean? Which words told you?
   Look for: Student names a meaning like 'strong-smelling' and points to 'opened a window to air out'.
6. **Say:** You just used the clue-hunting steps: find the word, check nearby words, match the meaning. Now try it on your own sentences.
   Look for: Ready to move independently into practice items.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

A context clue is a hint hiding near a hard word. Look at the words right before and after it. Sometimes the sentence gives an example, a synonym, or an opposite. Say a sentence has 'The frigid water made her shiver.' Shiver is your clue. Frigid must mean very cold. You are a detective. The clue is always in the sentence, not in your head.

Going further: Context clues are hint words near an unfamiliar word that help you find its meaning. Look for a synonym (same meaning), an example, or an opposite word close by. Find the hard word first. Then read the words right around it. Ask: which nearby word or phrase points to a meaning? Pick the answer that matches that clue, not the answer that just sounds smart.

Watch it work

The ancient castle was so decrepit that one wall had crumbled to the ground.

1. Find the hard word: decrepit.
2. Look at the words around it: 'wall had crumbled to the ground'.
3. Crumbled is the clue. It means falling apart.
4. Decrepit must mean old and falling apart.

The idea: The clue phrase right next to the word gives its meaning.

Unlike her gregarious brother, Mia never spoke to strangers at parties.

1. Find the hard word: gregarious.
2. See the word 'Unlike'. It signals an opposite is coming.
3. Mia 'never spoke to strangers' is the opposite trait.
4. Gregarious must mean friendly and outgoing, since it is opposite of shy.

The idea: The word 'unlike' signals a contrast clue: the meaning is the opposite of what follows.

Clareza Grade 4 · Reading Lesson 6 Name: _____

Practice: Context clues for new words

1. The tiny kitten was so timid that it hid under the couch when guests arrived.

(A) Loud and playful (B) Very hungry (C) Shy or fearful

2. The runner was exhausted after the race and could barely lift her legs.

(A) Very fast (B) Very excited (C) Very tired

3. The old bridge was so rickety that it swayed and creaked with every step.

(A) Very colorful (B) Strong and new (C) Shaky and unstable

4. Unlike his talkative sister, Sam was quiet and rarely spoke at school.

(A) Quiet and shy (B) Angry all the time (C) Talkative, is_correct false

5. The soup was so pungent that Dad opened a window to air out the kitchen.

(A) Strong-smelling (B) Cold and watery (C) Very sweet

6. The detective was meticulous, checking every drawer twice and rereading each note three times.

(A) Very careful and thorough (B) Friendly to everyone (C) Careless and quick

7. Mia was delighted when she won the spelling contest, so she jumped up and cheered. What does the word delighted mean?

(A) very sleepy (B) very happy (C) very worried

8. We forgot our umbrellas, so we were drenched when we walked home in the pouring rain. What does the word drenched mean?

(A) very tired (B) very wet (C) very cold

9. The farmer grew many legumes, such as beans, peas, and lentils. What does the word legumes mean?

(A) tools used to dig in a garden (B) animals that live on a farm

(C) plants like beans and peas

10. The explorers were wary of the strange noises in the cave, so they walked slowly and kept looking behind them. What does the word wary mean?

(A) excited and eager (B) bored and sleepy (C) careful and watchful

11. After the long drought, the once-green field was parched. The soil cracked, and the grass crunched like paper under our boots. What does the word parched mean?

(A) very dry from lack of water (B) soft and muddy after rain

(C) bright green and healthy

12. Most families on the street were affluent, with big cars and huge yards, but the Reyes family could barely pay for groceries. What does the word affluent mean?

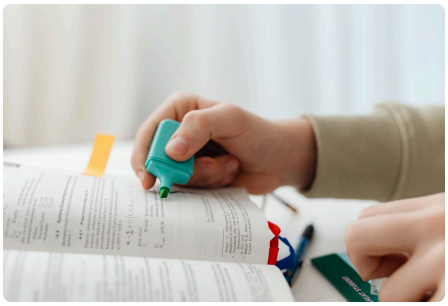
(A) poor and struggling (B) friendly and welcoming (C) wealthy and well off

READING · UNIT 1 · LESSON 7

Does the quote fit

Goal: Students judge whether a classmate's quoted evidence actually supports the stated claim.

About 18 minutes



Teach it FOR THE PARENT

1. **Say:** Two friends both say Sam was excited for the trip. One picks the quote 'Sam packed his bag the night before.' The other picks 'Sam grinned and bounced on his toes.' Which quote actually proves excited?
   Look for: Student points to the second quote and names the feeling word or action that matches 'excited'.
2. **Say:** Checking evidence means asking one question: does this exact quote prove this exact claim? Not just, is it a true sentence from the story. A quote can be true and still not prove the claim.
   Look for: Student can restate the check as: true is not enough, it must match the claim's specific point.
3. **Say:** Claim: The dog was tired. Quote: 'The dog was brown with white spots.' Does that quote support the claim? Tell me why or why not.
   Look for: Student says no, because color has nothing to do with tired; the quote is true but off-topic for this claim.
4. **Say:** Now try a harder one. Claim: The teacher was proud of the class. Quote: 'The teacher smiled and clapped for every student.' Does this quote support the claim? What word or action makes it fit or not fit?
   Look for: Student identifies smiling and clapping as signs of pride, and explains the specific link, not just 'it sounds right.'
5. **Say:** One more. Claim: Jake was scared of the dark. Quote: 'Jake turned off the light and went to sleep.' Does this support the claim? Why or why not?
   Look for: Student says no, because turning off the light does not show fear; a scared reaction is missing from the quote.
6. **Say:** Now let's check a couple more on your own. Claim: Tom felt lonely at recess. Quote: 'Tom sat alone on the bench and watched the other kids play.' Does this quote prove the claim? Claim: The singer was nervous before the show. Quote: 'The singer wore a sparkly red dress.' Does this quote prove the claim? For each one, ask: does this exact sentence prove this exact claim, or does it just sound close? Tell me which word or action does the proving, if there is one.
   Look for: Student is ready to apply the same fit-check to new claim-quote pairs without prompting.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

Your friend picks a quote to prove their idea. Your job is to check if the quote really matches. Think of it like checking if a puzzle piece fits. A true sentence from the story is not always the right piece. Ask: does this exact sentence prove that exact claim? If not, the evidence does not fit, even if it's a real line from the text.

Going further: When you check evidence, you test the fit between a claim and a quote. A quote can be real and still not support the claim. Ask two things: is this quote actually from the text, and does it directly prove this specific claim? A quote that is just related, or just true, but does not prove the claim, fails the check. Weak evidence often describes the topic instead of proving the point.

Watch it work

Claim: Maya was nervous before the race. Quote: 'Maya laced her shoes and walked to the starting line.' Does the quote support the claim?

1. Read the claim closely: it says Maya felt nervous.
2. Read the quote: it only tells what Maya did, not how she felt.
3. Check the fit: the quote is true and from the text, but it does not show nervousness.
4. Decide: the quote does NOT support the claim, because it misses the feeling part.

The idea: A true quote can still fail to support a claim if it does not match the claim's exact point.

Claim: Maya was nervous before the race. Quote: 'Maya's hands shook as she gripped the starting rope.' Does the quote support the claim?

1. Read the claim: Maya felt nervous.
2. Read the quote: her hands shook, which is a sign of nervousness.
3. Check the fit: shaking hands directly connects to feeling nervous.
4. Decide: the quote DOES support the claim, because it shows the specific feeling.

The idea: Strong evidence names a detail that directly proves the claim's specific point, not just the general topic.

Practice: Does the quote fit

1. Claim: Ben was excited about the game. Quote: 'Ben jumped up and cheered loudly.' Does the quote support the claim?

- **A** No, because the quote is not a full sentence.
- **B** Yes, because it is a true sentence from the story.
- **C** Yes, jumping and cheering show excitement.

2. Claim: The garden was full of colorful flowers. Quote: 'The garden had a wooden fence around it.' Does the quote support the claim?

- **A** No, because a fence does not show color or flowers.
- **B** Yes, because both sentences are about the garden, so one supports the other.
- **C** Yes, because a garden usually has flowers in it, so the fence sentence counts.

3. Claim: Mia was worried about the test. Quote: 'Mia bit her nails and stared at the clock.' Does the quote support the claim?

- **A** No, because the quote does not use the word 'worried.'
- **B** Yes, because it is written in the story.
- **C** Yes, biting nails and watching the clock show worry.

4. Claim: The hikers were exhausted after the climb. Quote: 'The hikers reached the top of the mountain at noon.' Does the quote support the claim?

- **A** Yes, reaching the top proves how tired they felt.
- **B** Yes, because climbing a mountain must be exhausting.
- **C** No, because it only tells time and location, not tiredness.

5. Claim: The cat was curious about the box. Quote: 'The cat sniffed the box and pawed at its lid.' Does the quote support the claim?

- **A** Yes, because the box was probably interesting to the cat.
- **B** No, because cats sniff everything, so it proves nothing.
- **C** Yes, sniffing and pawing show curiosity about the box.

6. Claim: The pond was frozen solid. Quote: 'Ducks swam near the old willow tree.' Does the quote support the claim?

- **A** Yes, because the claim sounds reasonable to me.
- **B** Yes, because the line is really in the story.
- **C** No, it does not tell about the pond freezing.

7. Claim: Tia was proud of her drawing. Quote: 'Tia smiled and showed her drawing to everyone.' Which answer gives the best reason the quote fits?

- **A** Smiling and showing it off are clues she felt proud.
- **B** Any sentence from the story counts as proof.
- **C** I can guess Tia felt proud without any clues.

8. Claim: The soup was too hot to eat. Quote: 'Leo set the soup on the table and sat down.' Does the quote support the claim?

- **A** No, it names the soup but not how hot it was.
- **B** Yes, because the claim sounds reasonable enough.
- **C** Yes, because any line about the soup counts.

9. Claim: Jack was nervous about the piano recital. Quote: 'Jack practiced the piano for an hour every day.' Does the quote support the claim?

- **A** Yes, because practicing is a real line from the text.
- **B** No, practice shows hard work, not nervous feelings.
- **C** Yes, because a guess about nerves is an inference.

10. A classmate claims: Omar's team worked well together. Which quote from the story fits this claim best?

- **A** 'Omar passed to Eli, and Eli set up Sam's goal.'
- **B** 'Omar felt sure that his team would win.'
- **C** 'The team wore bright red shirts to the game.'

11. Claim: The storm ruined the whole picnic. Quote: 'Rain fell, so the family ate lunch under the big oak.' Does the quote support the claim?

(A) Yes, because a ruined picnic sounds likely with rain.

(B) Yes, because rain is a real detail in the story.

(C) No, the family still ate lunch, so it proves no ruin.

Inferences in a new text

Goal: Students construct a claim-and-evidence response to an inference question in a brand-new, unpracticed passage genre.

About 20 minutes



Teach it FOR THE PARENT

1. **Say:** Look at this model. Text: 'The trail was closed after last week's storm. Hikers should check conditions before starting.' Claim: The trail may still be unsafe. Quote: 'Hikers should check conditions before starting.' Explanation: This warning shows the danger might not be over. Notice the quote is exact words, copied from the text.
   Look for: Student can say which part is the claim, which is the quote, and which is the explanation.
2. **Say:** Now you try a new text type: a museum sign. 'This vase is over 2,000 years old. Please do not touch the display case.' What can you infer the museum wants visitors to feel? Write your claim first, in one sentence.
   Look for: A one-sentence inference that is not directly stated in the sign, such as the museum wants visitors to feel careful or respectful.
3. **Say:** Now find your quote. Copy the exact sentence from the sign that supports your claim. Do not change any words.
   Look for: An exact, word-for-word quote from the sign that actually connects to the claim written above, not just any true sentence.
4. **Say:** Now write your explanation. Say why that quote proves your claim. Start with 'This shows...' or 'This means...'
   Look for: A sentence that links the specific quote to the specific claim, explaining the logic, not just restating the quote.
5. **Say:** You just built a full answer: claim, quote, explanation, all connected. The passages ahead will be new kinds of text. Use the same three steps every time, no matter what the text is.
   Look for: Readiness to apply the three-part structure to an unfamiliar passage type without a modeled example.

If they get stuck

- *If my answer sounds reasonable, I don't need to point to a specific sentence in the text.*
  Require a quote in every response. Reject responses without quotation marks, model correction.
- *An inference is any guess you make, even without clues from the text.*
  Show two answers to same question: one text-based, one imagined. Ask which the text forces.
- *Any sentence from the passage counts as evidence, as long as it's in the text.*
  Ask 'does this exact sentence make your claim true?' Practice sorting relevant vs irrelevant quotes for one claim.

Read together FOR THE STUDENT

An inference is a smart guess. You use clues from the story to make it. To prove your guess, write three parts. First, your claim (the guess). Second, a quote (the clue). Third, your explanation (how the clue proves the claim). Think of it like a detective. A detective does not just guess who did it. A detective points to a clue and explains why it matters. You do the same thing with a story.

Going further: A claim-evidence-explanation response has three connected parts. The claim is your inference, a conclusion the text does not state directly. The evidence is a quote copied word-for-word from the text. The explanation connects the quote to the claim. It must say why that quote proves your idea. All three parts must link together. A quote alone is not proof. A claim alone is just a guess. You need all three, working as one answer.

Watch it work

Recipe text: "Let the dough rest for one hour before you shape it. If you skip this step, the bread will be dense and tough." Question: What does the writer think about the resting step?

1. Claim first: The writer thinks resting the dough is very important.
2. Find the exact clue sentence: "If you skip this step, the bread will be dense and tough."
3. Write the claim: The writer believes resting the dough matters a lot.
4. Quote the clue: "If you skip this step, the bread will be dense and tough."
5. Explain the link: This warning shows skipping the step ruins the bread. That proves the writer sees it as important.

The idea: The claim, the quote, and the explanation must all point to the same idea, in any kind of text.

Weather report: "Winds will reach 50 miles per hour by noon. Residents near the coast should secure loose objects." Question: What does the writer expect to happen?

1. Claim first: The writer expects the storm to be dangerous.
2. Find the exact clue sentence: "Residents near the coast should secure loose objects."
3. Write the claim: The writer expects strong winds to cause damage.
4. Quote the clue: "Residents near the coast should secure loose objects."
5. Explain the link: Telling people to secure objects means things could blow away. That shows the writer expects real danger.

The idea: A weather report never says 'this is dangerous' directly, but its instructions are the clue.

Practice: Inferences in a new text

1. Sports article: "The coach benched her two best players for the final quarter. She said team rules matter more than winning." What can you infer about the coach?

(A) The team lost the game badly. (B) The coach does not like her best players.

(C) The coach values following rules more than winning games.

2. Sports article: "The coach benched her two best players for the final quarter. She said team rules matter more than winning." Which sentence is the best quote to support the claim that the coach values rules?

(A) "It was the final quarter." (B) "She said team rules matter more than winning."

(C) "The coach benched her two best players."

3. Cooking blog: "I tasted the soup and added more salt right away." What can you infer about the soup before the cook added salt?

(A) It was too spicy to eat. (B) The cook did not like soup.

(C) It needed more salt because it tasted bland.

4. A student writes: Claim: The dog is scared. Explanation: Dogs get scared during storms. Which mistake did this student make?

(A) The student's claim about the dog being scared is too short to count as a real claim.

(B) The student used the wrong verb tense in the explanation about the dog and the storm.

(C) The student skipped the quote and used a general idea instead.

5. Instruction manual: "Unplug the device before cleaning it. Water and electricity can be dangerous together." What does the writer want you to understand?

(A) Cleaning the device while plugged in could be dangerous.

(B) Water is needed to clean the device. (C) The device breaks easily when cleaned.

6. Instruction manual: "Unplug the device before cleaning it. Water and electricity can be dangerous together." A student wrote the claim that cleaning the device while it is plugged in is dangerous. The student's explanation says: "This shows that electricity is powerful." What is wrong with this explanation?

- (A) It does not use the word 'because' anywhere, so it cannot count as an explanation of the quote.
- (B) It is too long.
- (C) It does not connect the quote to the specific claim about danger while cleaning.

7. A museum sign says: 'Please do not touch the old quilt. Oils from your hands can wear down the thread.' What can you infer about the quilt?

- (A) It is the most famous quilt in the museum.
- (B) It is fragile and could be damaged easily.
- (C) It is new and made to be touched often.

8. What is the job of the quote in a claim-and-evidence response?

- (A) It can be any sentence, as long as it is in the passage.
- (B) It is a guess that does not need any clue from the text.
- (C) It shows a clue from the text that backs up the claim.

9. News article: 'The new bakery opened on Main Street on Saturday. The owner baked every loaf in a brick oven. By noon, the line stretched around the block.' Claim: The new bakery is very popular. Which sentence is the best quote to support this claim?

- (A) The new bakery opened on Main Street on Saturday.
- (B) By noon, the line stretched around the block.
- (C) The owner baked every loaf in a brick oven.

10. Diary entry: 'My hands shook as I walked on stage. The gym was full of folding chairs.' A student writes: Claim: Mia was nervous. Quote: 'The gym was full of folding chairs.' Explanation: This shows she was nervous. Which mistake did this student make?

- (A) The claim is a guess, since the diary has no clues about feelings.
- (B) The quote is in the text, but it does not show nervousness.
- (C) The student should skip the quote because the claim sounds right.

11. Science article: 'Before opening the hive, the beekeeper put on a thick suit and covered her face with a net.' A student makes the claim that opening a hive can be dangerous and quotes the sentence above. Which explanation best connects the quote to the claim?

- (A) This sentence is in the passage, so it proves that the hive is risky.
- (B) Many workers wear thick suits, so opening a hive is probably risky too.
- (C) Thick protection shows she expects stings, so opening the hive is risky.

12. News article: 'The town council voted to close the old bridge. Last spring, a truck cracked one of its beams. Inspectors also found rust in three places.' Which response best answers 'Why did the council close the bridge?' with a claim, a quote, and an explanation?

- (A) Claim: The bridge was unsafe. Quote: 'Last spring, a truck cracked one of its beams.' Explanation: A cracked beam can weaken a bridge, so it was unsafe.
- (B) Claim: The town wanted a new park there. Explanation: Towns often build parks where old things are removed, so this is the likely reason.
- (C) Claim: The bridge was too old to use. Quote: 'The town council voted to close the old bridge.' Explanation: The word old shows the bridge was too old to use.

Answer key

Reading

Lesson 1	1. A 2. B 3. B 4. C 5. B 6. C 7. A 8. B 9. C 10. C 11. B 12. C
Lesson 2	1. B 2. A 3. B 4. A 5. A 6. A 7. C 8. B 9. B 10. C 11. B 12. A
Lesson 3	1. B 2. B 3. C 4. B 5. A 6. C 7. B 8. B 9. C 10. A 11. B 12. B
Lesson 4	1. C 2. A 3. A 4. B 5. C 6. B 7. A 8. B 9. B 10. C 11. B 12. A
Lesson 5	1. C 2. C 3. B 4. B 5. B 6. A 7. C 8. C 9. B 10. B 11. A 12. B
Lesson 6	1. C 2. C 3. C 4. A 5. A 6. A 7. B 8. B 9. C 10. C 11. A 12. C
Lesson 7	1. C 2. A 3. C 4. C 5. C 6. C 7. A 8. A 9. B 10. A 11. C
Lesson 8	1. C 2. B 3. C 4. C 5. A 6. C 7. B 8. C 9. B 10. B 11. C 12. A
Unit 1 check-up	1. A 2. C 3. B 4. B 5. A 6. C 7. D 8. A 9. C 10. B 11. A 12. C 13. B 14. A 15. C 16. A

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