Text evidence and inference

Trace Clues to a Conclusion

Name _____ Date _____

Quick review Combine an actual text detail with sensible reasoning. Explain the connection instead of guessing from something the passage never says.

Example Maya shook water from her coat and set down a dripping umbrella. These details suggest she has just come in from the rain.

Read the story. Quote clues, explain your inference, and identify its limits. Different inferences are acceptable when the evidence and reasoning support them.

The Notebook by the Creek

[1] During the class creek walk, Eli stopped beside a low branch and opened his notebook. 'A nest,' he whispered, writing quickly. Maya leaned closer from the marked path. 'Maybe,' she said. 'I can't see inside it.' Eli looked again, then drew a line through the word he had written.

[2] He replaced it with 'woven shape on branch' and sketched the loops he could actually see. Farther along, another student called out that the group had found a nest. Eli raised his hand. 'We found a shape that might be one,' he said. 'We would need more evidence to name it.'

[3] Back at school, Maya offered him a photograph taken from the path. Eli slid it beside his sketch instead of writing a final label. Under both pictures he added a question for their next discussion. When classmates hurried to decorate their notebook covers, he kept comparing the two views.

1. Infer what matters to Eli about his notebook entry. State the inference cautiously.

2. Quote two details that support your inference and explain how they work together.

3. A reader says Eli changed the label only to make Maya happy. Explain why the ending supports a different interpretation.

4. Can you conclude that the woven shape definitely is a nest? Explain the limit of the evidence.

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Responses and feedback: Trace Clues to a Conclusion

These are sample responses and reasoning. Accept other answers that fit the task and are supported by the text or language rule.

1. Eli seems to care more about recording what the evidence supports than about keeping his first answer.

Reasoning: First notice that he changes an initial label after looking again. Then connect that change to his later request for more evidence; together they suggest a concern for accuracy.

2. He 'drew a line through the word' and said, 'We would need more evidence to name it.' He corrects his own claim and explains why certainty would be premature.

Reasoning: First choose an action showing a revision and dialogue explaining its purpose. Then connect both clues to careful evidence use rather than treating the quotations as a complete explanation by themselves.

3. Eli continues comparing the sketch and photograph while classmates decorate, so his attention to evidence lasts beyond Maya's first comment.

Reasoning: First check what Eli does later, when the immediate conversation has ended. Then explain how his continued comparison supports genuine interest in checking the observation, not just agreement with Maya.

4. No. The students can see a woven shape, but the story never confirms what it is. Eli compares the pictures and adds a question instead of a final label.

Reasoning: First separate the visible shape from its possible identity. Then use Eli's decision not to add a final label and his request for more evidence to explain why a definite identification is not supported.