

Text Dependent Questions & Analysis

The overwhelming majority of questions, tasks, and assignments in CKLA materials are text-dependent. In daily reading instruction, both in discussion and through short and longer-answer written responses, students answer text-dependent questions about literary and informational texts. These questions may be literal, inferential, or evaluative.

Literal questions assess students' recall of key details from the text. These text-dependent questions require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Inferential questions ask students to infer information from the text and to think critically. These text-dependent questions require students to summarize and/or reference the portions of the text that lead to and support the inference they are making. Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions require students to paraphrase and/or cite the textual evidence that substantiates their argument or opinion.

Student writing frequently incorporates textual evidence. In many cases, students gather evidence from the text in graphic organizers or other tools that they consult when planning and drafting their work. Students also write in response to text in assignments that ask them to use textual evidence to support their argument or opinion. Activities that cover citations require students to identify the paragraph or page of the text on which they located the evidence for their work.

Below you will find additional examples in Amplify CKLA's teacher and student materials that demonstrate how text evidence and analysis are essential skills that are frequently addressed.

Writing Example: Grade 4 Unit 1

-Students write their responses for questions 2 and 5 that should include text evidence in the Activity Book.

Activity Page 2.1

"A Good Lie" Questions

Discuss questions 1–3 with your teacher and class. Write down the class's answers below. Afterwards, finish reading "A Good Lie" and answer questions 4 and 5.

- What is the narrator's main point in the first paragraph of "A Good Lie"? You may use your own words to describe the main point, or you may locate the topic sentence in the paragraph that describes the main idea.
 - "Lying is generally a bad idea."
- What words, phrases, or examples from the text helped you answer question 1? These phrases and examples are the evidence that supports the main idea.
 - Answers may vary, but possibilities include:
 - "Most lies are sneaky and selfish."
 - "Some lies are even illegal."
 - "Maybe you know this because you've been lied to, and it hurt your feelings"
 - If you lie you might get punished. "Maybe you know this because your parents have grounded you . . . when you've lied in the past."
- Based on the first paragraph, and particularly that the narrator says, "some lies are gifts," what do you think the rest of the essay's main point will be?
 - Sometimes lying is OK. Not all lies are bad.
- Now that you have read the whole essay, what do you think is the narrator's main point in "A Good Lie"?
 - Some lies are good lies.
- What words, phrases, or examples from the text helped you answer question 4? Remember, these phrases and examples are the evidence that supports the main idea.
 - By lying about also wetting the bed, Lily protects the author from being embarrassed.
 - Lily's lie made the author want to be kinder and more generous.

- Have some students share their answers with the class.



Check for Understanding

Have students retell "A Good Lie" in their own words.

Lesson 2 Character Traits

Challenge

Ask students for examples of when lying might be OK. Have them justify their positions. Some possibilities: Lying to protect someone's feelings; to keep a secret or a surprise; to protect yourself from embarrassment.

Support

Explain (or have students explain) why "A Good Lie" meets the definition of a personal narrative.



Reading Exchanging Information/Ideas

Entering/Emerging Ask yes/no questions to help students determine the main idea of the text (e.g., "Does the author think lying is ever okay?").

Transitioning/Expanding Help students determine the main idea of the text by asking them to explain the title. What was the good lie? Why was it good?

Bridging Help students determine the main idea of the text by asking them how and why Lily changed by the end of the text.

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Discussions Example: Grade 4 Unit 1

CKLA students engage in frequent discussions that require students to cite evidence from the text to support their response. Teacher directions include reminders of the type of evidence (showing and telling). See discussion questions 3, 5, 7, and 8.

Formative assessments, like our Check for Understandings, may include prompts for students to support their answers with evidence.

Lesson 2: Character Traits

Reading



Primary Focus: Students cite evidence from the text in describing character traits. [RI.4.1]

CLASS DISCUSSION (10 MIN.)

- Inferential.** Ask students to describe Lily and write answers on the board.
 - Answers will vary but might include:
 - kind
 - brave
 - leader
 - dishonest
 - strong
 - clever
- Evaluative.** What part of speech are words we use to describe things?
 - adjectives
 - Tell students that adjectives used to describe someone's personality are called "character traits," and the words they used to describe Lily are character traits.
- Literal.** How did you come up with this list of character traits? The author does not write "Lily is kind" anywhere in the essay. What evidence from the text supports each character trait?
 - Kind: Lily doesn't want her friend to feel bad, so she pretends to wet the bed too, to make her feel less embarrassed.
 - Leader: When she laughs the other girls laugh; no one questions her story.
 - Dishonest: She tells everyone she wet the bed when we know from the narrator that she didn't.
 - Brave/Strong: She tells everyone she wet the bed (even though she didn't!) even though someone might tease her for it.
 - Clever: She figures out that if she acts like it isn't a big deal, no one will act like it's a big deal.

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Unit 1

4. **Literal.** How would you describe Sandy? What character traits does she have?
- mean
5. **Literal.** What evidence do you have from the text?
- The text says, "Sandy, the meanest girl in the class."
6. **Evaluative.** What is the difference between the evidence for Sandy being mean and Lily being kind?
- Answers will vary but might include:
The evidence for Lily is more complicated, more detailed; the evidence for Lily being kind is a story, or an example.
- Remind students that these two kinds of evidence are "showing" and "telling."
7. **Literal.** Ask students for telling evidence that Lily is strong.
- "Lily had shown a kind of strength I'd never seen before in another kid."
8. **Inferential.** What is the showing evidence?
- Lily's actions in preventing her friend from being embarrassed show that Lily was kind and strong without coming right out and saying so.
9. **Evaluative.** Who is a more important character in this essay, Lily or Sandy? Who are you more interested in?
- Most students will answer Lily, because she has many more character traits, and the narrator shows us many things about her using showing evidence.



Check for Understanding

Have students describe the traits of characters from favorite movies or television shows and provide evidence to support their assertions.

Support

Read a few paragraphs of the narrative aloud, perhaps from the point when the narrator tells Lily she wet the bed until the girls wake up.

Challenge

Ask students to explain the difference between showing and telling as discussed in Lesson 1.

- Telling is very straightforward and says something directly; showing tells a story or provides examples.

Writing Example:

Grade 4 Unit 1

Students complete a graphic organizer in the Activity Book to identify and analyze character traits by providing evidence from the text to support their answers.

Activity Page 2.2



Reading Reading/Viewing Closely

Entering/Emerging

Ask students yes/no questions (e.g., "Is Lily kind? Is Lily a bully?") to help them complete Activity Page 2.2.

Transitioning/Expanding

Provide students with quotes from the text to help them identify some of Lily's character traits.

Bridging

Have students work in pairs, with one partner retelling "A Good Lie" in his or her own words and the other identifying Lily's character traits.

CHART OF LILY'S TRAITS (10 MIN.)

- Direct students to Activity Page 2.2, review the instructions, and have students complete the activity.

Activity Page 2.2

Character Traits in "A Good Lie"

In the left-hand column of the chart below, list four character traits that describe Lily. They may be traits listed by the class, or new traits that you have identified, but they must be supported by evidence in the text.

In the right-hand column record that evidence.

Character Trait	Evidence from Text
kind	Lily doesn't want her friend to feel bad, so she pretends to wet the bed too, to make her feel less embarrassed.
leader	When she laughs, the other girls laugh; no one questions her story.
dishonest	She tells everyone she wet the bed when we know from the narrator that she didn't.
smart	She figures out that if she acts like it isn't a big deal, no one will act like it's a big deal.

Lesson 2: Character Traits

Speaking and Listening



Primary Focus: Students identify their peers' opinions and the evidence that supports them. [SL.4.3]

IDENTIFY CHARACTER TRAITS (25 MIN.)

- Divide students into groups of three. Tell them that they will share true stories about a time when someone was a good friend to them. Give students a few minutes to think of stories.

Evidence during Reading lesson example:

Grade 4 Unit 7

During many reading lessons, teachers are supplied with prompts like this example. Students are asked who won a particular battle with evidence from the Student Reader that supports their response.

Germantown, some of the soldiers in the Continental Army became confused and fired on their own troops. Because of these defeats, the British were able to capture Philadelphia. The Continental Congress was forced to break up and relocate to another city.

Farther north, a British army marched down from Canada, recaptured Fort Mifflin, and began to close in on the Continental Army fighting in this area. The Continental Army was in trouble. It was time to retreat and regroup—but the British were right behind them.



Inferential. Who won the battle on Long Island? Use evidence from the text to support your answer.

- » The British won the battle. We know this because the text says Washington "failed to keep New York City out of British hands" and that he "retreated."

Inferential. The topic sentence in the third paragraph on page 42 says, "that is exactly what Washington did." What did Washington do?

- » He attacked when the British were not expecting it.

Writing Example:

Grade 4 Unit 1

After students complete a reading of the text, they respond to questions in their Activity Book. The directions ask students to include textual evidence in their answers.

COMPREHENSION QUESTIONS (15 MIN.)

- When they have finished reading, have students complete Activity Page 5.1.

Activity Page 5.1

Reading Comprehension

Answer the following questions about "How to Eat a Guava." Refer back to the text and include evidence for your answer.

- List two settings where "How to Eat a Guava" takes place.
 - » New York, Puerto Rico (also correct: Shop & Save, the narrator's memory)
- What does the guava in the first paragraph remind the author of?
 - » Puerto Rico; other guavas she ate as a child
- The author writes, "It smells faintly of late summer afternoons and hop-scotch under the mango tree." What does "it" refer to?
 - » the guava
- Restate the quote in question 3 in your own words.
 - » The smell of the guava reminds me of playing hop-scotch in the summer when I was a child in Puerto Rico.
- Summarize "How to Eat a Guava" in one sentence.
 - » The narrator sees guavas at the supermarket, and they remind her of her childhood in Puerto Rico.
 - » The narrator describes guavas in detail while remembering her childhood in Puerto Rico.

- You may want to have students return to Activity Page 4.2 to complete the "smell" row in the sensory details chart.



Check for Understanding

Ask students where the author encountered guavas as a child and where she encountered guavas as an adult.

- » in the fields in Puerto Rico and in a New York grocery store

Activity Page 5.1



Reading/Viewing Closely

Entering/Emerging
Ask yes/no and short-answer questions about the text so students understand the author is in New York and remembering her childhood in Puerto Rico.

Transitioning/Expanding
Have students draw multiple guavas and label their characteristics and locations so as to understand the shifts in time and place in the essay.

Bridging
Have students draw multiple guavas and label their characteristics and locations so as to understand the shifts in time and place in the essay.

Activity Page 4.2



Comprehension/Writing Example:

Grade 4 Unit 7

In this example, students are responding to comprehension questions by citing evidence from the text. Students are asked to add Student Reader page numbers as well to show the location of their evidence.

NAME: _____

11.1

ACTIVITY PAGE

DATE: _____

From Valley Forge to Yorktown

Answer the following questions as you read the chapter. Be sure to write in complete sentences and support your answer with evidence from the text.

1. How much time passed between the time the Continental Army marched out of Valley Forge and the time they won their first decisive battle?

Page(s) _____

2. The colonial troops traveled nearly 700 miles by foot from New York to Virginia. How long did it take them to cover all these miles?

Page(s) _____

3. How much time passed between the British surrender at Yorktown and the signing of the Treaty of Paris?

Page(s) _____

During a Reading lesson example:

Grade 5 Unit 2

After students read a portion of the text, teachers are prompted to ask a variety of literal, inferential, evaluative questions. In this example, students are asked to provide evidence from the paragraph to explain the naming of a time period in Maya history.

A Culture Flourishes

The Maya were one of many groups of people who settled in Mesoamerica. They formed agricultural villages at least as early as 1800 BCE. Over time, they established a civilization. As many as five million people inhabited an area that stretched from the highlands of Guatemala to the plains of Yucatán. Between 250 and 900 CE, writing, religion, and art flourished. In certain respects, this era was the golden age for the Maya culture.

The Maya were not ruled by a single ruler. The Maya lived in city-states scattered across considerable distances. Some of these city-states were larger than others. Each had a powerful lord who governed his own city and surrounding areas. The city-states both **traded** and fought with one another.

Maya society was divided into classes with lords in the highest class. Well-educated priests were also among the noble, or highest, classes. Both kings and priests lived in palaces close to city centers. Powerful nobles usually lived in the largest houses. Craftsmen lived in smaller homes that were often farther away from the city center. Farmers lived next to their fields that were even farther away.



Temples and pyramids dominated the center of Maya city-states.

- Have a student read aloud the heading, "A Culture Flourishes." Have students silently read the first paragraph.

Inferential. What evidence is provided in this paragraph as to why this era was called the golden age for the Maya?

- » Answers may vary, but should reference the establishment of a civilization in which farming, writing, and religion flourished.
- For struggling students, redirect attention back to the text and look for textual evidence to support this answer.

Inferential. Using context clues, can you work out the meaning of the word *flourish* as it is used in this text?

- » *Flourish* means to be successful.

Lesson 2: Maya Adaptations

Teacher Modeling Evidence in Writing Example:

Grade 5 Unit 1

In this example, students will write narratives that contain evidence to support their point of view.

Lesson 8: Evidence to Support a Point of View

Writing

Primary Focus: Students will write narratives containing evidence that supports points of view. [W.5.3]

MODELING SUPPORTING WITH EVIDENCE (10 MIN.)

- Tell students they will now work on writing narratives containing evidence supporting a point of view, much like the Rosa Parks selection they read today.
- Tell students that although they will still be writing personal narratives, their writing today will also be persuasive (they will write to convince their reader of something); like Rosa Parks, they will bring evidence to support a point of view about a personal experience.
- Use a version of the following organizer to model a best or worst narrative. Suggestions for topics follow. Note that topics like the best book or singer may not lend themselves to narratives.
 - the best hobby
 - the best way to spend a Sunday
 - the worst month of the year
 - the best field trip

Lesson 8: Evidence to Support a Point of View



Speaking and Listening

Entering/Emerging
Allow students to present a graphic or illustration that incorporates their first language.

Transitioning/Expanding
Allow students to rehearse their presentations with you prior to presenting them to the whole class.

Bridging
Allow students to rehearse their presentations with a peer.

	Activity Page 8.2 <table border="1"> <thead> <tr> <th colspan="2">Building Birdhouses is the Best Hobby</th> </tr> <tr> <th>Evidence</th> <th>Personal Experience</th> </tr> </thead> <tbody> <tr> <td>You can meet new people.</td> <td>I met my best friend at a birdhouse convention.</td> </tr> <tr> <td>You get closer to nature.</td> <td>Every morning I spend a few minutes outside watching the birds feed at my birdhouse.</td> </tr> <tr> <td>You learn important skills.</td> <td>Building birdhouses helped me learn about carpentry, and now I'm working on building a go-cart.</td> </tr> </tbody> </table> ORGANIZING AND WRITING (20 MIN.) - Direct students to Activity Page 8.2 and give them about fifteen minutes to complete the organizer and write their narrative. Activity Page 8.2 Write Narrative With Evidence Choose a topic from one of the prompts below. Complete at least two rows of the organizer, then write a personal narrative about your topic. Best or Worst Place - What's the best place you have ever visited and why? Write to convince a friend to go there. Make sure to bring evidence from your visit to support your point of view about the place. - What's the worst place you have ever visited and why? Write to convince a friend not to go there. Make sure to bring evidence from your visit to support your point of view about the place. Best Gift Given or Worst Gift Received - What's the best gift you have ever given and why? Describe the gift and your experience giving it. Make sure to bring evidence to support your point of view about the gift. - What's the worst gift you've ever received and why? Describe the gift and your experience receiving it. Make sure to bring evidence to support your point of view about the gift.	Building Birdhouses is the Best Hobby		Evidence	Personal Experience	You can meet new people.	I met my best friend at a birdhouse convention.	You get closer to nature.	Every morning I spend a few minutes outside watching the birds feed at my birdhouse.	You learn important skills.	Building birdhouses helped me learn about carpentry, and now I'm working on building a go-cart.
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Teacher Modeling Evidence in Writing Example: Grade 5 Unit 4 In this example, students are citing evidence from Don Quixote in a graphic organizer to help them identify character traits.	Character Chart: Don Quixote NAME: _____ DATE: _____ 1.3 ACTIVITY PAGE Cross-Knowledge Language Arts (Grade 5) Activity Book Unit 4 <table border="1"> <thead> <tr> <th colspan="2">Physical Description</th> </tr> </thead> <tbody> <tr> <td rowspan="5"> Character Trait </td> <th>Evidence from Text</th> </tr> <tr> <td>Page(s) _____</td> </tr> <tr> <td>Page(s) _____</td> </tr> <tr> <td>Page(s) _____</td> </tr> <tr> <td>Page(s) _____</td> </tr> </tbody> </table>	Physical Description		Character Trait	Evidence from Text	Page(s) _____	Page(s) _____	Page(s) _____	Page(s) _____		
Physical Description											
Character Trait	Evidence from Text										
	Page(s) _____										
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- Have students record information about Don Quixote's physical description on Activity Page 1.3. Explain that they will add information to these charts as they read the story, and they will create similar charts for other characters that are introduced throughout the story.

- » Answers may vary, but should include the following for Don Quixote: about 50 years old; tall, thin; has a small beard; dressed in old armor and wearing a helmet that must be tied together.

7. **Inferential.** What does the label "Character Trait" in the boxes on Activity Page 1.3 mean?

- » A *character trait* is a quality or a part of someone's personality.

8. What are some character traits of Don Quixote that are revealed in chapter 1?

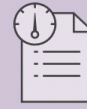
- » Answers may vary, but may include that he seems to be obsessed or living in a fantasy world, is idealistic, or thinks positively about things; curious; brave. You may want to introduce the word *eccentric* as one way of describing Don Quixote, explaining that when someone is described as *eccentric*, it means that they have strange or peculiar behavior that differs significantly from others.

Note: Have students write each of these answers in a "Character Trait" box. Instruct students to write only one character trait per box.

9. **Evaluative.** What evidence from the text leads the reader to conclude that Don Quixote is *eccentric*; *idealistic*; *curious*; *brave*? Record this information in the boxes in the column labeled "Evidence from Text" on Activity Page 1.3, and draw an arrow from the "Character Trait" box to the box in which you write evidence from the text. Be sure to record the page or pages on which you found the information.

- » Answers may vary, but for *eccentric*, evidence may include that he only read books about the fantastic adventures of knights; he used to practice jousting alone in his room; he sold his farmland to buy more books about knights (pages 1 and 2).
- » Answers may vary, but for *idealistic*, evidence may include that Don Quixote believes he can go out into the world to right all that is wrong or evil; he has a positive interpretation of his horse's name, whereas most people have a negative interpretation; he is not upset about wearing old armor or a helmet that is in such bad shape that it must be tied together; and he believes Dulcinea is his "lady," even though he saw her only once before (pages 1 and 2).
- » Answers may vary, but for *curious*, evidence may include that he likes to read about knights and their adventures (page 1).
- » Answers may vary, but for *brave*, evidence may include that he wants to right all that is wrong in the world and to punish evil, even if it means he will encounter

Activity Page 1.3



Writing Example:

Grade 5 Unit 8

In this example, students are writing persuasive essays that should include evidence that supports their opinion. Students are completing a graphic organizer as a part of the writing process. In this example, students are using the text and an image to argue if the image best shows the relationship between Native Americans and the land using evidence.

NAME: _____

3.5

ACTIVITY PAGE

DATE: _____

Sample Persuasive Essay Organization Chart

Argument: This image best shows the relationship between Native Americans and the land because _____

Evidence 1:	Evidence 2:	Evidence 3:

How Evidence Supports Argument	How Evidence Supports Argument	How Evidence Supports Argument

**Text Evidence in Poetry
Example:****Grade 5 Unit 3**

In this first example, students are asked to complete a graphic organizer that should include evidence from the poem.

In the second example, students are analyzing a poem and using text-evidence in a short constructed response.

Answer the following questions, using the poem as a reference as needed.

1. Complete the chart below, using evidence from the poem to help you fill in the spaces.

Character	Situation the Character Is In	How the Character Feels About the Situation	Character's Actions
Godzilla			
Speaker			

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Grade 5 | Core Knowledge Language Arts

5. This poem's title, "The Copper Beech," describes the name of the tree and indicates that the tree is somehow important to the speaker. Using your own words but basing them on the way the speaker feels about the tree, write a sentence that describes how the speaker of this poem might feel about nature in general. Make sure to use evidence from the poem to explain your choice.
