

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<p>College and Career Readiness (CCR) Anchor Standard</p>	<p>Standard: RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><u>Questions to Focus Learning</u></p> <p>Why do readers use details from the text to support their understanding of the text?</p> <p>Readers demonstrate an understanding of text by supporting conclusions with textual evidence.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know details and examples from text should be used as evidence to support inferences I make when reading the text. I can use my own experiences and details from the text to make an inference. I know text contains explicit and implicit information. I know explicit information is stated directly in the text and can be used to help me find an answer. I know implicit information is not stated in the text, but draws upon my own experiences and clues from the text that will help me draw a conclusion. I know how to choose details and examples from the text that will help me make an inference.</p> <p><i>Reasoning Targets</i></p> <p>I can refer to explicit details from the text to explain and support my inference or conclusion.</p> <p><u>Vocabulary</u></p> <p>explicit/explicitly evidence implicit/imply inference/infer reference/refer</p>

Teacher Tips

[Citing Evidence in Your Own Words](#)—This LearnZillion video follows the Weighing Evidence video to support students in citing evidence from the text in their own words.

[Explicit Versus Implicit Definition](#)—This eHow website provides a brief definition of how to distinguish between implicit and explicit details for students.

[Fourth Grade Inferences Unit](#)—In this 37-page PDF document, you will find a myriad of resources on making inferences. Suggested mentor texts are provided, graphic organizers, and a variety of strategies to teach inferencing.

[Guided Comprehension: Self-Questioning Using the QAR Strategy](#)—In this lesson plan, students will define and understand the types of QARs, answer literal and inferential questions, and identify where the answers were found.

[Inferring Video Clip](#)—This website provides video examples of students modeling how they made inferences about a book using evidence from the text.

[Locating Evidence in a Text By Skimming](#)—This video teaches students how to find evidence in a text to support a prompt or question.

[More Incredible Inferences](#)—This Florida Center for Reading Research center activity provides engaging hands-on practice for students to learn how to make inferences.

[QAR Strategy](#)—In this article, the authors describe how Question-Answer Relationships (QARs) can help provide a framework for questioning activities and make the invisible processes underlying effective reading comprehension more visible to students.

[Weighing Evidence from a Text](#)—This video lesson models how to select evidence from Mark Twain’s A Dog’s Tale to answer a reflective question.

Vertical Progression

RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

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RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.4.1](#)