

FICTION

7TH & 8TH GRADE

RL. 7.1/8.1

980L Inferencing & Explicit Analysis

980L Inferencing & Explicit Analysis

950L Inferencing & Explicit Analysis

Cool Doc Stevens

INFERENCING & EXPLICIT ANALYSIS

Fill in the graphic organizer to make inferences about the text and cite text evidence to support your thinking.

In the text: _____ + _____ = _____

What you know: _____

Inference made: _____

Mag CORE

INFERENCING & EXPLICIT ANALYSIS



WHAT'S INSIDE?

INFERENCE & EXPLICIT ANALYSIS

7th & 8th grade

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*This product includes 12 Lexile® leveled stories in the 7th and 8th Grade Common Core Text Complexity Band (the range for 7th and 8th grade is 925-1185).

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3. Antiquing (930L)
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PRINTABLE PDFs covering the 7th & 8th grade text complexity band with Certified Lexile Levels.

- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on fiction reading passages

Printable Slides Included



12 FICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of genres to spark comprehension AND curiosity.
- Dive into literary texts including realistic, historical, and fantasy.

The collage features several educational resources:

- 980L Inferring & Explicit Analysis:** A worksheet titled "Search" with a passage about a flooded street and a search for a house.
- 1080L Inferring & Explicit Analysis:** A worksheet titled "The Truth About Pyramids" with a passage about an archaeologist's discovery.
- 950L Inferring & Explicit Analysis:** A worksheet titled "Cool Doc Stevens" with a passage about a student's father.
- 1110L Inferring & Explicit Analysis:** A worksheet titled "Aware" with a passage about a government's announcement regarding robots.
- Graphic Organizer:** A section titled "INFERRING & EXPLICIT ANALYSIS" with a table for analyzing text. It includes a purple arrow pointing to the text and a box with the following content:

In the text:	What you know:	Inference made:
He tricked his guards into helping some villagers with an overturned cart and then slipped away while they were otherwise engaged.	Princes were generally escorted by a bodyguard.	He tricked them because he seeks privacy and personal freedom.

QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning

The collage features several educational worksheets and a graphic organizer. The top worksheet, titled "Inferencing & Explicit Analysis", includes a multiple-choice question about a character's "worst nightmare" and a short-answer question about a father's reaction. The second worksheet, also titled "Inferencing & Explicit Analysis", contains a question about a principal's characteristics and a short-answer question about inferences. The third worksheet, titled "Cool Doc Stevens", includes a reading passage and a graphic organizer. The graphic organizer is titled "INFERENCING & EXPLICIT ANALYSIS" and is designed to help students make inferences about a text. It includes a section for "In the text:" and a section for "What you know:" which is linked to an "Inference made:" section. The materials are decorated with gold stars, colorful sticky tabs, and a yellow pom-pom.

Inferencing & Explicit Analysis Name: _____ Date: _____
Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. What is the main character's "worst nightmare" according to what the text explicitly states?

- She is late for her first day of classes at her new high school.
- She is afraid of what her classmates are saying about her.
- She is a student at the same school where her father is now the principal.
- She is the only student without a date for this year's senior prom.

2. What can you infer from Lucy saying, "You'll have your network of minions spying on you when you move at school?"

- She thinks her father took the job as principal to ruin her entire life.
- She thinks her privacy at school will be ruined by her father being the principal.
- She thinks no one will talk to her because her father is the principal now.
- She thinks Jeremy Prenders will avoid her because her father is the principal.

3. How does Dad feel about Lucy's reaction to him being the principal? Include text evidence to support your analysis.
Her dad seems to feel a bit hurt and frustrated by Lucy's initial reaction to him becoming the principal. He wants to connect with her and help her see that he's still the same person, but Lucy's embarrassment makes it difficult for him.

Inferencing & Explicit Analysis Name: _____ Date: _____
4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: What can the reader infer about what kind of a principal Lucy's father will be?

- He will develop rules for everything and be super strict.
- He will take every chance to embarrass Lucy in front of her friends.
- He will show favoritism to Lucy and her friends.
- He will be fun and compassionate to all students' needs.

Part B: Select **TWO** pieces of evidence from the text that support the inference you made in Part A.

- "You've got to come to terms with this, Lucy..."
- "I'll be sure to tell the minions to leave you be today."
- "Your dad really listens to kids," Courtney said.
- "...my dad took the microphone and introduced himself, and the energy among the students just by being himself..."

5. What inferences can you make about how the rest of the school year will be for Lucy and her father? Provide text evidence to support your answer.
It's likely that the rest of the school year for Lucy and her father. During the year, Lucy's dad received an enthusiastic welcome from the students who cheered for him with a chant that suggests that the students are excited and respect him as the new principal. Courtney expressed her support for Lucy's dad becoming the principal and connecting with students and other faculty.

950L Inferencing & Explicit Analysis Name: _____ Date: _____
Cool Doc Stevens

I slouched in the passenger seat of my dad's car as we pulled up to school, feeling like the new kid even though I'd attended this school for 10 years. Today, however, would be the first day I was a student at the school where my father was the principal.

My worst nightmare? *Definitely.* Had Dad made it worse by insisting on driving to school together? *Of course.* And was he seriously going to park in the spot marked *Principal* right in front of the school and make me get out so everyone could see I'd arrived in the principal's car?

My friends already know who I am," Dad said now as he care who you were," I said, "before you became the principal, the guy who occasionally answered the front door when I was home. The guy who offered us snacks and drinks during my session in my room. The guy who chauffeured me to school and tracked down a little farther in my seat when Jeremy and I were there because he was super popular, but he was

INFERENCING & EXPLICIT ANALYSIS
Fill in the graphic organizer to make inferences about the text and cite text evidence to support your thinking.

In the text:	What you know:	Inference made:
<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

I infer that _____ because the text states _____

I believe _____ because the text states _____

ANCHOR CHART

- Anchor chart breaking down inferencing in fiction
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

The anchor chart is a collection of educational materials. At the top, a purple banner reads 'ANCHOR CHART'. Below it, a green box contains five bullet points describing the chart's uses. The main part of the image shows three overlapping graphic organizers titled 'INFERENCING & EXPLICIT ANALYSIS'. Each organizer has a header with the title and a sub-header: 'Fill in the graphic organizer to make inferences about the text and cite text evidence to support your thinking.' The organizers are arranged in a stack, with a purple one in the foreground, a white one in the middle, and a blue one in the background. The purple organizer is filled with handwritten text: 'In the text: He tricked his guards into helping some villagers with an overturned cart and then slipped away while they were otherwise engaged.'; 'What you know: Princes were generally escorted by a bodyguard.'; 'Inference made: He tricked them because he seeks privacy and personal freedom.'; 'I infer that the prince tricked them because he seeks privacy and personal freedom.'; 'I believe this because the text states that he tricked his guards into helping some villagers with an overturned cart and then slipped away while they were otherwise engaged.'; 'My background experience tells me princes were generally escorted by bodyguards.'; 'Therefore, I think the prince tricked them because he sought privacy and personal freedom.' The white organizer has a similar structure but is mostly blank. The blue organizer includes an 'EXAMPLE' section with text about Tom and Megan, and a 'To support analysis' section with numbered steps. The chart is decorated with a yellow school bus, a purple lightbulb, gold stars, and colorful paper clips. A red pom-pom is attached to the bottom right of the blue organizer. A purple arrow points from the green box to the purple organizer.

INFERENCING & EXPLICIT ANALYSIS
Fill in the graphic organizer to make inferences about the text and cite text evidence to support your thinking.

In the text: + What you know: = Inference made:

INFERENCING & EXPLICIT ANALYSIS
Readers cite specific evidence from the text to support their analyses and inferences of a text.

TEXT CLUES: What the author writes in the text

BACKGROUND KNOWLEDGE: What you already know from life experience

INFERENCES: Reasonable guesses about a text that the author doesn't explicitly state

EXAMPLE:
In the text: "We'll throw the biggest party this ever seen when Tom gets home from the Army," Megan's mom said.
What you know: Families have celebrations to honor people they are proud of and to welcome home.
Inference made: Megan's family was proud of Tom's service and were so happy to have him home again.

To support analysis:
1. Carefully read a text.
2. Combine what the text says with your background knowledge to infer what the text means. Go beyond surface-level observations about characters and events.
Cite evidence from the text to support your analysis. Include specific details, quotations, and page numbers. Summarize your thoughts about the text's analysis. Reasonable, citing text evidence.
Interpret the text by clearly stating your analysis or inference, and discussing why your interpretation is reasonable.
Citing text evidence, use sentence stems such as:
According to the text...
The text states...
I believe this because the text states...
I notice... it says...
What I read in the text...
In the text, it states...
From the reading, I know that...
On page... I noticed...
Based on the text...
The text explicitly states...

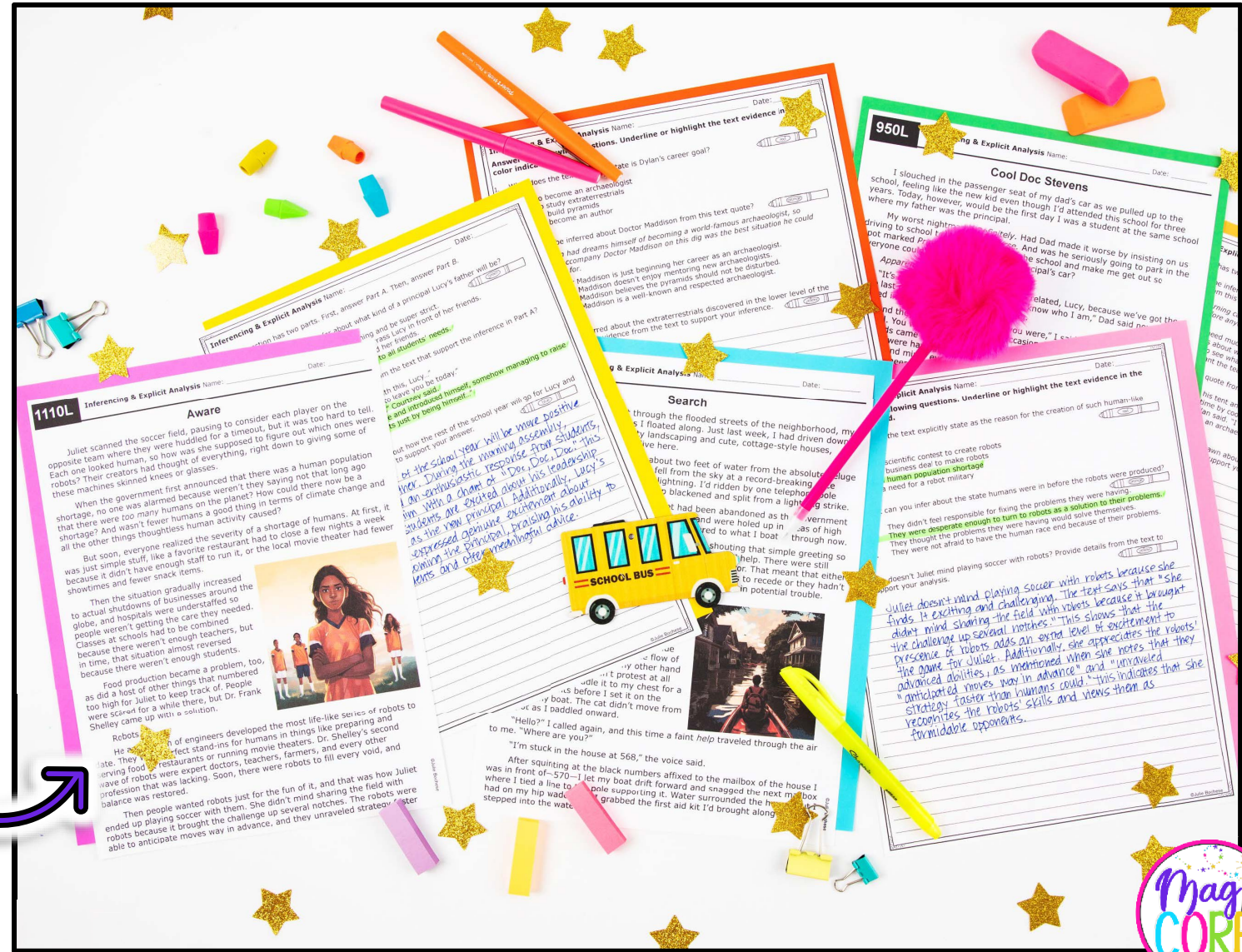
ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments

The collage features several worksheets and educational graphics. At the top left is a yellow lightbulb icon. Below it are two worksheets titled "INFERRING & EXPLICIT ANALYSIS". The first worksheet, labeled "980L", includes a "Search" section with a photograph of a flooded street and a "What you know:" section with handwritten notes: "He tricked his guards into helping some villagers with..." and "Prines were generally escorted by a bodyguard." The second worksheet has a "What you know:" section with handwritten notes: "He tricked them because he seeks privacy and personal freedom" and "that he tricked his guards and turned cars...". A yellow school bus icon is positioned between the worksheets. To the right is another worksheet titled "INFERRING & EXPLICIT ANALYSIS" with a "TEXT CLUES" section and a "What you know:" section with handwritten notes: "Families have honor people they are proud of and to welcome home people they missed." and "Inference made: Megan's family was proud of Tom's service and were so happy to have him home again." The worksheets are decorated with yellow stars, a yellow highlighter, and a blue pom-pom. A purple arrow points from the text on the left towards the worksheets.

WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills



ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

CERTIFIED LEXILE PARTNER

MagCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

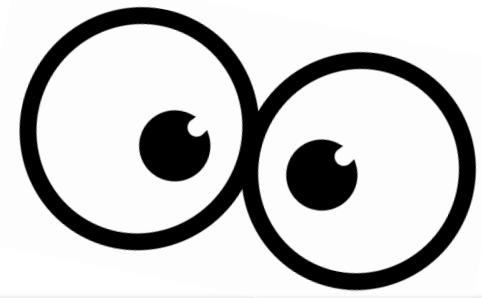
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-1185L

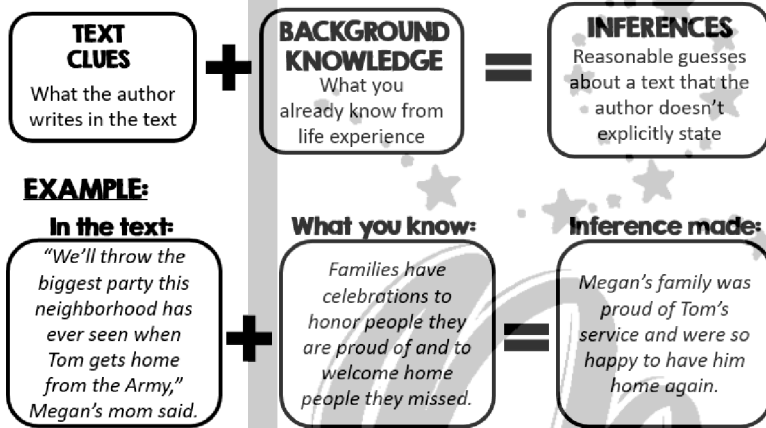
Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. "It is important to recognize that scaffolding built into the Standards' grade-by-grade text complexity expectations is a general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands."

TAKE A PEEK



INFERCING & EXPLICIT ANALYSIS

Readers cite specific evidence from the text to support their analyses and inferences of a text.



To support analysis and inferences of a text:

- Carefully read a text.
- Combine what the author explicitly states in the text with your background knowledge to infer something about the text. For example, you can make inferences about characters, setting, plot, and theme. Go beyond surface-level observations to dive deeper into the text in your analysis.
- Cite evidence from the text to support your analysis and inferences. Evidence may include specific details, quotes, or examples.
- Summarize your thoughts about the text by clearly stating your analysis or inference, citing text evidence, and discussing *why* your interpretation is reasonable.
- When citing text evidence, use sentence stems such as:

• According to the text...	• In the text, it states...
• The author/text stated...	• From the reading, I know that...
• One example from the text...	• On page ____, I noticed...
• On page ____, it says...	• Based on the text...
• Based on what I read in the text...	• The text explicitly states...

INFERCING & EXPLICIT ANALYSIS

Let's Try! Read the passage "A Forest Surprise" below, then answer the questions on the graphic organizer.

Prince Eugene wandered through the forest on his horse, Newton. He was rarely out by himself because his parents always insisted on an escort. Was he supposed to have an escort right now?

Technically, yes.

Had he tricked his guards into helping some villagers with an overturned cart and then slipped away while they were otherwise engaged?

Also yes, but sometimes a prince needed a few moments to himself. A moment without someone constantly monitoring his every move. A moment to just be a young man and not the heir to the kingdom's throne.

Newton waded into a shallow stream, bending his head to catch a quick drink, so Prince Eugene didn't urge him on. Perhaps his horse needed a moment to himself as well.

When the horse was done drinking, the pair continued across the water and onto a path that cut through the woods. They came upon a lovely estate with the most beautiful gardens surrounding a small cottage tucked under the trees like a little surprise waiting in the forest.

"My mother would love a bouquet of those flowers," Prince Eugene said to Newton, nudging the horse in the direction of a hardy patch of tall sunflowers. He slid his dagger from his waist, and just as he touched the blade to the stem, a horrible beast galloped into the garden, stirring up a cloud of dust in its wake.

The monster had the horns of a ram and the face of a wolf, sharp teeth filling its mouth. It stood upright on two massive hind legs that looked like those of a muscled lion, and its torso and arms resembled that of a great black bear. An elaborately embroidered vest that at one time must have been one of the finest in the kingdom covered its chest.

"How dare you attempt to steal my precious blooms!" the beast bellowed, its speech slightly garbled by its fangs. "They do not belong to you!"

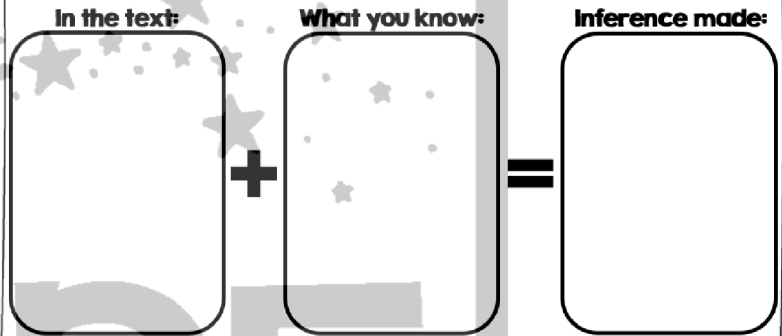
"But I am Prince Eugene, and surely you can spare some flowers for Queen Charlotte."

The prince put his blade to the sunflower stem again, but the beast lashed out a clawed hand, slicing through the sleeve of Prince Eugene's tunic.

"Maim one of my flowers and I shall maim you!" the beast roared.

INFERCING & EXPLICIT ANALYSIS

Fill in the graphic organizer to make inferences about the text and cite text evidence to support your thinking.



I infer that _____

I believe this because the text states _____

My background experience tells me _____

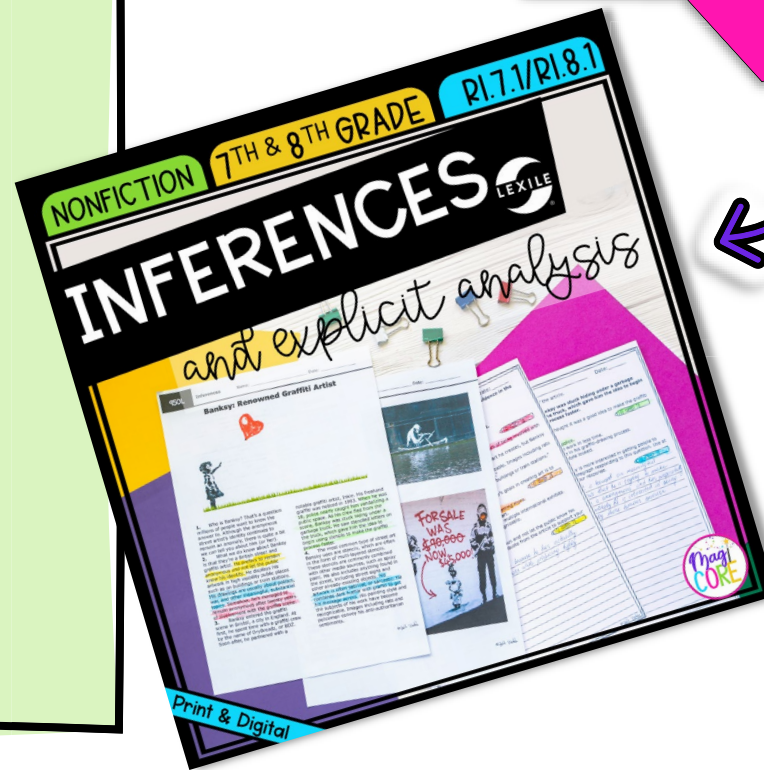
Therefore, I think _____



UPGRADE THEIR SKILLS!

The INFERENCES & EXPLICIT ANALYSIS NONFICTION Unit Contains:

- 12 Digital and Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to cite evidence to make inferences



Love this unit but
want to focus on
Nonfiction Skills?
Try the **INFERENCES**
unit!

