

# FICTION

# 7TH & 8TH GRADE

# RL. 7.1/8.1

**980L Inference & Explicit Analysis**

Interpreting & Analyzing Text: Underline or highlight the text evidence in the color indicated.

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

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

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

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

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.

**950L Inference & Explicit Analysis**

**Cool Doc Stevens**

I slouched in the passenger seat of my dad's car as we pulled up to the school. Today, however, would be the first day I'd attended this school for three years. My worst nightmare? Definitely. Had Dad made it worse by insisting on us 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 knew who I am, because we've got the care who you were," I said, "before you became the guy who occasionally answered the front door when I was in session in my room. The guy who offered us snacks and drinks down a little farther in my seat when Jeremy and the boys at school, Jeremy would definitely be the 'ce because he was super popular, but he was said, pulling in the The I have

**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:

It's likely that the rest of the for Lucy and her father. Lucy's dad received an who cheered for him suggests that the stud and respect him as friend Courtney is Lucy's dad beco meet with stud

**Magic CORE**

**CERTIFIED LEXILE PARTNER**

# INFERENCING & EXPLICIT ANALYSIS

# WHAT'S INSIDE?

## INFERENCE & EXPLICIT ANALYSIS

*7th & 8th grade*

### Table of Contents

\*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).

1. Inference & Explicit Analysis Anchor Chart
2. Inference & Explicit Analysis Practice Work
3. Antiquing (930L)
4. Cool Doc Stevens (950L)
5. The Flirting Game (960L)
6. A Midnight Dig (980L)
7. Search (980L)
8. An Unexpected Gift (1010L)
9. Mansion Secrets (1030L)
10. A Purpose (1070L)
11. Aware (1110L)
12. A Genius Strategy (1110L)
13. Test
  - Enjoy Your Day (990L)
  - The Truth About Pyramids (1080L)



**PRINTABLE** PDFs covering the 7<sup>th</sup> & 8<sup>th</sup> 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 documents:

- 980L Inferring & Explicit Analysis:** A worksheet titled "Search" with a passage about a flooded street and a search for a house. It includes a "Search" section with a grid for tracking text evidence.
- 1080L Inferring & Explicit Analysis:** A worksheet titled "The Truth About Pyramids" with a passage about an archaeologist. It includes a "The Truth About Pyramids" section with a grid for tracking text evidence.
- 950L Inferring & Explicit Analysis:** A worksheet titled "Cool Doc Stevens" with a passage about a soccer player. It includes a "Cool Doc Stevens" section with a grid for tracking text evidence.
- 1110L Inferring & Explicit Analysis:** A worksheet titled "Aware" with a passage about a government announcement. It includes an "Aware" section with a grid for tracking text evidence.
- INFERENCING & EXPLICIT ANALYSIS:** A graphic organizer for student work. It includes a table for tracking text evidence and a section for inferring and explicit analysis.

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.

Additional student work includes a section titled "The author on having problems" and a section titled "I believe this because the text states..."

# 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. One worksheet, titled "Inferencing & Explicit Analysis", includes a reading passage about a student named Lucy and her father's reaction to her becoming a principal. The passage is annotated with handwritten notes and highlighted text. Another worksheet, titled "Cool Doc Stevens", contains a reading passage and a graphic organizer for inferencing and explicit analysis. The graphic organizer has three main sections: "In the text:", "What you know:", and "Inference made:". The collage is decorated with gold stars, a yellow lightbulb, and various colored highlighters and markers.

**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 our 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 is difficult for him.

**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 guy who occasionally answered the front door when I was in my room. The guy who offered us snacks and drinks during session in my room. The guy who chauffeured me to the gym down a little farther in my seat when Jeremy and the boys at school, Jeremy would definitely be the one to blame 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:
I infer that _____	_____	_____
I believe _____	_____	_____
_____	_____	_____

\_\_\_\_\_ this 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, it features the title 'ANCHOR CHART' in large, bold, black letters on a purple background. Below the title, there are three main sections:

- INFERENCING & EXPLICIT ANALYSIS (Top):** A graphic organizer with the title 'INFERENCING & EXPLICIT ANALYSIS' and the instruction 'Fill in the graphic organizer to make inferences about the text and cite text evidence to support your thinking.' It has three boxes: 'In the text:', 'What you know:', and 'Inference made:'. Below these boxes is a plus sign followed by an equals sign.
- INFERENCING & EXPLICIT ANALYSIS (Middle):** A graphic organizer with the title 'INFERENCING & EXPLICIT ANALYSIS' and the instruction 'Fill in the graphic organizer to make inferences about the text and cite text evidence to support your thinking.' It has three boxes: 'In the text:', 'What you know:', and 'Inference made:'. Below these boxes is a plus sign followed by an equals sign. This section contains handwritten student work in blue ink. The 'In the text' box contains: 'He tricked his guards into helping some villagers with an overturned cart and then slipped away while they were otherwise engaged.' The 'What you know' box contains: 'Princes were generally escorted by a bodyguard.' The 'Inference made' box contains: 'He tricked them because he seeks privacy and personal freedom.' Below the boxes, there are several lines of handwritten text: '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.', and 'Therefore, I think the prince tricked them because he seeks privacy and personal freedom.'
- INFERENCING & EXPLICIT ANALYSIS (Bottom):** A graphic organizer with the title 'INFERENCING & EXPLICIT ANALYSIS' and the instruction 'Readers cite specific evidence from the text to support their analyses and inferences of a text.' It has three boxes: 'TEXT CLUES', 'BACKGROUND KNOWLEDGE', and 'INFERENCES'. Below these boxes is a plus sign followed by an equals sign. This section contains handwritten student work in blue ink. The 'TEXT CLUES' box contains: 'What the author writes in the text'. The 'BACKGROUND KNOWLEDGE' box contains: 'What you already know from life experience'. The 'INFERENCES' box contains: 'Reasonable guesses about a text that the author doesn't explicitly state'. Below the boxes, there are several lines of handwritten text: '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 and inferences, you should do the following: 1. Carefully read a text. 2. Combine what the text says with your background knowledge to infer. 3. Cite evidence from the text to support your inferences. 4. Summarize your thoughts about the text by clearly stating your analysis or inference, and discussing why your interpretation is reasonable. 5. Citing text evidence, use sentence stems such as: In the text, it states... From the reading, I know that... On page... I noticed... Based on the text... The text explicitly states...'

The anchor chart is decorated with various colorful elements: a purple lightbulb, a yellow school bus, a red pom-pom, a yellow highlighter, a purple arrow, and several gold stars. There are also colorful paper clips and markers scattered around the chart.

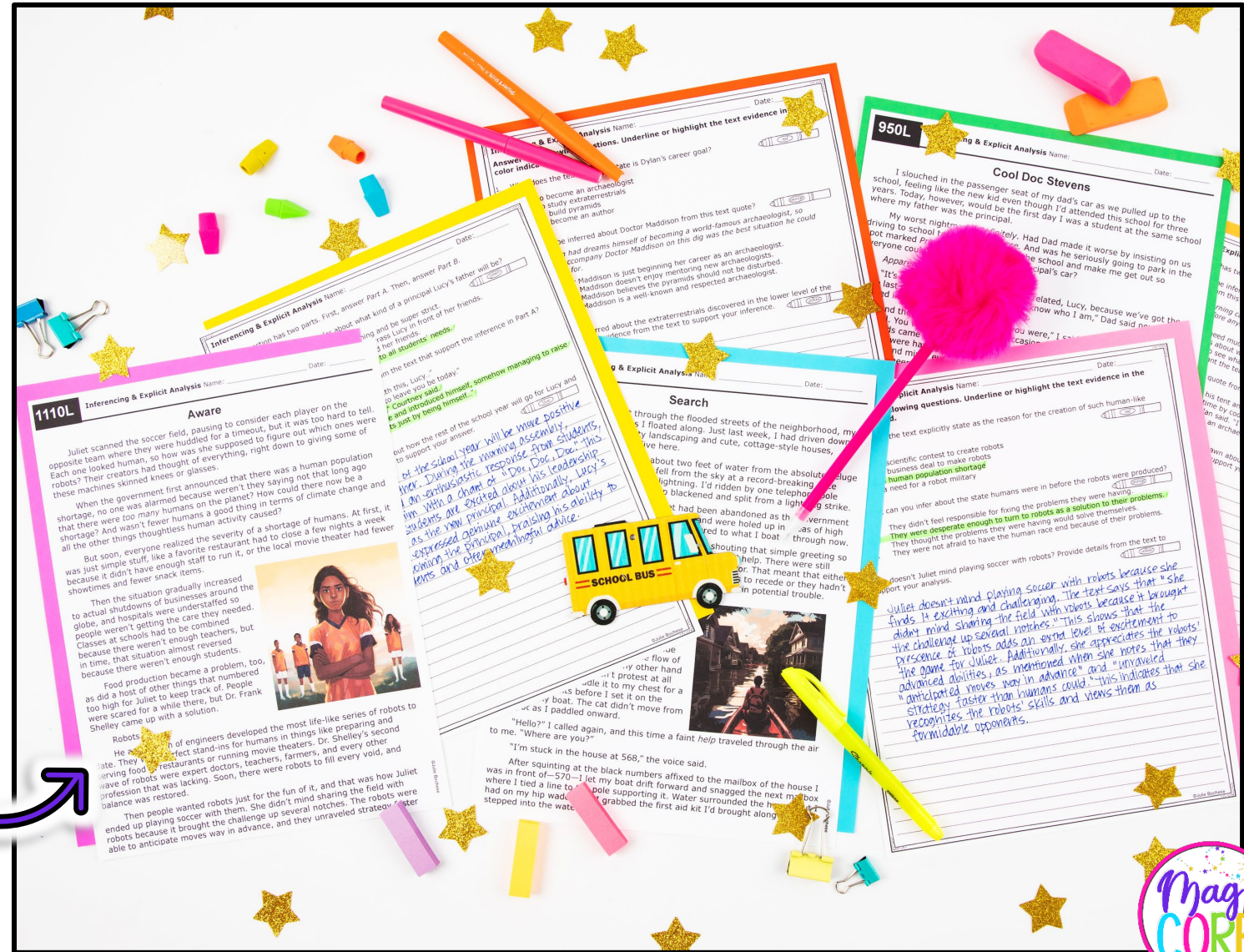
# ASSESSMENTS

- 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 three worksheets titled "INFERRING & EXPLICIT ANALYSIS". The top worksheet is for a text about a flooded neighborhood, with handwritten notes in a graphic organizer: "He tricked his guards into helping some villagers with..." and "Princes were generally escorted by a bodyguard." The middle worksheet is for a text about a flooded neighborhood, with handwritten notes: "that he tricked his guards" and "she overturned cart and...". The bottom worksheet is for a text about a robot contest, with handwritten notes: "Juliet doesn't mind playing soccer with robots because she finds it exciting and challenging. The text says that 'she didn't mind sharing the field with robots because it brought the challenge up several notches.' This shows that the presence of robots adds an extra level of excitement to advanced abilities, as mentioned when she notes that they anticipated moves was in advance" and "unraveled strategy faster than humans could." This indicates she recognizes the robots' skills and views them as formidable opponents." A yellow school bus labeled "SCHOOL BUS" is positioned in the center. A yellow highlighter and a purple lightbulb icon are also present. The background is decorated with gold stars and a blue pom-pom.

# 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.

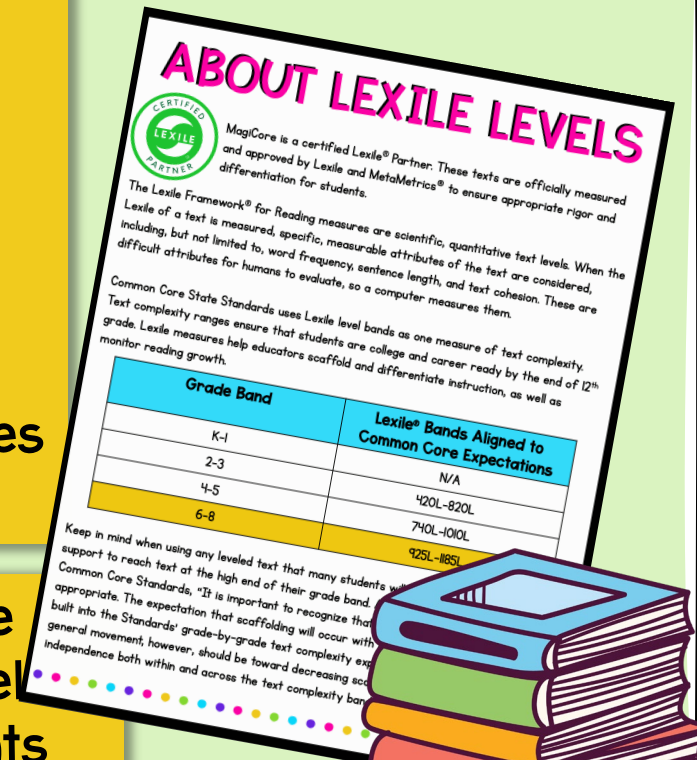
Our passages provide that essential variety of fiction structures and topics.

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**

## ABOUT LEXILE LEVELS


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 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

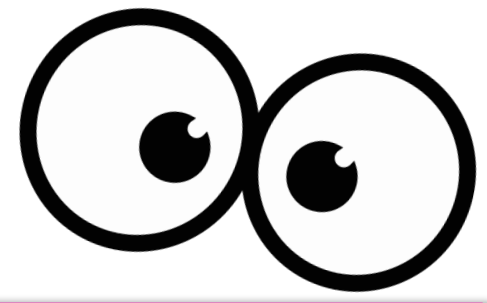
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-185L

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 the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity band.





# TAKE A PEEK



## INFERCING & EXPLICIT ANALYSIS

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



### EXAMPLE:



### 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!"

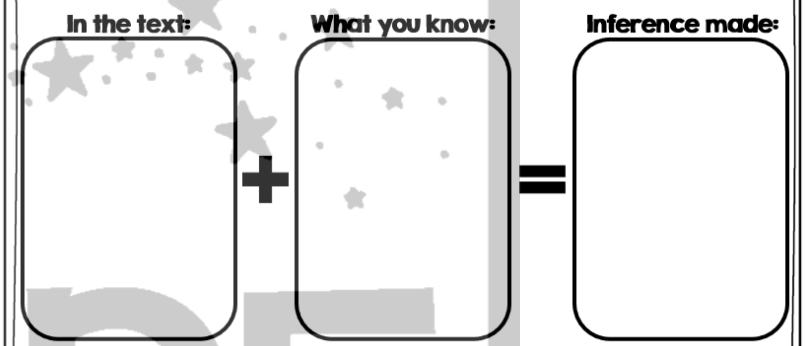
"But I am Prince Eugene, and surely you can spare some flowers for Queen Charlotte."

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 \_\_\_\_\_



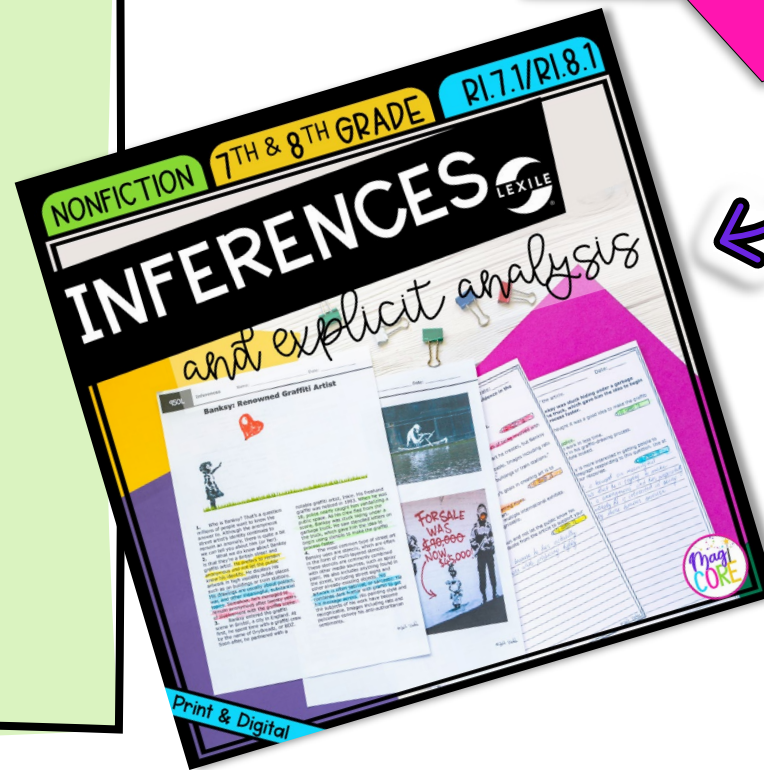




# UPGRADE THEIR SKILLS!

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!

