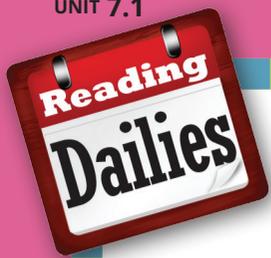




## Cite Text Evidence

- 1 Guided Close Reading
- 2 Make Inferences
- 3 Find Relevant Text Evidence



## Cite Text Evidence

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

## How to Make Inferences

An inference is an educated guess about something that happens in a text. You analyze details to understand what the author is saying. To make a valid inference, you must take into account details from the text and information you already know.

### **What the text says + What I already know = A valid inference**

For example, the text might state: *They packed their umbrellas when they prepared for their trip to India.*

A valid inference you could make is that they are preparing for rain on their travels because you already know that people use umbrellas in the rain. If you knew about the rainy season in India, you might also make the inference that the characters are traveling during that time of year.

## How to Find Relevant Text Evidence

When you make an inference, or refer to anything about a text as you speak, write, or answer questions about it, you need to include explicit evidence from the text to support your thinking.

To find text evidence, you return to the text to find details or a quote that supports your inference.

For example, your inference might be: *The main characters are traveling to India during the rainy, or monsoon, season.*

Your text evidence to support this inference might be the following quote from the text: "They packed their umbrellas when they prepared for their trip to India." You might also include your own background knowledge that the rainy season in India lasts from May to November, depending on where you are in the country.



# 1. Guided Close Reading

To understand complex texts, you need to do close reading. That means reading and rereading a text. With each reading, you gain a deeper understanding of what the author says explicitly as well as what he or she implies.

Follow the steps to complete a close reading of an excerpt from *A Study in Scarlet*.

## Read to learn about the character of Sherlock Holmes.

from *A Study in Scarlet*  
by Sir Arthur Conan Doyle

The garden was bounded by a three-foot brick wall with a fringe of wood rails upon the top. Against this wall was leaning a stalwart police constable, surrounded by a small knot of loafers, who craned their necks and strained their eyes in the vain hope of catching some glimpse of the proceedings within.

I had imagined that Sherlock Holmes would at once have hurried into the house and plunged into a study of the mystery. Nothing appeared to be further from his intention. With an air of nonchalance which, under the circumstances, seemed to me to border upon affectation, he lounged up and down the pavement. He gazed vacantly at the ground, the sky, the opposite houses, and the line of railings. Having finished his scrutiny, he proceeded slowly down the path, or rather down the fringe of grass. He kept his eyes riveted upon the ground. Twice he stopped, and once I saw him smile. I heard him utter an exclamation of satisfaction. There were many marks of footsteps upon the wet clayey soil, but since the police had been coming and going over it, I was unable to see how my companion could hope to learn anything from it.

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What do you learn about Sherlock Holmes from this excerpt?

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## 1. Guided Close Reading continued

**Reread for important information.**

-  What words or phrases about Holmes seem the most important? Highlight those words and phrases in the text.

**Think about what you have read. Reread if needed.**

-  Look back at the words and phrases you highlighted. What do these details tell you about Holmes?

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**Does your response . . .**

- show understanding of the passage?
- answer what is asked for in the questions?
- use complete sentences and show command of the conventions of English?



## 2. Make Inferences

**To make a valid inference, you must identify what the details in the text show. Then you make an educated guess based on those details and your own background knowledge or understanding.**

**Read the passage. Then answer the questions.**

from *A Study in Scarlet*  
by Sir Arthur Conan Doyle

At present my attention was centered upon the single grim motionless figure which lay stretched upon the boards, with vacant sightless eyes staring up at the discolored ceiling. It was that of a man about forty-three or forty-four years of age, middle-sized, broad shouldered, with crisp curling black hair, and a short stubbly beard. He was dressed in a heavy broadcloth frock coat and waistcoat, with light-colored trousers, and immaculate collar and cuffs. A top hat, well brushed and trim, was placed upon the floor beside him. . . .

"There is no clue?" said Gregson.

"None at all," chimed in Lestrade.

Sherlock Holmes approached the body, and, kneeling down, examined it intently. "You are sure that there is no wound?" he asked, pointing to numerous gouts and splashes of blood which lay all round.

"Positive!" cried both detectives.

"Then, of course, this blood belongs to a second individual, presumably the murderer, if murder has been committed. . . ."

As he spoke, his nimble fingers were flying here, there, and everywhere, feeling, pressing, unbuttoning, examining, while his eyes wore the same far-away expression, which I have already remarked upon. So swiftly was the examination made, that one would hardly have guessed the minuteness with which it was conducted. Finally, he sniffed the dead man's lips, and then glanced at the soles of his patent leather boots.



What inference does Holmes make in this passage? What evidence does Holmes use to make this inference?

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## 2. Make Inferences continued

- B** What inference can you make about the narrator? Remember to make use of details from the text.

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- C** How does making inferences like these help you understand what might be happening in this part of the story?

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**Does your response . . .**

- show understanding of the passage?
- answer what is asked for in the questions?
- use complete sentences and show command of the conventions of English?



### 3. Find Relevant Text Evidence

**When you respond to a text by writing or speaking, or when you make an inference, you should be able to support your thought or response with relevant text evidence. This means you must carefully read and reread a text to find examples of evidence that supports your response.**

**Read the passage. Then answer the questions.**

from *A Study in Scarlet*  
by Sir Arthur Conan Doyle

Across this bare space [on the wall] there was scrawled in blood-red letters a single word:

*RACHE.*

. . . Holmes whipped a tape measure and a large round magnifying glass from his pocket. With these two implements he trotted noiselessly about the room, sometimes stopping, occasionally kneeling, and once lying flat upon his face. So engrossed was he with his occupation that he appeared to have forgotten our presence. He chattered away to himself under his breath the whole time, keeping up a running fire of exclamations, groans, whistles, and little cries suggestive of encouragement and of hope. . . . For twenty minutes or more he continued his researches. He measured with the most exact care the distance between marks which were entirely invisible to me. He occasionally applied his tape to the walls in an equally incomprehensible manner. In one place he gathered up very carefully a little pile of grey dust from the floor and packed it away in an envelope. Finally, he examined with his glass the word upon the wall, going over every letter of it with the most minute exactness. . . .

Gregson and Lestrade had watched the maneuvers of their amateur companion with considerable curiosity and some contempt. They evidently failed to appreciate the fact, which I had begun to realize, that Sherlock Holmes' smallest actions were all directed towards some definite and practical end.



### 3. Find Relevant Text Evidence continued

- A** What is Holmes doing in this excerpt? What details help you understand the action?

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- B** What inference can you make about what kind of a partner Holmes might be to work with?

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- C** Identify and explain the relevant text evidence that supports your inference.

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**Does your response . . .**

- show understanding of the passage?
- answer what is asked for in the questions?
- use complete sentences and show command of the conventions of English?



# Vocabulary

Term	Definition
<b>affectation</b>	behavior meant to impress others
<b>air</b>	outward manner
<b>analysis</b>	a close examination of details
<b>close reading</b>	the careful examination of the words, phrases, and sentences in a text
<b>evidence</b>	details in the text that support an inference
<b>explicitly</b>	clearly and unmistakably
<b>gout</b>	a lot of fluid
<b>inference</b>	logical guess based on details in the text as well as personal experience
<b>nonchalance</b>	indifference; attitude of not caring
<b>relevant</b>	relating to a topic
<b>valid</b>	believable, trustworthy, and relevant



## Checkpoint Assessment

Read the passage. Then answer the questions.

from **"When the Bayou Overflows"**

by Alice Dunbar Nelson

It was March now, and springtime. The bayou<sup>1</sup> began to sweep down between its banks less sluggishly than before; it was rising, and soon would spread over its tiny levees. The doors could be left open now, though the trees were not yet green; but then down here the trees do not swell and bud slowly and tease you for weeks with promises of greenness. Dear no, they simply look mysterious, and their twigs shake against each other and tell secrets of the leaves that will soon be born. Then one morning you awake, and lo, it is a green world! The boughs have suddenly clothed themselves all in a wondrous garment, and you feel the blood run riot in your veins out of pure sympathy.

One day in March, it was warm and sweet. Underfoot were violets, and wee white star flowers peering through the baby-grass. The sky was blue, with flecks of white clouds reflecting themselves in the brown bayou. Louissette tripped up the red brick walk with the Chicago letter in her hand, and paused a minute at the door to look upon the leaping waters, her eyes dancing.

**1. bayou:** a creek, stream, or small river

1. What can the reader infer about how Louissette feels in the passage?
  - A. She is unhappy because she has fallen down outside a house.
  - B. She is nervous because the bayou is about to overflow.
  - C. She is happy because she has received a letter she has been waiting for.
  - D. She is relieved because it is now March after a cold winter.

**Checkpoint Assessment** continued

2. Which phrase from the last sentence in the passage best supports the feeling correctly identified in question 1?
  - A. "paused a minute"
  - B. "tripped up"
  - C. "blood run riot"
  - D. "her eyes dancing"
  
3. Based on the context found in the first paragraph, what is the most likely meaning of the word *levees* in the second sentence?
  - A. fields on which farmers grow crops
  - B. raised areas alongside a body of water
  - C. parties given to celebrate springtime
  - D. small communities in marshy areas
  
4. Which phrase from the passage provides the best context clue to the correct answer to question 3?
  - A. "between its banks"
  - B. "a green world"
  - C. "warm and sweet"
  - D. "doors could be left open"