



UNIT 4.1

Use Details from the Text



Guided Close Reading

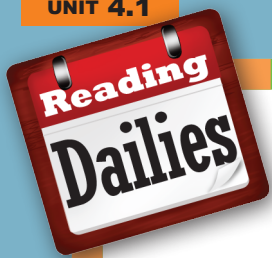


Make an Inference



Support an Inference with Text Details and Examples





Use Details from the Text

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Make an Inference

When you read literature, make sure you know what the text says explicitly. First, try to understand what the text says about a topic. After that, you can apply your own knowledge of the world. When you combine what you already know with details and examples in the text, you make an inference.

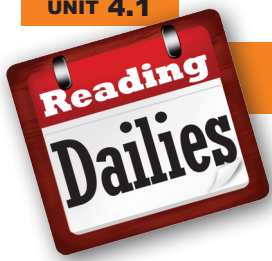
To make an inference:

- Read the text closely.
- Look for details and examples in the text.
- Then think about what you already know about the topic.
- Ask, "What do these details, plus my own knowledge, tell me about the topic?"

Text Details + What You Already Know = Inference

Support an Inference with Text Details and Examples

To explain your inference, include details and examples from the text. You would use evidence from the text in a summary or when paraphrasing. In the same way, you use specific words and phrases from the story to support any inference you make. First, look closely at the text. Then identify the words and phrases from the text that you combined with your own knowledge. Include that evidence in your explanation of an inference.



1. Guided Close Reading

To understand literature, you need to do close reading. When you do close reading, you carefully read and reread the text. With the first reading, you develop an understanding of what the text says explicitly. With each additional reading, you gain a deeper understanding of the text.

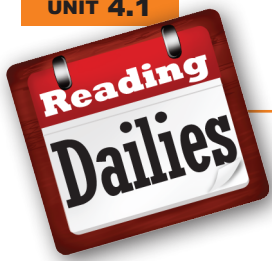
Follow the steps to complete a close reading of this passage from *A Little Princess*.

Read to find important details in the text.

from *A Little Princess*
by Frances Hodgson Burnett

The birthday was to be celebrated by great festivities. The schoolroom was to be decorated, and there was to be a party. The boxes containing the presents were to be opened with great ceremony, and there was to be a glittering feast spread in Miss Minchin's sacred room. When the day arrived the whole house was in a whirl of excitement. How the morning passed nobody quite knew, because there seemed such preparations to be made. The schoolroom was being decked with garlands of holly; the desks had been moved away, and red covers had been put on the forms which were arrayed round the room against the wall.

When Sara went into her sitting room in the morning, she found on the table a small, dumpy package, tied up in a piece of brown paper. She knew it was a present, and she thought she could guess whom it came from. She opened it quite tenderly.

**1. Guided Close Reading** continued

What is the topic of this passage? What is stated explicitly in this passage?

Reread to make an inference. Remember to combine what the text says explicitly with your own knowledge.



Whose birthday is it?

Use details from the text to support your inference.

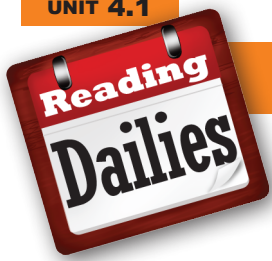


What information supports your inference? Highlight those phrases and sentences in the text.



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 an Inference

Authors do not always state important ideas directly. In literature, setting and characters are often developed through the use of descriptive details or examples. Readers must make inferences, by adding their own knowledge to the words and phrases in the text, to get a full understanding of the story.

Read the passage. Then answer the questions.

from *The Secret Garden*
by Frances Hodgson Burnett

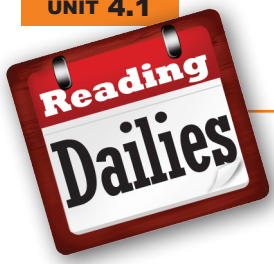
On that first morning when the sky was blue again Mary awakened very early. The sun was pouring in slanting rays through the blinds and there was something so joyous in the sight of it that she jumped out of bed and ran to the window. She drew up the blinds and opened the window itself and a great waft of fresh, scented air blew in upon her. The moor was blue and the whole world looked as if something Magic had happened to it. There were tender little fluting sounds here and there and everywhere, as if scores of birds were beginning to tune up for a concert. Mary put her hand out of the window and held it in the sun.

"It's warm—warm!" she said. "It will make the green points push up and up and up, and it will make the bulbs and roots work and struggle with all their might under the earth."

She kneeled down and leaned out of the window as far as she could, breathing big breaths and sniffing the air. ... "It must be very early," she said. "The little clouds are all pink and I've never seen the sky look like this." ...

A sudden thought made her scramble to her feet.

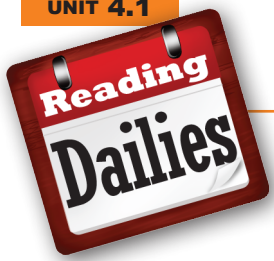
"I can't wait! I am going to see the garden!"

**2. Make an Inference** continued

Read the passage closely, and highlight important details. Write three of them below.



Choose two of the details you highlighted. What topic are the details about?



2. Make an Inference continued

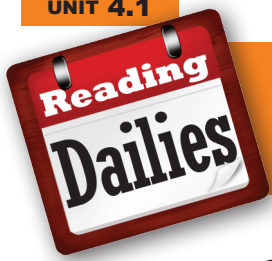


What inference can you make from the text? Combine what you already know with details from the text.



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. Support an Inference with Text Details and Examples

Once you have made an inference, ask yourself, “Does this inference fit with the text?” Try to explain your inference by pointing out the specific details and examples from the text.

Read the passage. Then answer the questions.

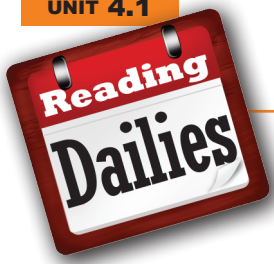
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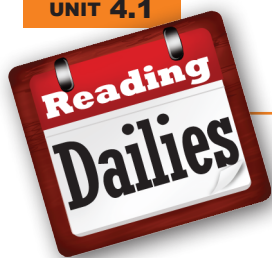
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A sudden thought made her scramble to her feet.
“I can’t wait! I am going to see the garden!”

**3. Support an Inference with Text Details and Examples** continued

- A** Make an inference about why Mary is excited to get up that morning and see the garden. Write it below.

- B** Which sentences in the text support your inference? Write three details or examples below.



3. Support an Inference with Text Details and Examples *continued*

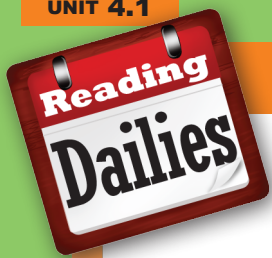


In your own words, explain why your inference makes sense with this passage.



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
arrayed	set up or arranged neatly
characters	the people or animals in a story
close reading	carefully examining each word, phrase, and sentence in a text
detail	a word or phrase that describes a character, setting, or event
dumpy	worn or shabby
explicitly	openly and clearly
inference	a logical guess based on details in the text as well as personal knowledge
moor	a swampy or boggy area
paraphrasing	retelling in your own words
sacred	deserving respect or honor
score	a group of 20 things
setting	where and when a story takes place
summary	a brief retelling of the most important details of a text
tenderly	lovingly
topic	the subject of a text, which can be expressed in a few words