

ELD 6 Assignments Week 4

- Define- Textual Evidence
- Vocabulary- Textual Evidence
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- Define- Supporting Ideas and Opinions
- Vocabulary- Supporting Ideas and Opinions
- Model- Supporting Ideas and Opinions
- Practice- Supporting Ideas and Opinions
- Supporting Ideas and Opinions Access 2

Textual Evidence - The Other Side

Assigned by: Melissa Lunetta

Due: May 1, 2020 11:59 PM

[Access 2](#)
[HTM Document](#)

Define

- Textual evidence can be any detail from the text, including a word, phrase, sentence, or paragraph.
- Referring to textual evidence is an important tool for helping you explain your ideas and opinions about a text.
- Cite, or point out, textual evidence when you write or talk about a text.
- Citing textual evidence will help you support your ideas and opinions about a text.
- Textual evidence can also help you infer a text's meaning.
 - To infer, think about the text and your own background knowledge. Then, make a logical guess about what the author wants you to know.
 - Cite textual evidence when you explain what you inferred to someone else.
- Use textual evidence to analyze a text.
 - To analyze a text, read it closely to develop an idea about something that is important to understand in a text.
 - Analyzing a text is important to understand themes and ideas that the author does not say directly.
 - Cite textual evidence to show how and why you analyzed the text in the way that you did.
 - Once you've analyzed the textual evidence, you can summarize what you've read in your own words.
- When you cite textual evidence, someone else can find the same text that you were reading. Then, you can discuss if you have the same ideas.
- Textual evidence also helps others understand your ideas and opinions about a text.

CA-CCSS: [CA.RL.6.1](#)

Supporting Ideas & Opinions - The Other Side

Assigned by: Melissa Lunetta

Due: May 1, 2020 11:59 PM

[Access 2](#)
[HTM Document](#)

Define

When you **support ideas** you give textual evidence to explain an opinion, reflection, or analysis.

Textual evidence consists of words taken from a text and presented as evidence in support of an idea.

First, to support ideas, quote or paraphrase something in the text:

- **Quote** a group of words to copy part of the text exactly how it appears, or word-for-word. This group of words is called a *quote* or a *quotation*. A quote is surrounded by *quotation marks* “_____.”
(Example: ***The author says, “The location of the tomb is still unknown.”***)
- **Paraphrase** to summarize part of the text in new words.
(Example: ***No one has found the tomb yet.***)

After quoting or paraphrasing text, then make a claim about it:

- A **claim** states an idea that you have based on the text.
(Example: ***The tomb must be well hidden, because no one has found where it is yet.***)
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Textual Evidence - The Other Side

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Model

The narrator in *The Other Side* talks to his sister. He describes what happened to him one morning, and he says it changed him forever. Throughout the text the author shares information about how the morning was unusual for the narrator. For example, let's **cite** paragraph 4 as an example:

What was **different** about that day was that I was awake to see the sunrise. **I can't remember the last time I was awake before sunrise.** But that Wednesday something woke me up. When I opened my eyes, **I knew there was no going back.** I would become a different person.

Here you learn that the morning began unusually for the narrator because he was awake before sunrise. You can **infer** that it was not at normal for the narrator to be up so early. From the details the author provided in this paragraph, it is clear that that something caused him to wake up before sunrise.

When the narrator wakes up, he immediately starts walking to the front door. Why? Let's look at the details the author shares about this:

The hallway was very dark, but **I knew the way to where I had to go.** I kept waiting for the floorboards to creak and wake everyone, but there was only silence.

From what the **textual evidence** says in paragraph 4 and in the paragraph above, you can infer that the same thing that woke the narrator up also compelled him to go to the front door.

But how does the narrator feel once he is at the door? You can analyze details in the text and use your own **background knowledge** to **summarize** how he probably feels at this point: Something that he does not understand drew him to the door. He doesn't understand why. He is nervous about what is going to happen to him next.

As you continue to read *The Other Side*, look for textual evidence from the narrator's description to understand how he felt that morning and while he talks with his sister.

CA-CCSS: [CA.RL.6.1](#)

Supporting Ideas & Opinions - The Other Side

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Model

When you write or talk about a text, you should *support ideas* with textual evidence. This way, other people can understand and agree with your ideas. The *supporting details* are the parts of a text that make an idea convincing. There are two ways to talk about supporting details:

- *Quote* to copy words and sentences exactly how they appear in the text.
 - Example: ***The boy in the story says, “I knew that once I opened the door, I would never be the same.”***
- *Paraphrase* to summarize or restate the ideas of the text in new words.
 - Example: ***The boy in the story knew opening that door would change his life forever.***

Both examples start with who says it in the text: ***The boy in the story.***

Quoting or paraphrasing from the text supports a *claim*. A claim is a statement of an idea. A claim supported by evidence is stronger than one with no evidence. Here is a chart that explains how an idea, or claim, can be supported:

Steps to Make a Claim	Rules	Example
First, choose the text.	1. Read the text. 2. Find part of the text that includes an important idea, or supporting detail. To paraphrase:	<i>I stood there breathless. I stared at the doorknob for what felt like an eternity. <u>I knew that once I opened the door, I would never be the same.</u> I thought of my family and wondered if they would understand. I wished I'd just stayed in bed.</i>
Then, paraphrase or quote the supporting detail.	1. Tell who says the idea. 2. Say the idea in new words.	<i>The boy in the story knew that opening the door would change his life forever.</i>
	To quote:	
	1. Tell who says the idea	<i>The boy in the story says, “I knew that</i>

	<ol style="list-style-type: none"> 1. Tell who says the idea. 2. Add a comma and quotation marks. 3. Copy the text word-for-word. 4. Add the final quotation marks. 	<p><i>once I opened the door, I would never be the same."</i></p>	
Next, make a claim.	<ol style="list-style-type: none"> 1. Decide what the text means. 2. State your idea. 	<p><i>The boy in the story must have already known something unusual would happen that day.</i></p>	
Finally, put it all together.	<ol style="list-style-type: none"> 1. Put the claim together with the supporting detail. 2. The supporting detail can be paraphrased or quoted. 3. Use pronouns to avoid repeating the subject of the sentence. 	<p>Make a claim by paraphrasing:</p> <p><i>The boy in the story must have already known something unusual would happen that day. He knew that opening the door would change his life forever.</i></p> <p>OR</p> <p>Make a claim by quoting:</p> <p><i>The boy in the story must have already known something unusual would happen that day. He says, "I knew that once I opened the door, I would never be the same."</i></p>	

Access 2

Skill: Supporting Ideas & Opinions

Define

Fill in the blanks as you read or listen to the Define section.

When you **support ideas** you give textual evidence to explain a(n) _____, _____, or _____.

The textual evidence may include **supporting details**, such as _____, _____, or _____ taken from a text to support an idea.

Quote a group of words to _____ part of the text exactly how it appears.

Paraphrase to _____ part of the text in new words.

A **claim** states an idea that you have _____ on the text.

*ELD.PI.6.5.Ex - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.

Model

Read or listen to the lesson and complete each item.
Fill in the blanks in with Examples from the Steps to Make a Claim chart. The Example should match the vocabulary word.

Term	Example
Quote	<div></div> <div></div> <div></div>
Paraphrase	<div></div> <div></div> <div></div>
Claim	<div></div>

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Complete the Steps to Make a Claim chart by filling in each blank.

Steps to Make a Claim	Rules	Example
_____.	3. Read the text. 4. Find part of the text that includes an important idea, or supporting detail.	<i>I stood there breathless. I stared at the doorknob for what felt like an eternity. I <u>knew that once I opened the door, I would never be the same.</u> I thought of my family and wondered if they would understand. I wished I'd just stayed in bed.</i>
Then, paraphrase or quote the supporting detail.	To paraphrase: 3. Tell who says the idea. 4. _____.	<i>The boy in the story knew that opening the door would change his life forever.</i>
	To quote: 3. Tell who says the idea. 4. _____. 5. _____. 6. Add the final quotation marks.	<i>The boy in the story says, "I knew that once I opened the door, I would never be the same."</i>
_____.	3. Decide what the text means. 4. State your idea.	<i>The boy in the story must have already known something unusual would happen that day.</i>
Finally, put it all together.	3. _____. 4. The supporting detail can be paraphrased or quoted. 5. Use pronouns to avoid repeating the subject of the sentence.	Make a claim by paraphrasing: <i>The boy in the story must have already known something unusual would happen that day. He knew that opening the door would change his life forever.</i> OR Make a claim by quoting: <i>The boy in the story must have already known something unusual would happen that day. He says, "I knew that once I opened the door, I would never be</i>

*ELD.PI.6.5.Ex - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.

Write
Pre-writing Questions:

Use the sentence frame to say what you think happened to the boy in the story “The Other Side” aloud. Then complete the sentence in writing.

What happened to the boy in “The Other Side” is _____

_____.

Mark three excerpts from “The Other Side” with an X in the chart. Then, quote or paraphrase those three parts of the text. Remember to add a phrase about who says the text. Add quotation marks (“ ”) and commas (,) when quoting. Say it in new words when paraphrasing.

X	Text from “The Other Side”	Quoted or Paraphrased Text
	<i>I knew that there was no going back because I would be different.</i>	<div></div> <div></div>
	<i>Something was calling to me and waiting for me.</i>	<div></div> <div></div>
	<i>I don't know how long the presence had been there, but it wasn't going anywhere.</i>	<div></div> <div></div>
	<i>I understood it and could feel it more than ever.</i>	<div></div> <div></div>

	<i>Who could understand – let alone believe – what I could do now?</i>	

Now, use this sentence frame to say aloud what happened to you when you felt different from other people. Write this down.

A time when I felt different from other people was _____.

_____.

Did you feel the way the boy does in the story? Yes / No

Write:

Write a sentence for each prompt. Remember to use pronouns after the first time you use the boy's name.

Write a sentence about what you think happened to the boy in "The Other Side."

Write down one of your supporting details (either quoted or paraphrased).

Write down another supporting detail (either quoted or paraphrased).

Write a sentence about a time when you felt different from other people.

Write down a sentence about how happened to the boy is similar or different.






Write down your third supporting detail (either quoted or paraphrased).

*ELD.PI.6.12.a.Ex - **Selecting language resources** a) Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.






Instructions

Complete the chart by dragging and dropping the correct meaning and example into the third and fourth column to match the term in each row.

Meaning Options (5 of 5)

-  To tell information about something using fewer words
-  What you already know
-  To quote as evidence
-  Detail from a text or reading
-  A logical guess based on evidence and background knowledge

Example Options (5 of 5)

-  The narrator was very nervous when he got to the front door.
-  In the fourth paragraph, the narrator said he woke up before sunrise.
-  I know that the sun rises early in the morning.
-  I think the narrator was nervous about opening the door because he didn't know what was going to happen to him.
-  "But that Wednesday something woke me up.."

Term	Form	Meaning	Example
textual evidence	noun		
cite	verb		
summarize	verb		
background knowledge	noun		
inference	noun		

CA-ELD:  [ELD.PI.6.6.c.Ex](#)

Instructions

Complete each row by dragging the correct answer from the answer box to column 3.

Background Knowledge Options (3 of 3)



A major event can change how we are.



Some people have a difficult time waking up early.



Not knowing what is going to happen can make you worried.

Inference Options (3 of 3)



Something unusual must have caused the narrator to wake up so early.



The narrator is nervous and scared about what is going to happen to him next.



The narrator experienced something unusual and powerful that had a big effect on him.

Textual Evidence	Background Knowledge	Inference
"I can't remember the last time I was awake before sunrise."		
"I wish I had just stayed in bed, under my covers."		
"In an instant I understood everything: The colors, the wind, and the earth below me. There was one thing left to do. I reached out to touch it. That's when I changed."		

CA-ELD: ELD.PI.6.11.a.Ex

Instructions

Read each statement from the story “The Other Side.” Sort the statements into sentences that quote the text, that paraphrase it, and that make a claim about it.

Available Options (12 of 12)






- The girl did not believe what she heard.
- The girl’s mouth was “open in amazement.”
- The boy’s sister Alexandria was afraid she would make her brother more upset.
- The boy in the story finds out that the way he sees the world is different than it used to be.
- The girl opened her mouth wide in wonder.
- The story says that the boy’s sister Alexandria tries to “hide her concern.”
- In the story, the boy says, “I felt guilty for burdening her.”
- The boy’s sister Alexandria did not want to let him know she was worried.
- The boy says that he was concerned about making his sister upset.
- The boy in “The Other Side” says, “In an instant I was aware of everything.”
- The boy in “The Other Side” suddenly feels the whole world around him at once.
- The boy “felt guilty” because he did not want to make his sister think he was crazy.

Quote	Paraphrase	Claim






Instructions

Complete the chart by dragging and dropping the correct meaning and example into the third and fourth column to match the term in each row.

Meaning Options (5 of 5)

-  a statement of an idea
-  a fact, opinion, or excerpt taken from a text to support an idea
-  giving textual evidence to explain an opinion, reflection, or analysis
-  to summarize part of the text in new words
-  to copy part of the text exactly as it appears, or word-for-word

Example Options (5 of 5)

-  Part of a text used to explain an idea, such as the quotation: "The location of the tomb is still unknown."
-  No one has found the tomb yet.
-  The tomb must be well hidden.
-  Finding words from the text to explain an idea, such as the quote: "The location of the of the tomb is still unknown."
-  The author says, "The location of the tomb is still unknown."

Term	Form	Meaning	Example
supporting ideas	verb phrase		
supporting detail	noun		
quote	verb		
paraphrase	verb		
claim	noun		

CA-ELD:  ELD.PI.6.6.c.Ex

Access 2

Skill: Textual Evidence

DEFINE

Choose the correct answer from the Word Box to complete each sentence below.

Word Box

background knowledge
analyze
summarize
opinions
cite
textual evidence
fiction

1. Reading a text closely will help you _____ it and understand it better.
2. You can use your _____ and what you read in the text to make a logical guess about what the author wants you to know.
3. When you write or talk about text, _____, or point out, textual evidence.
4. After you have analyzed a text, you can _____ what you've read in your own words.
5. Citing textual evidence can help support your _____ about a text.
6. _____ can be a word, phrase, sentence, or paragraph.

*ELD.PI.6.5.Ex - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

MODEL

Read this passage from *The Other Side*. Then, complete the sentence frames to answer the question and support your opinion with textual evidence.

How does the narrator feel?

I stood there breathless. I stared at the doorknob for what felt like an eternity. I knew that once I opened the door, I would never be the same. I thought of my family and wondered if they would understand. I wished I'd just stayed in bed.

I tried to collect myself, but my heart was racing. I turned the knob and stepped forward.

Why do you think the narrator says _____?

I already know that _____.

This leads me to think that _____.

I agree / don't agree with you because _____.

*ELD.PI.6.1.Ex - **Exchanging information/ideas** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas