

## Gradual Release Model

# Part #1: Introduction

Each lesson begins with a brief explanation of the focus standard(s) and how students will use it. Example text, pictures, or graphic organizers support the instruction to help students better understand the skills.


LESSON **1** Supporting Inferences with Evidence

CC.1.3.6.B: Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

**1** Introduction THEME: »» Nature's Ways

As you read, you frequently make **inferences**. You use **clues** from the story to figure out information that the author does not state. Think of this skill as filling in the blanks by using facts or details found in the story. Authors might leave out information because they want you to think about the results. Then you make educated guesses using **evidence** along with **reasoning** based on your own experiences to make generalizations.

Look at the illustration below. What is going on in the picture?



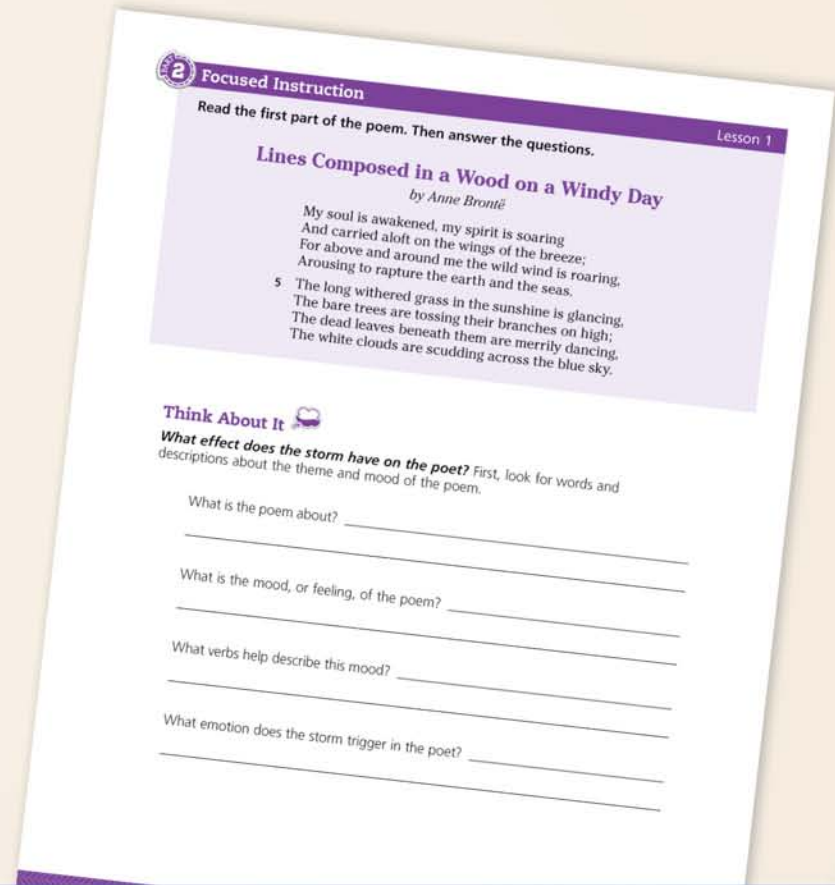
Fill in the chart to make inferences and/or generalizations about the illustration.

Visual Clues	What I Know	Inference
Bear and cub	Mother bears protect their cubs.	
Thunderclouds	Thunderclouds mean a thunder and lightning storm will soon follow.	
Hiker		

## Gradual Release Model

# Part #2: Focused Instruction

Students can collaborate with a partner, in small groups, or as a class to practice the skill. They read a story, poem, play, or nonfiction piece and work through a series of guiding *Think About It* questions to help them organize their thoughts and build comprehension strategies.



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### Part #2: Focused Instruction

As the lesson progresses, students apply their close reading skills by completing *A Closer Look* activity. Shaded boxes with hints and reminders are also provided for extra support. Focused Instruction concludes with a *Discuss It* question to reinforce the skill through speaking and listening activities. Students are asked to analyze part of a text to answer a question, and then discuss their answer with their peers.

**2 Focused Instruction** Lesson 1

Continue reading the poem. Then answer the questions.

10 I wish I could see how the ocean is lashing  
The foam of its billows to whirlwinds of spray;  
I wish I could see how its proud waves are dashing,  
And hear the wild roar of the thunder today!

**A CLOSER LOOK**  
How the poet uses words helps readers envision the storm. Underline words that show the storm's strength.

How does the storm put the poet in touch with nature?

How are the leaves and trees described in the poem?

How does the storm affect the poet?

A She is in awe of and inspired by the power of the storm.  
B She is frightened by the wild weather.  
C She is bored by the endless wind.  
D She is happy that the storm quickly terminates.

What season is being described in the poem? Use details from the poem to explain your answer.

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**DISCUSS IT**  
Think about words that suggest flight, such as "soaring" and "carried aloft," that the poet uses in the first stanza on page 9. How do these words help build atmosphere and convey the effect the storm has on her? As a class, discuss how these words hint that the storm has put the poet in touch with nature.

10 UNIT 1 Key Ideas

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# Part #3: Guided Practice

It's time to apply the strategies learned in part #2. In the Guided Practice section, students can work independently or collaboratively to answer multiple-choice and short-answer questions. They will also see hints and reminders, and *A Closer Look* activities.

Lesson 1

**3 Guided Practice**

Read the passage. Then answer the questions.

**A CLOSER LOOK**  
Alanna likes to gaze at the stars as a way to relax. Underline words that offer clues about the strong connection that Alanna has with the stars.

### Star Watchers

- 1 Alanna liked nothing better than to gaze at the stars. Every night she pointed her treasured telescope at the sky and stargazed. When the weather was nice, she put her telescope in its special backpack, climbed the hill behind her house, and set up her tripod.
- 2 The stars had always intrigued Alanna. Her parents gave her the telescope when she was seven, and Alanna had decorated the walls and ceiling of her room with maps of the constellations and planets.
- 3 One night, after Alanna had finished her tour of the night sky, she returned home to discover a surprise roommate—her cousin Miranda. Her mother explained how a small fire had damaged Miranda's apartment building in the city, and Alanna's family would be staying with them for a few weeks.
- 4 By the next day, Miranda had taken over Alanna's room. She tossed Alanna's books that she kept on her spare bed on the floor and spread her belongings all over it. She shoved her clothes in the closet, wrinkling all of Alanna's. Miranda blasted her music, disturbing Alanna as she tried to read her new book about wormholes. She left behind a trail of cookie crumbs and half-empty juice boxes. It was infuriating!
- 5 That night, Alanna tried to escape to the hill with her telescope, but she wasn't fast enough to get away. Miranda yanked at the telescope backpack. "Where are you going?" she asked. "Why didn't you ask me to come along?"
- 6 Alanna continued walking up the hill. "I'm going to look at the constellations," she told her cousin.
- 7 "You can see all that? In the city, there's so much smog that I can barely see the stars," Miranda said.

...her lucky stars that she lived in the country, ...about any

Lesson 1

**3 Guided Practice**

Do Alanna and Miranda have the same interests at first?

- 1 Which sentence from "Star Watchers" helps you to infer that Alanna believes that Miranda doesn't share her interests?
  - A "She was sure that Miranda would quickly forget the names and lose interest."
  - B "She left behind a trail of cookie crumbs and half-empty juice boxes."
  - C "'In the city, there's so much smog that I can barely see the stars.'"
  - D "By the next day, Miranda had taken over Alanna's room."

How does Alanna act when she gets home?

- 2 How does Alanna probably feel about not being invited to the party? Explain how you know.
 

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When does Alanna begin to sympathize with Miranda's situation?

- 3 Explain how Alanna's attitude toward her cousin changes at the end of the story. Use at least two details from the story to support your answer.
 

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**Gradual Release Model**

**Part #4: Independent Practice**

Students are ready to answer questions on their own without any help or hints. They will encounter traditional item types, as well as items found on the PSSA exams:

- one- and two-part multiple choice
- short response
- extended response or essay

**4 Independent Practice** Lesson 1

Read the story. Then answer the questions.

**Adapting**


1 Jarrod sighed as his bran flakes turned to mush in his cereal bowl. Outside, the morning sun illuminated russet and ruby leaves on the backyard trees. Jarrod barely glanced outside the window. He pushed away his bowl as the phone rang.

2 He half-heartedly listened to the conversation between the caller and his mother. However, Jarrod snapped to attention when he heard his mother mention his name and promise the caller that he would be ready on time. "Jarrod is really looking forward to this outing," his mother added. Jarrod groaned and buried his face in his hands.

He now knew that the caller was Mr. Armbruster, his science teacher, who had organized a field trip to the local wildlife preserve. The glorious morning was shaping up to be the perfect day for a hike, but Jarrod envisioned a better way to spend his Saturday.

For as long as he could remember, Jarrod visited Pop, his grandfather, every Saturday. Together they would repair the old farmhouse his grandparents shared. They would work in the garden and fix up machinery in Pop's shop. Pop would share stories from his boyhood about growing up on the farm. They were better than any action adventure book Jarrod ever read.

The corners of Jarrod's mouth tugged down as he remembered when treasured stories came to a halt. His father had gotten transferred that year, and the family had to move far away from Pop. Jarrod promised to share his own stories with Pop. He assured his grandfather that he would tell him all about his new home, school, and friends. But so far his stories had been sparse. He really missed his friends Jackson and Dwayne, and the thought of making new friends sent shudders down his spine.



**4 Independent Practice** Lesson 1

2 Read the chart.

The Text Says...	I Know...	So I Infer That...
Real estate development was causing the pawpaw to become critically endangered.	Trees are bulldozed when developers build condos and shopping malls.	

Which statement would fit best in the blank space in the chart?

A Insects have stopped pollinating the pawpaw trees.  
 B The flowers of the pawpaw aren't widely known.  
 C The pawpaw tree only grows in tropical climates.  
 D An environmental group is stopping the bulldozers.

3 What might Jarrod do the following Saturday?  
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 \_\_\_\_\_

4 What will Jarrod probably write to Pop in his next letter? Use at least two details from the text to support your answer.  
 \_\_\_\_\_  
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and Details in Literature Text