

## Grade 4 Playlist: Explicit Information

*Aligns with CCSS.ELA-LITERACY.RL.4.1:*

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

### Welcome

Writers give information about characters, settings, and events through details in the text. These details help readers understand and explain what the text is about. It is not enough for readers to just give their own ideas about what a text says. Readers also must be able to find evidence in the text to support what they believe is being said.

Think of reading as similar to being a detective. A detective might have an idea about how to solve a mystery, but until the detective has evidence, she cannot really prove anything. She cannot go to court and just say, “This is what I think happened.” She needs to support her idea by using clues and evidence that she found as she investigated.

### Objectives

In this playlist, students will learn and practice how to:

- explain what the text is saying explicitly.
- provide evidence from the text to support explanations of the text.

### Review

#### Key Terms

- **Explicit** information is information stated directly in the text.
- **Evidence** is details, examples, and quotes in a text that help explain something about the text.
- **Quotes** are words, phrases, and sentences taken directly from the text.

Remember that explicit information is different from an inference. An **inference** is a conclusion about a text based on what is indirectly stated. This playlist will focus on explaining what a text says explicitly.



## Exploring the Standard

Readers can use explicit information from the text to answer questions such as, *Who? What? When? Where? Why?* and *How?* Like a detective, a reader should study the entire text in order to find good evidence to support an answer.

Look at this paragraph of *Black Beauty* by Anna Sewell:

<sup>1</sup>While I was young I lived upon my mother's milk, **as I could not eat grass.** **In the daytime I ran by her side,** and at night I lay down close by her. **When it was hot we used to stand by the pond in the shade of the trees,** and when it was cold we had a nice warm shed near the grove.

A reader can use the explicit information in this paragraph to answer questions such as: **What** did Black Beauty do with his mother during the day? **Where** did Black Beauty and his mother stand in hot weather? **Why** did Black Beauty live on his mother's milk when he was young? There is evidence in this paragraph to support the answers to these questions.

### A Closer Look: Explicit Information in a Text

Take a look at this picture:



Photograph pulled from National Park Service (NPS).

What is some of the **explicit** information in the picture?

1. A person is running on a road.
2. The runner is wearing a blue shirt.
3. The runner is running near some mountains.

Someone looking at the picture might wonder how long the person has been running or where the runner is going. However, the picture does not directly show this information. This information is not explicit.



## Teaching Notes: Explicit Information

Students can practice finding explicit information in basically all fiction passages. Although inferences are mentioned in this playlist to show how they differ from explicit information, they are not covered in depth. Students should focus on looking through a text for evidence to support the answers to questions. The following information contains ideas that teachers can incorporate into their classrooms as well as additional resources to peruse and integrate into instruction as appropriate.

### Activities

1. Select an excerpt from *Heidi*, *The Story of the Treasure Seekers*, or *The Wonderful Wizard of Oz*. Come up with a question for each of the six question words mentioned in the playlist. Ask students to find quotes to answer the questions.
2. Divide students into pairs. Select another excerpt from one of those books and ask students to come up with their own six questions. Then have them work together to find evidence.
3. As an alternative to Activity #1, have students identify the line or paragraph number where they find the answer to each question. This can be done using a chart like the one shown below. (Make sure students have a copy of the story with numbered lines.) Then ask students to compare their answers.

Question	Paragraph/Line Number
1. Where does Heidi's grandfather live?	
2. Why does Heidi leave her grandfather?	

### Writing Prompt

1. Provide students with a picture. Have students write a paragraph about that picture using only explicit information from the picture. Ask students to share their paragraphs with a partner and point out where each detail in the paragraph appears in the picture.

### Additional Resources

The following videos explain how students can find and select evidence to support their answers. These techniques apply to longer passages and more complex questions.

- [https://learnzillion.com/lesson\\_plans/5586-locate-evidence-in-a-text-by-skimming#fndtn-lesson](https://learnzillion.com/lesson_plans/5586-locate-evidence-in-a-text-by-skimming#fndtn-lesson)
- [https://learnzillion.com/lesson\\_plans/7267-weigh-evidence-from-a-text#fndtn-lesson](https://learnzillion.com/lesson_plans/7267-weigh-evidence-from-a-text#fndtn-lesson)

The following lesson plan shows how a teacher could introduce and model the skill of using textual evidence to support answers. Although this lesson plan uses a book called *Princess Furball*, it may be easily adapted for other stories.

- <http://www.pdesas.org/playlist/content/resources/18251/view.ashx>

