

# Really Good Stuff® Teaching Guide

## Close Reading Evidence Finder E.Z.C. Reader®

Congratulations on your purchase of the Really Good Stuff® **Close Reading Evidence Finder E.Z.C. Reader®**, an engaging tool for students to use to highlight textual evidence as they read complex text.

### Meeting Common Core State Standards

The Really Good Stuff® **Close Reading Evidence Finder** aligns with the following English Language Arts Standard(s):

#### Reading Anchor Standard

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### Craft & Structure

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

##### RL and RI Key Ideas and Details

3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

##### Writing

##### Research to Build and Present Knowledge

W.4-5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### This Really Good Stuff® product includes:

- 12 *Close Reading Evidence Finder E.Z.C. Readers*®
- This Really Good Stuff® Teaching Guide

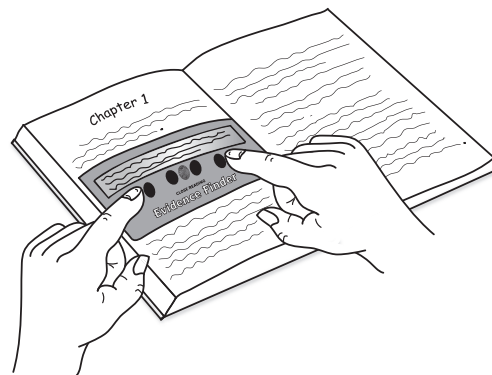
As students read closely to understand complex text, they will enjoy using these *Evidence Finders* to highlight or “capture” various text features, key facts, vocabulary, and specific text. *Evidence Finders* motivate students to cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Managing Evidence Finders

- Provide students with an *Evidence Finder* during close reading activities and independent reading. You may choose to write student names on the *Evidence Finders* with a permanent marker. You may also have students use their *Evidence Finder* as a bookmark.
- Visit our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com) to download Really Good Stuff® Teaching Guides.

#### Introducing Evidence Finders

Model using the *Evidence Finder* by placing your fingertips on a couple of the flocked fingerprints. Show students who may benefit from tracking how to use the top edge of the *Evidence Finder* to track your reading. When you come to a key place in your text, think aloud, explaining to students why that is an important or notable place to pause. Hold the acetate window over that part of the text. Tell them you may later use this highlighted text in the written response or research that you are working on.



If students are close reading and responding to several questions, you may have them use sticky flags (included in the Evidence Journal #161186, sold separately) to mark the evidence they find.

#### Modeling Response to Reading

Using a familiar text, think aloud, reading closely to determine what the text says explicitly and what logical inferences you can make from the text. Using your *Evidence Finder*, frame and cite specific textual evidence to support the conclusions you draw from the text. For example, you could describe a character's traits and then highlight in the window the text on which you base your conclusions about his or her traits. Try to show both an explicit example and an inferred example.

#### Students' Turn

You may set your purpose for reading independently, assigning a numbered question (or several) on the *Evidence Finder*. For small groups reading the same text, each student may be responsible for a different question. Remind students that asking and answering questions will demonstrate their understanding of a text. Also emphasize that they should refer explicitly to the text as the basis for their answers. Encourage students to use their *Evidence Finders* to draw evidence from literary or informational texts to support their analysis, reflection, and research. Those questions and a prompt to write a summary are included in the reproducible on the reverse side of this page.

#### Related Really Good Stuff® Products

Flip It Evidence Journal (#161186)

Name: \_\_\_\_\_

## Literature Questions

1. Where and when does the story take place?
2. Describe characters and their traits.
3. How does a character respond to a challenge or event?
4. What is the problem and how is it solved?
5. Which words or phrases help to give meaning or rhythm?
6. Provide a summary.

## Informational Text Questions

1. Find the main idea and key details that support it.
2. Which text features give you helpful information?
3. What is the author's purpose?
4. Which words or phrases help to give meaning?
5. What reasons support the author's points?
6. Provide a summary.