

Citing Evidence to Make Inferences

Theme: *Mysterious Creatures*

LESSON OBJECTIVES

- Use supporting details and examples to make inferences about the text.
- Cite textual evidence to support inferences drawn from the text.
- Provide an analysis of the text.

THE LEARNING PROGRESSION

- **Grade 5** requires students to provide textual evidence to explain information and inferences drawn from the text. They are not required to analyze the text.
- **Grade 6 builds on the Grade 5 standard by emphasizing analysis and requiring students to use details and quotations from the text to consider how explicit and inferential information relate to the text as a whole.**
- **Grade 7** requires students to provide greater depth in their analyses by citing several pieces of textual evidence to support their analyses.

PREREQUISITE SKILLS

- Identify central idea.
- Identify supporting details.
- Understand that some information in a text is not directly stated.
- Use supporting details and examples to make inferences.
- Quote details and examples accurately from a text when making inferences.

TAP STUDENTS’ PRIOR KNOWLEDGE

- Tell students they will be working on a lesson about citing text evidence to make inferences. Ask students what an inference is. (*an informed guess*)
- Ask students what they would think if they walked by a house decorated with colorful streamers and balloons. (*Someone is having a party.*) Point out that no one directly told them that someone was having a party. They used clues and their own experience to figure it out.
- Next, ask what students can do when they need to figure something out in a text when the author does not tell them directly. (*Use clues in the text and think about what you already know.*) Discuss how students can use what they already know to help them understand what they read. For example, if students are reading about skateboarding, they might use their experiences with skateboarding to help them understand the terms used in the text. Encourage students to give other examples.
- Then ask students what text evidence is (*facts, examples, and other information from the text*). Review that quoting from a text means copying a part of a text exactly and putting quotation marks around it. Model how to quote a text by writing a sentence from an account students have read recently and then placing quotation marks around it. Point out that quoting from a text is a powerful way to offer evidence, or proof, to support an inference.



Ready Teacher Toolbox

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	Prerequisite Skills	On-Level Skills
Ready Lessons	✓	✓
Tools for Instruction		✓ ✓
Interactive Tutorials		✓ ✓

AT A GLANCE

Through a short passage about giant squids, students are introduced to the idea of making inferences about texts. They learn that they must cite textual evidence to support any inferences they make about a passage.

STEP BY STEP

- Read the first paragraph, which defines *inference*.
- Read the passage. Explain that the writer does not openly state whether she wants the research to continue, but she drops plenty of hints. Tell students to underline words suggesting what she thinks.
- Tell students that they can use a chart like the one shown to organize and analyze their prior knowledge and textual evidence to support a logical inference.
- Have students read the first column, which makes a general statement about human behavior that students can apply to their reading of the text.
- Now read the quotes in the second column, which come directly from the passage. Point out the words *significant*, *fascinating*, and *important*. These words tell how the writer feels about the research, but they do not openly declare whether she feels the work should continue.
- Read the third column aloud. Discuss whether the inference in the last column is logical and why. Ask students whether they could make and support this inference if words such as *significant*, *fascinating*, and *important* were absent from the text.
- Reinforce how making inferences is a valuable strategy by sharing an inference you made about an author’s intentions in an account or book you are reading. Explain how you supported your inference with textual evidence and personal knowledge.

Lesson 3Part 1: Introduction

Citing Evidence to Make Inferences

Theme: *Mysterious Creatures*

Writers don’t always tell you exactly what’s on their minds. Sometimes you need to make a reasonable guess about what the writer thinks. A reasonable guess, which is based on both evidence and your prior knowledge of a topic, is called an **inference**.

The passage below is about a creature known as the giant squid. You will read it twice.

For many years, both sailors and scientists suspected that a creature they called the giant squid lived in the ocean depths. Over the years, the evidence mounted, and in 2012 came solid proof: They filmed giant squids swimming in the ocean. Before the 2012 video, nobody had answers to several significant questions about giant squids. How did they act in the wild? Were they hunters? Or did they just float in the water, eating what came their way? What purpose did their huge eyes serve? Thanks to the video, we have some answers. We know that the squid is a hunter that uses its large eyes to spot prey and avoid being eaten. But many fascinating mysteries about the creature still need solving. Will this important research continue?

Read the passage again. This time, underline any evidence suggesting whether the writer feels scientists should keep researching the giant squid.

So, does the writer think that scientists should keep researching the giant squid? You can use evidence from the text to make and support an inference about what she thinks.

Study the chart. It shows how you can support an inference using textual evidence.

What You Know	+	What the Text Says	=	Inference
A person with positive feelings about a type of work usually wants that work to continue.		• “Before the 2012 video, nobody had answers to several significant questions about giant squids.” • “But many fascinating mysteries about the creature still need solving.” • “Will this important research continue?”		The author thinks that scientists should keep researching the giant squid.

By using text evidence and what you already know, you can make and support inferences. In a way, you make the same kinds of educated guesses that scientists do when they study mysterious creatures of the deep!

Genre Focus

Informational Text: Scientific Accounts

Tell students that in this lesson they will read scientific accounts. Explain that scientific accounts provide facts and details about a topic, and they include the following characteristics:

- Inform or explain, rather than entertain or give an opinion about something.
- Provide facts and details about a topic.
- Answer the questions *who*, *what*, *when*, *where*, *why*, and *how* about the topic.

- Often include photos, captions, and subheadings, which signal what is coming next.

Based on these characteristics, ask students to name some places where they have read scientific accounts, such as websites, science magazines, or their textbooks. What did they read about and what did they learn? How did the photos or other text features help them better understand the information in the account?

Explain that “A Scientist’s Search for Bigfoot” and “Tales of Chupacabras” are scientific accounts about mythical animals. “Looking for the Loch Ness Monster” is a longer account about people’s search for the Loch Ness monster.

AT A GLANCE

Students use text evidence to support an inference about a scientific account.

STEP BY STEP

- Invite volunteers to tell what they learned on the previous page about making an inference.
- Tell students they will continue practicing how to make and support inferences when they read.
- Read aloud “A Scientist’s Search for Bigfoot.” Then read the question: “Dr. Meldrum thinks that some samples are hoaxes, but others interest him. Why is he most likely interested in those other samples?”
- Now tell students you will perform a Think Aloud to demonstrate a way of answering the question.

Think Aloud: The account doesn’t directly say why Meldrum is interested in some of the Bigfoot samples, but I can make an inference about what he thinks.

- Direct students to the chart. Point out the column for prior knowledge, titled “What You Know.”

Think Aloud: What do I know about people and scientists? I know that people collect things they are interested in; that a scientist might collect things with scientific value; and that a scientist might keep samples that could lead to a discovery. This is knowledge a reader might have before even starting to read.

- Now direct students to the second column in the chart, titled “What the Text Says.”

Think Aloud: Even though I have some prior knowledge about people and scientists, I need textual evidence if I’m going to make and support an inference about why Meldrum is interested in some of the Bigfoot samples. The second paragraph states that Meldrum has more than 200 casts and artifacts. That statement is in the chart. The second paragraph also states that Meldrum thinks only some samples are hoaxes.

- Tell students to add the second piece of evidence to the chart.

Think Aloud: Based on my prior knowledge and evidence from the text, I can now make and support an inference about what Meldrum most likely thinks.

- Ask students to complete the sentence in the third column and share their answers with the class.

Read the first part of a scientific account about Bigfoot.

Genre: Scientific Account

A Scientist’s Search for Bigfoot by Tetsuo Fujii

Dr. Jeffrey Meldrum is an Associate Professor of Anatomy and Anthropology at Idaho State University. He specializes in primate foot structure—a category that includes apes, monkeys, and humans. His interests also include evaluating footprints that some claim are left by a mythical North American ape known as Bigfoot.

Meldrum’s laboratory houses more than 200 casts and artifacts relating to Bigfoot. Although he believes that some samples are hoaxes, others interest him, such as unidentified hair and unique casts of muscle and foot-bone anatomy.

(continued)

Explore how to answer this question: “Dr. Meldrum thinks that some samples are hoaxes, but others interest him. Why is he most likely interested in those other samples?”

Reread the second paragraph. It suggests what Dr. Meldrum thinks, but does not state it directly.

Look for details suggesting why Meldrum is interested in the other samples. One detail is listed in the second column; write another detail there. Then complete the inference statement.

What You Know	+	What the Text Says	=	Inference
• If a scientist is interested in something, he or she might think it has scientific value. • A scientist might keep samples that could lead to a discovery.		• “Meldrum’s laboratory houses more than 200 casts and artifacts relating to Bigfoot.” • “...others interest him, such as unidentified hair and unique casts of muscle and foot-bone anatomy.”		Dr. Meldrum is most likely interested in those other samples because he thinks its possible that some of his Bigfoot-related samples are authentic (not hoaxes).

On the lines below, explain how the details you presented in the chart support your inference.

See sample response.

Tier Two Vocabulary: Specializes

- Direct students to the word *specializes* in the second sentence. Does Dr. Meldrum study all the body parts of primates? (*no*) Ask students what *specializes* means. (“*to focus on one type of work*”) Have them tell which context clues helped them determine this meaning.
- Ask students to think of other words that mean about the same as *specializes*. (*concentrates, focuses*)
- On the board, write the related words *specialty* and *specialist*. Discuss with students some contexts in which these words might appear. (*The restaurant’s specialty is seafood. My doctor sent me to see a specialist.*)



AT A GLANCE

Students continue reading about Dr. Meldrum. They answer a multiple-choice question and analyze the evidence that helped them select the correct answer.

STEP BY STEP

- Tell students that they will continue reading about Dr. Meldrum's research on Bigfoot.
- Close Reading will help students identify and remember important evidence. The Hint will help them look for specific evidence in each answer choice in order to select the best answer.
- Have students read the account and underline the evidence of other scientists' feelings about Meldrum's work, as directed by Close Reading.
- Ask volunteers to share the sentence they underlined. Discuss why that sentence shows evidence of scientists' feelings. If necessary, ask: What do other scientists feel Meldrum is trying to find?
- Have students circle the answer to the question, using the Hint to help. Then have them respond to the question in Show Your Thinking. Encourage students to distinguish evidence of what Meldrum thinks from evidence of what other scientists think.

ANSWER ANALYSIS

Choice A is incorrect. It tells that anthropologists are critical of Meldrum's work but not why they don't find value in it.

Choice B is correct. It explains why scientists find little value in investigating Bigfoot artifacts.

Choice C is incorrect. It gives Meldrum's response to other scientists. It does not explain why scientists find little value in investigating Bigfoot artifacts.

Choice D is incorrect. It tells what Meldrum thinks or believes, not what other scientists think or believe.

ERROR ALERT: Students who did not choose B may have misunderstood the question. Explain that the question asks about why other scientists do not find value in Meldrum's work. Have students eliminate answer choices that tell Meldrum's beliefs.



Continue reading the account about Meldrum's research. Use the Close Reading and the Hint to help you answer the question.

Close Reading

What do most other scientists think about Meldrum's work? **Underline** the sentence that tells how they feel about it.

(continued from page 20)

Many anthropologists criticize Meldrum's work. They feel he is trying to find an imaginary creature that exists only in folklore. Meldrum tells critics he is not saying that Bigfoot exists. He just believes there is enough evidence to justify scientific investigation.

Unsurprisingly, most anthropologists reject Meldrum's evidence. Dr. David J. Daegling, a University of Florida anthropologist who thinks Meldrum's methods of analyzing data are unscientific, sums up this feeling: "Meldrum's evidence doesn't look better on deeper analysis; it looks worse."

Hint

Which choice gives evidence of what most scientists think of Bigfoot research?

Circle the correct answer.

Which sentence from the account best supports the idea that most scientists do not find value in investigating Bigfoot artifacts?

- A "Many anthropologists criticize Meldrum's work."
- B "They feel he is trying to find an imaginary creature that exists only in folklore."**
- C "Meldrum tells critics he is not saying that Bigfoot exists."
- D "He just believes there is enough evidence to justify scientific investigation."



Show Your Thinking

Look at the answer you chose above. Explain how the evidence in your answer helped show that most scientists do not find value in investigating Bigfoot artifacts.

Responses will vary.

L3: Citing Evidence to Make Inferences

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ELL Support: Comparatives

- Explain that comparatives are words that compare two things. Superlatives compare three or more things. Regular comparative and superlative adjectives are formed by adding *-er* and *-est* or *more* and *most*. Irregular comparatives and superlatives have special forms.
- Point out the comparative *worse* in the last sentence on page 21. Tell students that *worse* is the comparative form of *bad*. *Worst* is the superlative form. Have students use each form in a sentence.
- Work with students to identify other irregular comparatives and superlatives. On the board, write: *I like spaghetti better than chicken. I think pizza is the best food of all.* Work together to identify the irregular comparative or superlative in each sentence. (*better, best*) Point out that *better* compares two things, spaghetti and chicken. *Best* compares pizza to all other foods.

**AT A GLANCE**

Students read a passage about chupacabras twice. After the first reading, you will ask three questions to check your students' comprehension of the passage.

STEP BY STEP

- Have students read the passage silently without referring to the Study Buddy or Close Reading text.
- Ask the following questions to ensure student comprehension of the text:

What is the chupacabra? (*The chupacabra is a monster that sucks the blood of livestock.*)

Do people agree about what the chupacabra looks like? How do you know? (*No; some people think chupacabras are two-legged, lizard-like creatures. Others insist they are hairless, four-legged creatures that are part kangaroo, part dog, and part rat.*)

What have most animals that were thought to be chupacabras turned out to be? (*Most have been coyotes with mange.*)

- Then ask students to reread the title and look at the Study Buddy think aloud. What does the Study Buddy help them think about?

Tip: Point out to students that authors do not always state their point of view about the topic. Students need to infer the author's feelings based on text evidence. This will help them better understand the text's overall message and recognize an author's bias.

- Have students read the rest of the passage. Tell them to follow the directions in the Close Reading.

Tip: Close Reading helps students identify explanations and examples that can be used as text evidence. Learning to identify and analyze text evidence will help students infer the author's opinions and beliefs in any texts they read.

- Finally, have students answer the questions on page 23. When they have finished, use the Answer Analysis to discuss correct and incorrect responses.



Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.

Genre: Scientific Account



As I read, I'm going to underline clues that help me infer the author's viewpoint about chupacabras.

Close Reading

According to the author, why do people hope that chupacabras are real? **Underline** a sentence that shows the author's explanation.

What examples of new discoveries does the author give? **Underline** the evidence that new creatures have been discovered.

Tales of Chupacabras by Cynthia Burnham

- 1 Legend tells of the chupacabra, a monster that sucks the blood of livestock. *Chupacabra* means "goat sucker" in Spanish. For many in the southwestern United States and Mexico, these tales are more than just stories; they have been accepted as fact. In Puerto Rico in 1995, hundreds of livestock fatalities were blamed on the chupacabra.
- 2 Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes. Others insist they are hairless, four-legged creatures that are part kangaroo, part dog, and part rat. Many similar beasts have been brought to labs for DNA testing, but most have been coyotes with mange, a disease that strips animals of fur.
- 3 Why do we want these mythical beasts to be real? Surely not because we want livestock to fall prey to vampires! Perhaps it is because of our natural desire to shed light on the unknown. Scientists constantly identify new life-forms. According to the World Wildlife Federation, more than 1,200 species of plants and vertebrates were discovered in the Amazon rain forest between 1999 and 2009. Given this fact, the idea that undiscovered species could exist empowers our imaginations and gives us hope.
- 4 Although we have explored much of this planet, there are still creatures that lurk in the underbrush, evading recognition. That is a thrilling concept. So even as evidence mounts against the existence of chupacabras, a part of us hopes that one will creep from the shadows and boggle our minds.

Tier Two Vocabulary: Empowers

- Have students find the word *empowers* in paragraph 3 on page 22. Work with them to determine that it means "to put strength into" in this context.
- As needed, point out the base word *power*. Say, "Teachers have the power to assign homework." Explain that when you have power, you have the strength or ability to do something. Ask students to share powers they would like to have.
- Then ask students what the prefix *-em* means ("put into"). Relate this discussion back to the meaning of *empowers* in the context of the account.

STEP BY STEP

- Have students read Questions 1–3, using the Hints to help them answer those questions.

Tip: If students have trouble answering Question 3, help them connect the information about new animal discoveries with the chupacabra. Have them reread paragraph 3 and ask themselves why the author includes facts about actual discoveries.

- Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

- 1 The correct choice is C. The word *mythical* supports the students’ claim that the author thinks chupacabras are imaginary. Choice A tells what *chupacabra* means, not what the author thinks about it. Choice B describes what some people think the chupacabra looks like. Choice D gives a detail from the passage but does not tell what the author thinks about chupacabras.
- 2 The correct choice is D. It explains why people want to believe in the chupacabra. Choice A doesn’t explain why people think these stories are fact. Choices B and C are details about chupacabras, not why people want to believe in them.
- 3 Sample response: Actual scientific discoveries support the idea that chupacabras may be found because if scientists are finding new species, it is possible they will still find proof of chupacabras. The text says, “The idea that undiscovered species could exist empowers our imaginations.”

RETEACHING

Use a graphic organizer to verify the correct answer to Question 1. Draw the graphic organizer below, leaving the boxes blank. Work with students to fill in the boxes, using information from the passage. Sample responses are provided.

Text Evidence	What I Know	Inference
“Why do we want these mythical beasts to be real?”	The word <i>mythical</i> means something doesn’t exist.	The author believes chupacabras aren’t real.

Part 4: Guided Practice

Lesson 3

Hints

Think about the word choice in each sentence. Which choice helps you infer what the author actually thinks about chupacabras?

Which sentence offers support for why people hope chupacabras are real?

What kinds of life-forms were discovered between 1999 and 2009? What is the author’s purpose for including this evidence?

Use the Hints on this page to help you answer the questions.

1 A student makes the following claim about the author of “Tales of Chupacabras.”
The author believes that chupacabras are imaginary even though she would like to think they exist.
Which sentence from the text best supports this claim?
A “*Chupacabra* means ‘goat sucker’ in Spanish.”
B “Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes.”
C “Why do we want these mythical beasts to be real?”
D “Scientists constantly identify new life-forms.”

2 Which sentence from the text explains why the author thinks people want to believe in chupacabras?
A “For many in the southwestern United States and Mexico, these tales are more than just stories: they have been accepted as fact.”
B “Legend tells of the chupacabra, a monster that sucks the blood of livestock.”
C “Others insist they are hairless four-legged creatures that are part kangaroo, part dog, and part rat.”
D “Perhaps it is because of our natural desire to shed light on the unknown.”

3 Explain how the examples of recent scientific discoveries support the idea that chupacabras may one day be found. Use details from the text in your explanation.
See sample response.

L3: Citing Evidence to Make Inferences

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Integrating Standards

Use these questions to further students’ understanding of “Tales of Chupacabras.”

1 What is one fact from the text that develops the idea that no reliable evidence has been found to show that chupacabras are real?
The fact that many “beasts have been brought to labs for DNA testing, but most have been coyotes with mange” shows that there is still no evidence that chupacabras are real.

2 Write a one- or two-sentence summary of “Tales of Chupacabras.”
Sample response: Chupacabras are thought to be vampire-like creatures that suck blood from livestock. Though there is no proof that they are real, many people would like to believe in them.



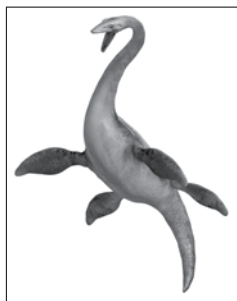
Read the scientific account. Then answer the questions that follow.

Looking for the Loch Ness Monster

by Stuart Clyburn

1 The word *loch* is a Scottish Gaelic word for *lake*. And there are a whole lot of lochs in Scotland—more than 500 of them! But one loch, Loch Ness in the Scottish Highlands, is known around the world. The reason for its fame is not its great size or beauty. People know the name *Loch Ness* because it is said to be the home of a mysterious, giant creature known as “the Loch Ness monster.” Whether the creature really exists or not has been a matter of great debate for decades.

2 What does “Nessie,” the popular nickname for the monster, supposedly look like? By most accounts, she has a small head on a very long neck. Her body is broad and rounded, with four flippers and a long tail. If you know your prehistoric creatures, you might be thinking: Nessie sounds like a *plesiosaur*, a giant sea reptile that lived hundreds of millions of years ago. One common theory about Nessie is that she actually is a plesiosaur. Other explanations for Nessie are far less dramatic. Some people think that the “mysterious” creature people have mistaken for a monster may have been nothing more than a walrus, seal, or eel.



an artist's depiction of a plesiosaur

3 How could a creature as big as a plesiosaur hide in a lake? Well, Loch Ness is a huge body of water. It's the second largest loch in Scotland, based on the surface area of its water. Loch Ness covers more than 21 square miles, and only Loch Lomond is bigger. But if you look at the volume of water, Loch Ness is the biggest. And that's because it's deep—about 755 feet at its deepest point. This single loch contains more water than all the freshwater lakes in England. In other words, it's one big place to hide.

4 Some people who believe in Nessie say that she's made her home in the region for more than a thousand years. A book written in the seventh century tells about an Irish monk who saw a giant “water beast” in the River Ness in 565 c.e. No one thought much about that story until 1933. A couple was driving home along the loch late one night. They said they were forced to stop when a giant, dragon-like creature crossed the road and slid into the water. Their story appeared in newspapers. Soon, many more people claimed to have seen the monster. The following year, in 1934, a doctor from England took a photo that became famous worldwide. The poorly lit, grainy photo shows what looks like the head and long neck of a plesiosaur-like creature rising from the water. The photo served as “proof” of the monster until 60 years later—when it was revealed to be a fake.

5 Since the 1930s, dozens of serious, scientific searches have been undertaken to find the Loch Ness monster. One early effort involved placing scouts with cameras and binoculars around the loch for five weeks. Later searches relied on the use of sonar. This method involves bouncing sound waves through the deep



waters of the loch to detect moving objects. In 2003, the famous British Broadcasting Corporation (BBC) sponsored one of the most thorough searches ever. Scientists used 600 sonar beams and satellite tracking. What did they find? Nothing of note, really. They concluded that Nessie was a myth.

6 After so many attempts, you have to wonder why people keep looking for the Loch Ness monster. It may just be that there's something exciting about the idea of mysterious creatures living so close to us, always just out of view. There's a word for such creatures: *cryptids*. It comes from a Greek word meaning “to hide.” The Loch Ness monster is one of many cryptids that have captured the public imagination. Others include Bigfoot in North America, the Yeti in the Himalaya Mountains, and the chupacabra in the southwestern United States and Mexico.

7 Many animals whose existence we take for granted today might once have been considered cryptids. Komodo dragons and giant squids were once thought to be tall tales. Until 1902, people regarded stories of “giant ape-men” living in Africa as just a myth. Today, we know them as mountain gorillas. The odds of “Nessie” turning out to be real may not be quite as good. But if it were true, we'd all love it, wouldn't we? It's exciting to think that a real live monster lives deep in a loch in Scotland.

Answer Form

- 1 ☐ A ☐ B ☒ C ☐ D
2 ☒ A ☐ B ☐ C ☐ D
3 ☐ A ☐ B ☐ C ☒ D
4 ☐ A ☐ B ☒ C ☐ D

Number
Correct 4

- 1 According to the account, what is one reason many people believe the Loch Ness monster does not exist?

- A The earliest sighting of the Loch Ness monster occurred in 565 c.e.
B The photo taken in 1934 has been proven to be a fake.
C Plesiosaurs, like the dinosaurs, lived hundreds of millions of years ago.
D Sonar beams and satellite tracking found no evidence in the loch.

- 2 Which detail provides evidence that a creature as huge as a plesiosaur could really hide in Loch Ness?

- A Loch Ness has a surface area of 21 square miles and is 755 feet deep.
B The Loch Ness monster might actually be an ordinary walrus, seal, or eel.
C Dozens of scientific searches of Loch Ness have been conducted.
D The Loch Ness monster is known as a cryptid, a word whose root word means “to hide.”

AT A GLANCE

Students independently read a longer informational account and answer questions in a format that provides test practice.

STEP BY STEP

- Tell students to use what they have learned about reading closely, and about making inferences that are supported by text evidence to read the passage on pages 24 and 25.
- Remind students to underline or circle important text evidence.
- Tell students to answer the questions on pages 25 and 26. For questions 1–4, they should fill in the correct circle on the Answer Form.
- When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them. Have students fill in the Number Correct on the Answer Form.

ANSWER ANALYSIS

- 1 Choice D is correct. It explains why many people believe the Loch Ness monster does not exist. Choice A does not explain why people don't believe in the Loch Ness monster. Choice B shows that the picture was not real, but it does not show why people think the Loch Ness monster isn't real. Choice C tells about a kind of creature the Loch Ness monster might be, not why people don't believe in it. (**DOK 2**)

Theme Connection

- How do all the passages in this lesson relate to the theme of mysterious creatures?
- Which of the mysterious creatures that you read about seems the most unbelievable to you? Tell why.



- 2 Choice A is correct. It shows that Loch Ness is wide enough and deep enough to hide a huge creature. Choices B and D give details about the Loch Ness monster, not the size of the lake. Choice C tells about the searches of Loch Ness, not its size. **(DOK 2)**
- 3 Choice D is correct. The author states that cryptids have captured the public's imagination. Choice A is incorrect because the author gives evidence that Loch Ness is big enough to hide a plesiosaur. Choice B is incorrect because the author doesn't say that scientists are still trying to prove the monster doesn't exist. Choice C is not correct. The text does not state whether people ignore scientific evidence. **(DOK 2)**
- 4 Choice C is correct. This statement supports the conclusion that it is unlikely that the Loch Ness monster exists. Choice A states a central idea of the account but does not support either side of the argument. Choices B and D are incorrect because both support the possible existence of the monster. **(DOK 2)**
- 5 Sample response: Some people think that the Loch Ness monster is a plesiosaur because it is said to have a small head, a long neck, four flippers, and a broad, round body. This description matches the physical characteristics of the plesiosaur, a giant sea reptile that lived hundreds of millions of years ago. **(DOK 3)**



- 3 Which statement is **best** supported by the account?
- A It is illogical to think that a plesiosaur could still be living in Loch Ness today.
- B Someday, scientists will prove that no giant creatures live in Loch Ness.
- C Some people want to believe in the Loch Ness monster and ignore scientific evidence showing it does not exist.
- D People have always been fascinated by the idea of strange creatures such as Bigfoot and the Loch Ness monster.
- 4 Despite the great interest in the Loch Ness monster, it is highly unlikely that such an animal actually exists. Which sentence from the passage **best** supports this conclusion?
- A "Whether the creature really exists or not has been a matter of great debate for decades."
- B "Some people who believe in Nessie say that she's made her home in the region for more than a thousand years."
- C "Since the 1930s, dozens of serious, scientific searches have been undertaken to find the Loch Ness monster."
- D "Many animals whose existence we take for granted today might once have been considered cryptids."

- 5 Some people firmly believe that the Loch Ness monster is actually a plesiosaur. Use at least **three** details from the account to explain why some people believe this.

See sample response.



Self Check Go back and see what you can check off on the Self Check on page 1.

Integrating Standards

Use these questions and tasks as opportunities to interact with "Looking for the Loch Ness Monster."

- 1 How is the Loch Ness monster introduced in this account? What examples are included to develop the topic?
- The first paragraph introduces readers to the Loch Ness monster. The second paragraph develops the readers' understanding of the monster by describing it in detail. Then the text gives examples of possible sightings and the efforts to find the monster.*
- 2 Write a brief summary of "Looking for the Loch Ness Monster."
- Sample response: Loch Ness in Scotland is said to be home to a creature called the Loch Ness monster. Many people have claimed to have seen the monster over the years, but no scientific proof that it exists has been found.*
- 3 What is a cryptid? How does the Greek word meaning "to hide" relate to the meaning?

Cryptid means "a creature that may or may not be real." The Greek word relates to this meaning because these mysterious animals supposedly hide in lakes and forests and are very rarely seen.

- 4 What do you think is the author's point of view about the Loch Ness monster? How is it conveyed in the text? Write a paragraph to explain your opinion.

Sample response: The author would love for the Loch Ness monster to be real. He says, "But if it were true, we'd all love it, wouldn't we? It's exciting to think that a real live monster lives deep in a loch in Scotland."

- 5 Discuss in small groups: Do you think that scientists might one day find the Loch Ness monster? Why or why not? Cite evidence from the account to support your opinion.

Discussions will vary. Students who believe that the Loch Ness monster might one day be found might point out that Loch Ness is 755 feet deep, so it is possible scientists missed it in their earlier searches.

Writing Activities

Write a Story

- Have students review the different mysterious creatures described in this lesson.
- Challenge them to choose one creature they read about and write a narrative about an imaginary encounter with this creature.
- Tell them to include relevant descriptive details and sensory language to convey the experience.
- Allow time for students to share their stories with the class.

Pronoun Shifts in Number and Person

- Have students read the first paragraph on student book page 20 and identify the pronouns. (*He, His*)
- Share the following sentence: *Meldrum believes that some samples are hoaxes. Others interest them.* Explain that this sentence has a pronoun shift in number. Have students correct the pronoun. (*change them to him*)
- Have students write sentences using pronouns incorrectly. Have them switch papers with a partner and correct each other's sentences for pronoun shifts in number or person.

LISTENING ACTIVITY

Listen Closely/Conduct a News Interview

- Have pairs of students use the information from “Tales of Chupacabras” to create a news interview announcing a sighting of the chupacabra.
- One student is the interviewer from a news station while the other student is the person who sighted this mysterious creature.
- Students must listen carefully to each other as they ask and answer questions. Encourage them to be creative while basing their discussion on information from the account.

DISCUSSION ACTIVITY

Talk in a Group/Compare and Contrast Creatures

- Have students form small groups to compare and contrast two of the creatures they read about.
- Provide the following prompts: How are the creatures alike? How are they different? What points of view about the creatures do the authors of the accounts share?
- Appoint one member of each group to take notes. Allow 10 to 15 minutes for discussion. Then have each group share its results with the class.

MEDIA ACTIVITY

Be Creative/Draw a Creature

- Remind students that the lesson is about creatures—some real, some imagined.
- Invite students to create an image of an imaginary creature. Encourage them to mix and match characteristics from all sorts of creatures—fish and reptiles and birds and mammals and insects.
- Have students exchange images of creatures and describe to each other how and where they live.

RESEARCH ACTIVITY

Research and Present/Give a Presentation

- Have students use “Looking for the Loch Ness Monster” to plan an oral presentation on the search for the Loch Ness monster.
- Students should produce a visual display, such as a time line of important dates in the search for the Loch Ness monster, including sightings and major searches.
- Ask students to research additional information to include, such as more information about the BBC's investigation. Students should take notes and write a brief report for their oral presentations.