

## Common Core State Standard 1 :      **Literary Text**

### **RL.6.1**                      **Use evidence to analyze what the text says explicitly as well as inferences drawn from the text.**

Directions for the Teacher:

Review these words from the Standard 6.1 with your students.

**analyze** -      to examine in detail

**explicitly** -    fully and clearly defined

**inference**-    using information from the text to determine what the author means

This passage is an excerpt from the book ***Smart on the Inside – A True Story About Succeeding in Spite of Learning Disabilities.***

Eileen Gold Kushner was born in 1944 and did not learn until she was an adult that she had learning disabilities. This book chronicles her journey from failure in school to success in business.

As students read her story, ask them to pay attention to the details in the passage that fully explain what school was like for Eileen. As a class, they can complete the graphic organizers. The goal is for the students to find explicit information from the text that will clearly support statements or inferences.

### RUBRIC

<b>4</b>	Student finds explicitly-stated information from the text to clearly support statements and inferences
<b>3</b>	Student finds information from the text to support statements and inferences. Student is weak in finding explicit evidence from the text.
<b>2</b>	Student finds information from the text to support statements. Student is weak in finding explicit evidence to support inferences.
<b>1</b>	Student finds weak evidence from the text to support statements and inferences. Student responses are vague.
<b>0</b>	Student does not provide evidence from the text that supports statements or inferences.

<b>STATEMENT</b>	<b>EVIDENCE FROM THE TEXT</b>
Reading was very difficult for Eileen.	
Eileen did not want to read out loud.	
Her teacher was impatient.	
Eileen wished that she could do things as well her peers.	
Eileen had difficulty expressing her ideas in writing.	
Her skills in reading made math difficult.	
Eileen struggled with math computation.	
Students said rude things to her.	
Eileen needed extra support to learn new math skills.	
Eileen did not want to be noticed in class.	

<b><i>Inference</i></b>	<b><i>Evidence From the Text</i></b>
Eileen read better when she did not have to read aloud in class.	
It took hard work and physical effort for Eileen to read.	
Eileen did not feel like she was smart in school.	
Students hurt her feelings without saying words.	
Eileen did not want her peers to see her written work.	
Eileen did not make mistakes in her writing because she was being lazy.	
Using a dictionary to spell words would be difficult for Eileen.	
Having the math word problems read aloud would have helped Eileen.	
Her teachers would have been more understanding if they had known Eileen had learning disabilities.	

STATEMENT	EVIDENCE FROM THE TEXT
Reading was very difficult for Eileen.	she struggled to sound out each word and read very slowly
Eileen did not want to read out loud.	the other students laughed at her reading, she felt afraid
Her teacher was impatient.	the teacher said that we can't wait for you any longer
Eileen wished that she could do things as well her peers.	she wished she could be in the highest groups and read harder books, she wished that her written work did not have so many mistakes
Eileen had difficulty expressing her ideas in writing.	there were so many errors that no one could understand what she was trying to communicate
Her skills in reading made math difficult.	she could not read the words in the story problems
Eileen struggled with math computation.	she did not know her math facts and had to use her fingers to count
Students said rude things to her.	they said that she was dumb, they whispered under their breath
Eileen needed extra support to learn new math skills.	she asked many questions
Eileen did not want to be noticed in class.	students belittled her because she needed help so she stopped asking questions

<b><i>Inference</i></b>	<b><i>Evidence From the Text</i></b>
Eileen read better when she did not have to read aloud in class.	the pressure she felt when she read aloud made it hard for her to concentrate so if she read silently she could read better
It took hard work and physical effort for Eileen to read.	she had to use her finger and concentrate on each word so it took a lot of energy
Eileen did not feel like she was smart in school.	she struggled in all her subjects and students made fun of her abilities
Students hurt her feelings without saying words.	they rolled their eyes in disgust, laughed, gave a look of failure, shook their heads in contempt
Eileen could tell a much better story than she could write.	she had lots of ideas but she could not get them to make sense on paper
Eileen did not make mistakes in her writing because she was being lazy.	she was not being careless or lazy, she worked hard but she did not know how to spell and her skills in grammar and punctuation were weak
Using a dictionary to spell words would be difficult for Eileen.	since she had reading difficulties it would be hard for her to figure out how to spell words correctly with a dictionary (there were no computers)
Eileen spent more time on homework than most of the other students	she had to fix all the mistakes in her writing, she read slower, she needed more practice to learn math skills
Her teachers would have been more understanding if they had known Eileen had learning disabilities.	now students with Learning Disabilities can work with Special teachers, use alternative materials, and get accommodations, there weren't any Special Education programs at Eileen's school

## Smart on the Inside

A True Story About Succeeding in Spite of Learning Disabilities

Eileen Gold Kushner As Told By Kathy Young

In elementary school, reading was very hard for me. I read slowly, very slowly, and struggled to figure out the words. It helped me keep my place if I followed along with my finger underneath each word as I read.

“Eileen, it’s your turn to read out loud,” I heard my teacher say.

I immediately felt afraid, as I did every time I was called on to read. My hands began to sweat and they started shaking. My heart was pounding so hard that I thought people could hear it beating. With great effort, I quietly tried to sound out the words as I moved my finger across the page.

Suddenly, I felt a sharp sting across the back of my hand as my teacher hit it with a ruler.

“Stop using your finger to follow along,” the teacher commanded. “Speak up so we can hear you!”

Reluctantly I continued, “Form...*from* that day on the ch-ild...child-ren...*children* hopped...*hoped* that the king w-wo-would....”

In the background, I could hear the other students laughing and whispering because they thought I was reading so poorly. I could see them rolling their eyes in disgust because I couldn’t read as smoothly or quickly as they could. I was so embarrassed and that made it even harder for me to concentrate on what I was reading. It felt like everyone in the room thought that I was just “stupid.”

“Eileen, are you really *trying*? You’re reading so slowly that we can’t understand what you’re saying. We can’t wait for you any longer,” the teacher declared. “You need to start working harder.” She glanced at me with a look of failure and called on one of the “smart” kids to pick up where I had left off.

My eyes burned with tears. I *was* trying. I wanted to read quickly like the other kids. I wished that I could be in the highest reading group and read harder books, but I couldn’t. I wanted to enjoy writing stories like the other kids. but I had such a hard time getting my ideas from my brain onto the paper. When the teacher handed back their papers, they only had a few things to correct. When my written work was returned, there were countless words circled in red ink because they were misspelled. There were numerous mistakes with my grammar and punctuation. There were so many errors in my writing that it made it hard for anyone to understand what I was trying to communicate.

One teacher called me up to her desk. “Eileen, you’re so lazy. You never take the time to spell all these words correctly. You forgot to put in punctuation,” she added in a scornful tone. “This is not the quality of writing that I expect in this class. Your work is unacceptable, and you’ll need to fix all your mistakes for homework.”

“Okay,” I mumbled. My head pounded. I took the paper, which seemed to be completely covered in red marks. My eyes filled with tears as I slowly trudged back to my desk.

Math was also a struggle for me. Story problems were hard to solve since I had trouble reading the words. And even though I practiced my math skills every night, I just didn’t understand how to get the answer. I couldn’t memorize all the math facts. I had to use my fingers, and it seemed like I didn’t have enough of them to solve the problems. Counting money and making change were almost impossible.

In the third and fourth grades, I would raise my hand to ask for help with math all the time. My teachers grew impatient with all my questions, and the other students would shake their heads with contempt.

“I am passing out your assignment for today. Since it is Friday, we will be taking a review test. It will be easy since we have been working on these skills all week.”

As I looked at the paper, my heart sank. I did not understand what I was supposed to do. I raised my hand to ask a question when I heard a boy who sat behind me say, “She’s so dumb. She never gets it. The teacher has already explained everything twice.”

The teacher walked over to me and asked, “Weren’t you listening? The rest of the class has already started working. Stop wasting our time and get started.”

The kids belittled me because I kept requesting help, so I eventually stopped asking questions and sat in class feeling helpless and confused.

