

KEY IDEAS AND DETAILS

RL.4.1

Guided Instruction

- 9 “Hey! What was that for?”
- 10 “We are about to have an adventure, and you don’t want to miss it. I’ll give this back to you when we reach camp!”
- 11 I wait for Paul to argue with me, but he starts laughing. “All right, you win. Anyway, I can’t imagine what my mom will say if I tell her that all I remember about the Grand Canyon is my high score!”
- 12 Each member of our troop has a special responsibility. I’m in charge of the compass, while Paul is responsible for following the maps to make sure we are on the right trail. Paul checks the map and reminds us of our course. “In order to reach our campsite, we need to head due west.”
- 13 I grab my compass, locate due west, and point off in the distance. “That trail over there is ours.”
- 14 But before we can begin, someone yells from behind us, “Hey, hang on!”
- 15 A park ranger jogs over to Mr. Anderson and asks, “Are these scouts hiking that trail?”
- 16 “We sure are.”

CITE EVIDENCE

C Authors use details to help bring a story to life for the reader. Reread paragraph 12. Then underline the details about the scouts’ responsibilities.

D Making inferences about a text is different from understanding what a text tells you directly. Box a sentence on this page that gives details about Paul’s mother. What does the sentence say about her directly? What can you infer from that?

Comprehension Check

Why has the park ranger stopped the troop? Look for details in paragraphs 14–16 that can help you explain your inference.

