

Evidence Detective

Find the proof. Decide: did the text say it, or did you figure it out?

CCSS.ELA-Literacy.RI.4.1 "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text."

NAME _____

DATE _____

1 READ AND MARK _____ Read twice

YOUR JOB Underline details that show how the mimic octopus changes its body or behavior to hide or stay safe. You will use what you mark as evidence in Part 2.

The Mimic Octopus

- ① The mimic octopus lives in warm, shallow waters near Indonesia. Like other octopuses, it has eight arms, a soft body, and skin covered with tiny color cells. By tightening or relaxing these cells, it can quickly change the color and pattern of its skin. It also uses muscles to bend its body into different shapes. These changes can help it blend into the sandy seafloor.
- ② When danger comes near, the mimic octopus may move its arms and body to look like another sea animal. Scientists have watched it flatten its body and swim like a flatfish. It can also tuck six arms into a burrow and wave its other two arms, making them look like the bands of a sea snake. Predators may avoid animals that appear dangerous or hard to catch.
- ③ The mimic octopus hunts small fish, crabs, and worms. It often searches along the bottom, where it can hide among sand and rocks. Its flexible body lets it squeeze into narrow spaces while looking for food. Unlike an animal protected by a shell or hard bones, an octopus has a soft body. Changing its look and slipping into tight hiding places are useful ways for it to stay safe.

2 STATED OR INFERRED? _____ With your evidence

E = the text says it **explicitly**, right there in the words **I** = you **inferred** it, the details point to it

1. The mimic octopus can quickly change the color and pattern of its skin.

(E) (I)

Paragraph _____ Evidence from the text: _____

2. The mimic octopus may make a predator think it is a sea snake.

(E) (I)

Paragraph _____ Evidence from the text: _____

3. The mimic octopus hunts small fish, crabs, and worms.

(E) (I)

Paragraph _____ Evidence from the text: _____

4. Hiding is important for the mimic octopus because its body does not have hard protection.

(E) (I)

Paragraph _____ Evidence from the text: _____

5. Scientists have seen a mimic octopus swim like a flatfish.

(E) (I)

Paragraph _____ Evidence from the text: _____

3 YOUR TURN _____ Make the case

Write one new inference about the mimic octopus. Then list the evidence that proves it.

MY INFERENCE _____

MY EVIDENCE _____

OPTIONAL EXTENSION • PROVE IT!

Pair up. Your partner picks one statement from Part 2 and says, "Prove it!" You have 30 seconds to point to your evidence in the passage and say *stated* or *inferred*. Then switch roles.

PART 1 • READ AND MARK

Accept any underlined details that show how the octopus changes its body or behavior to hide or stay safe, for example changing skin color and pattern, bending into new shapes, imitating a flatfish or sea snake, and squeezing into narrow spaces.

PART 2 • STATED OR INFERRED?

#	E / I	PARA.	EVIDENCE
1	E	1	"it can quickly change the color and pattern of its skin"
2	I	2	It waves two arms "making them look like the bands of a sea snake," and predators may avoid animals that appear dangerous.
3	E	3	"The mimic octopus hunts small fish, crabs, and worms."
4	I	3	"an octopus has a soft body," and slipping into tight hiding places is a useful way "to stay safe."
5	E	2	"Scientists have watched it flatten its body and swim like a flatfish."

For each response, check that the student correctly labels a statement as explicit or inferred and gives the matching paragraph number. Accept equivalent quoted or paraphrased evidence if it clearly proves the explicit statement or supports the inference.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Inference: The mimic octopus has more than one way to protect itself from predators.

Evidence: It can change its skin color and pattern, bend into different shapes, look like other sea animals, and hide in tight spaces.

EXTENSION • PROVE IT!

Listen for two moves in each defense: the student points to specific words in the passage, and the student names the statement as stated or inferred.