Beyond the Platform

Track explicit details, implied ideas, and larger messages.

11.P.EICC.3.f "Make, track, and support inferences about different levels of meaning within the text. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline stated facts, circle clues that suggest an unstated feeling or motive, and write T beside two details that build a larger message about the station.

The Last Station Record

1 At 6:40 each morning, Leena unlocked the gate to the Riverton train station before the first commuter arrived. The city had announced that the station would close at the end of the month, replacing its cracked platforms with a parking structure. Leena, whose father had sold newspapers there for thirty years, carried a thermos and a clipboard through the empty hall. She recorded dripping pipes, loose tiles, and the pigeons nesting above the timetable. When a man asked why she bothered, she said, "Someone should leave an accurate record." Then she copied the day's departures into a notebook, although no trains had stopped there since spring.

2 On Tuesday, a group of students arrived with paper signs and a portable speaker. They taped poems to the boarded ticket windows and played recordings of former passengers describing first jobs, departures, and reunions. A council member, passing on his way to a meeting, told them the old building was unsafe and that the new lot would serve more people. Leena did not argue. Instead, she asked each visitor to write one sentence about the station in her notebook. By noon, the pages held complaints about the closure beside memories of missed trains, shared lunches, and last goodbyes. The notebook became too heavy for one hand.

3 On the final morning, contractors placed orange barriers across the entrance. Leena stood outside until a student from Tuesday approached carrying a small scanner borrowed from the school library. Together they digitized the notebook on the curb, page by page, while workers removed the station clock. At noon, Leena tore out the page listing departures and gave it to the student. "This one is only numbers," she said. The student folded it carefully and slipped it between the scanned pages. Across the street, drivers began using the new parking lot, but people slowed when they saw the student photographing the empty facade.

2 ANSWER WITH EVIDENCE

Use the passage

1. What can you infer is Leena's purpose beyond recording the station's physical condition? Use two details from the passage to support your inference.

2. What conflict does the council member's statement about the new parking lot reveal? Explain the two competing values.

3. Why does the student save the page of departures after Leena calls it "only numbers"? What does this action suggest?

4. What larger message about places and memory is suggested by the final sentence? Support your answer with one earlier detail.

3 YOUR TURN

Your own words

Write a five-sentence scene about a familiar place that is changing. Include one stated fact, two clues that let a reader infer an unstated feeling or motive, and a final detail that suggests a larger message without directly stating it.

ANSWER KEY

Beyond the Platform

GRADE 11 · 11.P.EICC.3.f

PART 1 · READ AND MARK

Underline stated facts, circle clues that suggest an unstated feeling or motive, and write T beside two details that build a larger message about the station. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What can you infer is Leena's purpose beyond recording the station's physical condition? Use two details from the passage to support your inference.	**Leena wants to preserve the station's history and the community's memories before it disappears. Support may include her father's connection to the station, her copying departures after trains stopped, and her collecting visitors' sentences.**
2	What conflict does the council member's statement about the new parking lot reveal? Explain the two competing values.	**The conflict is between practical development and preserving a meaningful community place. The council member values safety and serving more people, while Leena and the students value memory, history, and personal connections.**
3	Why does the student save the page of departures after Leena calls it "only numbers"? What does this action suggest?	**The student understands that the numbers are also part of the station's story. Saving the page suggests that ordinary records can carry historical and emotional meaning.**
4	What larger message about places and memory is suggested by the final sentence? Support your answer with one earlier detail.	**The passage suggests that replacing a building does not erase people's attachment to it or its history. The student's scanning and photographing, or the visitors' written memories, supports this message.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The corner laundromat posted a sign saying its machines would be removed Friday. Mr. Ortiz swept the same clean floor twice and saved every lost button in a jar. When his daughter offered to take the jar home, he placed it behind the counter instead. That evening, neighbors brought baskets of clothes even though they knew the washers were closed. The glowing sign above the door stayed on until dawn.

Accept supported inferences that distinguish stated information from implied ideas and a larger message. For Part 3, accept varied topics if the response has five sentences and includes the required factual detail, inferential clues, and implied message.