

Clues Across Time

Infer a text's time, writer, and situation from details.

5.T.C.2.c "Make inferences about the context in which the text is written (e.g., time period, individual, situational). (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline details that reveal when this letter was written, circle clues about the writer, and number clues that show what the family is facing.

Letter to Aunt May

- ① Dear Aunt May, I saved this paper for you because the news is hard to say aloud. Our neighbor, Mr. Diaz, drove Mother and me to town in his Model A. At the post office, people stood quietly near the telegram window. We mailed a box of wool socks to Ben's army unit, then used our last sugar stamps to buy a small bag for Sunday.
- ② At school, we collected tin cans and newspapers for the scrap drive. Mother hung a blue star banner in our front window after Ben left, and she told us to keep porch lights covered at night. I miss hearing his jokes at supper. Father says Ben may come home when the fighting ends, but no one knows when that will be.
- ③ Mother listens to President Roosevelt's fireside chats on the radio after dinner. She says the government needs families to save rubber, so we walk instead of asking Mr. Diaz for a ride. I will write to Ben tonight and tell him that his tomato plants are growing beside our victory garden. Please do not worry, Aunt May, even though I know you are worried too.

2 ANSWER WITH EVIDENCE Use the passage

- 1 What time period was this letter most likely written in? Use two details from the letter to support your inference.

- 2 What can you infer about the writer? Describe the writer and support your answer with a detail.

- 3 What larger situation explains why the family saves sugar and rubber, collects scrap, and grows a victory garden?

- 4 Why does the writer's family cover the porch lights at night? What does this detail suggest about their situation?

3 YOUR TURN Your own words

Write exactly three sentences from the point of view of a person in a different time or situation. Include at least three clues that help a reader infer the time period, who the writer is, and what is happening, but do not name the exact year or event.

PART 1 • READ AND MARK

Underline details that reveal when this letter was written, circle clues about the writer, and number clues that show what the family is facing. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What time period was this letter most likely written in? Use two details from the letter to support your inference.	It was likely written during World War II, in the 1940s. Details include sugar stamps, a scrap drive, a victory garden, and Ben serving in the army.
2	What can you infer about the writer? Describe the writer and support your answer with a detail.	The writer is likely a school-age member of Ben's family. The writer attends school and misses hearing Ben's jokes at supper.
3	What larger situation explains why the family saves sugar and rubber, collects scrap, and grows a victory garden?	The country is at war, so families are conserving supplies and helping the war effort.
4	Why does the writer's family cover the porch lights at night? What does this detail suggest about their situation?	They may be following wartime blackout safety rules. This suggests that the war affects daily life at home.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Today, I joined my fifth-grade class on a video call from our kitchen table. The school building is closed, and Dad wears a mask when he picks up groceries. I miss the playground, but we are learning from home until it is safe to return.

Accept inferences that are supported by details from the passage, even if students use different wording. For Part 3, check for exactly three sentences and at least three context clues about time, writer, and situation.