

Name _____
Date _____

Class _____
Block / Period _____

Topic / Concept: _____

Text & Subtext: Drawing Inferences

What the text says in your own words	
Quotation	
What the subtext is	

What the text says in your own words	
Quotation	
What the subtext is	

Inference Notes

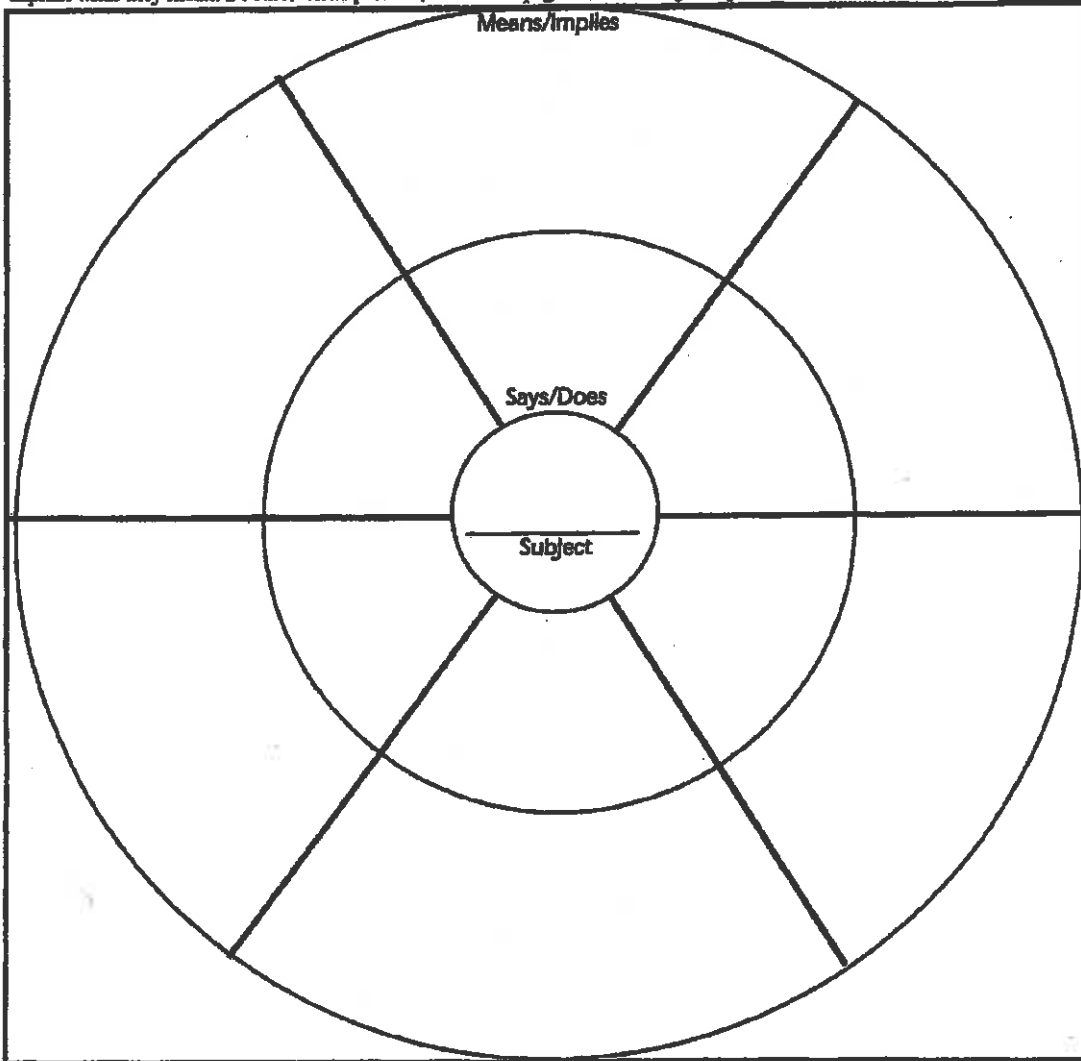
Name _____

Date _____

Subject _____

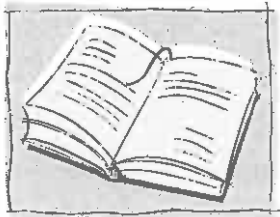
Period _____

Directions: Find six quotes or examples that reveal important or different aspects of your subject. Then in the outer strand, explain what they mean. Be sure, when possible, to include page citations for your quotes.



Making Inferences: Using the notes from your target, draw some conclusions about your subject. If you are writing about a fictional character, for example, explain what kind of person they are. Be sure to use *direct quotations* and citation information (e.g., 1, 8, 35-40) when supporting your analysis.

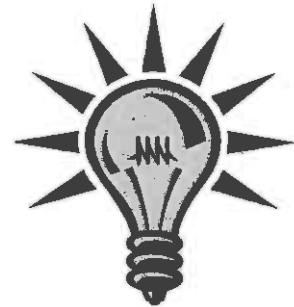
Inferences



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Clues from the Text

Reader Knowledge

Inference

Logical conclusions based on observations and
prior knowledge

What does it mean to make an inference?

Inferring is the process of *creating personal meaning from text*. It involves a mental process of combining what is read with relevant prior knowledge (schema/background knowledge). The reader's unique interpretation of text is the product of this blending.

When readers infer, they create a meaning that is not necessarily stated explicitly in the text. The process implies that readers actively search for, or are aware of, implicit meaning.

The ability to make inferences is crucial for comprehension because inferring facilitates a reader's ability to create personal and implied meanings from text.

Spotlight on Comprehension, Linda Hoyt

To infer as we read is to go beyond literal interpretation and to open a world of meaning deeply connected to our lives.

Mosaic of Thought, Keene & Zimmerman

Children are keen observers. They use their observation skills to infer everyday. Making an inference is a natural thought process. Just as it is impossible not to smile when you see a puppy, it is impossible to stop the mental process of making an inference. When we teach inference, we are not teaching children how to think differently. *We are giving children a name for the natural thought process that they experience everyday.*

To help children *see* this thought process we teach a "literacy equation":



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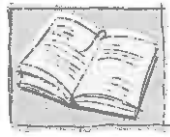


Clues from the Text

**Reader Knowledge
(background knowledge)**

Inference

And we keep it kid friendly:



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Clues from the Text

**What I Know
About the Clue**

My inference!

When they infer, readers...

- Draw conclusions from text (*So, what the author is saying is...*)
- Make reasonable predictions as they read (*Since _____, then _____...*)
- Test and revise their predictions as they read further (*But now _____...*)
- Interpret text or understand themes (*That must mean...*)
- Analyze characters (*Oh, she's biting her nails, she must be nervous...*)
- Figure out unfamiliar words
- Are actively building meaning beyond the literal interpretation

Readers who are aware of the inferences they are making, are more able to...

- Remember and apply what they have read
- Create new background knowledge
- Critically analyze text and authors
- Engage in conversation about what they are reading
- Be reflective about what they are reading
- Synthesize big ideas in nonfiction text

Inferences in the TEKS

<p>Inference in the TEKS can be found in Figure 19, under the Reading Comprehension/Skills tagline.</p>		
<p>The accompanying Knowledge and Skills statement reads:</p> <p>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p>		
<p>Students in 3rd grade are expected to:</p>	<p>Students in 4th grade are expected to:</p>	<p>Students in 4th grade are expected to:</p>
<p>Fig. 19 (D) make inferences about text and use textual evidence to support understanding;</p>	<p>Fig. 19 (D) make inferences about text and use textual evidence to support understanding;</p>	<p>Fig. 19 (D) make inferences about text and use textual evidence to support understanding;</p>

<p>It is important to note that a student’s ability to make inferences and draw conclusions is also included in ALL of the genre specific taglines, as shown below:</p>
<p>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
<p>Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p>
<p>Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.</p>
<p>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p>
<p>Reading/Comprehension of Literary Text/NonFiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</p>
<p>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>
<p>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p>
<p>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding.</p>
<p>Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support their understanding.</p>

Relevant Academic Vocabulary Students Should Learn During Instruction on Inferences

The academic terms and phrases below are those that are important for both teachers and students to use and be familiar with during instruction on inferences. Once these terms and phrases have been explicitly taught and students have been given ample opportunity to use them, these terms and phrases should become a part of the everyday language of the classroom. Students should be encouraged to use these terms appropriately in their speaking and writing.

ENGLISH TERMS and PHRASES

inference	draw conclusions
clues from text	reasonable prediction
background knowledge	reader can tell
conclude	implicit (implied)
infer	unsaid
predict	what the author meant

TÉRMINOS EN ESPAÑOL

inferencia	predicción razonable
clave del texto	implicado
concluir	darte cuenta
predecir	no se ha dicho
lector puede concluir	lo que el autor quería dar a entender

Teaching Students to Infer

Learning Intentions:

- To become aware of the thought processes that occur when an inference is made.
- To learn to use this thought process to expand your comprehension of the implicit meaning of text.
- To apply this strategy to your analysis of character and your predictions.

Lesson Overview:

Getting Started with Kids

Kids need to know:



- We infer all the time
- Inferring is not guessing
- Inferring uses exact clues from the text and background knowledge to come up with an idea that is not written down in the text

Teachers need to know:



- Teaching inferences is a process
- Going slow will pay off
- Building the language for making an inference will help students to understand inferences
- Inferring will increase comprehension in all content areas

Day 1: Introducing Inferences (No text involved, 20 minutes)

Materials: Chart tablet Any unusual tool (apple corer, apple peeler, level, etc...)
Sticky notes

Engage: Place tool on table and ask, *“What do you think this is?”*
Take several responses always asking, *“Why do you think that?”*

Build language: As children respond to the why? Repeat what they say and use the academic language you want to build.

Example:

Student: "I think it might be for cutting something."

Teacher: "*Why do you think that? Or What about this tool makes you think that?*"

Student: "Well I see a blade on the tool."

Teacher: "*So from what you know about blades, you think this might be used for cutting something and you're using the blade as your clue.*"

Adjust: Add an apple (or whatever works with your tool) and say, "*What if I give you another clue? This apple has something to do with this tool. What do you think now?*"

Take as many responses as time allows, again using their responses to support the academic language you want to build around this discussion.

Note: Generally the class as a whole will be able to work together to figure out what the tool is used for. If this does not happen, support their thinking and lead them to the correct conclusion.

Wrap-up: The goal is to build and label the inferring equation as well as plant the language you'll use when you discuss inferences.

T – "*Okay, let's think about what we just did, about how we figured out what this tool is used for. Let's think about our thinking! What was the first thing that happened?*"

Take student responses. Most will focus on the tool. If the word clue does not come up in the discussion you can say, "*So, first we used a clue to get our thinking started. What was our clue?*"

On the chart tablet write *clue* and on a sticky note write down what the clue was:

Blade
and
apple

Clue

T – “After we gathered the **clues**, what information did we use to help us decide what this tool was used for?”

S – “Well, you added an apple.”

T – “Yes, that’s right. How did that help us? **What do we know about apples that helped us? Or What do we know about blades that helped us?**”

S – “We use blades to cut things, or with an apple you can use a blade to peel it.”

T – “So, **what you know** is that blades are sometimes used to peel apples. Why did we have to add what we know about blades and apples **to the clues to figure out what the tool was used for?**”

S – “Just looking at the machine wasn’t really helping.”

T – “Okay, let’s add that to our chart.”

Blade
and
apple

+

Blades can
be used to
peel apples.

Clue



What I Know
About the Clue

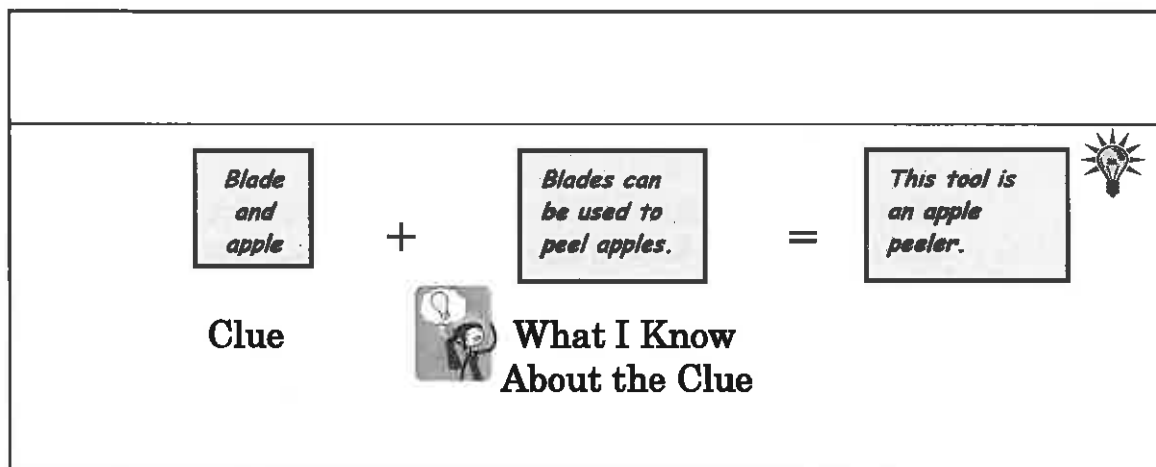
T – “Once we had the **clue** and we **added what we knew about the clue**, what could we do?”

S – “We figured it out!”

T – “That’s right, we figured it out. **What did we figure out about the tool?**”

S – “People can use it to peel apples.”

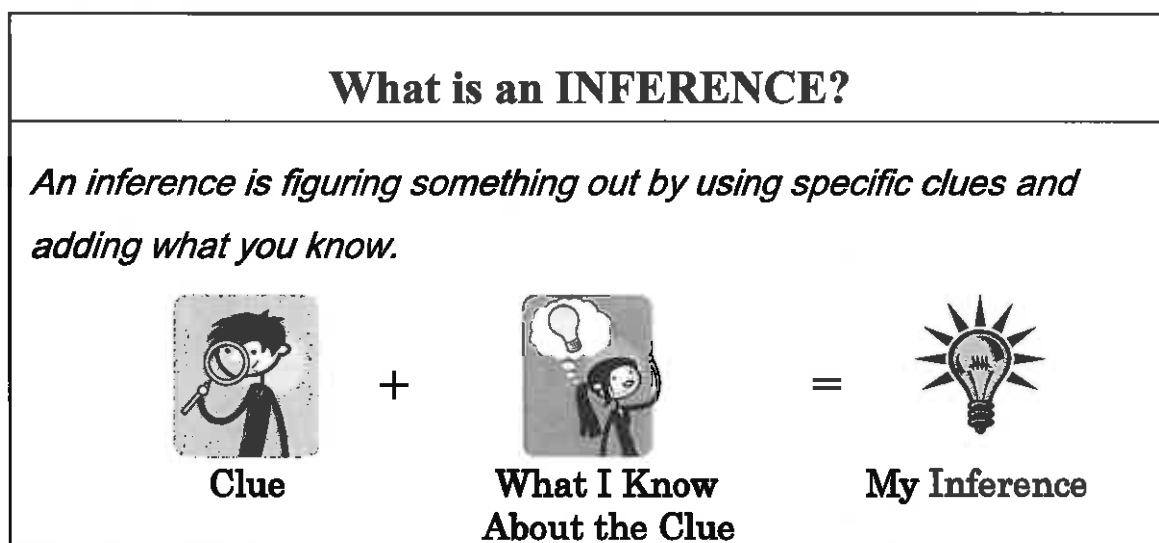
T – “Let’s add that to our chart.”



T – “There’s a special name for ‘figuring it out’ that we use in school. When you figure something out by using a clue and adding what you know about the clue, it’s called an **inference**. Say it with me, ***inference***. Let’s add our new word to our chart.”

Day 2: Connecting Inferences to Kid Friendly Experiences (20 – 30 minutes)

- Materials:**
- Chart tablet from previous day (posted)
 - Sticky notes (enough for kids too)
 - Chart tablet with yesterday’s conversation restated:



Engage:

T – “Yesterday, you figured out what an unusual tool was used for by making an **inference**. Turn and talk to your neighbor about what you think an **inference** is.”




Allow 1 to 2 minutes for talk. Monitor conversations and take a mental note of children who will be ready to share their conversation with the class.

T – “Okay, let’s hear from some of you.”

Call on 1 to 2 partner pairs to share their conversation. Be sure to make special note of students using the charts to help them explain inference.

T – “Today, we’re going to continue our conversation about **inferences**. The **clues** we’ll use are written clues on these sticky notes. I’ll do the first one and then we’ll do some together.”




Place first clue on chart and read it aloud.

What is an INFERENCE?				
<i>An inference is figuring something out by using specific clues and adding what you know.</i>				
 Clue	+	 What I Know About the Clue	=	 My Inference
<div style="border: 1px solid black; padding: 5px; width: fit-content;"><i>Chloe falls asleep in class.</i></div>				

T – “Okay, our **clue** is ‘Chloe falls asleep in class.’ I’m going to add **what I know about the clue**. I know that when someone falls asleep in class they’re really tired. Does that make sense to you? Show me with your hands (thumbs up, thumbs down, thumbs sideways).”

This check for understanding is crucial. Use whatever technique your students are accustomed to using. Stop for discussion if necessary and refer back to yesterday’s conversation as needed.

Add “What I know about the clue” to the chart.

What is an INFERENCE?		
<i>An inference is figuring something out by using specific clues and adding what you know.</i>		
 Clue	+  What I Know About the Clue	=  My Inference
<i>Chloe falls asleep in class.</i>	<i>When people fall asleep in class they're really tired.</i>	

T – “Now, we have to **figure this out**. We have to make an **inference**. What’s an **inference** again?”




Take 1 to 2 responses. Highlighting each time the academic language students use to explain inference.

T – “Now that you’ve explained that making an inference is **figuring something out by using specific clues and adding**

what I know about the clue, I'm ready to make an inference about Chloe. My clue is that Chloe fell asleep in class. What I know about the clue is that when people fall asleep in class they're really tired. So, what I've figured out, what my inference is, is that Chloe probably didn't get enough sleep last night. What do you think about my inference? Does it make sense?"

Take several responses and clarify and adjust as needed or ask other students to clarify or adjust based on student input.

Add inference to chart:

What is an INFERENCE?		
<i>An inference is figuring something out by using specific clues and adding what you know.</i>		
 Clue	+  What I Know About the Clue	=  My Inference
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <i>Chloe falls asleep in class.</i> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <i>When people fall asleep in class they're really tired.</i> </div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <i>Chloe didn't get enough sleep last night.</i> </div>

T – “Okay, now we’re ready to do some together. You’ll be working with a partner. (Use your usual process for partnering-up). You and your partner will have a pencil and a pad of sticky notes to write on. Let’s look at our clue.”

You will follow the same process as above, but partners will turn and talk at each point (adding what they know, making an inference) and record their ideas on their sticky notes. Be sure to accept all logical responses. You will want to be sure to discuss why

inferences differ from group to group. (Everyone's schema/background knowledge is different).

Possible clues to use on the 2nd day or in small group:

- Maria plays the piano for 2 hours everyday.
- Nick was crying when he came back from recess.
- Eddie didn't do his homework.
- Two students are passing notes to each other in class.
- Ms. Gonzalez forgot to set her alarm clock last night.
- Saida looked out the window and grabbed her umbrella before walking out the door.
- When I woke up my house was dark and my fan was off.
- One student scribbles on another students math work.

Continue to build academic language. Try to find other times in the day to incorporate inferences.

Day 3: Inferring with Text Clues (20 minutes)

Materials: Chart tablet from previous day (posted)
Sticky notes (enough for kids too)
Trade book from Read Aloud Selection (can be familiar or new, fiction or nonfiction)
Chart tablet for recording today's conversation:

T – *“Today we're going to work on making **inferences** with **clues from the text**. As we read, we'll stop and think about what the author is trying to show us. Let's remind ourselves what we do when we make an **inference**. Turn and talk to your neighbor about how we make **inferences**.”*

Allow 1 to 2 minutes for talk. Ask for a couple of pairs to share their conversation with the group.

You will follow the same process as Day 2, but this time the clues will be pulled directly from the text. **The clues should be written exactly as they appear in the text.**

Making INFERENCES with Text Clues

An inference is figuring something out by using specific clues and adding what you know.



Clue from the
TEXT

+



What I Know
About the Clue

=



My Inference

Anna wrapped her daughter in the quilt to welcome her warmly into the world



Extensions

Making inferences can be explicitly taught using a similar pattern to address:

- Inferring meaning of unfamiliar words
- Analyzing character
- Making reasonable predications

Inferences on TAKS

“Items that assess the ability to think inferentially will require students to move beyond their basic understanding of the text to demonstrate a deeper, more complete understanding of what they’ve read. These types of items can take many forms; for example, items may require students to draw conclusions, make reasonable predictions, understand the relationship between two parts of a text, understand how a text relates to their own lives, or understand the deeper meanings implied by the text.”

Students are asked to... “draw inferences such as conclusions or generalizations and support them with text evidence (and experience).”

Graphic Organizers for Teaching Inference

NOTE: Graphic organizers are useful tools for some students. All students should be familiar with graphic organizers, but students who do not need them should not be forced to use them habitually. Graphic organizers should not be treated as a final product in instruction, rather they are a tool that can be used to explicitly illustrate the framework of thought or cognitive effort that is required to make in inference (in this instance). Students may fill in a graphic organizer to sort out information prior to writing, but the purpose of a graphic organizer is to use it as a tool to write coherent and organized text. Once students become proficient at inferring or summarizing or determining the main idea – whatever the specific comprehension skill may be – they no longer need to rely on the graphic organizer to be successful.

Name: _____ Date: _____

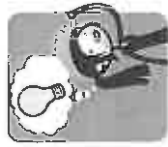
Making Inferences with Text Clues

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Clue from the
Text



What I Know
About the Clue



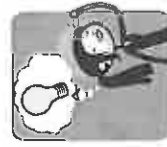
My Inference!

+

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Clue from the
Text



What I Know
About the Clue

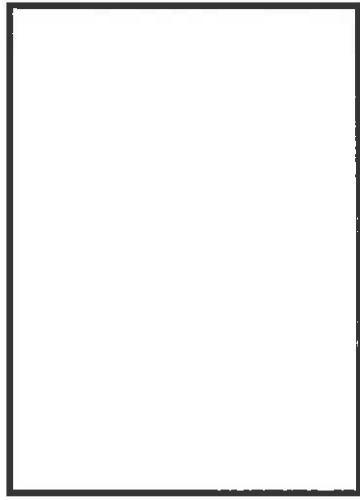


My Inference!

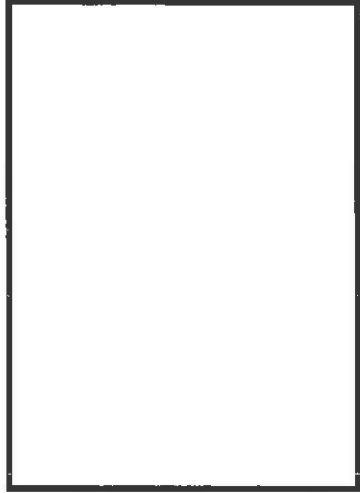
Name: _____

Date: _____

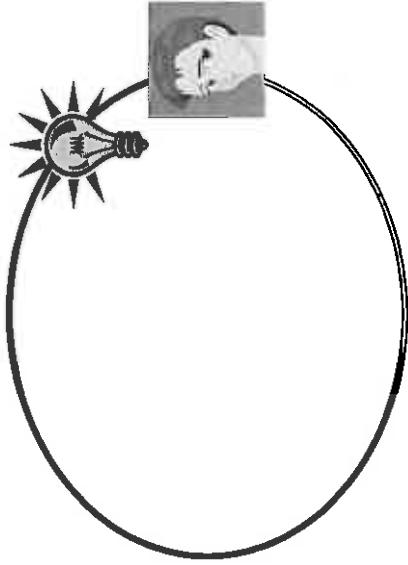
Inferring Character Traits with Text Clues



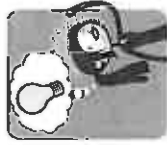
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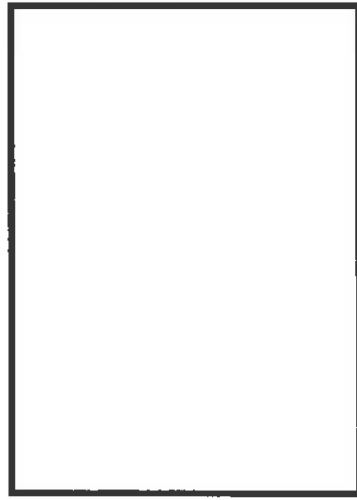


Clue from the
Text

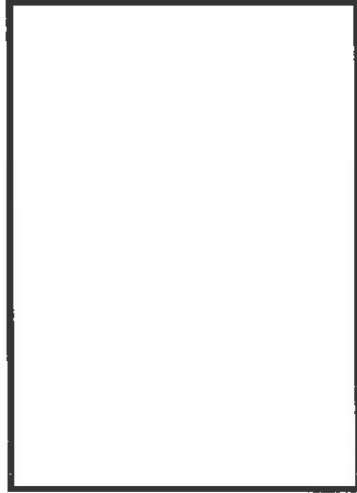


What I Know
About the Clue

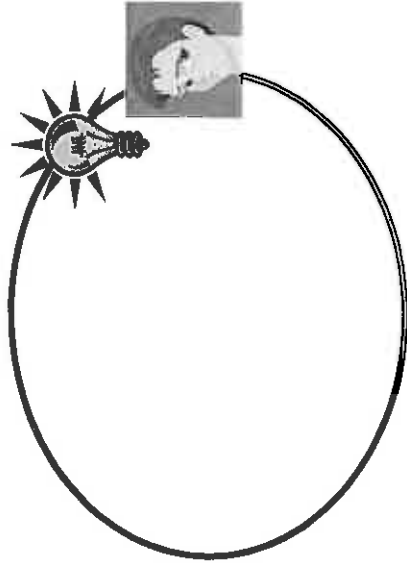
My Inference!
(About Character)



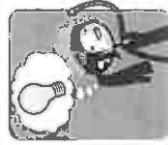
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Clue from the
Text

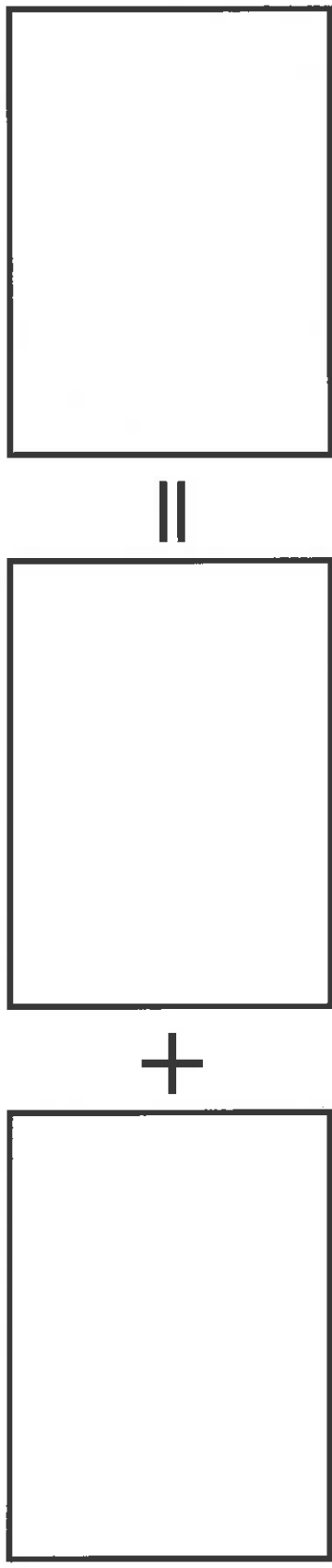


What I Know
About the Clue

My Inference!
(About Character)

Nombre: _____ Fecha: _____

Hacer inferencias con claves del texto



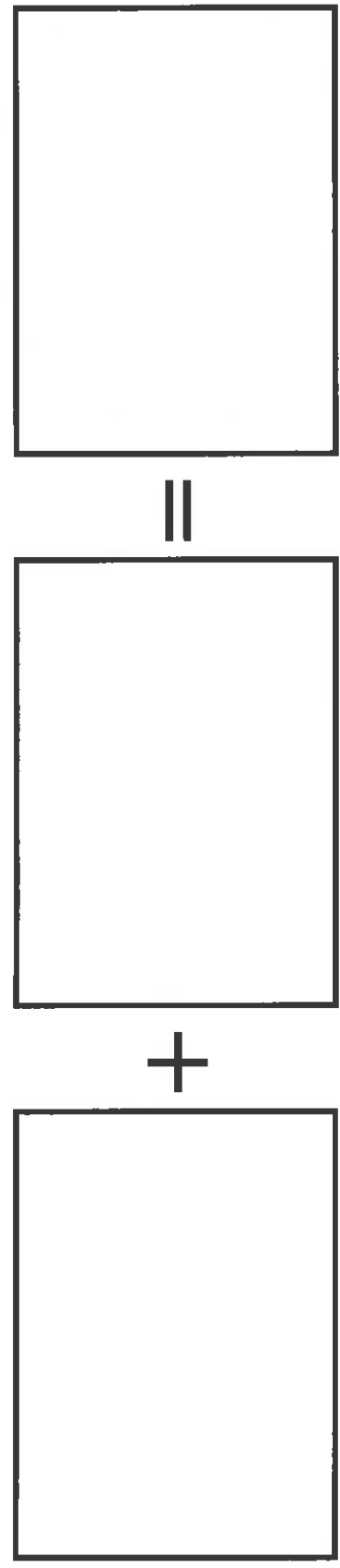
Clave del texto



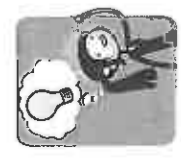
Lo que sé acerca de la clave



¡Mi inferencia!



Clave del texto



Lo que sé acerca de la clave

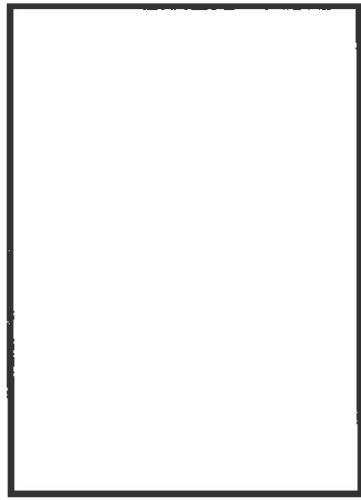


¡Mi inferencia!

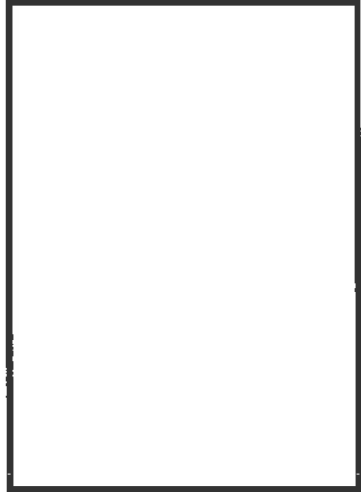
Nombre: _____

Fecha: _____



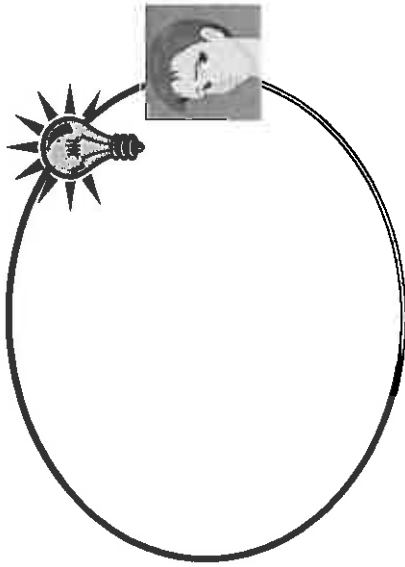
Inferir características del personaje con claves del texto



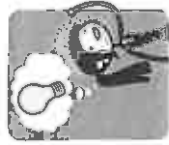
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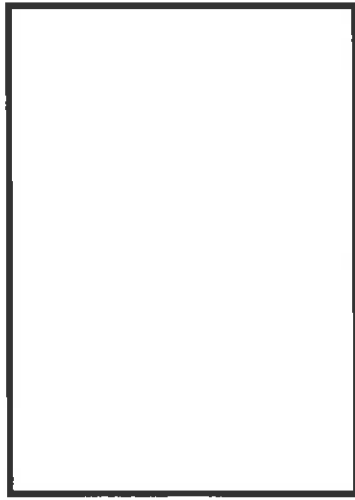


Clave del
texto

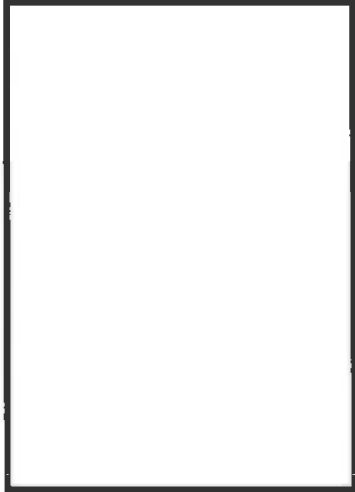


Lo que sé acerca
de la clave



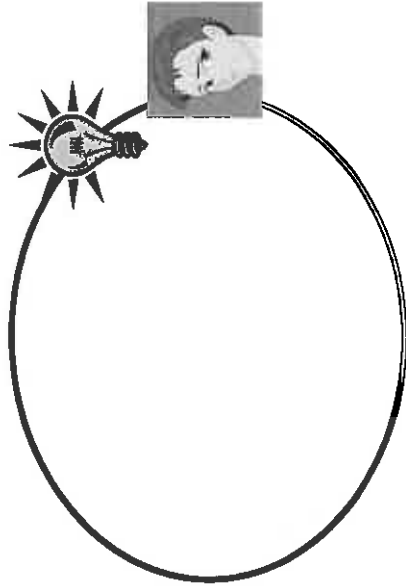
¡Mi inferencia!
(característica del personaje)



+



=



Clave del
texto



Lo que sé acerca
de la clave

¡Mi inferencia!
(característica del personaje)

Preparing for the TAKS

On the following pages are examples of explicit strategy instruction that teachers can use to prepare students for the types of questions they will encounter on the TAKS. There are also sample questions from released versions of the TAKS to illustrate how Inference is tested on the TAKS.

Inference

Stems

- From the article, the reader can tell that ____
____ does ____ because
- The reader can tell that –
- After reading the story the reader knows that ____ will
____ if –
- From the information in the selection the reader can
determine that –

Strategy

Yes/No

or

True/False

= INFERENCE QUESTIONS =

How they're asked
on TAKS:

- The reader can tell ...
- From the article, the reader can conclude...^{tell}
- From the information in the selection, reader can determine...^{tell}

Strategies:

- Change conclude or determine to tell.
- Read each answer choice and decide if it is True or False.

12. At the end of the article, the reader can tell that the men

G. enjoy running the *Arabia* museum and restoring the ship's cargo

T

G. are tired from working so hard on the *Arabia* project

F

H. have become wealthy from selling the objects from the *Arabia*

F

I. have become famous from the attention given to the *Arabia*

F

- Find clues in the text to support your answer!

Inferencia

Ejemplos de TAKS

- El lector puede concluir que—
- De acuerdo con la información de la lectura, el lector puede concluir que—
- El lector puede sacar como conclusion que—

Estrategias

Sí/No

o

Verdadera/Falsa

PREGUNTAS DE INFERENCIA

Como aparecen en TAK5:

- El lector puede concluir que -
- De acuerdo con la información de la lectura, el lector puede concluir que -
- El lector puede sacar como conclusión que -

Estrategias:

- Cambiar concluir por decir.
- Lee cada una de las opciones de respuesta y decide si es verdadera o falsa.
- Busca claves en el texto para apoyar tu respuesta.

23 Según lo que el lector sabe acerca de Sitarik, cuál de los siguientes es la más probable que haga ella?

- F. Irte temprano para dormir
- G. Ayudar a alguien que lo necesita
- H. Castigar a sus hermanos
- J. Comer cosas que no le gustan

F
V
F
F

Examples of Inferences

Questions on TAKS

1. Why are museum visitors not allowed to touch the real dinosaur bones?
 - A The bones might get damaged.
 - B The bones do not belong to the museum.
 - C The bones can be dangerous to people.
 - D The bones are still being cleaned and prepared.
2. The reader can tell that Shannon –
 - A also likes to play soccer
 - B has broken other things with her basketball
 - C has been waiting a long time to get her new shoes
 - D is not a very good basketball player
3. Papa tells Angelina that he has business downtown because he –
 - A doesn't want to take her to the parade
 - B wants Angelina to be surprised by the parade
 - C doesn't want Angelina to worry about him
 - D wants to take Angelina downtown for lunch
4. What will Lamia probably do when she gets home from the market?
 - A Load the boat
 - B Visit her friend Suki
 - C Lie down to rest
 - D Clean tomatoes
5. Based on the information given in this story, the reader can tell Muir's camp was –
 - A at the top of the mountain
 - B in a deep crevasse of a glacier
 - C in the icy wilderness near a glacier
 - D on a huge river of ice in Alaska

Ejemplos de preguntas sobre inferencias en el TAKS

1. ¿Por qué están calvados al piso los muebles de la casa flotante de Li?
 - A Para que no se mueven cuando la casa flotante se mece
 - B Para que Li no mueva los muebles
 - C Para que sea más fácil encontrar las cosas
 - D Para que la gente no se tropiece con los muebles
2. En lector puede concluir que Deborah Turner –
 - A disfruta cuando sale en televisión
 - B quiere hacerse rica usando a Willy
 - C quiere trabajar en el hospital para animales
 - D se preocupa mucho por sus animales
3. ¿ Por qué se ríe el león cuando el granjero le dice que va a cazar leones gordos?
 - A El león piensa que es más fuerte que el granjero
 - B El león piensa que el granjero es muy gracioso.
 - C El león sabe que no hay leones gordos en los alrededores.
 - D El león piensa que el granjero tiene hambre.
4. Es probable que Ochoa le diga a un grupo de estudiantes que todos deben –
 - A tomar clases de música
 - B ser científicos algún día
 - C hacer lo mejor que pueden en la escuela
 - D aprender cómo usar brazos robot
5. Según la información en la historia, el lector puede concluir que –
 - A Lincoln nunca pudo ver su estatua en la Rotonda del Capitolio
 - B a Lincoln le molestó que la escultura tardó mucho tiempo en terminarse
 - C a Lincoln nunca le gusto la escultura que hizo Vinnie
 - D Lincoln estaba triste porque Vinnie ya no iba a ir a verlo

Appendix

Questions that Evoke Conversation

Inferences and Generalizations

Does the author tell us why___? What can you infer?

Based on what the author has already said, what can the reader tell about_____?

Given what the author has already told us, what do you predict will probably happen in the future?

Which sentence(s) best shows you what the author meant?

How did the author show you that...?

What was the clue in the text that helped you to figure that out?

What part of the author's message has been left unsaid?

Questions that Evoke Conversation

Inferences and Generalizations

Does the author tell us why___? What can you infer?

Based on what the author has already said, what can the reader tell about_____?

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What was the clue in the text that helped you to figure that out?

What part of the author's message has been left unsaid?

Preguntas para promover la conversación

Inferencias y generalizaciones

¿El autor nos dice por qué _____? ¿Qué puedes concluir?

De acuerdo con lo que el autor ha dicho, ¿qué puede concluir el lector sobre _____?

De acuerdo con lo que el autor nos ha dicho, ¿qué predices que pasará después?

¿Qué oración muestra mejor lo que el autor quería dar a entender?

¿Cómo te enseñó el autor que...?

¿Qué fue la clave en el texto que te ayudó a darte cuenta de eso?

¿Qué parte no se ha dicho del mensaje del autor?

Preguntas para promover la conversación

Inferencias y generalizaciones

¿El autor nos dice por qué _____? ¿Qué puedes concluir?

De acuerdo con lo que el autor ha dicho, ¿qué puede concluir el lector sobre _____?

De acuerdo con lo que el autor nos ha dicho, ¿qué predices que pasará después?

¿Qué oración muestra mejor lo que el autor quería dar a entender?

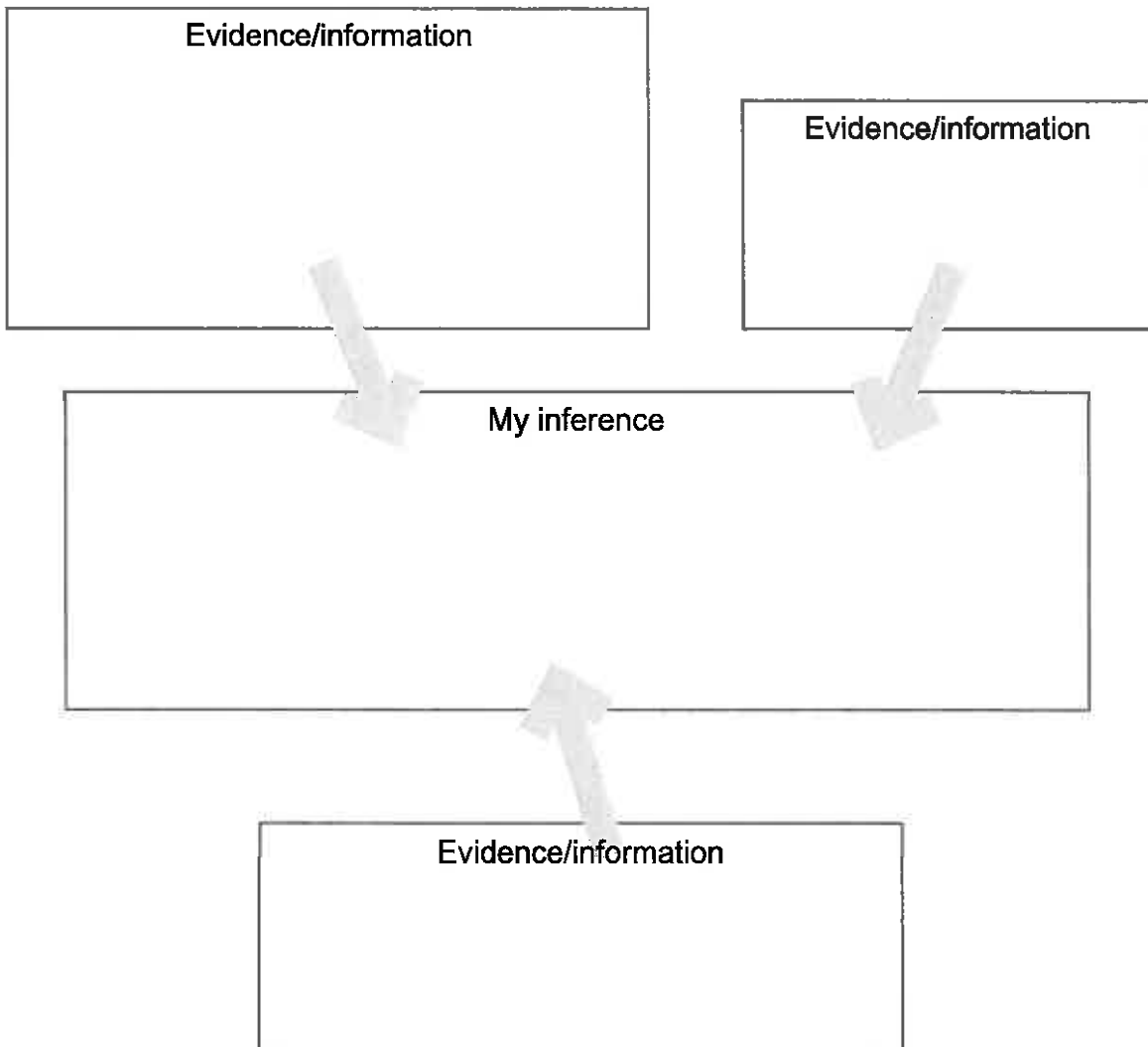
¿Cómo te enseñó el autor que...?

¿Qué fue la clave en el texto que te ayudó a darte cuenta de eso?

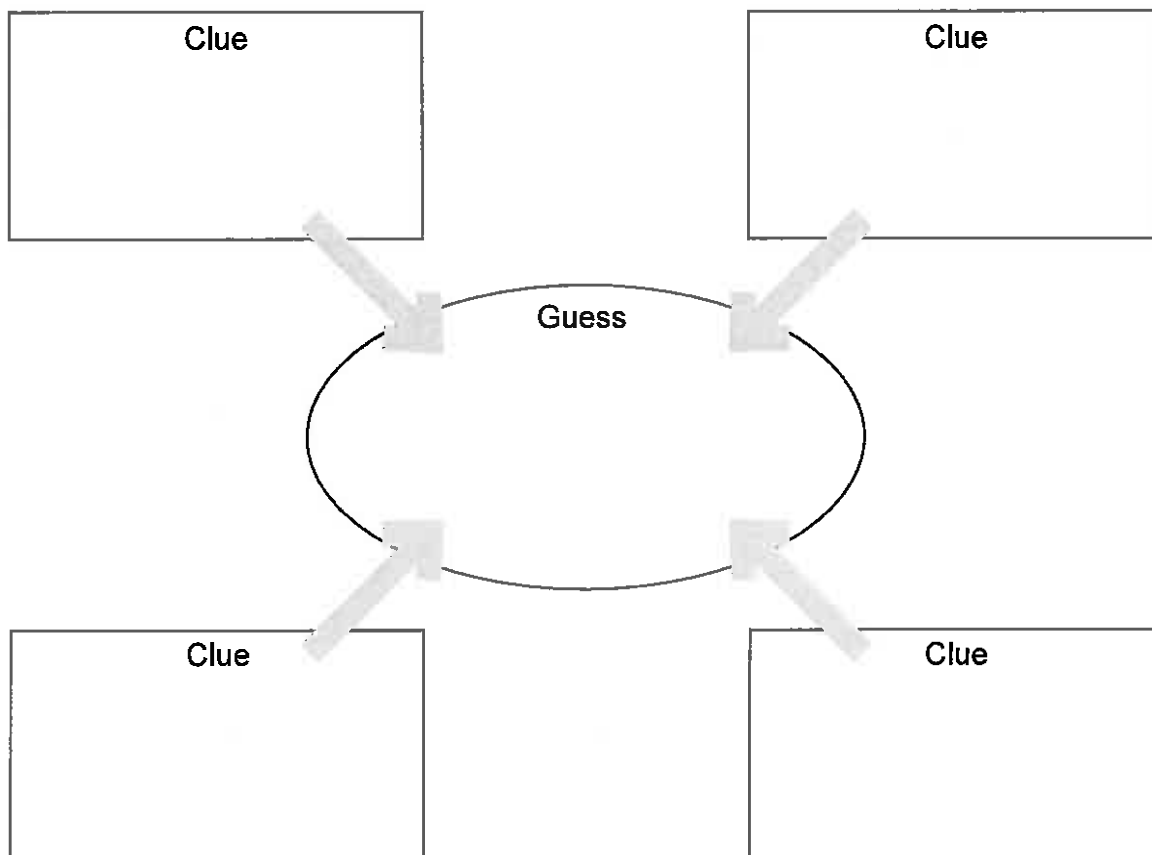
¿Qué parte no se ha dicho del mensaje del autor?

Inference

An inference is a reasonable guess based on information. Making an inference is sometimes called “reading between the lines,” because the inference is not stated *directly* in the information you have. The information *leads you to* an inference.



Making A Good Inference



Name _____

Inference Innovations

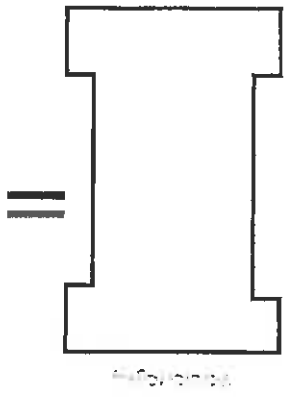
C.029.SS1

Text says	I know	Inference

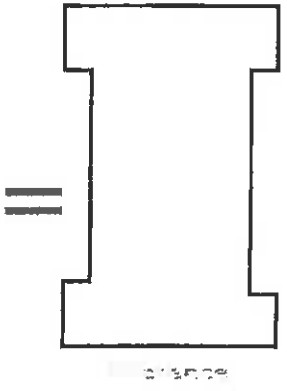
Name _____

C.029.SS2

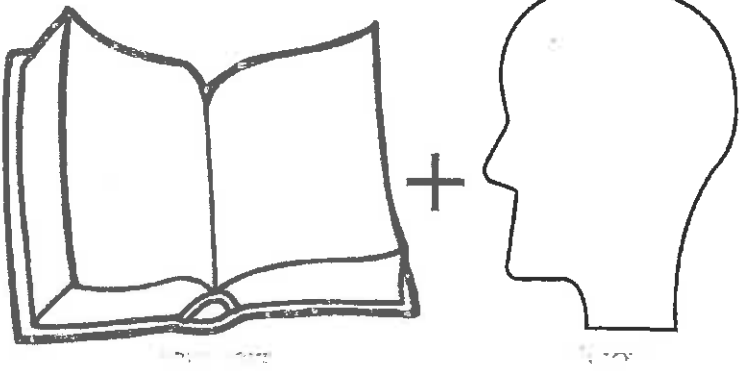
Inference Innovations



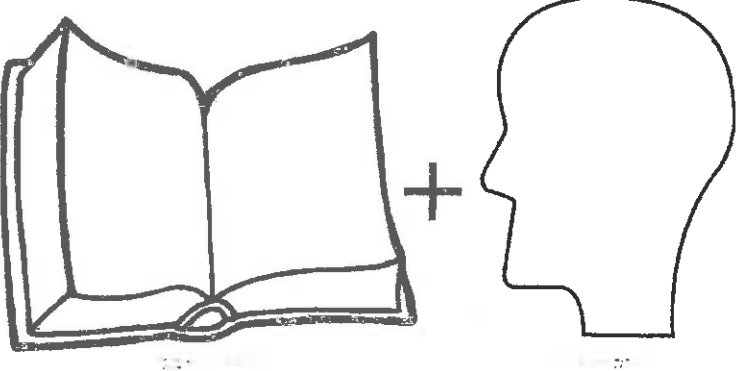
Reference



Practice



Reference



Practice

Name

Date

GRAPHIC ORGANIZER

Making Inferences

Story Clues + What I Know = Inference

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Name

Date

GRAPHIC ORGANIZER

Drawing Conclusions

Text Clues	What I Already Know	My Conclusion

Practice

Drawing Conclusions

Show What You Know!

Directions: Read the story and choose the correct word to complete the sentence.

Pen Pals



Mike hoped to get another letter from his friend Danny. Mike met Danny at a hockey tournament in Canada. Danny promised to send Mike pictures of his friends. It is fun to have a friend from another country. Mike wondered what Danny did in the summer. Did he play street hockey too? Mike hoped to see his friend again next season.

You know the boys are about the same age because

- they met at a hockey tournament
- went to the same school
- are on the same team
- like to play hockey

Mike probably lives in

- Mexico
- United States
- Africa

Australia

What word tells you that Mike had gotten other letters from Danny?

third

like

another

send

Where do you think Mike and Danny might see each other again?

at the mall

at school

at the next practice

at another hockey tournament

If Mike doesn't get a letter from Danny, he will probably feel

nervous

scared

excited

disappointed

What do you think Mike does in the summer?

go camping

go to summer school

go to the beach

play street hockey

Home

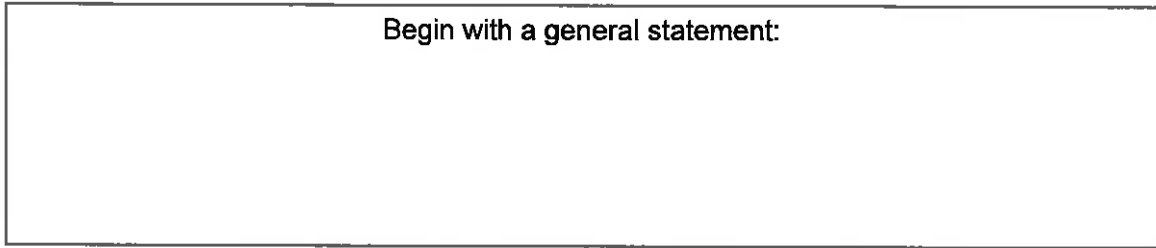
Drawing
Conclusions

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Elementary Test Prep Center
Studyzone.org

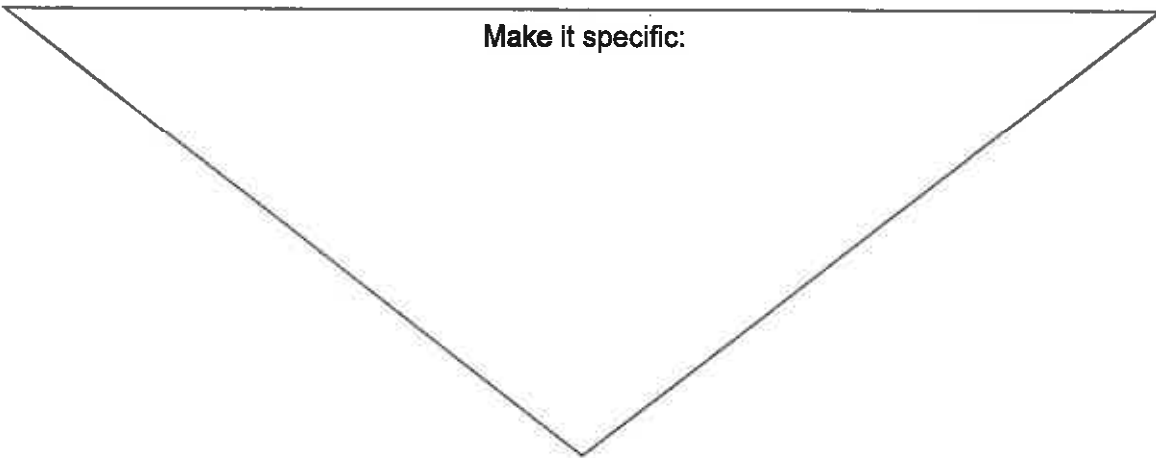
Drawing Conclusions

A conclusion is a special kind of inference. When you draw a conclusion, you begin with a general idea or statement and apply it to a more specific situation. The conclusion applies the information in the general statement to a more specific instance. It often follows the pattern of “if...then,” or deductive reasoning.

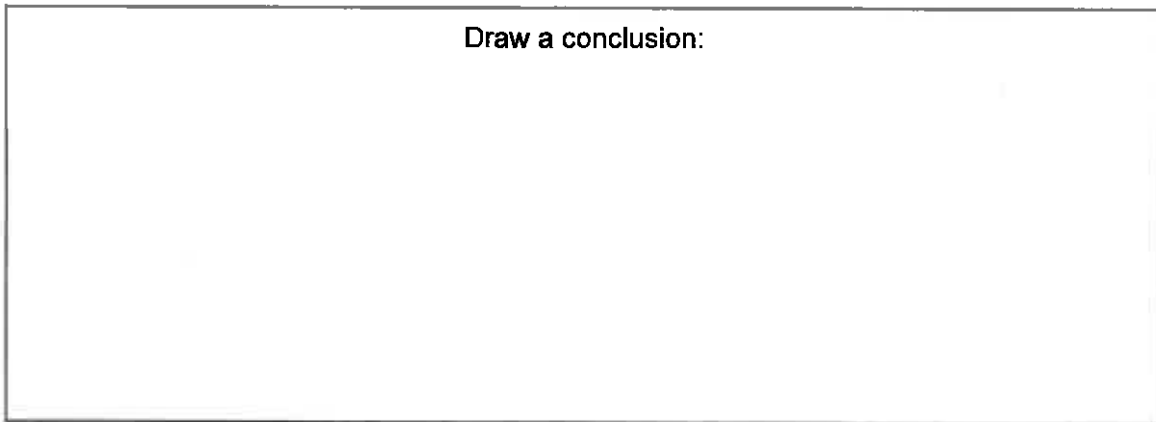
Begin with a general statement:



Make it specific:



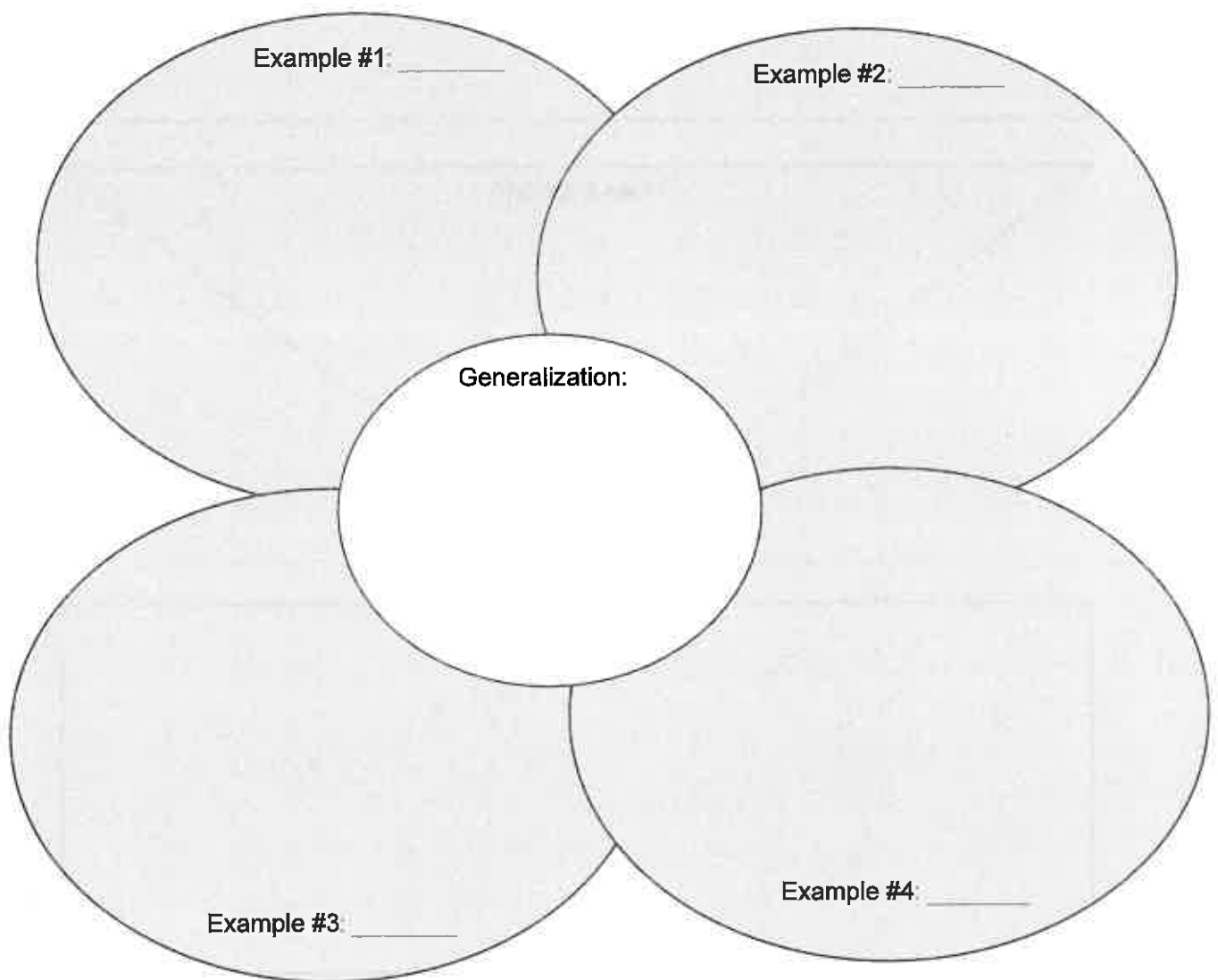
Draw a conclusion:



Making a Generalization

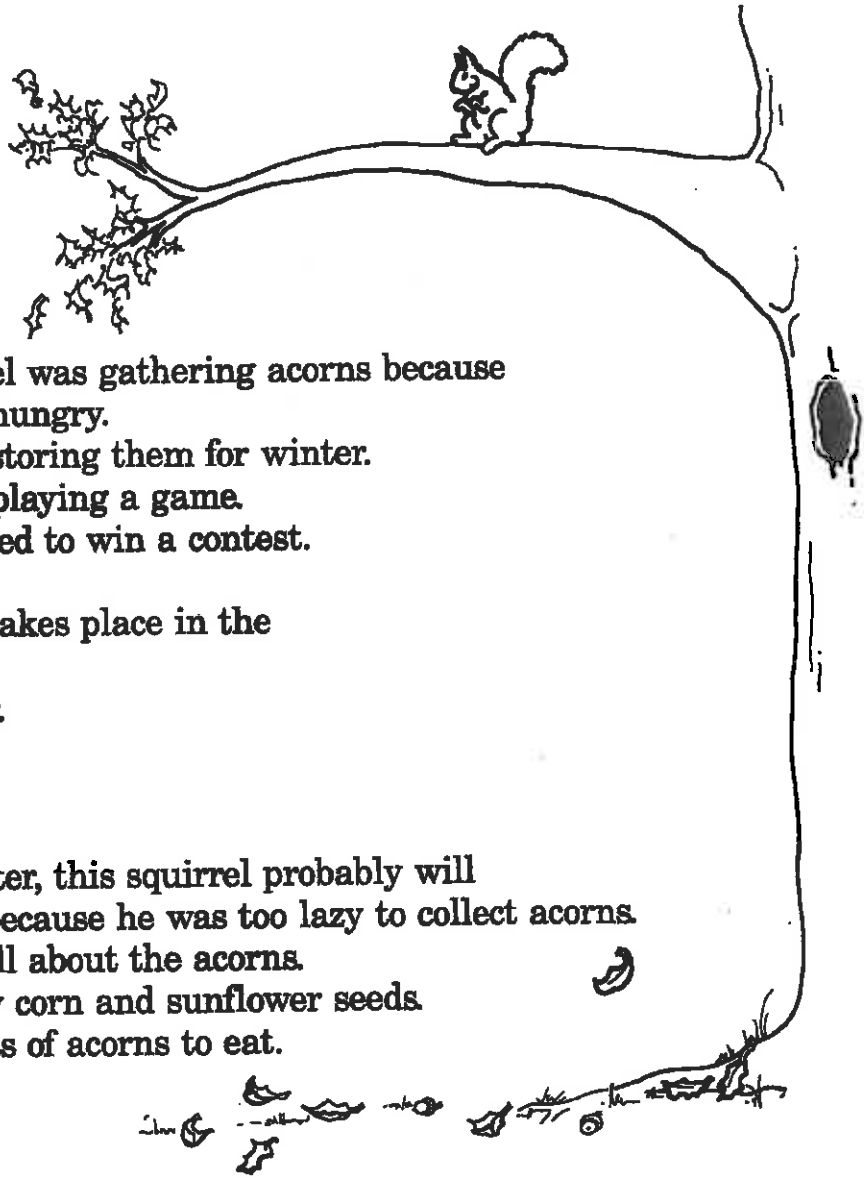
When we make a generalization, we compare the pieces of evidence at hand to see what they have in common. Then we make a statement that is true for the pieces of evidence at hand and is also true for a broader array of instances. A generalization is an instance of inductive inference.

Write the commonalities in the outer circles, then make a statement that would apply to the specific examples and also to others like them.



Drawing Conclusions II

The squirrel ran along the ground searching for acorns. He quickly found one among the new fallen leaves. He stuffed it into his cheek. Then he hurried off to bury it in the ground near his tree home. Then back he came to get another acorn. Back and forth he ran, finding acorns and burying them. Finally, he climbed his tree and looked down at all the spots where he buried acorns. He looked pleased with his work.



1. The squirrel was gathering acorns because
 - a. he was hungry.
 - b. he was storing them for winter.
 - c. he was playing a game.
 - d. he wanted to win a contest.
2. The story takes place in the
 - a. spring.
 - b. summer.
 - c. fall.
 - d. winter.
3. In the winter, this squirrel probably will
 - a. starve because he was too lazy to collect acorns.
 - b. forget all about the acorns.
 - c. eat only corn and sunflower seeds.
 - d. have lots of acorns to eat.



Name

Date

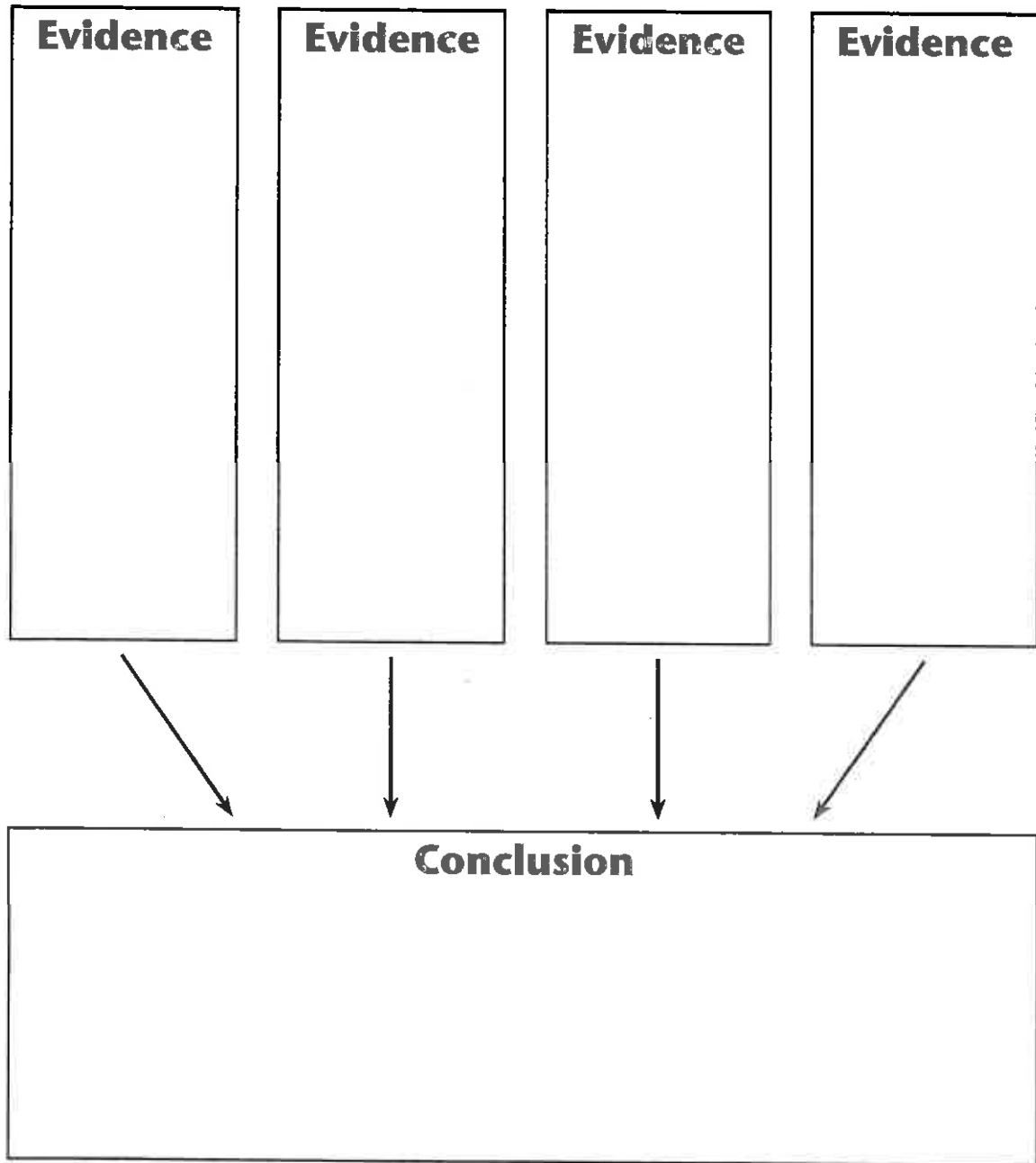
GRAPHIC ORGANIZER

Drawing Conclusions

Text Clues	What I Already Know	My Conclusion

NAME _____ CLASS _____ DATE _____

Graphic Organizer
Conclusions Chart



NAME _____ CLASS _____ DATE _____

Graphic Organizer

Drawing Conclusions from Information

Fact	Fact	Fact	Fact
Conclusion			