

READING TOOLKIT

making inferences

by: Katie King and Amy Lemons

OUR SCHEMA

Schema: Schema it's what I know
 Schema: Schema will always grow
 Schema: Schema I get from books
 Schema: Schema from where I look
 Schema: Schema comes fast and slow
 Schema: Schema from where I go
 Schema: Schema is in-
 Schema: Schema

I used my schema and the text to make a guess.

What inference did I make?

WHAT'S IN MY BAG?

EXAMPLE ITEM: band-aid

WHAT IS THE ITEM?

THIS TELLS ME THAT THE PERSON IS...

1. careful
2. could have kids
3. gets hurt easily

WE WILL INFER

WHAT THE TEXT SAYS: He saw the drool on her lips

+ BACKGROUND KNOWLEDGE: I've seen a cartoon who drools every time they are hungry.

= INFERENCE: She was hungry and she wanted to eat a turkey!

SNAP & SEEK

What happened to the girl? Cover the clue in the picture with green.

She looks sad so I think someone hurt her feelings.

Where is the girl? Cover the clue in the picture with green.

She has her bag so I think she is at school.

What do you think she will do next? Cover the clue in the picture with blue.

She will go back inside of the building.

COVER THE PICTURE CLUES

My Schema

Mark:

This is what my mom and I are really doing because it's just us.

TOPIC: Reading, Writing, Spelling



INFER Schem

INFER Schem

INFER Schem

INFER Schem

Clues

Illustrations and INFERRING

If they had kept shopping they would have found the deal sooner.

Lesson: Don't Quit!

MY ACTIVITIES



MATCHING Inferences

1. Read the puzzle piece on the left hand side. This is like your text evidence.
2. Find a puzzle piece on the right that has a matching inference. Move it to complete the puzzle.
3. Do this for all of the puzzles.

Reading Comprehension

Directions: Read the passage and answer the questions.

Brayden went to dollar store with his dad. He was allowed to pick out one piece of candy as a reward for his grades on his report card. He was trying to decide between a sour candy or a chocolate bar. After looking at the candy display for about five minutes he decided on a large chocolate bar. His dad laughed and told him that he could have half now and the rest after dinner.

Why was Brayden getting candy?

How are sour candy and chocolate bars different?

Why could he only have half now?

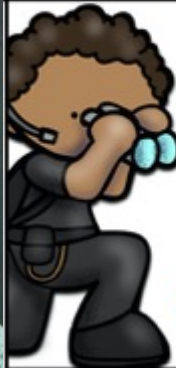
Circle the word **decide** Read 3 times

LET'S INFER CHANT

chant with teaching video



LET'S INFER!



Readers, readers have you heard?
All the time you do infer.

First, you think about what you know
Next, reading the text you will go

Then, look for important clues
Read between the lines you will do

Put it together and we'll concur
SCHEMA • CLUES = INFER

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TEACHING VIDEO ON YOUTUBE

OUR SCHEMA CHANT

chant with teaching video



TEACHING VIDEO ON YOUTUBE

SCHEMA FILES

teaching video and interactive digital activity

The collage includes the following schema files:

- ACTIVITIES** (with sub-sections: SPORTS I PLAY, WAYS I AM CREATIVE, ACTIVITIES I DO)
- ENTERTAINMENT** (with sub-sections: BOOKS I ENJOY, MUSIC I LISTEN TO, MOVIES/TV I WATCH)
- WHO I LIVE WITH**
- MY EXTENDED FAMILY**
- PLACES I'VE LIVED**
- PLACES I'VE VISITED**
- WAYS I'VE TRAVELED**
- HOW OFTEN I GO TO THE BEACH**

SCHEMA Files

1. Watch the lesson on schema.
2. Complete the rest of the slides based on YOUR schema! Type or draw pictures to complete the slides.

The video shows a woman holding a stack of schema file cards. A small inset shows a completed 'ACTIVITIES' schema file.

SCHEMA Files

1. Watch the lesson on schema.
2. Complete the rest of the slides based on YOUR schema! Type or draw pictures to complete the slides.

The video shows a woman holding a stack of schema file cards. A small inset shows a completed 'EXPERIENCES' schema file.

EXPERIENCES

- POSITIVE EXPERIENCES
- NEGATIVE EXPERIENCES

Watch the lesson on schema above and then complete the rest of the slides based on YOUR schema!

ACTIVITIES

- SPORTS I PLAY
- WAYS I AM CREATIVE
- ACTIVITIES I DO

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SCHEMA Files



TEACHING VIDEO ON YOUTUBE

GUESS WHO?

directed drawing and inferring activity

GUESS WHO? ACTIVITY

Dear Students,

Today you will complete a drawing of yourself. But there's a catch! Don't write your name anywhere on the front of the paper. Your classmates will have to use their schema and your picture clues to GUESS WHO it is! Oh, and make sure you draw your glasses large enough to include pictures on the lenses. Once you draw yourself, you choose 2 clues to include in the lenses. You might draw your favorite thing, a hobby, a skill, an interest, a sport you play, etc. Anything that helps your classmates identify WHO you are will do! Have fun and add lots of details!



PRINTABLE, SEESAW, GOOGLE SLIDES, PPT

WE WILL INFER

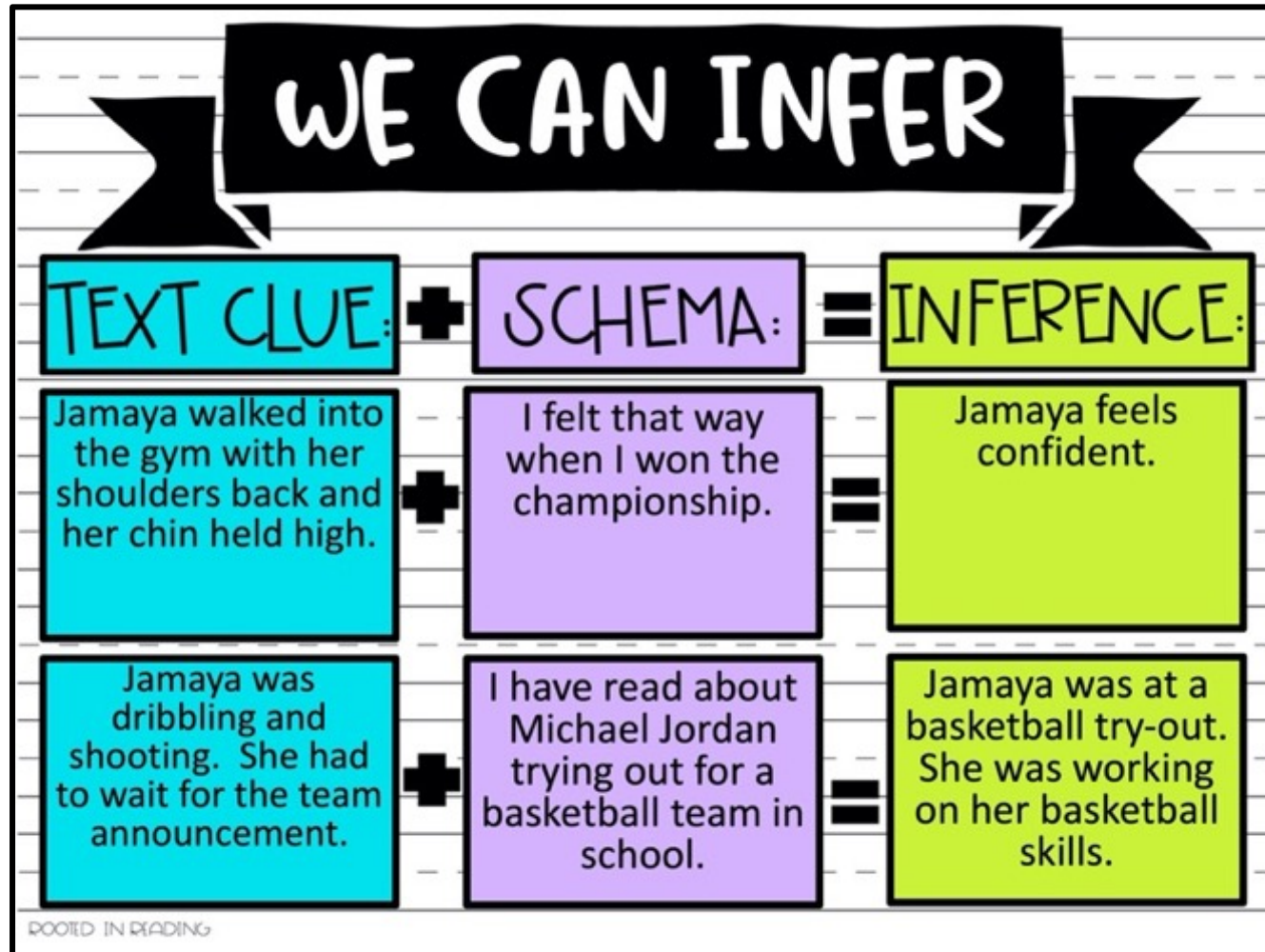
digital anchor chart



PRINTABLE, SEESAW, GOOGLE SLIDES, PPT

WE CAN INFER

digital anchor chart



PRINTABLE, SEESAW, GOOGLE SLIDES, PPT

Making Inferences

GOOD READERS are DETECTIVES
Use evidence

Schema
Our schema is like a mental file cabinet

Schema
Background knowledge is known as our **schema**.

INFERENCE
Where do readers get clues to make inferences?
• Illustrations

INFERENCE
What you already know + clues from the author =

SCHEMA
My schema is everything in my **BRAIN**. My schema is the way it is because of my **LIFE EXPERIENCES**. My schema is different than everyone else's because we have different factors that have **IMPACTED**

WHAT DOES IT MEAN TO Infer?
When a reader infers, they use **evidence** from the text plus their **background knowledge**

Making Inferences
We make inferences out things that I do directly

MAKING Inferences
We make inferences out things author does not say. This is called **reading between the lines**

INFERENCE
Where do readers get clues to make inferences?
• Illustrations

DRAWING CONCLUSIONS
Authors do not tell us every **DETAIL** of the story so we must come to our own conclusions or **FIGURE IT OUT ON OUR OWN**

Drawing Conclusions
When a reader puts several pieces of information together.

When Writing about Inferences
I can conclude... I infer... This could mean... Perhaps... Maybe... I look this to

INFERENCES
We make inferences to figure out things that the author does not directly say. This is sometimes called **reading between the lines**

INFERENCE
What you already know + Clues from the author =

DRAWING CONCLUSION
My schema is everything in my **BRAIN**. My schema is the way it is because of my **LIFE EXPERIENCES**. My schema is different than everyone else's because we have different factors that have **IMPACTED** us. It is important for me to use my **SCHEMA** to help me **RELATE** to characters and better **UNDERSTAND** what the author is saying.

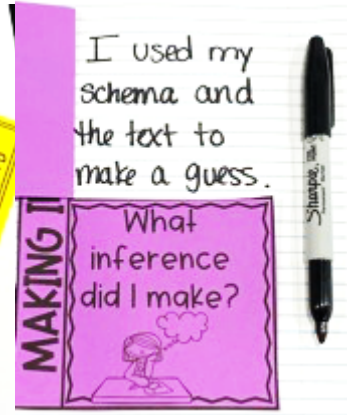
SCHEMA

What caused my Thinking to Change?
SCHEMA + NEW INFORMATION = NEW UNDERSTANDING
Your thinking will change due to one of the following as you are reading:
• New Information
• Schema
• Realization
• Illustrations
• Connections
• My Thoughts
• Opinions
• Background Knowledge
• Inferences
• Questions

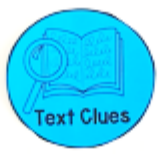
TEXT EVIDENCE
Look back at story to answer questions.
★ Pictures
★ the author's words
★ my inferences

TEXT EVIDENCE: sentence starters
★ The author wrote...
★ On page ____, it said...
★ I can see in the illustration that...
★ For example...
★ For instance...
★ Based on what I read...
★ After reading I now know...

Making Inferences



We Can MAKE Inferences



Drawing Conclusions



MY CONCLUSION Most things in life are okay in moderation. Couch Potato is much happier when he experiences life in person too!

WHAT'S IN MY BAG?

interactive digital activity

WHAT'S IN MY BAG?



WHAT IS THE ITEM?

THIS TELLS ME THAT THE PERSON IS...



WHAT IS THE ITEM?

THIS TELLS ME THAT THE PERSON IS...



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WHAT IS THE ITEM?

THIS TELLS ME THAT THE PERSON IS...

WHAT'S IN MY BAG?



WHAT IS THE ITEM?

THIS TELLS ME THAT THE PERSON IS...

WHAT'S IN MY BAG?



FINAL THOUGHTS

After what I saw...

WHOSE BAG IS IT?



WHAT'S IN MY BAG?



Welcome to What's in my Bag?! Today you have found someone's missing bag on the side of the street. One by one you will see the items in this person's bag. Questions to think about for each item:

- What is the item?
- What does this tell you about the owner?

After seeing all items, you will try to decide who the bag belongs to!

WHAT'S IN MY BAG?



WHAT IS THE ITEM?

band-aid

THIS TELLS ME THAT THE PERSON IS...

1. careful
2. could have kids
3. gets hurt easily

SEESAW, GOOGLE SLIDES, PPT

MATCHING INFERENCES

interactive digital activity

MATCHING Inferences

Brandon wears his headphones when he rides the bus.

Jayla likes to ride really fast on her bike.

Brandon's grandma picks him up from karate.

MATCHING Inferences

He is really good at math.

He can be pretty messy.

He is stressed out!

There is a trail of popcorn from the kitchen.

Kyron loves to read about what he is learning in science class.

Randall and his mom are taking sewing classes.

Darius picks up...

MATCHING Inferences

He is really good at math.

He can be pretty messy.

He is stressed out!

There is a trail of popcorn from the kitchen.

MATCHING Inferences

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2. Find a puzzle piece on the right that has a matching inference. Move it to complete the puzzle.

3. Do this for all of the puzzles.

MATCHING Inferences

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2. Find a puzzle piece on the right that has a matching inference. Move it to complete the puzzle.
3. Do this for all of the puzzles.

CHECK your answers!

How many did you get right?

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SNAP & SEEK

interactive digital activity

SNAP & SEEK



How does the clue in the picture with **yellow**.

What do you think they will do next? Cover the clue in the picture with **blue**.

COVER THE PICTURE CLUES

SNAP & SEEK




How does the dog feel about the snow? Cover the clue in the picture with **yellow**.

Does this dog have an owner? Cover the clue in the picture with **green**.

What do you think the dog will do next? Cover the clue in the picture with **blue**.

COVER THE PICTURE CLUES

SNAP & SEEK




What are the people doing? Cover the clue in the picture with **yellow**.

How are the people feeling? Cover the clue in the picture with **green**.

What do you think they will do next? Cover the clue in the picture with **blue**.

COVER THE PICTURE CLUES

SNAP & SEEK



What is the boy doing? Cover the clue in the picture with **yellow**.

How does the boy feel? Cover the clue in the picture with **green**.

What do you think he will do next? Cover the clue in the picture with **blue**.

COVER THE PICTURE CLUES

SNAP & SEEK



What are the people doing? Cover the clue in the picture with **yellow**.

Do they enjoy it or are they sad? Cover the clue in the picture with **green**.

What do you think they will do next? Cover the clue in the picture with **blue**.

COVER THE PICTURE CLUES

SNAP & SEEK



What happened? Cover the clue in the picture with **yellow**.

How does the dog feel? Cover the clue in the picture with **green**.

What do you think the dog will do next? Cover the clue in the picture with **blue**.

COVER THE PICTURE CLUES

SNAP & SEEK



What is the child doing? Cover the clue in the picture with **yellow**.

Does the child enjoy this activity? Cover the clue in the picture with **green**.



What do you think the child will do next? Cover the clue in the picture with **blue**.

COVER THE PICTURE CLUES

SNAP & SEEK

STUDENT DIRECTIONS:

1. Look at the picture. Pay attention to the details.
2. Read the question. Move the circle to cover the picture clue that helps to answer that question.
3. Type to answer the question.



SNAP & SEEK



What happened to the girl? Cover the clue in the picture with **yellow**.

She looks sad so I think someone hurt her feelings.

Where is the girl? Cover the clue in the picture with **green**.

She has her bag so I think she is at school.

What do you think she will do next? Cover the clue in the picture with **blue**.

She will go back inside of the building.

COVER THE PICTURE CLUES

SEESAW, GOOGLE SLIDES, PPT

MAKING INFERENCES

interactive digital activity

Making INFERENCES

Garrett couldn't wait to get to the pool. He barely let the sunscreen dry before he took off for the deep end. Right before he and his cannonball exploded in the water, he heard the lifeguard's whistle shrieking loudly in his ears.

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

Michael's family went skiing on President's Day weekend. Everyone else stayed on the green slopes, but Michael felt confident he could conquer the black diamond!

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

After getting the All-Clear Alert from the Weather Service, Brooke, Andy, and their two kids came out of the basement. They were pleasantly surprised to look out their windows to see a double rainbow.

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

After couldn't believe it when he into his office and saw his new r completely shattered on the st. Just as he was about to go is kids what had happened, he dog Benji's tail sticking out from under the couch.

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

Joaquin and Stormy were quite the riding duo. They loved to go trail riding on hot summer days and take a break down by the creek. The only thing Stormy didn't like was the chance of running into wild pigs in the woods.

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

Maribel was 4 months into violin lessons, when Covid hit. She didn't want to stop her weekly sessions with Mr. Brent, so they figured out a solution to not being able to meet in person.

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

Poscoe and I had been playing in the backyard for a couple of hours. We came in the house to get a snack. Mom screamed, "LUCY! Get back outside!"

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

Making INFERENCES

1. Read the paragraph and look at the picture. Think about what you've read and seen to make an inference.
2. Type or draw your schema that helps you understand what is happening better.
3. Type the text or picture clue you used to make an inference.
4. Type your inference.

Making INFERENCES


Garrett couldn't wait to get to the pool. He barely let the sunscreen dry before he took off for the deep end. Right before he and his cannonball exploded in the water, he heard the lifeguard's whistle shrieking loudly in his ears.

SCHEMA: **TEXT CLUES:** **MY INFERENCE:**

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ENEMY PIE

interactive digital activity

ENEMY PIE 

CLICK TO START. STOP AT 1:30

THE TEXT SAYS:

"I wasn't invited but my best friend Stanley was."

THE TEXT SAYS... "It should have been a perfect summer."

I CAN INFER...

- The boy had a like
- Something went summer
- He feels left out because he wasn't invited over to play.
- He doesn't like Stanley anymore.

MY CONNECTION

Share about a time you have felt the same type

MOVE THE HIGHLIGHT TO COVER:

CLICK TO START. STOP AT 4:10

THE TEXT SAYS:

"I went out to play alone. I shot baskets until the ball got stuck on the roof. I threw a boomerang that never came back to me."

WHAT WE KNOW:

- The pie smells good.
- The pie looks good.
- Dad wouldn't say a thing.

I CAN INFER...

- He is happy to be playing alone while his dad is baking.

EXPLAIN IT:

What makes you think he feels that way?

MAKE A PREDICTION:

What do you think will happen with the enemy pie?

CLICK TO START. STOP AT 7:10

WHAT WE KNOW:

- The boys rode bikes.
- The boys played on the trampoline.
- The boys played with water balloons.

TEXT CLUES:

"I was beginning to think that maybe we should just forget about enemy pie."


FINISH THE STORY

DESCRIBE THE PIE:

type

PROBLEM: type

SOLUTION: type

ENEMY PIE 

STUDENT DIRECTIONS:

- Click to read the story. Move highlight to cover inference.
- Click to continue reading. Move highlight to cover inference. Type a connection.
- Click to continue reading. Move highlight to cover inference. Type a prediction.
- Click to continue reading. Move highlight to cover inference. Type a prediction.
- Click to continue reading. Read what we know. Type picture clues.
- Click to continue reading. Look at picture clues. Read text clues. Type inference.
- Click to finish the story. Type to describe the pie. Type to tell about the problem and the solution.

ENEMY PIE 

CLICK TO START. STOP AT 9:35

THE TEXT SAYS... "It should have been a perfect summer."

I CAN INFER...

- The boy had a really fun summer just like normal.
- Something went wrong and made the summer not so great.

BOOK TITLE: Enemy Pie

AUTHOR: Derek Munson

ILLUSTRATOR: Tara King

MOVE THE HIGHLIGHT TO COVER:

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FLY AWAY HOME

read aloud and interactive digital activity

FLY away HOME



FLY away HOME



WHAT CAN I INFER ABOUT

What can you infer about Andrew and the bird on this page?



WHAT CAN YOU INFER ABOUT DAD HERE?

Make an inference: What does dad think about Andrew starting school?

FLY away HOME

Based on all my inferences, I can draw these conclusions about Andrew and his dad.



Watch the read aloud above. You will be asked to stop several times and make inferences on the next few slides.

FLY away HOME



Watch the read aloud above. You will be asked to stop several times and make inferences on the next few slides.

FLY away HOME



WHAT CAN I INFER ABOUT DAD?

PRINTABLE, SEESAW, GOOGLE SLIDES, PPT

LEVEL 1 READING PASSAGES

fiction and nonfiction passages

Name: _____ Level 1

Reading Comprehension

Directions: Read the passage and answer the questions.

Cayden is a boy who has no special interests. He likes to be still and quiet. He likes to be still and quiet. He likes to be still and quiet.

Finish the sentence.

How do you think Cayden feels?

How do you think Cayden will act?

Circle the word **claim**. Read 3 times 😊😊😊

Name: _____ Level 1

Reading Comprehension

Directions: Read the passage and answer the questions.

Have you heard of a sloth? He is very sleepy. He sleeps 22-23 hours a day. Wow! That's a lot! Even when the sloth is awake, he moves so slow that algae can grow on him. He likes to be in the trees and he eats a lot of leaves.

Describe a sloth using two words.

Where does he spend most of his time?

Who do you **predict** is a sloth's favorite food?


Circle the word **slow**. Read 3 times 😊😊😊

Name: _____ Level 1

Reading Comprehension

Directions: Read the passage and answer the questions.

Sunflower seeds are not only a yummy snack, but if planted, they are the beginning of growing beautiful sunflowers! These flowers are known for their long stems and bright, yellow blooms. About a week after the seeds are planted, little sprouts will begin to come out of the soil. The plant will continue to grow taller until it is an adult. The stem of the sunflowers needs to be thicker than most flowers, because the plant is so tall.



Make an inference. What do you think sunflowers need to grow?

What are sunflowers known for?

Why is a sunflower stem so thick?


Circle the word **seeds**. Read 3 times 😊😊😊

Name: _____ Level 1

Reading Comprehension

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What are sunflowers known for?

Why is a sunflower stem so thick?

Circle the word **seeds**. Read 3 times 😊😊😊

PRINTABLE, SEESAW, GOOGLE SLIDES, PPT

LEVEL 2 READING PASSAGES

fiction and nonfiction passages

Name: _____

Level 2

Reading Comprehension

Directions: Read the passage and answer the questions.

Max couldn't wait to meet his friends outside for a Saturday morning of playing in the snow. A few inches came down in the middle of the night so a fresh coat of snow covered the tops of cars, bushes, and sidewalks. This type of snow is perfect for packing into snowballs.

Max took the front steps two at a time - big mistake. Before he knew it, he was flat on his back! Max didn't even have time to dust himself off before he heard the front door open and his mom holler, "Max!"

1. Make an inference. What will the friends do in the snow?
2. How do you know that Max was excited?
3. Make an inference. How Max's mom is about to react?

Circle the word **coat** Read 2 times 😊😊

Name: _____

Level 2

Reading Comprehension

Directions: Read the passage and answer the questions.

One upon a time there were nothing more than to eat all day in the favorite meadow they needed to cross problem with this was that under the When the first billy goat crossed the brrap brrap brrap! The troll yelled out, "Wh gobble you up!" The silliest billy goat would be coming next and that he would because he was bigger! This same billy goat who told the troll that his biggest soon. When the biggest billy goat arrived knocked the troll into the stream with his goats headed off to the meadow to feed and lived happily ever after.

1. Why did the billy goats need to cross the meadow?
2. Finish this sentence: I know the troll is angry because _____
3. Describe the troll.

Circle the word **meadow** Read 2 times 😊😊

Name: _____

Level 2

Reading Comprehension

Directions: Read the passage and answer the questions.

Have you heard of fainting goats? They are a type of goat that when they are startled, their legs get completely stiff, and they fall over. This doesn't hurt the goats and they usually hop for 10 seconds. This condition occurs in goats, cats, dogs, mice, and even humans. Fainting goats are kept as pets. They are less common than other goats because they are difficult to breed.

1. Describe a fainting goat.
2. How do we know that this is a real condition?
3. Why do people keep fainting goats?

Circle the word **stiff**

Name: _____

Level 2

Reading Comprehension

Directions: Read the passage and answer the questions.

There are ten types of traditional ballroom dances. The tango is a partner dance that started out in Argentina. The tango is danced standing close together and using small footsteps. When people hear ballroom dancing, they tend to think of the waltz. It is another partner dance but this one is slow, flowy dance that can be very romantic. Another dance that you may have seen before is the quickstep. This is the fastest of the ballroom dances. The quickstep was developed in the 1920s and can be recognized by hops, complex patterns, and even runs across the dance floor.



1. How is the tango different from the waltz?
2. Make an inference. Why do you think they call it the quickstep?

Circle the word **dance** Read 2 times 😊😊

Name: _____

Level 2

Reading Comprehension

Directions: Read the passage and answer the questions.

Max couldn't wait to meet his friends outside for a Saturday morning of playing in the snow. A few inches came down in the middle of the night so a fresh coat of snow covered the tops of cars, bushes, and sidewalks. This type of snow is perfect for packing into snowballs.

Max took the front steps two at a time - big mistake. Before he knew it, he was flat on his back! Max didn't even have time to dust himself off before he heard the front door open and his mom holler, "Max!"

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2. How do you know that Max was excited?
3. Make an inference. How Max's mom is about to react?

Circle the word **coat** Read 2 times 😊😊

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LEVEL 3 READING PASSAGES

fiction and nonfiction passages

Name: _____ Level 3

Reading Comprehension

Directions: Read the passage and answer the questions.

Name: _____

Reading Comprehension

Directions: Read the passage and answer the questions.

Just like any other gymnastics, the mesh net with a bit of a snob, m...
The i...
were getting a...
other than Ann...
smile and a wa...
she had never...
make eye conic...
when the class...
table by herse...
Annalee. She ga...
Annalee.

- How did i...

- Make an i...

1. Make an inference. What can yo...

2. What caused the team to finally...

Name: _____ Level 3

Reading Comprehension

Directions: Read the passage and answer the questions.

Immediately noticeable by...
long tusks, walrus scatter them...
across the ice floes of the Arctic. T...
long front teeth are there for mor...
just decoration. Walrus pull...
themselves around using their tusk...
through ice to make breathing hole...
walrus have tusks that can grow...
Another interesting facial feature...
whiskers that can be mistaken for...
are very sensitive and can be used...
corners of the frigid ocean. Spea...
walrus have extremely thick laye...
that keep them warm. These mam...
and can be found living in herds w...
1. What does a walrus use thi...

- Inference: Walrus are res...
that supports that inference.

Name: _____ Level 3

Reading Comprehension

Directions: Read the passage and answer the questions.

Dr. Patricia Bath was the first African American woman to...
graduate Ophthalmology school. Ophthalmology is a field of...
medicine that diagnoses and treats eye disorders. Bath grew up in...
Harlem, New York and completed high school in only two years. She...
earned her medical degree from Howard University and then went...
to Columbia University for her fellowship. It was here that she...
learned that African Americans are twice as likely to...
suffer from blindness than white people. She worked...
to develop a system to allow low-income families to...
receive the eye care that they needed. Bath went on to...
invent a tool that removed cataracts, or cloudy spots...
from a patient's eyes. Then a replacement lens can be...
inserted to help restore eyesight! Dr. Patricia Bath had...
an extremely influential role in ophthalmology, helping to...
provide many people with access to treatment.



- Inference: Dr. Patricia Bath was very smart. Provide text...
evidence that supports that inference.


- Inference: Dr. Patricia Bath cared for people. Provide text...
evidence that supports that inference.

Name: _____ Level 3

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Directions: Read the passage and answer the questions.

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- Inference: Dr. Patricia Bath cared for people. Provide text...
evidence that supports that inference.


PRINTABLE, SEESAW, GOOGLE SLIDES, PPT

INFERRING EXIT TICKETS

reading exit tickets

Name _____

I CAN MAKE AN INFERENCE EXIT TICKET



Use your schema and picture clues.
Finish the sentence:

I can conclude the girl is
late for the bus _____
because _____
she is dressed and ready for school
but she sees her watch shocked at what time _____

Name _____

I CAN MAKE AN INFERENCE EXIT TICKET



Use your schema and picture clues.
Finish the sentence:

I notice the boy is
going on a beach trip _____
because _____
He has a suitcase. He is wearing
shorts, flip flops, and sunglasses. He
may even be going to Hawaii
because of his shirt.

Name _____

WHAT DO YOU THINK? EXIT TICKET

Mrs. Jones jumped out of bed and rushed to get ready for work. Before leaving she grabbed her lunch and badge. She arrived at the station just in time to put on her uniform before catching a new case.

What kind of job could Mrs. Jones have?

She is a police officer or a detective.

What makes you think that?

She goes to work. She has a badge and uniform. She works at a station. She catches a case.

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MAKING INFERENCES

reading response sheets

NAME: _____

TEXT + SCHEMA

THE TEXT SAYS:	MY SCHEMA:	INFERENCE:
Mike's tummy rumbled as he took his turn at the spelling bee.	I feel like that before my soccer games. My stomach hurts because I am nervous.	Mike is nervous at the spelling bee. He has butterflies in his tummy.

Name: _____

CHARACTER INFERENCE

TELL WHAT THE CHARACTER DOES IN THE STORY
Raj moves to a new town and starts a new school.

DESCRIBE THE CHARACTER USING 3 WORDS

new kid	shy	nervous
---------	-----	---------

GIVE CLUES FROM THE TEXT THAT HELPED YOU CHOOSE ONE OF YOUR WORDS

As Raj walked into his class he had red cheeks and looked down.

NAME: _____

PUT IT TOGETHER

TEXT CLUES:

Sofia stepped up to shoot the ball. Before she knew it her team was jumping up and down!

WHAT I KNOW:

I have watched my brother play soccer. It sounds like she was kicking a penalty kick.

I CAN INFER:

Sofia scored the winning point in her soccer game!

NAME: _____

CLUE MASTER

Readers can look for story clues to understand the story better. Draw or write about two clues from the text. Then, write about your conclusions.

CLUE #1: Naismith's favorite sport was lacrosse.

CLUE #2: Naismith invented the game of basketball.

I CAN CONCLUDE: Naismith was an athlete. He likes sports and playing games.

NAME: _____

COLLECTING CLUES

CLUE I FOUND IN THE TEXT:	Michael Jordan practiced basketball every single day.	CLUE I FOUND IN THE TEXT:	Michael tried out for team, but he did not make it. He kept on practicing.	CLUE I FOUND IN THE TEXT:	Michael finally made a team and played basketball in high school, college, and the NBA.
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THIS MAKES ME THINK:

Michael was persistent. He didn't give up. He loved basketball so much that he kept on trying and practicing.

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