

STRATEGIES FOR INFERENCING

5TH GRADE



STRATEGY 1:

TEACHER: Review with students:

An inference is a conclusion made by connecting prior knowledge or known information with new information when the meaning isn't obvious in the text; it is sometimes referred to as "reading between the lines". A good strategy for making inferences is It Says...I Say...So... (the graphic organizer).

Do the first few of these with students, then let them work independently.

Directions: Each item in this exercise describes a famous person. It's your job to infer the name of the person described.

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1. A small-town lawyer from Illinois, tall and lanky with an Adam's apple that could have gone down in the Guinness Book of Records had it existed in the nineteenth century. Nevertheless, he changed the face of American history, steering it through a civil war that left both sides bloody. Who knows what more he could have done had an assassin's bullet not cut him down.

The person described is _____

In drawing the correct inference, which piece of information is more useful:

- He had a big Adam's apple.
- He steered the nation through a civil war.

Explain your answer:

2. Glittering and shaking to the strains of "Proud Mary," this lady ruled the stage in the sixties, but Ike ruled the roost until she walked out the door. It took her almost a decade to get back on top but she still remains one of pop's great divas. Closing in on sixty, she can still belt out rock and roll with singers half her age, and "Simply the Best" just may qualify as her own personal theme song.

The person described is _____

Give students a passage to read. They fill out the graphic organizer

Story Clues + What I Know = Inference

STORY CLUES +	WHAT I KNOW =	INFERENCE

Making Inferences:

Reading Between the Lines

Question: (from the book, our group, or my teacher)

What I know from the *book*:

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What I know from my *brain*:

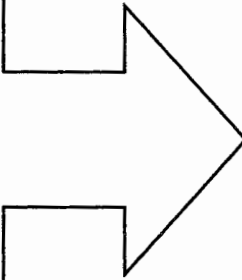
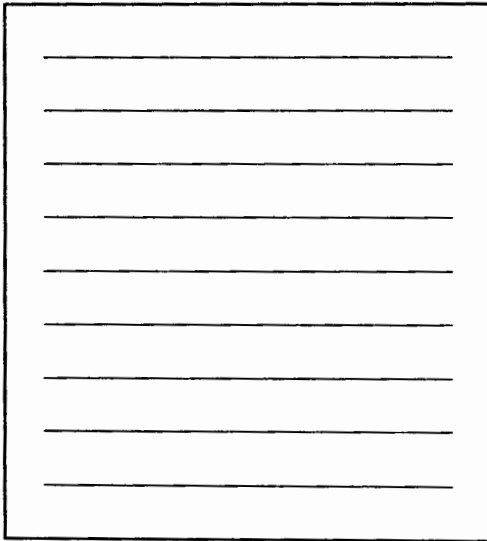
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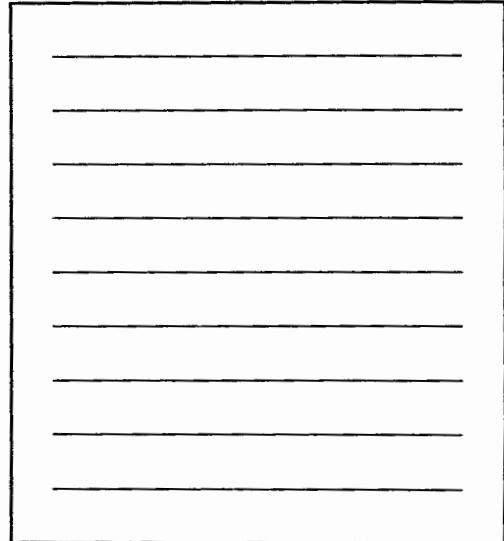
Making Inferences

Directions: Inferences involve drawing conclusions and making judgments based on facts and evidence. Write important details and facts in the boxes on the left. Write inferences about those important details in the boxes on the right.

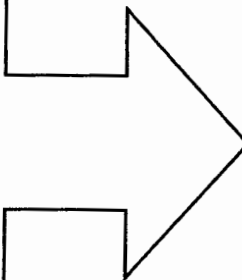
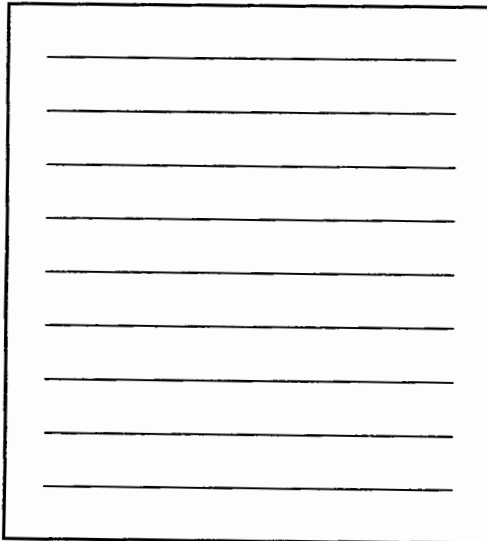
Detail or Fact



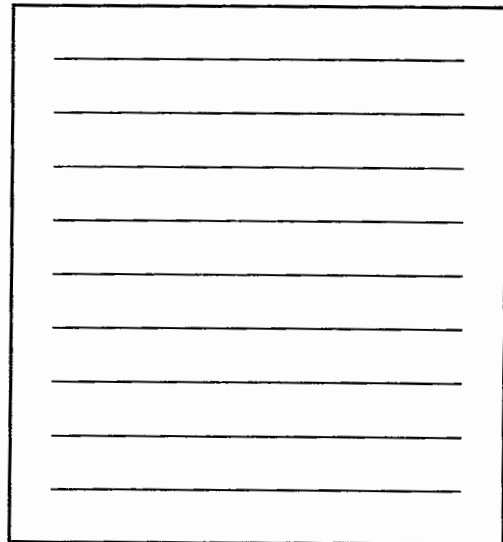
Inferences about the Fact



Detail or Fact



Inferences about the Fact



Making Inferences (6.0)

Materials

- Making inferences handout
- Inference Graphic Organizer

Description:

An inference is a conclusion made by connecting prior knowledge or known information with new information when the meaning isn't obvious in the text; it is sometimes referred to as "reading between the lines". A good strategy for making inferences is It Says...I Say...So... (the graphic organizer).

Step-by-Step

1. You may want to give an example of an everyday situation where we make inferences or read some short passages for fun. (I often use Chris Tovani's example of trying to find a date for a girl in one of her classes who she continually says is "really nice.") Other suggestions:
 - *A mother put this sign on her teenaged son's door:* Enter at your own risk. An unknown bacteria is said to be growing in this room.
 - *In the football team's locker room:* I am your coach, not your mother.
 - *Bumper sticker on a highway patrolman's car:*
Don't slow down on my account. But if you don't, it will probably hurt your account.
 - *Bumper sticker on a teenager's car:*
A floorboard? There's carpet on the floorboard?
 - *At the library:* Check it out—really!
2. Give each participant copies of the conversations and a graphic organizer.
3. Read the conversations and answer the questions.
4. Read the passage and complete the graphic organizer.

Possible answers:

- She is wearing a jacket, snow pants and mittens...It is winter.
 - She is standing on the corner with a backpack...She is going to school or the library.
 - She is looking to the left and standing still...She is waiting for the bus.
 - She looks to the left two times...The bus is late
 - She stamps her feet...She is angry or cold.
5. Suggestion—at least once a day, read aloud a short passage and think aloud your inferences. Try *Two Minute Mysteries* by Donald Sobol.

Inference Record Form

Name _____

When I read, (words from text)

I think (inference) _____

because _____

(My background knowledge/schema)

STRATEGY 3:

Read each of these conversations and then answer the questions.

1. A: Look at the long line! Do you think we'll get in?
 B: I think so. Some of these people already have tickets.
 A: How much are the tickets?
 B: Only \$4.50 for the first show. I'll pay.
 A: Thanks. I'll buy some popcorn.

What are these people talking about? _____

Where are they? _____

Which words helped you guess? _____

2. A: Did you understand everything today?
 B: No. I'm so confused.
 A: So am I.
 B: She doesn't explain things very well. She goes too fast!
 A: I know. And now we're going to have a test!

What are these people talking about? _____

Where are they? _____

Which words helped you guess? _____

3. A. I can't believe this is my last day here!
- B. You're leaving us today?
- A. Yes. I'm so nervous about this.
- B. I'm sure it will be fine.
- A. I don't know. It will be so different.
- B. I thought you wanted a change.
- A. Yes, I did. I wanted more pay. But now I'm not sure it was the right thing to do.
- B. Stop worrying. Everything will be fine.

What inferences can you make from this conversation?

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Reader's Tip

The Final Game

It was a perfect night for the final game of the playoffs. My favorite team was playing. Dad and I had terrific sets behind home plate. What an incredible night!

My favorite player stepped up to the plate at the bottom of the ninth inning. There were two outs and two players on base. We were trailing by two runs. The crowd cheered wildly.

STRIKE ONE!

STRIKE TWO!

WHACK! A HOME RUN! I was so excited, I knew he could do it!



Name _____ Date _____

Make Inferences

Reread the passage. Write what you already know. Then write an inference in the chart about the game.

What is Stated	What I Already Know
They had good seats Behind home plate.	
My Inference About the Kind of Game They Are Watching	

Make an inference about another story you have read.

1. What is stated: _____

2. What I already _____

3. My inference: _____



Make Inferences

THE GREAT TV TURN-OFF

Reader's Tip

- *Make inferences* to figure out what the story doesn't directly say.
- Think about what is stated and what you already know.

"Thirty seconds."

She could hear footsteps now, on the stairs, rising, in the hallway now, closer, on the other side of the bedroom door now. A lock! She should have gotten a lock!

"Ten seconds."

The doorknob turned. She opened her eyes as wide as she could, swallowing, gorging herself on the glowing screen, the beautiful screen.

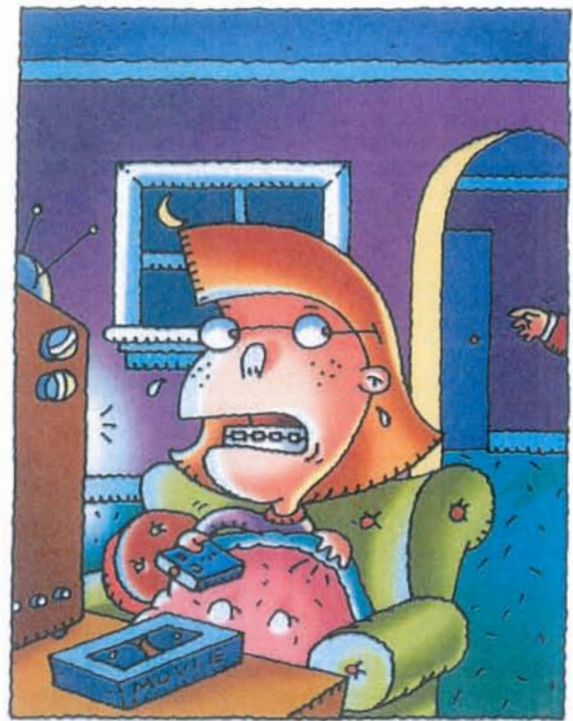
"Three . . . two . . . one . . ."

The door swung open. Her father walked in. He looked at her. She clutched at the bedspread, she wailed, "One more minute! Pleeeeeese!"

Her father smiled a weak, regretful smile. "Sorry kiddo," he said and pushed the power button: plink. The picture shrank to a point and vanished. Flushed. Gone. Herself with it.

Was it her imagination, or could she really hear ten thousand plinks all over town?

The Great TV Turn-Off had begun.



Make Inferences

- ▶ Reread the story. Think about what the girl does as her father counts down to the Great TV Turn-Off. Fill in the chart to show your inference.

What Is Stated	What I Already Know People often get upset when something they really care about is taken away.
+ My Inference	

Your Turn

- ▶ Think about how the story portrays the girl's father. Use this information plus what you already know to make an inference about his character.

① **What is stated:** _____

② **What I already know:** _____

③ **My inference:** _____

- ▶ Apply what you know to Reading Skills Card 8. Practice what you learned as you read.