Comprehension Passages

Out of this World LITERACY

LEXILE

Inferring

2 DIGITAL FORMATS!

INFERRING #2 Name: Date:

READ: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

The Vegetable Garden

Zach really liked learning about science. In fact, he was fascinated with it. He enjoyed it so much that he asked his parents if he could start a vegetable garden in the back yard.

"I'll do all the work," Zach promised his parents. "You won't need to help me at all!"

His parents agreed and let Zach use a small section of the backyard for his garden. Zach worked so hard to till up the dirt and plant the seeds.

Over the next few weeks, Zach made sure to keep the seeds watered and kept the weeds pulled. Soon, Zach saw little seedlings of tomatoes, carrots, and green beans growing in his new garden.

Zach worked all summer to make sure his garden stayed watered and weeded. He couldn't wait to show his parents all the work that he had done.

He was most looking forward to eating the first meal with all those fresh, homegrown veggies! The best part was that he had grown them all on his own.



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What can you infer about Zach?
a. he is silly
b. he is determined
c. he is funny
d. he is boring

1b. What evidence from the text best supports the inference you chose in 1a?
a. "Zach liked science"
b. "Zach's parents said he could use the backyard"
c. "Zach wanted to eat his vegetables"
d. "Zach worked on his garden all summer"

2a. What can you infer about Zach's garden?
a. It was huge
b. It didn't grow
c. It was a lot of work
d. It grew by itself

2b. What evidence from the text best supports the inference you chose in 2a?
a. "Zach worked all summer"
b. "Zach ate the vegetables"
c. "Zach liked science"
d. "Seedlings were growing"

3. What can you infer from the illustration?
a. Zach liked to be inside
b. His parents helped a lot
c. Zach got his hands dirty
d. Zach used a garden hose

WRITE: What can you infer about Zach? Use what you already know and evidence from the text to make your inference. *Type here:*

CHALLENGE: Use the code to identify parts in the text that give you clues about specific topics and characters.
**** drag the colors to words that match in the text.*

blue — What Zach says to convince his parents
red — Tasks in a garden before seedlings
green — Tasks in a garden after seedlings

Inferring

Name: Date:

Directions: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

All About Butterflies

Butterflies are amazing creatures. You would never know that these beautiful insects actually begin their lives as tiny caterpillars.

Once they hatch out of the egg, they are hungry! So hungry, in fact, that they eat their own eggshells! Once caterpillars start eating, they want more to eat. They will then find the yummiest and tastiest leaves and plants to eat.

Because caterpillars are eating so much, their tiny bodies don't stay tiny for long. They get so big that they outgrow their skin, just like you might outgrow your pants! The caterpillar's skin splits open ... with a new skin right underneath ... will outgrow and shed its' skin ... skin for the sixth time, it is ...

Multiple Choice:
Answer the following questions after reading.

1a. What can you infer about caterpillars?
(A) they are slow
(B) they are creepy
(C) they are slimy
(D) they are hungry

1b. What evidence from the text best supports the inference you chose in 1a?
(A) "They eat so much"
(B) "Butterflies are amazing"
(C) "Caterpillars shed their skin"
(D) "Caterpillars make a chrysalis"

2a. What can you infer about what happened to the caterpillar in the chrysalis?
(A) Took a nap
(B) Changed to a butterfly
(C) Ate a big meal
(D) Watched the sunrise

2b. What evidence from the text best supports the inference you chose in 2a?
(A) "Caterpillar's skin ..."
(B) "Caterpillar ..."
(C) "It is ..."
(D) "C..."

... butterflies? Use what you already ... in the text to make your inference.

... rts in the text that give you clu...
What a caterpillar does when it hatch...

Out of This World Literacy

Drag each yellow rectangle over the correct answer.

4 TEXTS

PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on making inferences.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on inferring.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on inferring
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Lilly's New Shoes
(Level M)

The Vegetable Garden
(Level P)

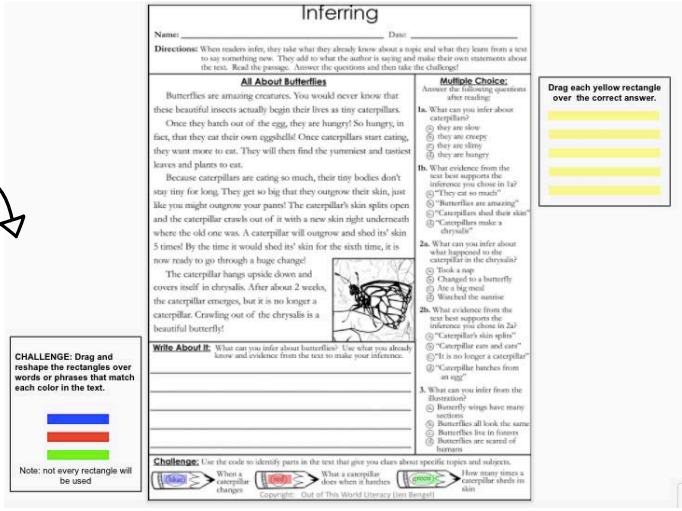
All About Butterflies
(Level U)

Exploring the Needs of Plants
(Level W)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Lilly's New Shoes
(Level M)

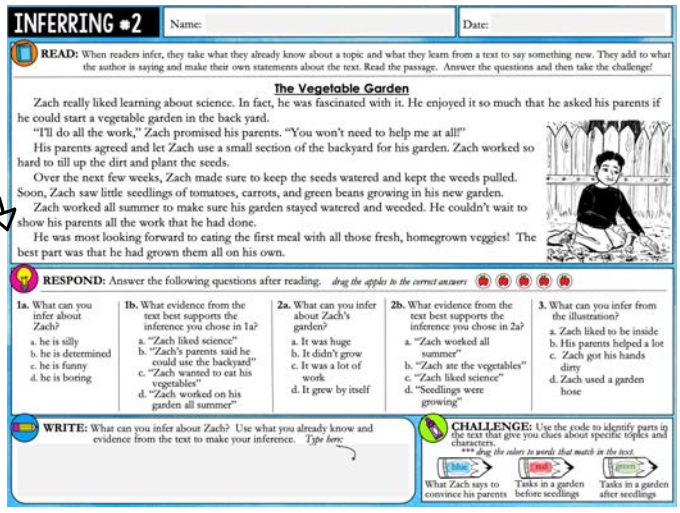
The Vegetable Garden
(Level P)

All About Butterflies
(Level U)

Exploring the Needs of Plants
(Level W)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



INFERRING #2 Name: Date:

READ: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

The Vegetable Garden

Zach really liked learning about science. In fact, he was fascinated with it. He enjoyed it so much that he asked his parents if he could start a vegetable garden in the back yard.

"I'll do all the work," Zach promised his parents. "You won't need to help me at all!"

His parents agreed and let Zach use a small section of the backyard for his garden. Zach worked so hard to till up the dirt and plant the seeds.

Over the next few weeks, Zach made sure to keep the seeds watered and kept the weeds pulled. Soon, Zach saw little seedlings of tomatoes, carrots, and green beans growing in his new garden.

Zach worked all summer to make sure his garden stayed watered and weeded. He couldn't wait to show his parents all the work that he had done.

He was most looking forward to eating the first meal with all those fresh, homegrown veggies! The best part was that he had grown them all on his own.

RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What can you infer about Zach?
a. he is silly
b. he is determined
c. he is funny
d. he is boring

1b. What evidence from the text best supports the inference you chose in 1a?
a. "Zach liked science"
b. "Zach's parents said he could use the backyard"
c. "Zach wanted to eat his vegetables"
d. "Zach worked on his garden all summer"

2a. What can you infer about Zach's garden?
a. It was huge
b. It didn't grow
c. It was a lot of work
d. It grew by itself

2b. What evidence from the text best supports the inference you chose in 2a?
a. "Zach worked all summer"
b. "Zach ate the vegetables"
c. "Zach liked science"
d. "Seedlings were growing"

3. What can you infer from the illustration?
a. Zach liked to be inside
b. His parents helped a lot
c. Zach got his hands dirty
d. Zach used a garden hose

WRITE: What can you infer about Zach? Use what you already know and evidence from the text to make your inference. *Type here:*

CHALLENGE: Use the code to identify parts in the text that give you clues about specific topics and characters. **** drag the colors to words that match in the text.*

What Zach says to convince his parents | Tasks in a garden before seedlings | Tasks in a garden after seedlings

Inferring

Name: _____ Date: _____

Directions: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

Lily's New Books

Lily really wanted a new set of books. She had read the first book in a series and couldn't wait to read the rest! Lily knew that she didn't have enough money to buy the books, so she asked her mom if she would buy them for her.

"I love that you want to get some new books," mom said, "but I think you should try to earn the money for the books yourself."

Lily thought about that for a moment. She knew how much money she got for doing her chores and it would take weeks to get the right amount of money to buy those books. She just couldn't wait that long!

"Would you help me set up a lemonade stand, Mom? We could sell lemonade and maybe we could make cookies and sell them as well."

"Lily," mom replied, "I think that is a great idea and of course I'll help you!"

Lily and her mom worked all morning making lemonade and cookies. They sold it all! Lily couldn't wait to go to the bookstore!



Write About It: What can you infer about Lily? Use what you already know and evidence from the text to make your inference.

_____

_____

_____

_____

_____

Multiple Choice:

Answer the following questions after reading:

1a. What can you infer about Lily?

(a.) she is lazy
(b.) she is nice
(c.) she is thoughtful
(d.) she is tired

1b. What evidence from the text best supports the inference you chose in 1a?

(a.) "Lily wanted a new set of books"
(b.) "Lily needed more money"
(c.) "Lily thought about what she needed to do"
(d.) "Lily asked her mom"

2a. What can you infer Lily did next?

(a.) Ate some cookies
(b.) Bought the books
(c.) Played outside
(d.) Made some lemonade

2b. What evidence from the text best supports the inference you chose in 2a?

(a.) "Lily loved baking"
(b.) "Lily couldn't wait to go to the bookstore!"
(c.) "Mom helped her bake"
(d.) "Lily needed more money"

3. What can you infer from the illustration?

(a.) Lily liked to be outside
(b.) Her mom said no
(c.) Lily was disappointed
(d.) Lily was happy

Challenge: Use the code to identify parts in the text that give you clues about specific topics and characters.

- blue — How Lily got the money
- red — Why Lily had to sell lemonade
- green — What kind of person Lily is

Copyright: Out of This World Literacy (Jen Bengel)

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

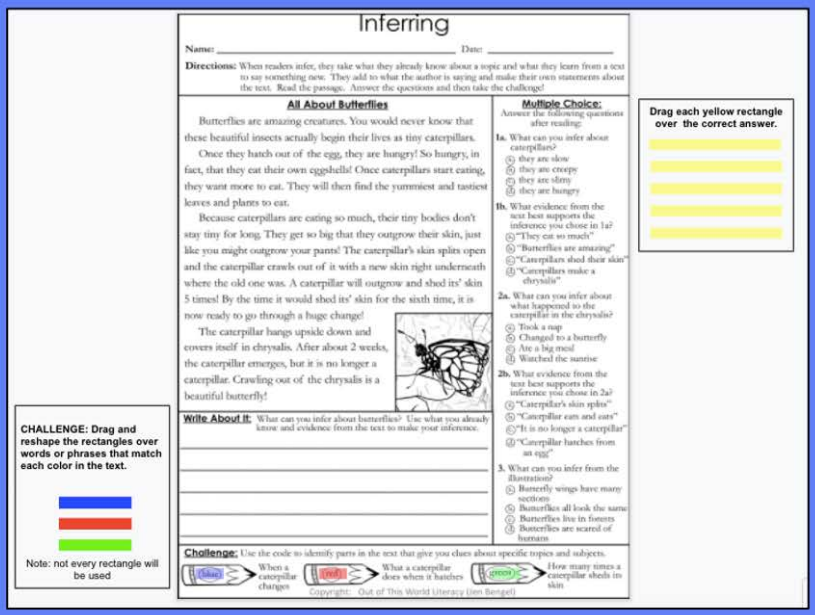
CUSTOM ILLUSTRATION

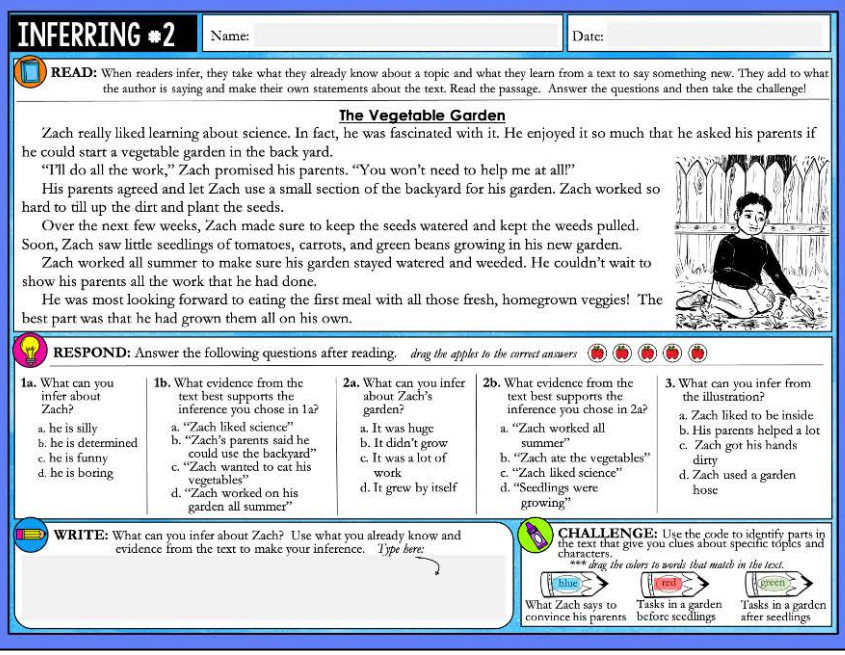
WRITTEN RESPONSE

IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION





HORIZONTAL VERSION

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Lilly's New Shoes (Level M)

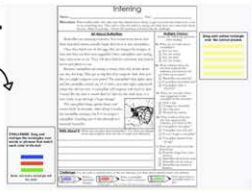
The Vegetable Garden (Level P)

All About Butterflies (Level U)

Exploring the Needs of Plants (Level W)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Lilly's New Shoes (Level M)

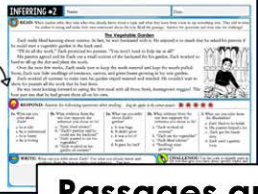
The Vegetable Garden (Level P)

All About Butterflies (Level U)

Exploring the Needs of Plants (Level W)

ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Lily's New Books	178	Fiction	Inferring	640L	O	3.7
The Vegetable Garden	170	Fiction	Inferring	570L	M	3.2
All About Butterflies	179	NF	Inferring	580L	M	3.2
Exploring the Needs of Plants	194	NF	Inferring	600L	N	3.3

Copyright: Out of This World Literacy (Jen Bengel)

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Lily's New Books	178	Fiction	Inferring	640L	O	3.7
The Vegetable Garden	170	Fiction	Inferring	570L	M	3.2
All About Butterflies	179	NF	Inferring	580L	M	3.2
Exploring the Needs of Plants	194	NF	Inferring	600L	N	3.3

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Lily's New Books	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6f Make inferences and use evidence to support understanding.
Passage 2: The Vegetable Garden	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6f Make inferences and use evidence to support understanding.
Passage 3: All About Butterflies	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6f Make inferences and use evidence to support understanding.
Passage 4: Exploring the Needs of Plants	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6f Make inferences and use evidence to support understanding.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Lily's New Books	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6f Make inferences and use evidence to support understanding.
Passage 2: The Vegetable Garden	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6f Make inferences and use evidence to support understanding.
Passage 3: All About Butterflies	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6f Make inferences and use evidence to support understanding.
Passage 4: Exploring the Needs of Plants	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6f Make inferences and use evidence to support understanding.

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Lily's New Books	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6f Make inferences and use evidence to support understanding.
Passage 2: The Vegetable Garden	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6f Make inferences and use evidence to support understanding.
Passage 3: All About Butterflies	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6f Make inferences and use evidence to support understanding.
Passage 4: Exploring the Needs of Plants	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6f Make inferences and use evidence to support understanding.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Lily's New Books	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6f Make inferences and use evidence to support understanding.
Passage 2: The Vegetable Garden	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6f Make inferences and use evidence to support understanding.
Passage 3: All About Butterflies	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6f Make inferences and use evidence to support understanding.
Passage 4: Exploring the Needs of Plants	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6f Make inferences and use evidence to support understanding.

Copyright: Out of This World Literacy (Jen Bengel)

The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Lily's New Books	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5f Make inferences and use evidence to support understanding.
Passage 2: The Vegetable Garden	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5f Make inferences and use evidence to support understanding.
Passage 3: All About Butterflies	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5f Make inferences and use evidence to support understanding.
Passage 4: Exploring the Needs of Plants	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5f Make inferences and use evidence to support understanding.

Copyright: Out of This World Literacy (Jen Bengel)

INFERRING #1

Name:

Date:

READ: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

New Books

Lily really wanted a new set of books. She had read the first book in a series and couldn't wait to read the rest! Lily knew that she didn't have enough money to buy the books, so she asked her mom if she would buy them for her.

"I love that you want to get some new books," mom said, "but I think you should try to earn the money for the books yourself."

Lily thought about that for a moment. She knew how much money she got for doing her chores and it would take weeks to get the right amount of money those books. She just couldn't wait that long!

"Would you help me set up a lemonade stand, Mom? We could sell lemonade and maybe we could make cookies and sell them as well."

"Lily," mom replied, "I think that is a great idea and of course I'll help you!"

Lily and her mom worked all morning making lemonade and cookies. They sold it all! Lily couldn't wait to go to the bookstore!



RESPOND: Answer the following questions after reading.

1a. What can you infer about Lily?

a. she is lazy
b. she is nice
c. she is thoughtful
d. she is tired

1b. What evidence from the text best supports the inference you chose in 1a?

a. "Lily wanted a new set of books"
b. "Lily needed more money"
c. "Lily thought about what she needed to do"
d. "Lily asked her mom"

2. Infer what Lily did next?

a. Ate some cookies
b. Bought books
c. Played outside
d. Made some lemonade

2b. What evidence from the text best supports the inference you chose in 2a?

a. "Lily loved baking"
b. "Lily couldn't wait to go to the bookstore!"
c. "Mom helped her bake"
d. "Lily needed more money"

3. What can you infer from the illustration?

a. Lily liked to be outside
b. Her mom said no
c. Lily was disappointed
d. Lily was happy

WRITE: What can you infer about Lily? Use what you already know and evidence from the text to make your inference.

CHALLENGE: Use the code to identify parts in the text that give you clues about specific topics and characters.

blue	red	green
How Lily got the money	Why Lily had to sell lemonade	What kind of person Lily is

SAMPLE

Inferring

Name: Answer Key Date: _____

Directions: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

Lily's New Books

Lily really wanted a new set of books. She had read the first book in a series and couldn't wait to read the rest! Lily knew that she didn't have enough money to buy the books, so she asked her mom if she would buy them for her.

"I love that you want to get some new books," mom said, "but I think you should try to earn the money for the books yourself."

Lily thought about that for a moment. She knew how much money she got for doing her chores and it would take weeks to get the right amount of money to buy those books. She just couldn't wait that long!

"Would you help me set up a lemonade stand, Mom? We could sell lemonade and maybe we could make cookies and sell them as well."

"Lily," mom replied, "I think that is a great idea and of course I'll help you!"

Lily and her mom worked all morning making lemonade and cookies. They sold it all! Lily couldn't wait to go to the bookstore!



Write About It: What can you infer about Lily? Use what you already know and evidence from the text to make your inference.

Look for...

1. A statement about Lily that makes sense.
2. Some evidence from the text and what is already known as part of the inference statement.

Multiple Choice:

Answer the following questions after reading:

1a. What can you infer about Lily?

- (a.) she is lazy
- (b.) she is nice
- (c.) she is thoughtful
- (d.) she is tired

1b. What evidence from the text best supports the inference you chose in 1a?

- (a.) "Lily wanted a new set of books"
- (b.) "Lily needed more money"
- (c.) "Lily thought about what she needed to do"
- (d.) "Lily asked her mom"

2a. What can you infer Lily did next?

- (a.) Ate some cookies
- (b.) Bought the books
- (c.) Played outside
- (d.) Made some lemonade

2b. What evidence from the text best supports the inference you chose in 2a?

- (a.) "Lily loved baking"
- (b.) "Lily couldn't wait to go to the bookstore!"
- (c.) "Mom helped her bake"
- (d.) "Lily needed more money"

3. What can you infer from the illustration?

- (a.) Lily liked to be outside
- (b.) Her mom said no
- (c.) Lily was disappointed
- (d.) Lily was happy

Challenge: Use the code to identify parts in the text that give you clues about specific topics and characters.

- blue — How Lily got the money
- red — Why Lily had to sell lemonade
- green — What kind of person Lily is

Copyright: Out of This World Literacy (Jen Bengel)

Inferring

Name: Answer Key Date: _____

Directions: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

The Vegetable Garden

Zach really liked learning about science. In fact, he was fascinated with it. He enjoyed it so much that he asked his parents if he could start a vegetable garden in the back yard.

"I'll do all the work," Zach promised his parents. "You won't need to help me at all!"

His parents agreed and let Zach use a small section of the backyard for his garden. Zach worked so hard to till up the dirt and plant the seeds.

Over the next few weeks, Zach made sure to keep the seeds watered and kept the weeds pulled. Soon, Zach saw little seedlings of tomatoes, carrots, and green beans growing in his new garden.

Zach worked all summer to make sure his garden stayed watered and weeded. He couldn't wait to show his parents all the work that he had done.



He was most looking forward to eating the first meal with all those fresh, homegrown veggies! The best part was that he had grown them all on his own.

Write About It: What can you infer about Zach? Use what you already know and evidence from the text to make your inference.

Look for...

1. A statement about Zach that makes sense.
2. Some evidence from the text and what is already known as part of the inference statement.

Multiple Choice:

Answer the following questions after reading:

1a. What can you infer about Zach?
- (a.) he is silly
- (b.) he is determined
- (c.) he is funny
- (d.) he is boring

1b. What evidence from the text best supports the inference you chose in 1a?
- (a.) "Zach liked science"
- (b.) "Zach's parents said he could use the backyard"
- (c.) "Zach wanted to eat his vegetables"
- (d.) "Zach worked on his garden all summer"

2a. What can you infer about Zach's garden?
- (a.) It was huge
- (b.) It didn't grow
- (c.) It was a lot of work
- (d.) It grew by itself

2b. What evidence from the text best supports the inference you chose in 2a?
- (a.) "Zach worked all summer"
- (b.) "Zach ate the vegetables"
- (c.) "Zach liked science"
- (d.) "Seedlings were growing"

3. What can you infer from the illustration?
- (a.) Zach liked to be inside
- (b.) His parents helped a lot
- (c.) Zach got his hands dirty
- (d.) Zach used a garden hose

Challenge: Use the code to identify parts in the text that give you clues about specific topics and characters.

- blue — What Zach says to convince his parents
- red — Tasks in a garden before seedlings
- green — Tasks in a garden after seedlings

Copyright: Out of This World Literacy (Jen Bengel)

Inferring

Name: Answer Key **Date:** _____

Directions: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

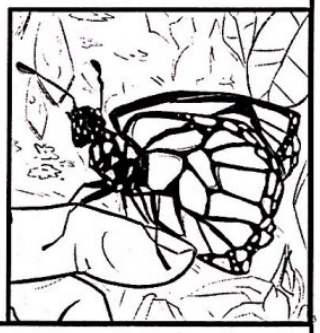
All About Butterflies

Butterflies are amazing creatures. You would never know that these beautiful insects actually begin their lives as tiny caterpillars.

Once they hatch out of the egg, they are hungry! So hungry, in fact, that they eat their own eggshells! Once caterpillars start eating, they want more to eat. They will then find the yummiest and tastiest leaves and plants to eat.

Because caterpillars are eating so much, their tiny bodies don't stay tiny for long. They get so big that they outgrow their skin, just like you might outgrow your pants! The caterpillar's skin splits open and the caterpillar crawls out of it with a new skin right underneath where the old one was. A caterpillar will outgrow and shed its' skin 5 times! By the time it would shed its' skin for the sixth time, it is now ready to go through a huge change!

The caterpillar hangs upside down and covers itself in chrysalis. After about 2 weeks, the caterpillar emerges, but it is no longer a caterpillar. Crawling out of the chrysalis is a beautiful butterfly!



Write About It: What can you infer about butterflies? Use what you already know and evidence from the text to make your inference.

Look for...

1. A statement about butterflies that makes sense.
2. Some evidence from the text and what is already known as part of the inference statement.

Multiple Choice:

Answer the following questions after reading:

1a. What can you infer about caterpillars?
- (a.) they are slow
- (b.) they are creepy
- (c.) they are slimy
- (d.) they are hungry

1b. What evidence from the text best supports the inference you chose in 1a?
- (a.) "They eat so much"
- (b.) "Butterflies are amazing"
- (c.) "Caterpillars shed their skin"
- (d.) "Caterpillars make a chrysalis"

2a. What can you infer about what happened to the caterpillar in the chrysalis?
- (a.) Took a nap
- (b.) Changed to a butterfly
- (c.) Ate a big meal
- (d.) Watched the sunrise

2b. What evidence from the text best supports the inference you chose in 2a?
- (a.) "Caterpillar's skin splits"
- (b.) "Caterpillar eats and eats"
- (c.) "It is no longer a caterpillar"
- (d.) "Caterpillar hatches from an egg"

3. What can you infer from the illustration?
- (a.) Butterfly wings have many sections
- (b.) Butterflies all look the same
- (c.) Butterflies live in forests
- (d.) Butterflies are scared of humans

Challenge: Use the code to identify parts in the text that give you clues about specific topics and subjects.

- blue — When a caterpillar changes
- red — What a caterpillar does when it hatches
- green — How many times a caterpillar sheds its skin

Copyright: Out of This World Literacy (Jen Bengel)

Inferring

Name: Answer Key Date: _____

Directions: When readers infer, they take what they already know about a topic and what they learn from a text to say something new. They add to what the author is saying and make their own statements about the text. Read the passage. Answer the questions and then take the challenge!

Exploring the Needs of Plants

Most of us know that all plants need sunlight and water to survive. Do plants need food? Do they eat dirt? Let's explore a little about plants.

Plants start their life cycle as a seed. When the seed is placed in dirt and given a little water and sunlight, after a few days a seedling starts to sprout through the dirt. Plants actually don't need the dirt to survive! If you put a seed into a baggie with a moist paper towel, the seed will begin to sprout in a few days. So why do we put our seeds in the dirt?

It isn't actually the dirt that the plants need, but the minerals inside the dirt. The minerals are the "food" for a plant! There are some places in the United States where the dirt does not have the best minerals, so plants have had to adapt to be able get the minerals they need to grow big and strong. For example, the Venus Fly Trap will catch insects on its sticky leaves. Once the insect is trapped the plant will release some juices to help the plant get the minerals it needs.



Write About It: What can you infer about minerals? Use what you already know and evidence from the text to make your inference.

Look for...

1. A statement about minerals.
2. Some evidence from the text and what is already known as part of the inference statement.

Multiple Choice:

Answer the following questions after reading:

1a. What can you infer about plants?

- (a) they are all healthy
- (b) they all begin the same
- (c) they are non-living
- (d) they are all big

1b. What evidence from the text best supports the inference you chose in 1a?

- (a) "Plants need to get minerals from the dirt to survive"
- (b) "Plants start as a seed"
- (c) "Plants need water and sunlight."
- (d) "Do plants eat dirt?"

2a. What can you infer about minerals?

- (a) They are messy
- (b) Plants need them to live
- (c) They are not good to eat
- (d) They are bad for plants

2b. What evidence from the text best supports the inference you chose in 2a?

- (a) "Minerals are the food for the plant"
- (b) "Plants need food"
- (c) "Plants begin to sprout after a few days"
- (d) "Plants need dirt"

3. What can you infer from the illustration?

- (a) Plants have deep roots
- (b) Leaves of plants are large
- (c) Plants need water
- (d) Plants need sun

Challenge: Use the code to identify parts in the text that give you clues about specific topics and subjects.

- blue — Definition of minerals
- red — What plants need to survive
- green — How a Venus Fly Trap gets minerals

Copyright: Out of This World Literacy (Jen Bengel)