Rationale:

This resource includes practice work for practicing to infer. It includes the following detailed practice:

1. Infer Character Traits with Evidence
2. Infer Character Feelings with Evidence
3. Inferring with Dialogue
4. Infer Cause and Effect
5. Infer Causes of Problems
6. Infer Author's Purpose
7. Infer Alternate Meanings in Text
8. Infer Setting Details from Illustrations
9. Infer Themes and Ideas from illustrations
10. Infer how Characters Feel About Each Other
11. Infer the Meanings of Complex Words
12. Infer Main ideas
13. Infer Author's Choice of Words
14. Reading Between the Lines
15. Inferring Practice One
16. Inferring Practice Two
17. Inferring Practice Three
18. Inferring Practice Four
19. Inferring Practice Five
20. Inferring Practice Six

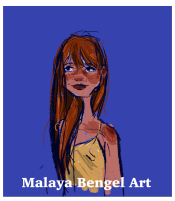
These pages are great for big kids to practice inferring.

The printable pages in this resource can be used in several ways, including:

- As daily morning work to review comprehension work skills
- During guided reading small groups
- During independent reading time or centers
- To work with partners and small groups
- As an assessment for teachers to monitor students' reading comprehension abilities
- As homework review sheets
- As a quick and fun 10 minute time filler.
- As 'when you're finished' additional work for students
- To use with substitute teachers

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





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Jen Bengel

"Infer Cause and Effect"

Name: _____ Date: _____

What To Do:

Readers infer the cause of effects that are in a text. They can also infer the effects for events in a text. Describe 2 causes from the text, then infer effects for each. Describe 2 effects from the text, then infer possible causes.

Causes	Infer Effects
1.	1.
2.	2.
3.	3.



Infer Causes	
1.	1.
2.	2.
3.	3.

Challenge: Get together with a partner. Share the causes and ef
list of new inferences for the cause and effects from the text.

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"Infer Author's Purpose"

Name: _____ Date: _____

What To Do:

Author's have many reasons for writing a text. Readers look for clues in the language authors use to help determine all their reasons for writing. Copy some language from the text you are reading that you think are clues to the author's purposes. List all the author's purposes for writing this text.

Language	Language
Language	Language
	Language

's purposes were...



ry about the author's purposes for the text. Be sure to include all
for those inferences.

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"Infer Alternate Meanings in Text"

Name: _____ Date: _____

What To Do:

Readers infer different meanings behind things characters say and details in a text. Copy some dialogue from the text and some details. Describe different meanings for each one in your own words.

Dialogue	Alternate Meanings

Text Details	Alternate meanings





Challenge: On the back of this page, create some new dialogue and text details that the author and characters could have said in the text based on the alternative meanings.

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20 Graphic Organizers

"Infer Themes and Ideas from Illustrations"

Name: _____ Date: _____

What To Do:

Readers infer details about themes and ideas based on the details in illustrations from the book. Draw two illustrations from the text that include details about the themes and ideas. Then infer details about both themes and ideas based on the illustrations.

Illustration

Illustration



Inferred Themes

Inferred Ideas



Challenge: On the back of this page, describe in your own
themes and ideas about the text. Share your thinking with

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"Infer How Characters Feel About Each Other"

Name: _____ Date: _____

What To Do:

Readers infer how characters feel about each other by paying close attention to what characters say and how they act. Copy some dialogue and describe some things two of the main characters do in the story. Then describe how each character feels about the other.

Character: _____

What the Character says:

What the Character does:

aracter Feels About Others:

What the Character does:



aracter Feels About Others:

hy you think each of the characters feel the way they do about each
pinions of each other to change.

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"Infer the Meanings of Complex Words"

Name: _____ Date: _____

What To Do:

Some words in a text are complex. The author doesn't include the meaning, but may offer clues. Copy some complex words from the text you are reading. Use what you know and the clues in the text to define each complex word.

Complex Words	Clues from the text	Definition





Challenge: Get together with a partner. Read each complex word and the clues from the text. See if your partner comes up with the same definition. Write new definitions on the back of the page.

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USE WITH ANY TEXT!



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Infer Character Traits With Evidence	Infer Character Feelings With Evidence	Inferring with Dialogue	Infer Cause and Effect
Infer Causes of Problems	Infer Author's Purpose	Infer Alternate Meanings in Text	Infer Setting Details from Illustrations
Infer Themes and Ideas from Illustrations	Infer how Characters Feel About Each Other	Infer the Meanings of Complex Words	Infer Main Ideas
Infer Author's Choice of Words	Thinking About Others' Thinking	Reading Between the Lines	Inferring Practice

DIGITAL INCLUDED!

"Reading Between the Lines"

Name: _____ Date: _____

What To Do:

Readers often have to 'read between the lines.' This is when they take what happens in the story and add their own thinking to make inferences. Copy some lines from the text you are reading. Then share your thinking and inferences 'between the lines.'

1 (From the text) _____

(Between the lines) _____

(From the text) _____



2 (From the text) _____

(Between the lines) _____

(From the text) _____

SAMPLE

3 (From the text) _____

(Between the lines) _____

(From the text) _____

4 (From the text) _____

(Between the lines) _____

(From the text) _____



Challenge: Choose one of the four examples above to write more inferences about on the back of this page. Share all your inferences with a partner.

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"Inferring Practice One"

Name: _____ Date: _____

What To Do:

Readers use illustrations, text, and what they already know to make inferences about characters, settings, events, problems/solutions, facts, and much more. Carefully read and study the following illustrations. Then make as many inferences as you can.

Jake dreaded the first day at his new school. He was entering fifth grade in an entirely new state, knowing absolutely nobody. To make matters worse, Jake was painfully shy. He always managed to embarrass himself by saying the wrong thing, or nothing at all. He slowly walked into class on his fir[illegible] when his [illegible]acher ask[illegible]him to [illegible]nd up and in[illegible]ce hims[illegible]ke p[illegible]cke

My Inferences:

_____

_____

_____

_____

_____



_____

_____

SAMPLE

Amelia had a contagious laugh and she laughed all the time. She laughed all day long at school; during recess, at lunch, and even during class. Amelia's laugh did get her in trouble at times. "Amelia, STOP laughing!" her teacher Mrs. Jackson would say. "Amelia, that is NOT funny," her mom would scold her. Amelia was learning slowly when it's appropriate to laugh and when it's not.

My In[illegible]s

_____

_____

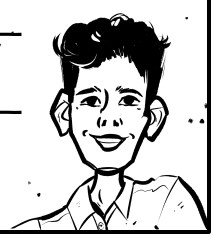
_____

_____

_____

_____

_____



Challenge: On the back of this page, describe information you already knew that helped you make the inferences you did for each of the examples above.

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