PART TWO

Listen to your teacher read the scenario.

Eight boys, wearing the same jacket design, were standing outside the school talking. Eight identical bags were lined up on the sidewalk just beyond where they stood. From the street, a bus turns in to the school’s bus lane and stops.

Read the inferences. Decide which ones you think are **reasonable** and place a checkmark in the space provided. For those that are **not reasonable** in your opinion, leave the space blank.

\_\_\_The boys belong to the same sports team.

\_\_\_It is morning.

\_\_\_The boys may be visiting the school.

\_\_\_The boys may be part of a gang.

\_\_\_The boys are students.

\_\_\_They may be waiting for a bus to take them to a game.

\_\_\_The boys are going to have a fight.

\_\_\_The students know each other.

Part One

Listen to your teacher read the scenario.

Jamie put on a wool cap, gloves and scarf, carefully picked up the cane in the closet and shuffled out the door, calling, “Come on Rufus. Let’s go for a walk.”

Read the statements about this scenario. If you believe it is an OBSERVATION (a fact), mark an O in the space provided. If you believe it is an INFERENCE (an assumption), mark an I.

\_\_\_ Jamie called Rufus to go for a walk.

\_\_\_ Jamie is bald.

\_\_\_ It is cold outside.

\_\_\_ Jamie wants to get some exercise.

\_\_\_ Jamie is old and frail.

\_\_\_ Jamie shuffled.

\_\_\_ Jamie is injured.

\_\_\_ It is icy outside.

\_\_\_ Jamie is a woman.

\_\_\_ Rufus is a dog.

\_\_\_ Jamie put on his wool cap, gloves and scarf.

Making Inferences Post Assessment

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_

Have you ever read a book and assumed what the author was saying or feeling without having it actually written down? Authors don’t always tell us everything they want us to know. We must look for *clues* to understand the meaning. We also make *assumptions* using our background knowledge, clues from the story and pictures. This reading strategy is called Making an Inference or Inferring.

PART THREE

Some key words can help us infer lots of hidden information. They are CLUES the author gives us to help us understand. Listen to your teacher read the scenarios. Circle the words that you think help the reader make an inference.

He fidgets with his pen again. The line-up is taking forever. He touches the note in his pocket, checking that it is still there. “Is it hot in here?” he wonders. The empty canvas bag clenched in his left hand rubs against his leg.

The victim was dressed for the weather. She was wearing a fleece coat and several layers underneath. Around her neck was a distinctive yellow scarf. “Perhaps they will see something under all these clothes at the morgue,” suggested Luke.

PART FOUR

Listen to your teacher read the passages.

It had been three days since Angelique and her family had left Batoche. Along the way, other families had joined them, until nearly a hundred carts were strung out across the prairie. Three days of bumping along in creaking Red River carts, hoping for a herd. They hadn’t expected anything on their first day out, but over the next day and the next, people had become quieter, more expectant.

Write 3 observations (facts) Write 2 inferences you made

from this text. from this text.

They found the van parked behind the mall. The driver-side door was wide open but no one was inside. A dim glow from the headlights lit up the parking lot.

Write 3 observations (facts) Write 2 inferences you made

from this text. from this text.