Really Good Stuff® Teaching Guide

Common Core Inference Cubes

Congratulations on your purchase of Really Good Stuff® **Common Core Inference Cubes**—a hands-on activity that strengthens your students' comprehension, critical thinking, and oral language skills.

Meeting the Standards
Common Core Inference Cubes aligns with the following Common Core State Standards and similar state standards for English Language Arts. To see how this product aligns to individual state standards, please refer to the Standards Match on the product page.

Key Ideas and Details
Anchor Standard 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

> **This Really Good Stuff product includes:**
> • 4 Inference Cubes: 2 Literature (yellow and orange) and 2 Informational Text (blue and green)
> • This Really Good Stuff Teaching Guide

The questions on the **Inference Cubes** may be used with any piece of literature or informational text. After repeated practice in asking and answering these questions, students will become more competent at making logical inferences and achieve a deeper understanding of complex text.

Managing the Common Core Inference Cubes
• Make copies of the record sheets and store them with the cubes at the center or a convenient location.

### Introducing the Common Core Inference Cubes
Teaching students to identify and use the clues embedded in text, images, and text features, and then to combine those clues with relevant background knowledge (schema), will help students get to a deeper meaning of the text and see the full picture that the author is trying to create.

Using the **Inference Cubes,** students read a text independently or in various settings, such as small group or whole class, and then toss one or two cubes to answer questions related to the text. Students may complete the record sheet or share their answers with a partner or small group.

Included on each cube are questions that target various types of inferences students make while reading literature and informational text. Refer to the chart below for an overview of the type of inference questions found on each cube.

Types of Inferences on Each Cube

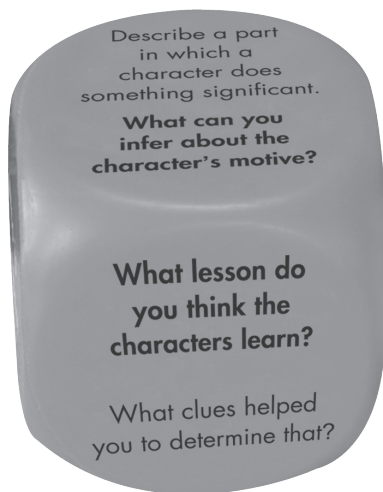| Yellow Literature Cube	Orange Literature Cube
physical description	vocabulary
character's inner thoughts	setting
dialogue	central message
tone	mood
character's actions	theme
lesson	author's purpose
Blue Informational Text Cube	**Green Informational Text Cube**
text features (graphic features)	vocabulary
text features (organizational features)	author's purpose
text features (illustrations)	facts
key details	comparison
inferred main idea	point of view
cause and effect	text structure
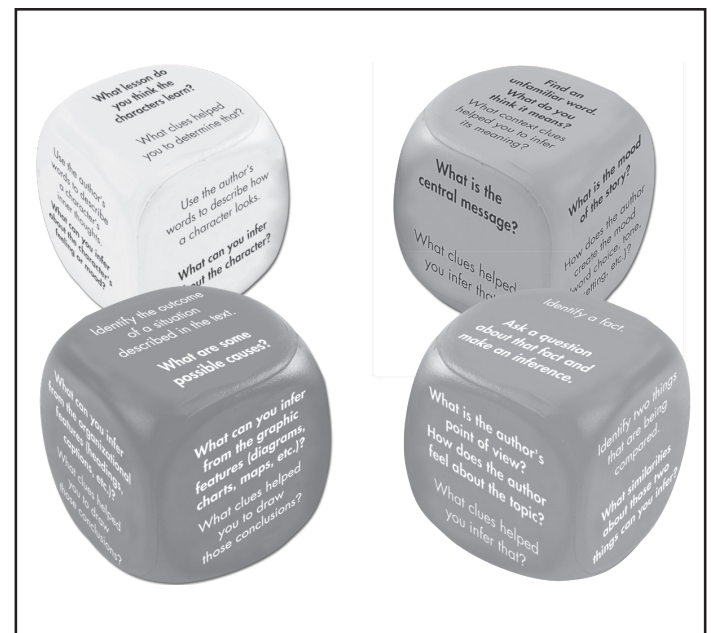
Model the Activity
Begin by modeling the activity, discussing every step with students. Tell students that when they have finished a piece of literature or informational text, they will select the appropriate cube(s) and record sheet that correspond to their reading material (yellow and orange for literature, and green and blue for informational text).

All teaching guides can be found online.

Use the record sheet to show students how to record their answers. (You may have students verbally share answers as well or instead.) Select a text familiar to your students, and use an appropriate cube for a think-aloud demonstration. Roll the cube for that text. Check off the box on the record sheet for your question. Point out that on most faces of the cubes, there are two questions: The one in bold asks students to infer something about the text, and the other asks students to explain how they made that inference.

Tailor to each student's individual needs the number of questions and type of response you require. Tell students that the questions on the cubes are excellent for deepening comprehension, no matter what they are reading. Encourage students to share any questions they ask themselves and inferences they make as they read independently. This sharing will help the class understand how important questioning and inferring is in comprehension.

Visit our Web site at www.reallygoodstuff.com to download Really Good Stuff Teaching Guides.

Related Really Good Stuff Products
Inference of the Week Flip Chart (#306598)
Common Core Study Stickies™: Literature Inferences (#306601)
Common Core Study Stickies™: Informational Text Inferences (#306588)
Common Core Inference 12-in-1 Poster Set (#306786)
Really Good Literacy Center™: Making Inferences (#305269)
Really Good Literacy Center™: Inference Fun Level 1 (#305969)
Really Good Literacy Center™: Inference Fun Level 2 (#306023)

Describe a part in which a character does something significant.
What can you infer about the character's motive?

What lesson do you think the characters learn?
What clues helped you to determine that?

Students make an inference and then validate it by citing evidence and/or connecting background knowledge.

Think aloud as you ask and answer the questions. Be sure to model explicitly how to make a logical inference—go back into the text to cite evidence, and describe the background knowledge you used to make your inference. To facilitate varied and complete responses, use inference starters shown in the following box.

Inference Response Starters
I can infer that…because…
It could be that…
I think…
Maybe…
Perhaps…
This could mean…
The character could be…
The character most likely…
Based on the evidence, I think…
The author probably…because…

Name _____

Inference Cubes for Literature

Title _____

Mark the boxes of the questions you will answer and complete your answers below.

Yellow Cube	Orange Cube
1. Use the author's words to describe how a character looks. **What can you infer about the character?**	7. **Find an unfamiliar word. What do you think it means?** What context clues helped you to infer its meaning?
2. Use the author's words to describe a character's inner thoughts. **What can you infer about the character's feeling or mood?**	8. Use the author's words to describe the setting. **What can you infer from that setting (location, weather, time of day, era, etc.)?**
3. Find a part in which a character speaks. **What do you think he or she is thinking when saying those words? Why?**	9. **What is the central message?** What clues helped you infer that?
4. What is the tone of the story? **How do you know?**	10. **What is the mood of the story?** How does the author create the mood (word choice, tone, setting, etc.)?
5. Describe a part in which a character does something significant. **What can you infer about the character's motive?**	11. **What is the theme of the story?** What clues helped you infer that?
6. **What lesson do you think the characters learn?** What clues helped you to determine that?	12. **Why do you think the author wrote this story?** What clues helped you to determine the author's purpose?

Be sure to cite **evidence** from the text and describe **schema** when making your inferences.

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Name _____

Inference Cubes for Informational Text

Title _____

Mark the boxes of the questions you will answer and complete your answers below.

Blue Cube	Green Cube
1. **What can you infer from the graphic features (diagrams, charts, maps, etc.)?** What clues helped you to draw those conclusions?	7. **Find an unfamiliar word. What do you think it means?** What context clues helped you to infer its meaning?
2. **What can you infer from the organizational features (headings, captions, etc.)?** What clues helped you to draw those conclusions?	8. **Why do you think the author wrote the passage?** What clues (opinions, facts, data, etc.) led you to believe that?
3. **What can you infer from the illustrations?** What clues helped you to draw those conclusions?	9. Identify a fact. **Ask a question about that fact and make an inference.**
4. Identify and state a key detail. **Make an inference based on that key detail.**	10. Identify two things that are being compared. **What similarities about those two things can you infer?**
5. **What do you think the author wants you to understand about the topic?** What key details helped you infer that?	11. **What is the author's point of view? How does the author feel about the topic?** What clues helped you infer that?
6. Identify the outcome of a situation described in the text. **What are some possible causes?**	12. Identify the text structure (description, compare and contrast, cause and effect, etc.). **Why did the author use this text structure?**

Be sure to cite **evidence** from the text and describe **schema** when making your inferences.