

Name\_\_\_\_\_

Literature Inference Questions

1. Which words describe how a character looks? **What can you infer about the character?**
2. Which words describe a character’s inner thoughts? **What can you infer about the character’s feelings or mood?**
3. Find a quotation. **What do you think the character is thinking when speaking? Why?**
4. Find a part in which a character does something significant. **What can you infer about the character’s motive?**
5. Find words that describe the setting. **What can you infer from that setting (location, weather, time of day, etc.)?**
6. **What is the theme of the story?** What clues helped you infer that?
7. **What is the tone of the story?** How do you know?
8. **Why do you think the author wrote this story?** What clues helped you to determine the author’s purpose?

Really Good Stuff®★ Instructional Guide  
Inference Maker E.Z.C. Reader®

- This Really Good Stuff® product includes:
- 12 Inference Maker E.Z.C. Readers®
  - This Really Good Stuff® Instructional Guide

Congratulations on your purchase of the Really Good Stuff® **Inference Maker E.Z.C. Reader®**, an engaging tool for students to use to highlight textual evidence as they make inferences while reading literary and informational text.

**Meeting the Standards**  
The Really Good Stuff® **Inference Maker E.Z.C. Reader®** aligns with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website’s Standards Match.

**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.

**RL.4.1, RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.1, RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

As students read closely to understand complex text, they will enjoy using these *Inference Makers* to highlight or “capture” the text evidence they use to form their inferences. *Inference Makers* motivate students to cite specific textual evidence when writing or speaking to form valid inferences.

- Managing Inference Makers**
- Provide students with an *Inference Maker* during close reading activities and independent reading. You may choose to write student names on the *Inference Makers* with a permanent marker. You may also have students use their *Inference Maker* as a bookmark.
  - Visit our website at [www.reallygoodstuff.com](http://www.reallygoodstuff.com) to download Really Good Stuff® Instructional Guides.

**Introducing Inference Makers**  
Although we make inferences every day and usually without even being aware of it, teaching students to infer while reading can be tricky. Teaching students to identify and use the clues embedded in text, images, and text features, and then combine those clues with relevant background knowledge (schema), helps students get to a deeper meaning of the text and see the full picture the author is trying to create.

Each side of the *Inference Maker* has eight targeted inference questions. The yellow side is for literature and the green side is for informational text. Using the *Inference Maker*, students read a text and then answer inferential questions, framing textual evidence as they go.



Model How to Use the Inference Makers

In a small group, select a familiar literary text, think aloud, and read closely to determine what logical inferences you can make from the text. Using your *Inference Maker*, read question 1 aloud: “Which words describe how a character looks? **What can you infer about the character?**” Find the part in the text that physically describes a character, and frame it, for example, “the *frail* cat watched the mouse.” Use that textual evidence with your background knowledge to make an inference about the character. Combining the knowledge of cat-mouse relationships and using the physical descriptor *frail*, you could infer that the cat is hungry and about to pounce.

Students’ Turn

You may set your purpose for reading independently, assigning a numbered question (or several) on the *Inference Maker*. For small groups reading the same text, each student may be responsible for a different question. Remind students that asking and answering questions will demonstrate their understanding of a text. Also emphasize that they should use both textual evidence and background knowledge to form their inferences. The inference questions for both literary and informational text are included in the reproducible on the next page.

Informational Text Inference Questions

1. What can you infer from the illustrations, diagrams, charts, maps, etc.?
2. What can you infer from the headings, captions, etc.?
3. Identify the outcome of a situation described in the text. **What are some possible causes?**
4. **What does the author want you to understand about the topic?** What key details helped you infer that?
5. **Find an unfamiliar word. What do you think it means?** What context clues helped you to infer its meaning?
6. **Why do you think the author wrote the passage?** What clues led you to believe that?
7. **What does the author want you to understand about the topic?** What key details helped you infer that?
8. **How does the author feel about the topic?** What clues helped you infer that?