

# MAKING INFERENCES AND DRAWING CONCLUSIONS

**4.R.1.A.a Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.**

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# MAKING INFERENCES AND DRAWING CONCLUSIONS

## TEACHER NOTES

4.R.1.A.a, Lessons 1–3

### UNIT OVERVIEW

In this unit, students learn how to draw conclusions and make inferences from an informational text. You use a science or social studies text to model how to draw conclusions from explicit details, text images, and finally both explicit and implicit information. You model the process of drawing conclusions and lead students in collaborative conversations to make their own inferences. In each lesson, students use graphic organizers to connect details with inferences and conclusions.

**Lesson 1:** In this lesson, students make a conclusion based on the facts of the text. To open the lesson, you define *conclusion* and read the text while thinking aloud about the main ideas and related details. Then, you guide students in a collaborative discussion to come up with conclusions based on what the text says explicitly. Students work in small groups to complete a graphic organizer of conclusions and supporting details.

**Lesson 2:** In this lesson, students make an inference based on a picture in the text. First, you review inferences and lead students in making inferences about a familiar detail. Then, you model making inferences from a text picture. Students complete a graphic organizer to form their own inference about an image in the text and to show what details in the text support that inference.

**Lesson 3:** In this lesson, students use both explicit and implicit details to draw conclusions about the informational text topic. You model forming a conclusion based on both key details and inference and lead a collaborative discussion about how the text supports your conclusion. Then students work together to form conclusions about the text topic and complete a graphic organizer with the supporting details and inferences.

### Research Findings

There are four kinds of “textual moves” that play an important role in reading and comprehension:

- ▶ offering textual claims
- ▶ noting textual ambiguity
- ▶ citing textual evidence
- ▶ making inferences

(Aukerman & Schuldt, 2016)

### Lesson Strategies, Approaches, or Activities

Throughout the unit, students practice drawing conclusions and citing supporting text evidence. Students make claims about what the texts says explicitly and implicitly and form inferences based on text details.

<p>To comprehend a text, readers need to understand more than each sentence or paragraph. Readers must also understand what those sentences and paragraphs add up to.</p> <p>(Cunningham &amp; Cunningham, 2014)</p>	<p>In Lesson 1, students use key details to construct the overall meaning of a text. In Lessons 2 and 3, students build on the text's explicit meaning by making inferences and conclusions based on multiple details.</p>
<p>The Common Core reading anchor standard CCSS.ELA-Literacy.CCRA.R.1 can be interpreted as "Have a dialogue with the text. Read closely to determine what the text says to you, and talk back. Make inferences from it that are logical to you, and consider them in light of what others believe."</p> <p>(Aukerman &amp; Schuldt, 2016)</p>	<p>In each lesson, students read closely to identify specific details and synthesize those details into inferences and conclusions. Students discuss their ideas with each other to compare their interpretations.</p>
<p>"Adolescents are expected to engage in the analysis of complex reading or listening texts in which they must determine claims that are evidence-based versus those that are not. To do so, students must learn to analyze the discourse of others."</p> <p>(Aquino-Sterling, 2014)</p>	<p>In all lessons, students share their ideas and observations as well as listen to peers' thinking. This practice helps students reflect and refine their analysis.</p>
<p>"Allowing differences in interpretation to flourish may foster students' intellectual integrity, whereas insisting that students reach teacher-preferred interpretations can stunt their literate identities across time."</p> <p>(Aukerman, 2015)</p>	<p>The lessons give students opportunities to construct conclusions and inferences based on their own interpretations of the facts and details in the text.</p>

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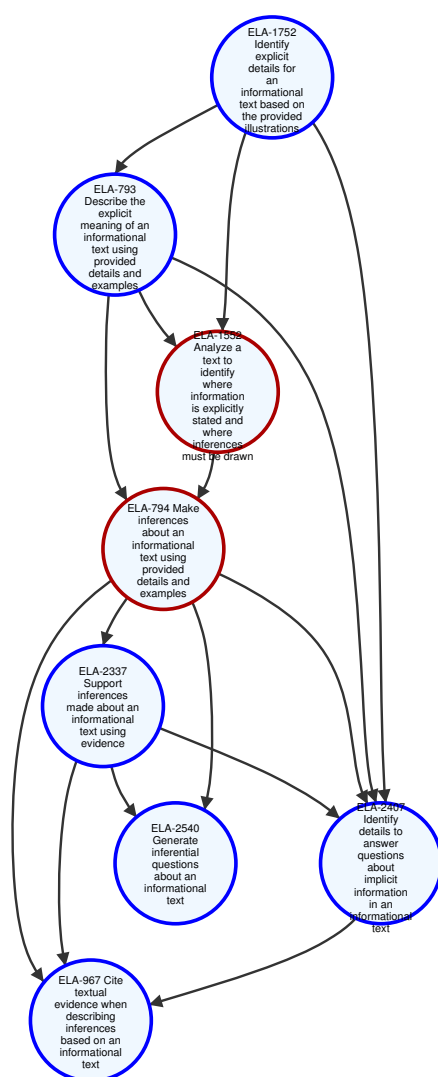
# MAKING INFERENCES AND DRAWING CONCLUSIONS

## LEARNING MAP TOOL

4.R.1.A.a

### STANDARD

**4.R.1.A.a** Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.



*\*Learning map model for 4.R.1.A.a*

Node ID	Node Name	Node Description
ELA-793	DESCRIBE THE EXPLICIT MEANING OF AN INFORMATIONAL TEXT USING PROVIDED DETAILS AND EXAMPLES	Describe the explicit meaning of an informational text by referring to the provided information, details, and examples.
ELA-794	MAKE INFERENCES ABOUT AN INFORMATIONAL TEXT USING PROVIDED DETAILS AND EXAMPLES	Make inferences about the implicit meaning of an informational text using provided details and examples.
ELA-967	CITE TEXTUAL EVIDENCE WHEN DESCRIBING INFERENCES BASED ON AN INFORMATIONAL TEXT	Cite textual evidence when describing inferences based on an informational text.
ELA-1552	ANALYZE A TEXT TO IDENTIFY WHERE INFORMATION IS EXPLICITLY STATED AND WHERE INFERENCES MUST BE DRAWN	Determine explicit information and identify within the text where an inference is needed. (Students don't necessarily have to be able to make the inference.)
ELA-1752	IDENTIFY EXPLICIT DETAILS FOR AN INFORMATIONAL TEXT BASED ON THE PROVIDED ILLUSTRATIONS	Identify explicit details that will be provided in an informational text based on the illustrations. Illustrations may depict people, places, objects, events, or ideas.
ELA-2337	SUPPORT INFERENCES MADE ABOUT AN INFORMATIONAL TEXT USING EVIDENCE	Provide supporting evidence from an informational text when making inferences.
ELA-2407	IDENTIFY DETAILS TO ANSWER QUESTIONS ABOUT IMPLICIT INFORMATION IN AN INFORMATIONAL TEXT	Produce responses to questions about implicit information from an informational text by identifying relevant, specific details.
ELA-2540	GENERATE INFERENTIAL QUESTIONS ABOUT AN INFORMATIONAL TEXT	Generate questions that lead to inferencing based on an informational text.

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# EXPLAINING WHAT THE TEXT SAYS

## INSTRUCTIONAL ACTIVITY

4.R.1.A.a, Lesson 1

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### LEARNING GOAL

In this lesson, students use details and examples to explain what the text says explicitly.

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### STANDARD

**4.R.1.A.a** Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

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### PREPARATION

Before the lesson, choose an informational text on a social studies or science topic. The text should include pictures for use in another lesson. The following are examples of texts that may work well: *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger; *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber; *A History of US* by Joy Hakim; *Horses* by Seymour Simon; *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery. Prepare a way to display the text for the class. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### MATERIALS & HANDOUTS

- ▶ displayed informational text
  - ▶ chart paper or white board
  - ▶ [STUDENT HANDOUT: WHAT THE TEXT SAYS](#)
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can explain what the text says.”

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**Explain** that today's lesson will focus on explaining what the text says by using details and examples from the text to come up with a conclusion. **Tell** students that a conclusion is an idea about what the text says or means. You make a conclusion after you have read a text. Today, students will make conclusions based on the facts of the text.

**Ask** students about a topic you have previously studied: "What conclusion can you make about \_\_\_\_\_?"

**Collect** responses on chart paper or the white board.

**Ask** students: "How do you know this conclusion is true? What facts do you know about the subject?"

**Collect** responses.

**Tell** students that you are going to read the text, and ask them to follow along. **Direct** them to pay attention to what the text is explaining and what details and examples show what the author is saying.

**Read** the text. As you read, pause and **think aloud** about what the author is saying. For example, you might say, "This shows that people living on Mars will have a hard time finding food." Continue reading and pause to think aloud on important topics as you read.

**Direct** students to turn and tell their partner what the text is about. Give students a few minutes to each summarize the text in their own words.

**Call on** students to share one conclusion about the facts in the text. **Ask** each student where the text shows their conclusion is true. **Remind** students that today you are focusing only on facts found in the text, or what the text says directly.

**Pass out** **STUDENT HANDOUT: WHAT THE TEXT SAYS**. **Explain** the directions, and instruct students to work with a partner to make as many conclusions about the topic as they can, based on the details the text gives.

While students work, **walk around** and check for understanding.

CHECKING FOR UNDERSTANDING		
Determine if the student can <b>DESCRIBE THE EXPLICIT MEANING OF AN INFORMATIONAL TEXT USING PROVIDED DETAILS AND EXAMPLES (ELA-793)</b> :		
▶ What conclusion can you make about the topic?	▶ What detail or example supports your conclusion?  ▶ Where did you find this detail or example in the text?	▶ What does the text mean?

**Invite** pairs to share a conclusion and where they found a supporting detail or example in the text.

**Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.



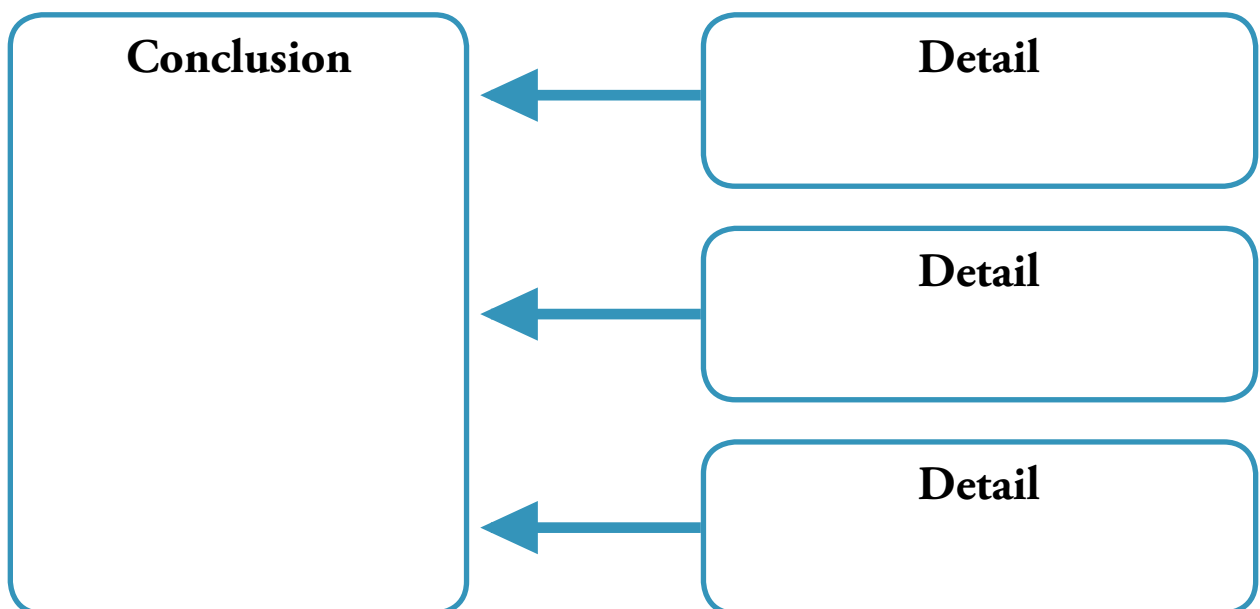
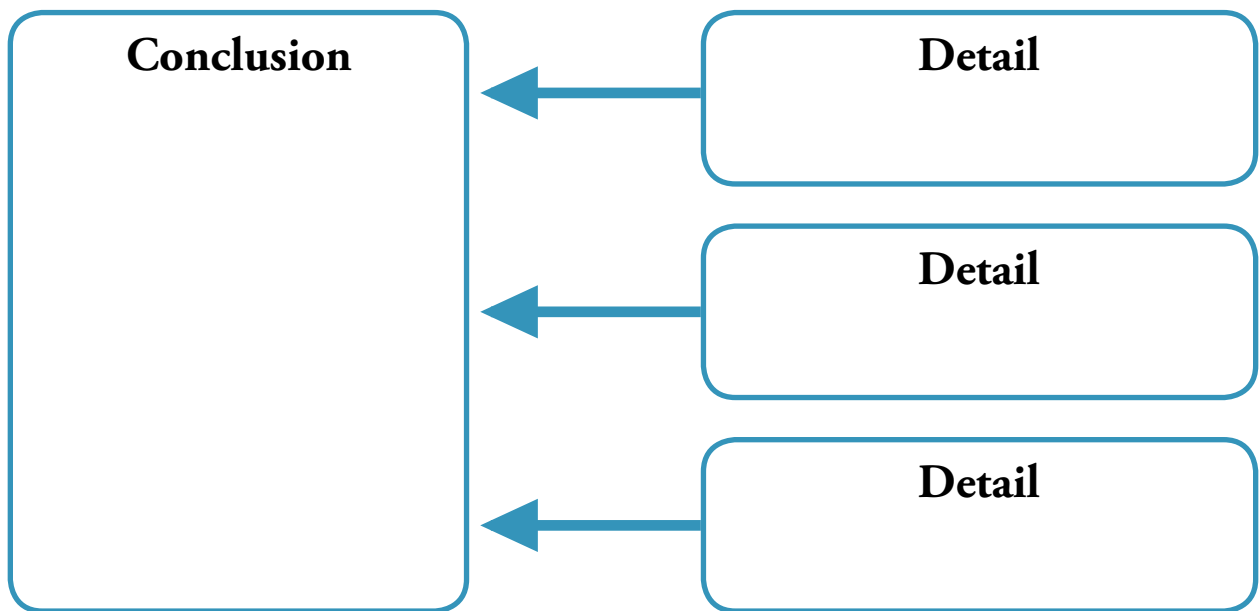
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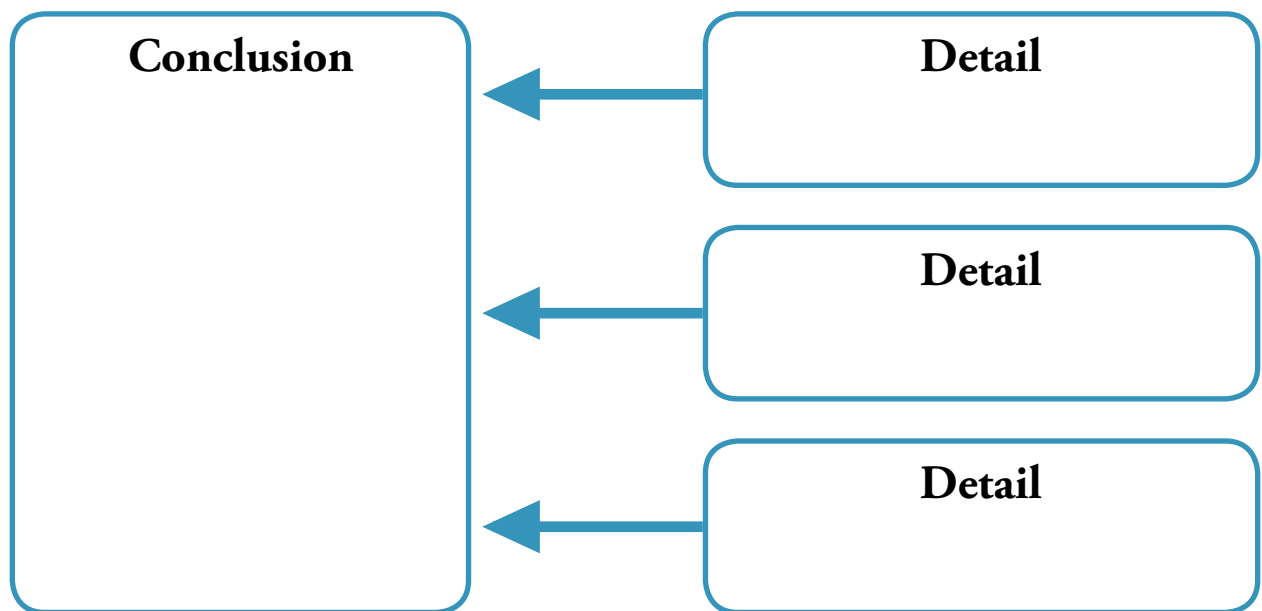
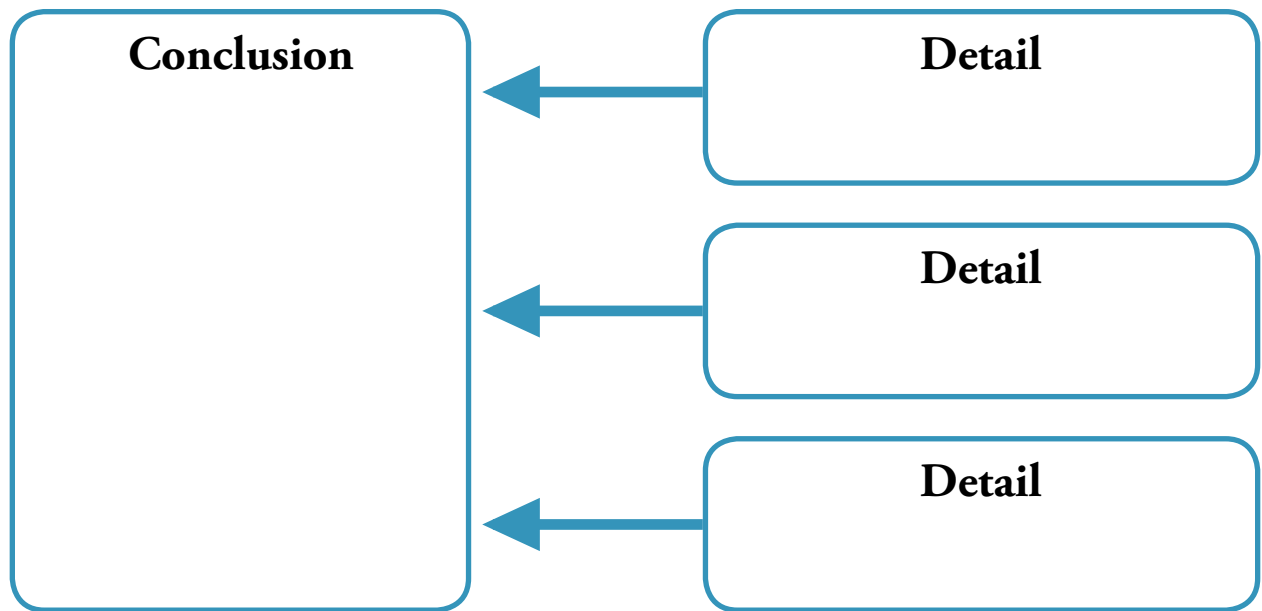
## WHAT THE TEXT SAYS

### STUDENT HANDOUT

Lesson 1

**Directions:** In the big shapes, write conclusions about the text. In the small shapes, write the text details or facts that helped you make your conclusions.





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# EXPLAINING AN INFERENCE

## INSTRUCTIONAL ACTIVITY

4.R.1.A.a, Lesson 2

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### LEARNING GOAL

In this lesson, students use text images to make inferences about a text topic, and they support their inferences with text details.

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### STANDARD

**4.R.1.A.a** Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

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### MATERIALS & HANDOUTS

- ▶ informational text from the previous lesson, displayed
- ▶ chart paper or white board
- ▶ [STUDENT HANDOUT: EXPLAINING AN INFERENCE](#)

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can make an inference about the text and support it using details and examples.”

**Tell** students that today they will find something that isn’t told directly in the text. **Explain** that sometimes you must connect a fact in the text and something you already know about the topic to make an educated guess about something the text does not say directly. **Tell** students that this is called an *inference*.

**Say**, “For example, if I were wearing a winter jacket, you could make an inference about me without my telling you a fact. What would be some of the reasons that I would be wearing a winter jacket?” **Collect** responses. Answers may include the following: It is cold out. It is winter. You are going somewhere.

**Explain** that an inference is based on a detail you know to be true, such as that we wear jackets when it is cold or when we are going outside. All inferences are based on fact.

**Tell** students that they will look at a picture in the text and make an inference based on the details in the image. Students will write out their inference and explain why they believe it to be true based on the examples and information in the text.

**Select** one picture from the text. **Ask**, “What does this picture show about [topic]?” **Collect** responses on chart paper or the white board.

**Ask**, “What facts in the text show your inference is correct?” **Collect** responses.

**Pass out** [STUDENT HANDOUT: EXPLAINING AN INFERENCE](#). **Tell** students they can work with a partner to come up with an inference based on another picture in the text.

**Release** students to work. **Circulate** and **ask** the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING		
<p>Determine if the student can <b>CITE TEXTUAL EVIDENCE WHEN DESCRIBING INFERENCES BASED ON AN INFORMATIONAL TEXT (ELA-967)</b>:</p> <ul style="list-style-type: none"><li>▶ Where does the author explain this picture?</li></ul>	<p>Determine if the student can <b>SUPPORT INFERENCES MADE ABOUT AN INFORMATIONAL TEXT USING EVIDENCE (ELA-2337)</b>:</p> <ul style="list-style-type: none"><li>▶ What details from the text describe the picture?</li><li>▶ Can you list them?</li><li>▶ Is your inference stated in the text or did you go beyond the information the author provides?</li></ul>	<p>Determine if the student can <b>MAKE INFERENCES ABOUT AN INFORMATIONAL TEXT USING PROVIDED DETAILS AND EXAMPLES (ELA-794)</b>:</p> <ul style="list-style-type: none"><li>▶ What inference did you make from this picture?</li><li>▶ Why did the author include this picture?</li><li>▶ Why is the picture important to the topic?</li></ul>

**Invite** pairs to share their thinking with the class. **Use** the Checking for Understanding questions to **ask** students about the picture they chose and to explain their inference. Be sure to have students give example of details in the text that support the inferences they make.

**Collect** the handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

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## EXPLAINING AN INFERENCE

### STUDENT HANDOUT

Lesson 2

**Directions:** Choose a picture from the text. Make an inference about the topic based on the picture. Then write the details and facts from the text that support your inference.

**Inference**

**Text Details**

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# MAKING INFERENCES AND DRAWING CONCLUSIONS

## INSTRUCTIONAL ACTIVITY

4.R.1.A.a, Lesson 3

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### LEARNING GOAL

In this lesson, students draw conclusions by combining inferences and explicit details.

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### STANDARD

**4.R.1.A.a** Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.

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### MATERIALS & HANDOUTS

- ▶ informational text used in the previous lessons, displayed
- ▶ chart paper or white board
- ▶ **STUDENT HANDOUT: DRAWING CONCLUSIONS**

Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use.

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can draw conclusions about what the text says using both inferences and details from the text.”

**Tell** students that today they will combine their conclusions about the text details from Lesson 1 with their inferences to draw new conclusions about the text topic.

**Review conclusion.** Say, “A conclusion is an idea about what the text says or means. You make a conclusion after you have read a text.” **Remind** students that a conclusion can be based on details found directly in the text, inferences, and things readers already know.

**Give** an example of a conclusion about the text topic. For instance, you could say, “A conclusion about Mars is that Mars is the planet most like Earth.” **Ask** why your conclusion is true. **Collect** responses on chart paper or a white board.

**Ask**, “Where does the text show this conclusion to be true?” **Collect** responses.

**Explain** that the class is going to come up with new conclusions about the text topic. **Assign** students to work in groups of three or four. **Tell** students they will have to come up with one conclusion about the text. **Remind** students they can use details and inferences to form their conclusions. Groups will share the conclusion with the class. If groups choose similar conclusions, that is okay.

**Call on** groups to share their conclusions. **Write** the conclusions on chart paper or the board. If a group repeats a conclusion, place a check next to it.

**Direct** students to decide which conclusions are based on text details alone and which conclusions are based on inferences. **Ask** for a volunteer to share their thinking. As a class, determine whether each conclusion is based on stated details or inferences.

**Pass out** [STUDENT HANDOUT: DRAWING CONCLUSIONS](#). **Explain** that students will select three of the conclusions on the board. Then they will identify the details and inferences that support the conclusions. For conclusions based on inferences, students should write the inference and its supporting details. Students may work with a partner or group.

**Walk** among students and **collect** evidence about student thinking.

CHECKING FOR UNDERSTANDING		
Determine if the student can <a href="#">ANALYZE A TEXT TO IDENTIFY WHERE INFORMATION IS EXPLICITLY STATED AND WHERE INFERENCES MUST BE DRAWN (ELA-1552)</a> :		
<ul style="list-style-type: none"><li>▶ What detail or example helped you make a conclusion?</li><li>▶ What detail or example helped you make an inference?</li></ul>	<ul style="list-style-type: none"><li>▶ Where is the detail or example in the text?</li></ul>	<ul style="list-style-type: none"><li>▶ What does the example or detail show?</li><li>▶ How is the example or detail related to the conclusion/inference?</li><li>▶ What does the conclusion/inference mean?</li></ul>

**Invite** groups to share their handouts with the class and to describe the details and inferences that support their conclusions.

**Collect** the handouts. Or, **post** the handouts and let students complete a gallery walk to see the explanations of other groups.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.



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## DRAWING CONCLUSIONS

### STUDENT HANDOUT

Lesson 3

**Directions:** Write three conclusions about the text. Then write the inferences and text details that helped you make each conclusion.

**Conclusion**

**Conclusion**

**Conclusion**

**Inference / Details**

**Inference / Details**

**Inference / Details**

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## DRAWING CONCLUSIONS AND MAKING INFERENCES

### STUDENT FEEDBACK GUIDE

4.R.1.A.α, Lessons 1–3

**Directions:** For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
<b>Make a conclusion about details in an informational text</b>	I know what the text says, and I can explain a detail.	I can explain what several details in the text mean.	I can use the text details to make a conclusion that explains what the text means.
<b>Make an inference from an informational text</b>	I know what an inference is.	I can make an inference from the text.	I can explain my inference with details in the text.
<b>Draw conclusions based on inferences and details from an informational text</b>	I can make a conclusion about an informational text.	I can make a conclusion based on an inference or detail in an informational text.	I can make multiple conclusions about an informational text, and I can explain how my conclusions are based on inferences and details.