

Student Name: _____

The Inference Strategy Student Folder

Goal(s):

1. I will improve my ability to answer inferential questions.

My teacher's commitment:

Teacher signature

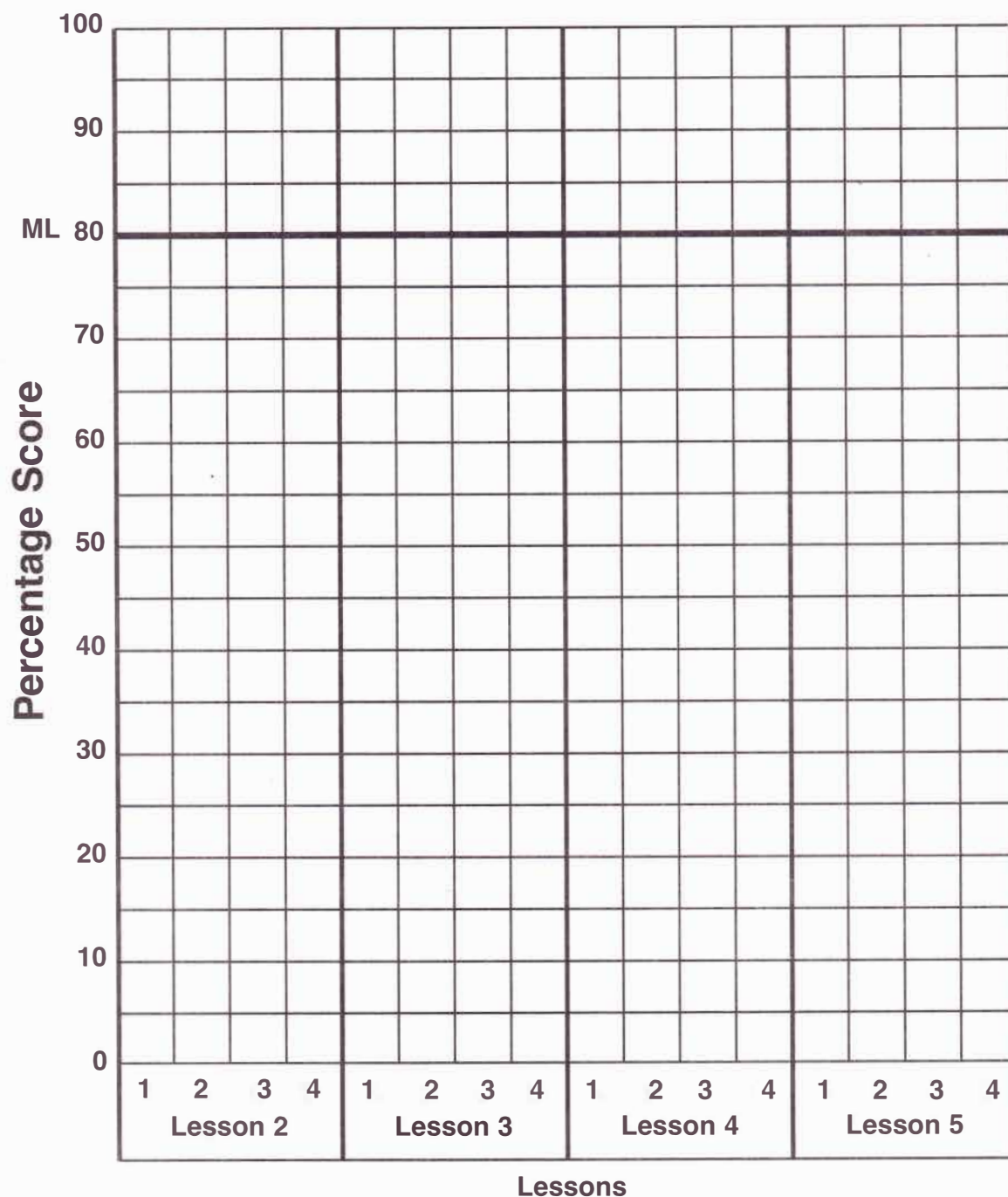
Date

My commitment:

Student signature

Date

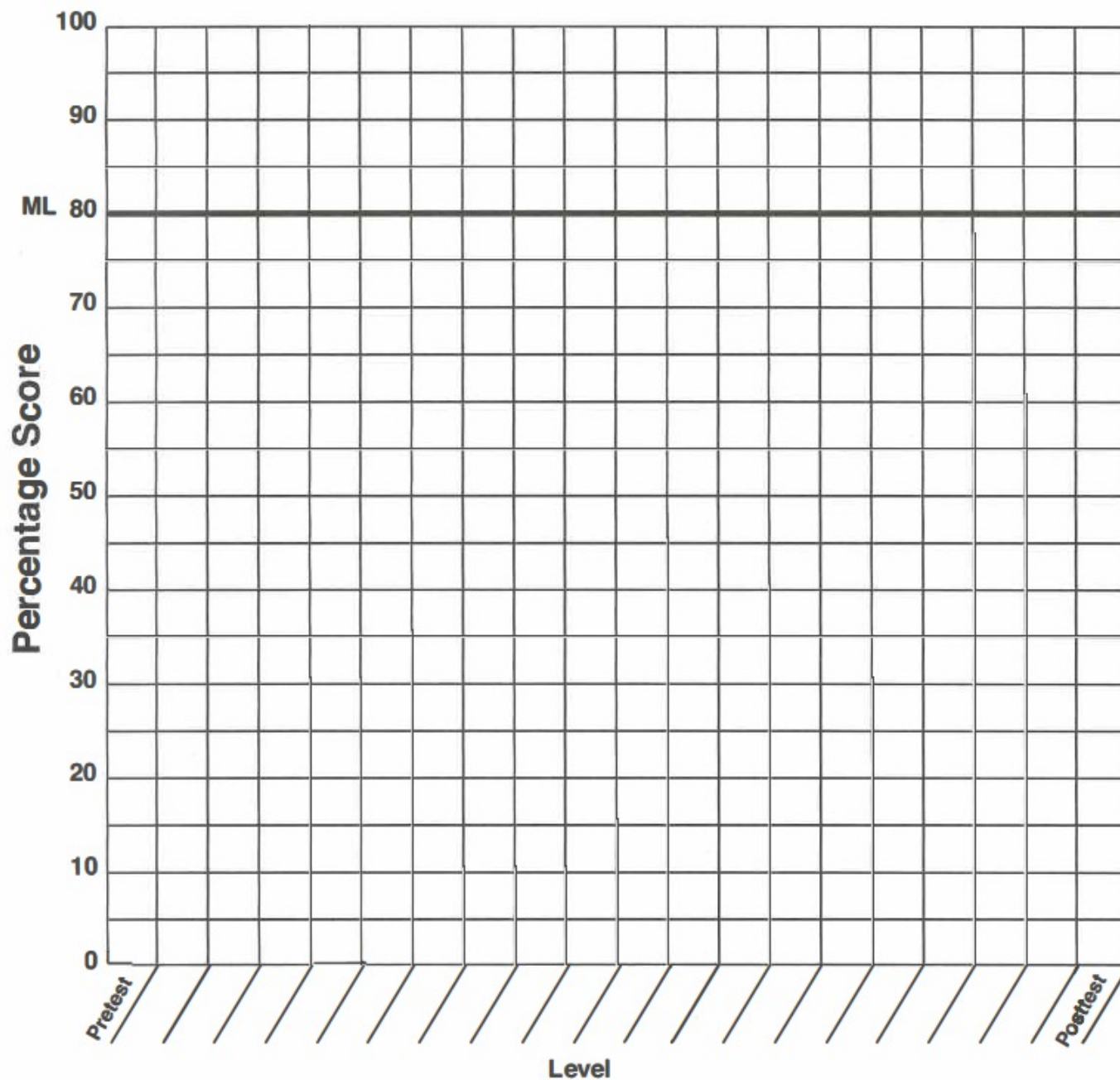
Progress Chart for Stages 2 & 3

**KEY:**

• — • Inference Percentage

ML = Mastery Level = 80%

Progress Chart for Stages 5 & 6

**KEY:**

•——• Inference Percentage

ML = Mastery Level = 80%

KEY WORDS

Factual	Big Picture
Predicting	Clarifying

Date: _____ Name: _____

THE INFERENCE STRATEGY

LESSON 1 NOTES SHEET

1. Infer means to _____ about something based on _____ that you have learned.
2. You can use the _____ Strategy to _____

3. The first step to the Inference Strategy is to _____

4. To interact with the questions means to think _____ the questions.
5. The second step of the Inference Strategy is to _____
6. During the N Step, you will figure out the _____ it is and write a _____ next to it.
7. There are two major types of questions: _____ and _____
8. The answer for a Factual Question is _____ in the text.
9. With Think & Seek Questions, you must think and look for _____ to figure out the best answer.

THE INFERENCE STRATEGY

LESSON 1 NOTES SHEET

(continued)

10. There are 3 types of Think & Seek Questions:

(1) _____ Questions, that you will mark with a _____.

(2) _____ Questions, that you will mark with a _____.

(3) _____ Questions, that you will mark with a _____.

11. There are 4 types of questions altogether. They are Factual, _____, _____, Predicting, and _____.

12. The third step in the Inference Strategy is _____.

13. During this step, you will look for _____ to help answer the questions.

14. The fourth step in the Inference Strategy is _____.

15. This is where you look for _____ to support your answer.

16. The fifth step in the Inference Strategy is _____.

17. That means you must remember to _____ the question!

18. The mnemonic device _____ represents each step of this strategy.

STEPS FOR THE INFERENCE STRATEGY

Interact with the questions
and the passage

Note what you know

Find the clues

Explore any supporting
details

Return to the question



TYPES OF QUESTIONS

• Factual Question

The answer is right
there in the passage.

• Think and Seek Question

The answer is not in
the passage.

“INFER” MEANS...

**Guess the best
answer based on
the information
you already know**

TYPES OF QUESTIONS

• Factual Questions

• Think and Seek Questions

- Big Picture Questions
- Predicting Questions
- Clarifying Questions

PASSAGE

Cell Phones

People are talking on cell phones more and more around the world. In the United States, cell phone usage grew from 340,000 subscribers in 1985 to 158 million in 2005. Today, Americans spend an average of seven hours a month talking on their cell phones. That figure is low compared to some Asian societies. One of the highest rates is in Israel, where 76% of the population has cell phones.

Cell phones have both psychological appeal and practical advantages. They are a status symbol and help people to feel special and important. Cell phones can also improve convenience and safety. In one country, people use them to switch on the heat while they are driving home. A cell phone user can call for help if her car breaks down, especially at night. Travelers and children can phone home to assure their family that they have arrived safely at their destinations.

Cell phones can also cause problems. People who use their cell phones while driving are more likely to have accidents. Ringing cell phones often interrupt movies, church services, lectures, and concerts. People speaking on their cell phones in subways can ruin the peace of mind of other passengers. A questionnaire found that 59% of people would rather visit the dentist than sit next to someone using a cell phone. Rude cell phone users have sometimes been violently attacked, for example, with pepper spray by movie goers or by being rammed with cars.

Questions:

1. What is the purpose of this passage?
2. How many hours a month do Americans talk on their cell phones?
3. How do the advantages of cell phones compare to their disadvantages?

THE INFERENCE STRATEGY

LESSON 2 NOTES SHEET

There are two major types of questions you may be asked to answer. They are _____ and _____ questions.

A fact is something that is _____.

A factual question will have an answer that is _____ in the passage.

A factual question may begin with words like _____, _____, _____, _____, and _____.

However, these are just examples. Factual questions will always ask for something that is _____ in the passage.

Attending to _____ in a passage will help you be a better reader.

When you answer a Factual Question, you have to make sure that the answer you choose is the _____ or _____ to the information in the passage.

When you read a Factual Question, be sure to attend to _____ in the question, so you know what clues to look for while you are reading.

After you read a Factual Question, you need to look for _____ and _____ that are in the passage to help you answer correctly.

THE INFERENCE STRATEGY LESSON 2 NOTES SHEET

(continued)

The steps to the Inference Strategy are:

I = _____

N = _____

F = _____

E = _____

R = _____

FACTUAL QUESTIONS

- **Require finding a fact in the information that you have read.**
- **The answer is right there in the passage.**

EXAMPLE FACTUAL QUESTIONS

- **What color is the boy's hair?**
- **What is the name of the girl's best friend?**
- **How many years have the people lived in their house?**
- **Where is the train going?**
- **Who is on the boat with the lady?**
- **When did the man arrive?**
- **Which dog bit the child?**

CHARACTERISTICS OF GOOD ANSWERS

- **Is a complete thought**
 - **Has a subject**
 - **Has a verb**
- **Is related to information in the passage**
- **Answers the question**

Name: _____

Lesson 2, Passage 1
"Tornado Watch"

"But if you're here and Luna's at Hardy's eating lunch, who's watching the baby?" It wasn't possible, was it? Two teenage girls had left a six-week-old infant all alone in a rickety old house, and if that wasn't bad enough, there was a tornado watch on for the whole county!

Saleem tried to reach Luna on his cell phone. She was still the closest one to the baby. A message on the phone said, "Low battery." He told Sheila to drive back to the house as fast as she could, but "to watch out for falling branches and any power lines that might be down."

Sheila was driving a '74 Ford Fairlane that was almost completely rusted through. She pulled out into the right lane of McAllister Boulevard and heard a loud truck horn behind her. That was the last thing Sheila heard until she woke up in a hospital several hours later. "What is your name?" asked the nurse in the emergency room.

"My name?" Sheila squinted her eyes to block out the bright lamps above the examination table. "My name ... is ... Xena Warrior Princess." She didn't know why she said that. She couldn't remember her name, couldn't remember what day it was, or what year it was. "I have something to tell you," the nurse replied, "something about your leg."

Clues

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1 2 3 4 5

Name: _____

Lesson 2, Passage 1 Questions
"Tornado Watch"

1. Where is Luna?
 - a. Watching the baby with Sheila.
 - b. Eating lunch at Hardy's.
 - c. Driving to an old house.
 - d. Lying in a hospital bed.
2. Where is the baby?
 - a. Eating lunch at Hardy's.
 - b. In a car with Sheila.
 - c. With Saleem.
 - d. In a rickety old house.
3. What was almost rusted through?
 - a. The rickety old house.
 - b. Saleem's car.
 - c. A '74 Ford Fairlane.
 - d. Saleem's cell phone.
4. Sheila was in a hurry because ...
 - a. There was a tornado watch.
 - b. She was hungry and needed to eat.
 - c. She saw a truck coming.
 - d. She wanted to beat Luna back to the house.
5. How did Sheila answer the nurse?
 - a. She said she was Xena Warrior Princess.
 - b. She said that her leg hurt.
 - c. She said her name was Sheila.
 - d. She wasn't able to speak.

Q	A

Name: _____

Lesson 2, Passage 2
"Canyon Hike"

The bottom of the canyon was still a long way down. Ricardo reached into his back pocket for his bottle of sunscreen. When he opened it, there were only a few drops left. His mother had warned him to wear a hat, and now his forehead was getting really sore. He looked back up to the rim of the canyon.

If he started back toward home, getting back to the pickup would take at least two hours. He was pretty sure he had enough gas to get back to Las Cruces. If he chickened out now though, all his friends at the tire shop would laugh at him. He decided to continue the downward trek.

Fortunately, Ricardo had brought enough water. He didn't know how hot it was, but the temperature had to be in the upper eighties. He could feel the perspiration rolling down his left temple and stinging his eye. He wiped his face with his free right arm. He wouldn't get the cast off the other arm for another three weeks. Maybe hiking all alone down to the Chaco River with only the use of one arm wasn't the smartest thing in the world.

Ricardo found an overhang that offered some merciful shade. He leaned against the cool hard stone and carefully lifted the strap of his backpack over the plaster cast that began below his left shoulder. That's when he heard the rattling sound a few inches from his left ear. It could only mean one thing.

Clues	1	2	3	4	5
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Name: _____

Lesson 2, Passage 2 Questions
"Canyon Hike"

- Where is Ricardo?
 - On the way to the bottom of a canyon.
 - At home planning a trip.
 - Close to the bottom of a canyon.
 - Hanging from a rope.
- What does he have in his back pocket?
 - A water bottle.
 - A backpack.
 - A hat.
 - Sunscreen.
- Ricardo's friends would laugh if ...
 - They found out he had forgotten his sombrero.
 - He chickened out.
 - He didn't make it back to Las Cruces.
 - He told them about his trip.
- The Chaco River is ...
 - Where Ricardo lives.
 - At the top of the canyon.
 - Where Ricardo's friends live.
 - Where Ricardo is going.
- What is the temperature?
 - Above 90 degrees.
 - In the nineties.
 - In the eighties.
 - Above 100 degrees.

Q	A
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Q	A
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Q	A
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Q	A
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Q	A
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Date: _____ Name: _____

THE INFERENCE STRATEGY

LESSON 3 NOTES SHEET

1. The two major types of questions that you will see are called _____ Questions and _____ Questions.
2. The first type of a Think and Seek Question is called a _____ Question.
3. You will write the letter _____ next to each Big Picture Question.
4. A Big Picture Question will ask for the _____ the author is giving the reader or the _____.
5. A Big Picture Question may ask for a _____ of the passage. It may also ask for information on the _____ and _____ of the passage.
6. Some of the key words that may be used in a Big Picture question are:
_____, _____, _____,
_____, _____, _____, and
_____.

Write the key word next to its definition and example below:

7. _____: The big idea in a paragraph or passage.
Example: This is about how people lived during the Renaissance.
8. _____: The author's reason for writing the passage.
Example: The author wants to convince the reader to exercise each day.
9. _____: A short statement that tells about a long passage.
Example: The passage is a story about a man who breaks his arm and learns a lesson.

THE INFERENCE STRATEGY

LESSON 3 NOTES SHEET

(continued)

10. _____: The author's communication in writing to the reader. What the author wants the reader to know or understand.
Example: The author wants us to understand that people should not say mean things about other people.
11. _____: Another word for "message" or what the author wants the reader to know.
Example: The theme of this passage is that it's better to be safe than sorry.
12. _____: The place in which the story is located.
Example: This takes place in the African jungle.
13. _____: The feeling of the passage. The emotions the author is expressing through the use of certain words like adjectives and adverbs. Example: This passage is an angry passage. The author shows that anger through the ways Peter acts by throwing things and yelling.
14. Three purposes an author may have for writing a passage are to _____, _____, and _____.
15. The steps of the INFER Strategy are:
- I = _____
- N = _____
- F = _____
- E = _____
- R = _____

BIG PICTURE QUESTIONS

- Require you to figure out the main idea or big message or theme of the passage.
- May ask for the purpose of the writer.
- May ask for summary information
 - setting
 - tone

EXAMPLE BIG PICTURE QUESTIONS

- What is the main idea of this passage?
- What is the author's main message?
- What is the main idea of the first paragraph?
- What is the theme of this passage?
- What was the author's purpose in writing this passage?
- What is the setting of this story?
- What is the tone of this passage?
- Which of these statements summarizes what this passage is about?

KEY WORDS IN BIG PICTURE QUESTIONS

Main Idea

- **DEFINITION:** The big idea is a paragraph or passage.
- **EXAMPLE:** This passage is about how people lived during the Renaissance.

Purpose

- **DEFINITION:** The author's reason for writing the passage.
- **EXAMPLE:** The author wants to convince the reader to exercise each day.

Summary

- **DEFINITION:** A short statement that tells about a long passage.
- **EXAMPLE:** The passage is a story about a man who breaks his arm and learns a lesson.

Message

- **DEFINITION:** The author's communication in writing to the reader. What the author wants the reader to know or understand.
- **EXAMPLE:** The author wants us to understand that people should not say mean things about other people.

KEY WORDS IN BIG PICTURE QUESTIONS

(continued)

Theme

- **DEFINITION:** Another word for "message" or what the author wants the reader to know.
- **EXAMPLE:** The theme of this passage is that being safe is better than being sorry.

Setting

- **DEFINITION:** The place in which the story is located.
- **EXAMPLE:** This takes place in the African jungle.

Tone

- **DEFINITION:** The feeling of the passage. The emotions the author is expressing through the use of certain words like adjectives and adverbs.
- **EXAMPLE:** This passage is an angry passage. The author shows anger through the ways Peter acts by throwing things and yelling.

PURPOSES FOR WRITING

- **Entertain**
- **Inform**
- **Persuade**

Name: _____

Lesson 3, Passage 1
"Secret Message"

Secret messages are easy for certain kinds of people. These people can see differences between colors that look the same to everybody else. That was how Anita started her club at Truman Middle School in Danbury, Connecticut.

She bought a lime green felt marker and some lime green cardboard at an office supply store. Then she wrote an advertisement on it. She taped it to the inside of the door to the girl's restroom. The advertisement said, "If you can read this, you can join my club." It ended with her cell phone number.

To most of the girls who looked at it, Anita's message was just a lime green nothing. It stayed on the door for four days. Then the janitor took it down and threw it in the trash. Anita knew that would happen. She had another poster ready.

Anita knew that her ability was very unusual. She was also very patient. After three weeks, only two girls had joined her club. Nevertheless, three girls with a special power can do a lot. They kept their club a secret. They didn't want anybody else to know what they were going to do. At their first meeting, they elected Anita president. Trudy was vice president, and Donna was treasurer. They needed a treasurer because Anita planned to make a lot of money.

Clues
1 2 3 4 5

Name: _____

Lesson 3, Passage 1 Questions
"Secret Message"

- This story is mostly about ...
 - Truman Middle School and school activities.
 - The way people see different colors and use them.
 - Some girls with an unusual ability who formed a club.
 - A fairly common ability in middle-school students.
- What happened to Anita's first poster?
 - It was ignored.
 - It was thrown out.
 - It was used for a new sign.
 - It was hidden from the teachers at the school.
- The purpose of this story is probably ...
 - To inform the reader.
 - To thrill the reader.
 - To frighten the reader.
 - To show the danger of secret messages.
- A new title for this passage could be ...
 - Differences Among Girls.
 - Club Recruiting Practices.
 - Reading Bathroom Signs.
 - Starting a Secret Club.
- How many people joined Anita's club?
 - Three.
 - Two.
 - One.
 - None.

Q	A
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<input type="text"/>	<input type="text"/>

Q	A
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<input type="text"/>	<input type="text"/>

Q	A
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Q	A
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<input type="text"/>	<input type="text"/>

Q	A
<input type="text"/>	<input type="text"/>
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Name: _____

Lesson 3, Passage 2
"Sacrifice"

Ninety-two degrees was the forecast for the next five days. Mrs. Blanco didn't know what to do. Her electricity bill for July was overdue. The woman at the power company had said they would shut off the electricity to her home if she didn't pay her bill by tomorrow.

There was another letter on Mrs. Blanco's kitchen table. It looked like junk mail, but Mrs. Blanco opened it anyway. "Earn hundreds of dollars working from your own home!!!" That's how the letter started. Mrs. Blanco couldn't believe it, but she read some more. "You can make big money by stuffing envelopes. For a small startup fee, you can have the job of your dreams."

"Right," thought Mrs. Blanco. "Small startup fee." The letter asked her to send fifty dollars to get her letter-stuffing kit. She took down the cookie jar from the top of the fridge. There was \$11.95 in loose change. "Roderick!" she called in the direction of the living room. "Help me carry the TV down to the car."

Roderick sat silently beside his mom in the car. He was not happy. Mrs. Blanco was taking his TV to the pawn shop. "It's just for a few days, honey," she explained. "We've got to pay our electric bill so we can have air-conditioning." She had a worried look on her face. "As soon as I get my first pay check from this new job, I'll get the TV back."

Clues ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Name: _____

Lesson 3, Passage 2 Questions
"Sacrifice"

- Which of the following sentences best summarizes this passage?
 - Summer heat can cause high electricity bills.
 - Mrs. Blanco takes a risk to pay her electric bill.
 - Pawning your appliances can be risky.
 - Stuffing envelopes is a great way to earn money.
- What did Mrs. Blanco receive in the mail?
 - A letter from her mother.
 - The electricity bill.
 - A letter about a job.
 - A new calendar.
- What is the setting in which this passage takes place?
 - Mrs. Blanco's house in the winter.
 - Mrs. Blanco's house in the summer.
 - A motel room in the summer.
 - Mrs. Blanco's son's house.
- What is the mood in the first paragraph?
 - Excitement.
 - Sadness.
 - Worry.
 - Anger.
- This passage is mostly about ...
 - A person who needs money fast.
 - A lazy person.
 - A good way to beat the heat.
 - An unhappy son.

Q	A
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<input type="checkbox"/>	<input type="checkbox"/>

Q	A
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<input type="checkbox"/>	<input type="checkbox"/>

Q	A
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Q	A
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Q	A
<input type="checkbox"/>	<input type="checkbox"/>
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Date: _____ Name: _____

THE INFERENCE STRATEGY

LESSON 4 NOTES SHEET

1. The two major types of questions are called _____ Questions and _____ Questions.
2. The first type of Think and Seek Question is called a _____ Question.
3. The second type of Think and Seek Question is called a _____ Question.
4. When you predict something, you are making a _____ or a _____ about what will happen in the _____.
5. A Predicting Question will require you to forecast what will happen next or in the future in relation to information _____.
6. Key words in Predicting Questions include _____, _____, and _____.
7. When you make a prediction, you have to make sure that it is a _____, that it is _____ to the clues in the passage, and that it _____ the question.
8. The code letter you will write for Predicting Questions is a _____.

THE INFERENCE STRATEGY

LESSON 4 NOTES SHEET

(continued)

9. You should read the _____ passage and find all of the _____ before you respond to the question.

10. Your _____ should relate to the _____ and information in the passage. If it doesn't, then you must _____ the prediction.

11. The steps of the INFER Strategy are:

I = _____

N = _____

F = _____

E = _____

R = _____

PREDICTING QUESTIONS

- **Require you to make a guess or forecast about what will happen in the future.**
- **Require you to base your forecast on information you have read.**

EXAMPLE PREDICTING QUESTIONS

- **What do you think will happen next?**
- **What is the most likely event to happen next?**
- **What will the main character do next?**
- **What will happen to the boy in the future?**
- **Where will the boy hide?**
- **Who will help her?**
- **When will she be found?**
- **Which of his friends will stay over night?**
- **If you were to finish this story, how would it end?**

KEY WORDS IN PREDICTING QUESTIONS

Next

Future

Happen

Will

Down the road

End

Ending

Effect

Name: _____

Lesson 4, Passage 1
"Packing Problems"

Randy Olson bought a timer for racing pigeons the last time he went to Oregon. It was a strange-looking metal device. You used it to measure the time it takes for a homing pigeon to fly a certain distance. You had to wind it up like a clock. When the pigeon landed on the timer, it pressed a plunger down and stopped the timer.

Randy took his new toy to the airport to get on the plane back to Pittsburg. The timer was in his carry-on luggage. When Randy got to the security gate, he put his laptop computer on the conveyor belt. Then he put the bag with the timer in it on the belt. When the bag came on the X-ray screen, an alarm went off.

Lots of people in uniforms came to the security gate. They asked all the other passengers to walk slowly to a different gate. When the bag with the timer came out of the X-ray machine, a man opened the bag and looked at the pigeon timer. It was ticking. It looked like a bomb.

"What is that thing?" he asked Randy. "It's a pigeon timer," Randy replied. "Yeah, right," said the security guy. "Please come this way." Two of the men stood on either side of Randy. Some other men carried his bag and the pigeon timer into a different room. He looked at his watch. His plane would be boarding in 10 minutes.

Clues

1	2	3	4	5
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Name: _____

Lesson 4, Passage 1 Questions
"Packing Problems"

1. What is the next most likely event to happen after the end of this passage?

- The men will ask Randy a lot of questions.
- Randy will get on his plane.
- Randy will call his lawyer.
- Randy will call his travel agent.

Q	A

2. What best describes the main idea of this passage?

- Airport security people can be pretty rude.
- The sport of pigeon racing depends on special timers.
- Randy did not think ahead when he packed the pigeon timer.
- People like Randy should not travel by plane.

Q	A

3. What did Randy put on the conveyor belt first?

- His carry-on suitcase.
- His coat and shoes.
- His laptop computer.
- His belt and coins.

Q	A

4. What will likely happen if Randy refuses to cooperate with the security people?

- Randy will miss his plane.
- The security people will torture Randy.
- Randy will go to jail.
- Randy will call his lawyer.

Q	A

5. The next time Randy buys a strange device on a trip, he will probably ...

- Take it out of his bag before it goes through the X-ray machine.
- Send it in the mail.
- Give it to someone else to carry.
- Take it apart into little pieces.

Q	A

Name: _____

Lesson 4, Passage 2
"Travel Panic"

There was no way they were going to catch this plane. Trevor and Becky White were stuck in traffic on the freeway to the airport. They were driving a rental car and had their three kids in the back seat. "Mom, Jason hit me!" "Did not!" "DID TOO!!" Becky turned around to face them. "Sally Jo, could you maybe tell your brothers a story to keep them from killing each other?"

"MOOOOMMM, I don't know any stories," Sally Jo cried. To get their attention, Becky asked, "OK, kids, what kind of soda are you gonna have on the plane?" "Mountain Dew!" "Mr. Pibb!" "Ice cream soda!" Sally Jo said, "Oh yeah, right, Howard!! They don't serve ice cream soda on planes," and poked him in the ribs. "Mom, Sally Jo poked me!"

Finally, the traffic started to move. Trevor had just enough time to drop the family and the luggage at the United gate and to head over to the car rental office. As he was parking the car, a man wearing an Avis hat approached. Kevin handed him the keys and said, "I need to be at the United gate right now."

"No problem!" The man in the hat yelled into his cell phone. "Code 30 United!" A black limousine with flags on the front pulled up to where Trevor was standing. "Go ahead and get in, sir. We'll handle the paper work later." The driver sped off through the airport traffic, weaving wildly around buses and cars. Trevor felt like he was in a car chase scene in a movie. Suddenly Becky and kids came into view.

Clues	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1	2	3	4	5

Name: _____

Lesson 4, Passage 2 Questions
"Travel Panic"

1. What is the mood of the first and last paragraphs?

- a. Light-hearted.
- b. Tense.
- c. Sad.
- d. Angry.

Q	<input type="text"/>	A	<input type="text"/>
	<input type="text"/>		<input type="text"/>

2. The White family includes ...

- a. Two daughters and a son.
- b. A daughter and a son.
- c. Two sons and a daughter.
- d. Four children.

Q	<input type="text"/>	A	<input type="text"/>
	<input type="text"/>		<input type="text"/>

3. What is the next most likely event after the end of this passage?

- a. Trevor will get out of the limousine.
- b. Trevor will hug Becky.
- c. The family will rush to the plane.
- d. The family will miss their flight.

Q	<input type="text"/>	A	<input type="text"/>
	<input type="text"/>		<input type="text"/>

4. What will likely happen if the limousine does not stop at the United gate?

- a. Becky will start to cry.
- b. The kids will start to fight.
- c. The airline will delay the flight.
- d. Trevor will miss the flight.

Q	<input type="text"/>	A	<input type="text"/>
	<input type="text"/>		<input type="text"/>

5. What will probably happen the next time the Whites take a trip?

- a. Trevor will give himself more time to get to the airport.
- b. The family will take the train.
- c. Trevor and Becky will travel without the kids.
- d. Sally Jo will be nicer to her brothers.

Q	<input type="text"/>	A	<input type="text"/>
	<input type="text"/>		<input type="text"/>

Date: _____ Name: _____

THE INFERENCE STRATEGY

LESSON 5 NOTES SHEET

1. There are _____ types of Think & Seek Questions.
2. The types of Think & Seek Questions are _____ ,
_____, and _____ Questions.
3. Clarifying is making _____. That means something is easy to understand. If something is not clear, it won't make sense.
4. A Clarifying Question will require you to make something _____ to understand. It will require you to _____ of something.
5. Some examples of how Clarifying Questions may begin are:

6. Good readers _____ as they read. If something just doesn't make sense to them, they press the " _____ " button on reading, just like they might press the same button on a video machine. Then, they " _____ " to go back and reread to make sense of what's confusing.
7. When you answer a Clarifying Question, you have to make sure that your answer is related to the _____ in the passage.

THE INFERENCE STRATEGY

LESSON 5 NOTES SHEET

(continued)

8. If a question asks you what a certain word means, you will need to look for that word and _____ what it means in that particular sentence.
This will help you to _____ what it means.
9. The code letter you will write for a Clarifying Question is a _____.
10. If, after finding clues, you discover that your answer cannot be correct then you need to _____ to find _____ to support your answer.

11. The steps to the INFER Strategy and what they mean are:

I = _____

N = _____

F = _____

E = _____

R = _____

CLARIFYING QUESTIONS

Require you to make sense of something

- **Explain something**
- **Give a cause**
- **Give a reason**
- **Explain feelings**
- **Compare something**
- **Contrast something**

EXAMPLE CLARIFYING QUESTIONS

- What do you think the author meant when she used the word “satisfied” in Paragraph 1?
- What was Jason trying to do when he hid the money?
- How do you think Paula was feeling when she went to the store?
- What caused Mrs. Jones to give away the puppy?
- What do you think the reason was for his angry behavior?
- How does Jim’s behavior compare to Pedro’s behavior?
- How does the parade contrast with previous parades?

Name: _____

Lesson 5, Passage 1
"Safety First"

Darnell thought tongue twisters were cool. Tongue twisters are silly expressions that are hard to say really fast, like "She sells seashells down by the seashore." Darnell liked to make up tongue twisters when he was riding his bike to school. He had just seen an old Alfred Hitchcock movie, so he said, "Hitchcock." Then he said, "Witchcraft." He thought that might be a good tongue twister. Darnell was not paying much attention to where he was going.

"Hitchcock witchcraft," he said. Then he said over and over again, "Hitchcock witchcraft, Hitchcock witchcraft, Hitchcock witchcraft," right up until his bike ran into a telephone pole. Fortunately, he wasn't going very fast. He only suffered a dislocated shoulder and a concussion, but he had to be taken to the hospital in an ambulance.

Darnell had to stay overnight at the hospital. The doctors wanted to keep him under observation. They thought he might have a brain injury. Abbie was the nurse who took care of Darnell. She was pretty sure he didn't have a brain injury. Abbie thought Darnell was just stupid.

For Darnell it was love at first sight. Abbie was the most beautiful woman he had ever seen. "You're lucky you weren't hurt any worse," Abbie said. "Have you ever heard of wearing a bike helmet?" Darnell replied, "Nah, those are for sissies." Then he changed the subject. "How would you like to go out with me when my shoulder is better?" "You've got a lot of nerve," Abbie thought but she didn't say anything.

Clues	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1	2	3	4	5

Name: _____

Lesson 5, Passage 1 Questions
"Safety First"

- Why did Darnell end up in the hospital?
 - He liked to make up tongue twisters.
 - He liked to meet cute nurses.
 - He didn't watch where he was going.
 - He had a brain injury.
- What will probably happen next?
 - Abbie will punch Darnell.
 - Abbie will refuse Darnell's invitation.
 - Abbie will fall in love with Darnell.
 - Abbie will make Darnell nervous.
- Which sentence best describes the theme of the passage?
 - Keep your mind on what you are doing.
 - Bicycle safety should be taught in public schools.
 - Nurses have romantic jobs.
 - Tongue twisters are a great hobby if you don't have much money.
- Why did Abby think Darnell was stupid?
 - He fell in love with her at first sight.
 - He wasn't wearing a bike helmet.
 - He believed in witchcraft.
 - His love of tongue twisters got him into trouble.
- What do you think is the main reason Abbie would not be interested in Darnell?
 - Darnell is too sick.
 - Darnell is too young.
 - Darnell has the wrong kind of job.
 - Darnell is into witchcraft.

Q	<input type="text"/>	A	<input type="text"/>
Q	<input type="text"/>	A	<input type="text"/>
Q	<input type="text"/>	A	<input type="text"/>
Q	<input type="text"/>	A	<input type="text"/>
Q	<input type="text"/>	A	<input type="text"/>

Name: _____

Lesson 5, Passage 2
"Study Abroad"

If I never eat mackerel and rice again, it will be too soon. That may sound like an extreme statement, but after you've read my story, you'll come around. It's just that I've been in a strange situation for the last six weeks. Let me back up a little.

Eight months ago, my university sent me out to this little island in the middle of the Pacific Ocean. My assignment was to research the local folklore. Everything went great for a while. This place is normally like paradise. It has white sandy beaches, palm trees, and friendly natives.

I rented a little guest hut near the missionary church and paid a nearby family to bring me my meals. We had a variety of fresh produce. This included breadfruit, yams, bananas, papayas, mangoes, and pineapples. The native kids can climb the trunks of coconut palms just like monkeys. They throw down green coconuts full of cool, sparkling, and slightly sweet juice. From the ocean, we had fresh bonito, tuna, and sardines. That was all before the typhoon.

We were really lucky. Nobody drowned or lost their homes in the storm. However, all the fishing boats were destroyed, as well as nearly all of the food crops. When the government helicopter arrived to deliver drinking water and food, we were all relieved and delighted. However, the food consisted of fifty-pound bags of rice and thirty cases of canned mackerel. That's what I've been eating for the past six weeks, day in and day out.

Clues

--	--	--	--	--	--

 1 2 3 4 5

Name: _____

Lesson 5, Passage 2 Questions
"Study Abroad"

1. What is the author of this passage unhappy about?

- a. The rude manners of the natives.
- b. The unpleasant climate.
- c. Having to eat rice and mackerel.
- d. The damage inflicted by the storm.

Q	A

2. What is the author's purpose in this passage?

- a. To persuade the reader to try mackerel and rice.
- b. To inform and entertain.
- c. To explain his research work.
- d. To plea for financial assistance.

Q	A

3. If more rice and mackerel is delivered by the next helicopter ...

- a. The author will be relieved and delighted.
- b. There will be enough food for everyone.
- c. The author will go on a hunger strike.
- d. The author will be even more disgusted.

Q	A

4. What is the probable meaning of "bonito" in the third paragraph in this passage?

- a. A fruit.
- b. A kind of seafood.
- c. A green vegetable.
- d. A boat or canoe.

Q	A

5. The typhoon that hit the island caused ...

- a. Several injuries and deaths.
- b. Extensive loss of property.
- c. The author to lose his research notes.
- d. No reaction from the government.

Q	A

Name: _____

INFERENCE STRATEGY VERBAL PRACTICE CHECKLIST

	<u>Attempts</u>					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Describing the strategy in own words	_____	_____	_____	_____	_____	_____
Naming the steps:						
Interact with the questions and the passage	_____	_____	_____	_____	_____	_____
Note what you know	_____	_____	_____	_____	_____	_____
Find the clues	_____	_____	_____	_____	_____	_____
Explore any supporting details	_____	_____	_____	_____	_____	_____
Return to the question	_____	_____	_____	_____	_____	_____
Questions:						
1. _____	_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____	_____
Percentage Correct	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Date	_____	_____	_____	_____	_____	_____

Name: _____

[illegible]

Inference Answer Sheet

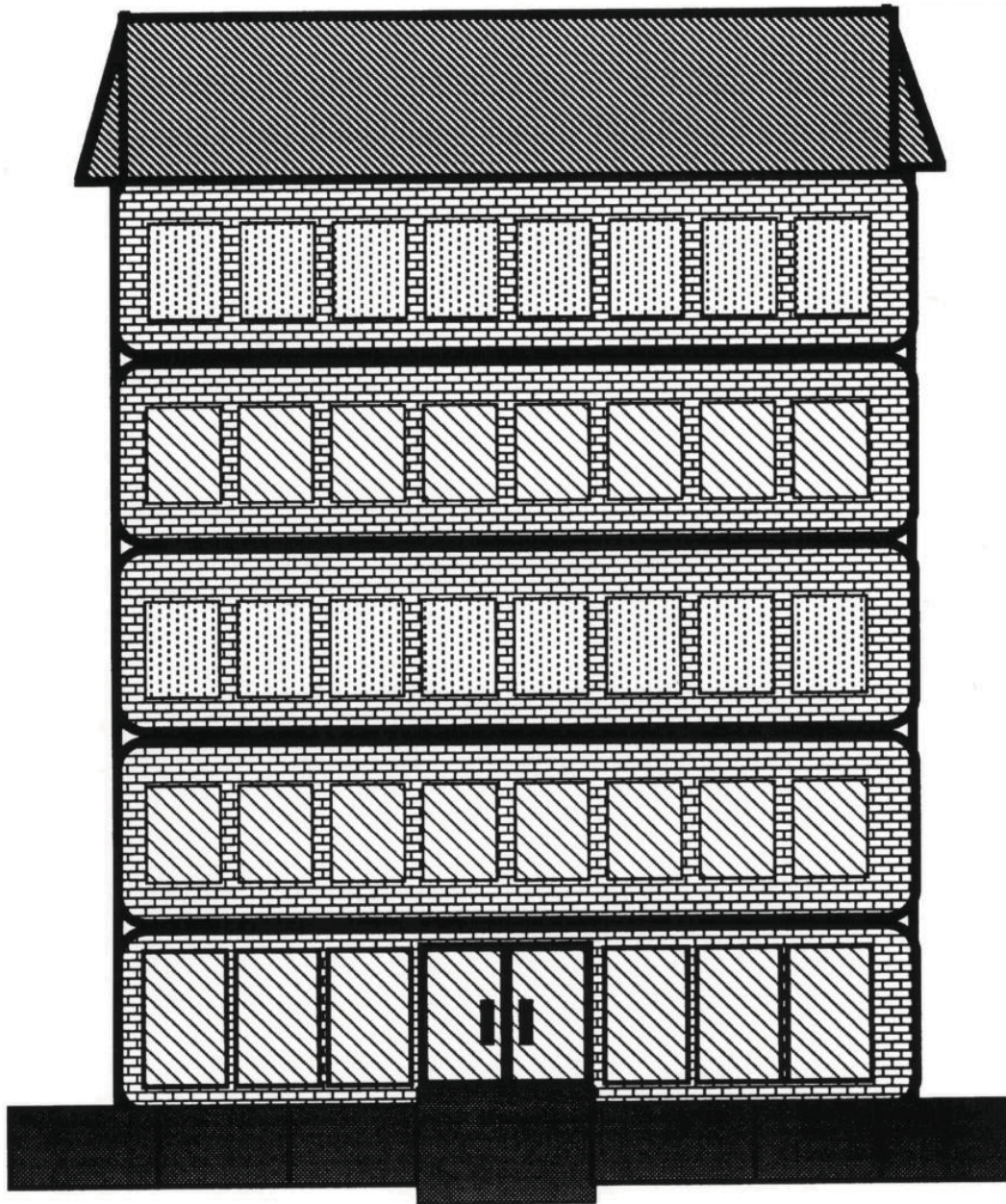
Name: _____

Passage Title: _____

	Question Type	Clue Words	Answer	Q	C	A
1.				<input type="text"/>	<input type="text"/>	<input type="text"/>
2.				<input type="text"/>	<input type="text"/>	<input type="text"/>
3.				<input type="text"/>	<input type="text"/>	<input type="text"/>
4.				<input type="text"/>	<input type="text"/>	<input type="text"/>
5.				<input type="text"/>	<input type="text"/>	<input type="text"/>
6.				<input type="text"/>	<input type="text"/>	<input type="text"/>

/ = %

BUILDING A KNOWLEDGE BASE



GENERALIZATION AND INTEGRATION
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Student Name: _____

Inference Strategy

Stage 8: Generalization Assignment Sheet

Date Assigned	Due Date	Assignment	Paired Activity?	Independent Activity?	Score (80%+ is expected)
		1.)			
		2.)			
		3.)			
		4.)			
		5.)			
		6.)			
		7.)			
		8.)			
		9.)			
		10.)			