Inference from Actions and Details - Grade 4 Teaching Pack

Learning goal

Make a plausible inference, cite textual details, and distinguish inference from certainty.

Before assigning

Locate explicit details and explain how a detail supports an idea.

Suggested use

Use across three short sessions: start check and supported practice; independent practice and application; exit check and discussion. Allow about 15-20 minutes per session and adjust to readiness.

Choose support

If the start check is difficult, model with objects or read aloud, then retry a parallel example. If it is comfortable, move to independent practice. Do not use a single score as a mastery label.

Watch for

An inference must fit the text; several supported interpretations can be acceptable.

Review the exit check

Look for an accurate response plus a relevant explanation or model. Revisit the supported page when the explanation is missing. Offer a new example when the learner can explain independently.

Language and review scope

Original practice with editorial and automated checks; no independent specialist review is claimed. In reading packs, English passages remain English in the Chinese support edition.

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Match the stage and question number to the student sheet.

1. Detail or inference?

1. Mara checks the clock or taps her foot.
2. Possibly impatient or anxious; accept a supported alternative.
3. No; the reason is not stated.

2. Use claim and clue

1. The paper model.
2. He moves it away from the cup and covers it before opening the window.
3. No; no detail supports a prize.

3. Infer a change in attitude

1. From hesitant or nervous to more confident or relieved.
2. Starts with quiet voice and looking down; later stands taller and offers to explain again.
3. Accept an interpretation consistent with both parts; no single feeling word is required.

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Match the stage and question number to the student sheet.

4. Test an unsupported inference

1. No. Noah may be concentrating, worried, or upset; anger at June is not established.

2. Noah does not answer while checking the loose wheel.

3. For example, he later says he did not hear because he was fixing it. Accept relevant hypothetical evidence.

5. Support and limit your claim

1. A welcome, celebration, or surprise for the returning person; accept a supported interpretation.

2. Hides a banner; asks when the train arrives; asks others to wait quietly. Any two.

3. The exact occasion, identity of the traveler, or their reaction.