Inference from Actions and Details - Grade 4 Teaching Pack

Name: _____ Date: _____

1. Detail or inference?

Separate what is stated from what you work out.

Mara checked the clock again. She tapped her foot beside the closed door.

1. Name one detail the text states.

2. What might Mara be feeling?

3. Does the text prove why she is waiting?

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2. Use claim and clue

Use: I infer ___ because the text says ___. Keep "might" when uncertain.

Ben moved his paper model away from a full cup. Before opening the window, he placed a clear box over the model.

1. What might Ben want to protect?

2. Which two actions support that inference?

3. Could we conclude that the model won a prize? Why?

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3. Infer a change in attitude

Use both the beginning and ending details.

> At first, Tessa spoke so quietly that her group leaned closer. She looked down at her notes. After her model worked, she stood taller. "I can explain it again," she offered.

1. How might Tessa's feelings change?

2. Cite two details supporting the change.

3. Give a different reasonable interpretation if you can, with evidence.

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4. Test an unsupported inference

Evaluate each inference against the available evidence.

June called Noah's name. Noah did not answer. He crouched beside his bicycle and turned the loose front wheel slowly.

1. A reader claims, "Noah is certainly angry with June." Is that the only explanation?

2. Which stated detail should an inference address?

3. What additional detail would help distinguish concentration from anger? Label it as hypothetical.

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5. Support and limit your claim

Give an inference, evidence, and one limit.

Imani folded a bright banner behind the sofa. She asked what time the train would arrive. Then she whispered, "Wait here quietly until the door opens."

1. What might Imani be planning?

2. Cite two supporting details.

3. Name one thing you cannot know for sure.

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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.