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.