



Assessing Student Learning

Goal	Comprehension
Strategy	Infer and Support with Evidence
Common Core Alignment	RL.1.4, RI.1.1 RI.2.1, RI.2.8 RI.3.1 RL.4.1, RI.4.1 RL.5.1, RI.5.1 RL.6.1, RI.6.1
Possible Text Selections	<i>Miss Nelson is Missing</i> by James Marshall <i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett <i>Crow Boy</i> by Taro Yashima <i>Where the Wild Things Are</i> by Maurice Sendak <i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema <i>Train to Somewhere</i> by Eve Bunting
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Making Inferences Organizer (example below) Graphic organizers are a way for students to organize their thinking in a meaningful way. Teachers can easily read through the organizer and determine where students need additional instruction.</p> <p>Making Inferences Sentence Stem (example below) Sentence stems are a way to scaffold instruction for your students. They ensure that students use academic language in their speaking and writing. This can be especially helpful when working with English language learners or in aiding students in writing complete sentences. As the teacher, give students a copy of the sentence stem you would like them to use. This works well in the student's writing notebook or on the back of a bookmark they are using.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have made any inferences about the text. Listen to see if the students use words from the text and their schema when making their inference. • Ask students to read a portion of their good fit book. • After listening to the student read, ask if they have made any additional inferences <p>If the student seems to be struggling with making inferences, provide further instruction.</p>

** These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Making Inferences Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Inferences	Makes inference and elaborates with text support and prior knowledge.	Makes inference and provides adequate support from text and prior knowledge to justify answer.	Makes inference but provides no support.	Unable to make an inference.



Making Inferences

Name: _____ Date: _____

Clues From the Text	What I Already Know	My Inferences
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Making Inferences Sentence Stem

Name: _____ Date: _____

When I read the words _____

I can make the inference that _____

because I know in my head that _____

_____.

When I read the words _____

I can make the inference that _____

because I know in my head that _____

_____.

