Explicit Information/Making Inferences Study Guide

Reading Learning Targets for August 27th - 31st
- I can identify information explicitly stated in the text.
- I can make an inference.
- I can use evidence from the text to support my inferences.

We will check students’ understanding of these learning targets on Friday, August 31st!

EXPLICIT INFORMATION—This is information stated directly in the text. You can find the answer just by looking back in the passage. Often words from the question are in the same sentence as the answer.

INFERENCES—When asked a question where you have to make an inference, you need to look at details from the passage and think about what you already know in order to answer the question.

What I Read in the Passage + What I Already Know = Inference

The author of a passage may not tell you everything directly. Some authors may "show" something by using special details. As the reader, you have to look carefully and find clues in the story. Then, you have to use your knowledge of real life to make guesses about what the clues mean.

Look for clues in a story like a detective.

To make inferences and conclusions . . .

1. Read a passage carefully.

2. Look for details about what a person does. What do the person's actions tell you?

3. Look for details that describe a place or event. Based on real life, what do those details tell you?

4. Make an inference or draw a conclusion about a character or item in the passage.

5. Check to see if you can find a detail or sentence that led to your inference. (This is your evidence that you are correct—this is how you prove you are right!) If you cannot find something to support your answer, then your answer may be wrong.
Examples:

Buck's eyes locked on the skinny kid with glasses. Buck knew his name was Gerard. He was a couple years younger and was walking alone.

Buck walked up to Gerard and shoved him hard. Gerard stumbled but did not fall. Buck laughed.

Gerard turned around slowly. He looked at Buck straight in the eye. Buck took a step back.

"That was very rude," Gerard said in a steady voice. He seemed to grow a few inches taller. "You should treat other people the way you want to be treated."

Buck began to feel uneasy. This was a strange, little kid. "Oops. Sorry," Buck said. Then, he left to find an easier target.

Make an inference

Use details from the passage to make an inference or conclusion.

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<thead>
<tr>
<th>Question:</th>
<th>From the story, what can the reader tell about Gerard?</th>
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<tbody>
<tr>
<td>What details do you see in the passage?</td>
<td>Look for details in the story about Gerard. When Buck shoves him, he stands up straight and looks Buck in the eye. Then, he talks to Buck in a steady voice.</td>
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<td>Think: What do you already know?</td>
<td>If you are afraid of someone, you may run away. You stand up to bullies if you are brave. These actions show that Gerard is not afraid of Buck even though Buck was mean to him.</td>
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<td>Answer:</td>
<td>He is not afraid of Buck.</td>
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<th>Question:</th>
<th>How can the reader tell that Buck is a bully?</th>
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<td>What details do you see in the passage?</td>
<td>Look for a detail that shows how Buck treats other kids. In the second paragraph, Buck shoves Gerard and then laughs.</td>
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<td>Think: What do you already know?</td>
<td>You know from real life that shoving a kid and laughing about it is a mean thing that a bully would do.</td>
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<td>Answer:</td>
<td>Buck laughs when he pushes Gerard.</td>
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