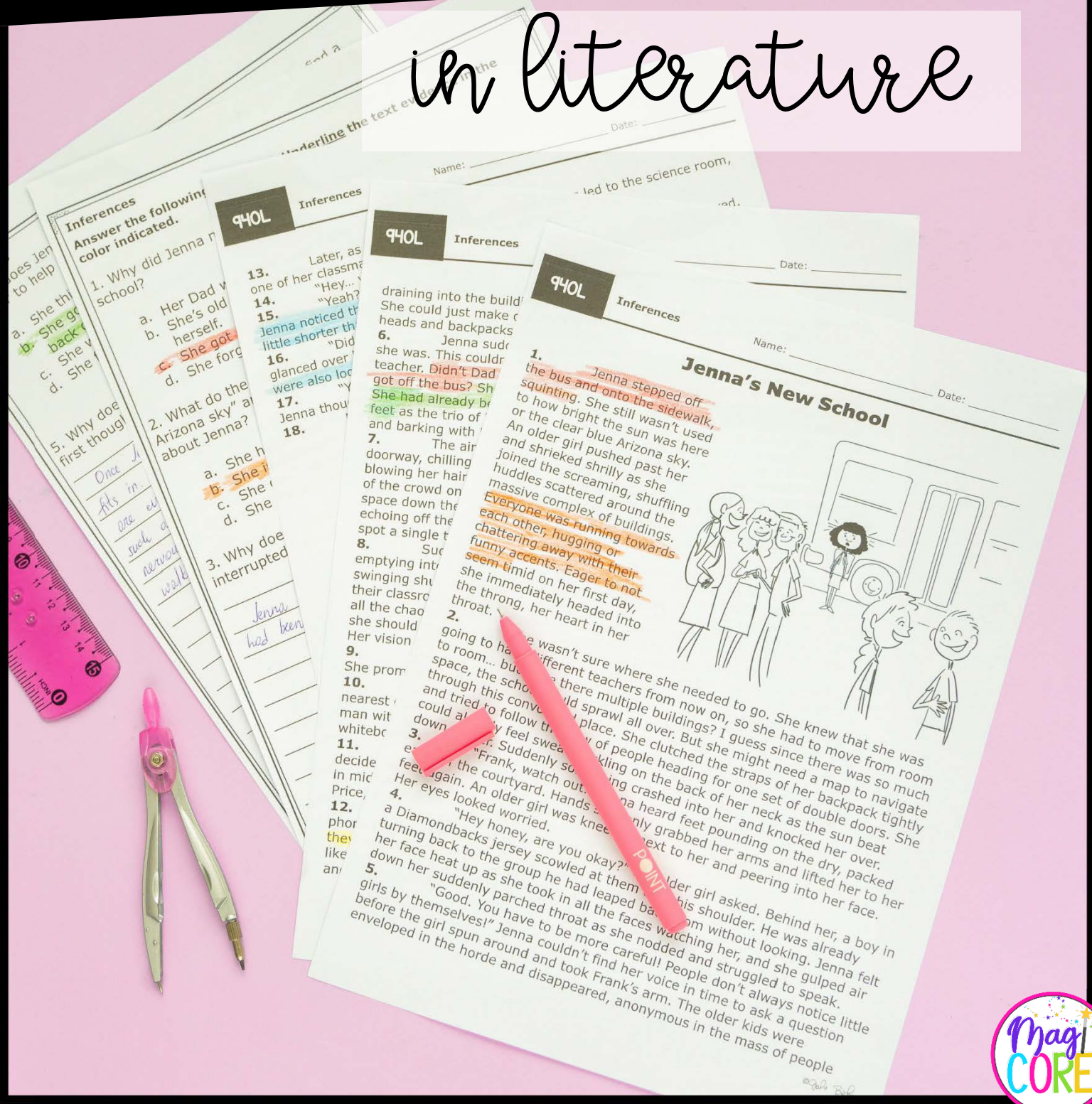


INFERENCES

in literature



INFERENCES & EXPLICIT DETAILS

6th grade

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ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



Cite Evidence to Make Inferences

Readers look at what a story tells the reader **explicitly** and **cite**, or quote, what the narrator says. Good readers can combine what the narrator says with background knowledge to make **inferences** and draw conclusions.

To make inferences, ask yourself:

- What information is missing from the text?
- How does my background knowledge and personal experiences help me answer this question?

Read the excerpt from Tom Sawyer below, and then fill out the chart.

"TOM!"

No answer.

"TOM!"

No answer.

"What's gone with that boy, I wonder? You TOM!"

No answer.

The old lady pulled her spectacles down and looked over them about the room; then she put them up and looked out under them. She seldom or never looked through them for so small a thing as a boy; they were her state pair, the pride of her heart, and were built for "style," not service—she could have seen through a pair of stove-lids just as well. She looked perplexed for a moment, and then said, not fiercely, but still loud enough for the furniture to hear:

"Well, I lay if I get hold of you I'll—"

She did not finish, for by this time she was bending down and punching under the bed with the broom, and so she needed breath to prosecute the punishment with. She resurrected nothing but the cat.



QUOTE FROM TEXT	WHAT I KNOW	=	INFERENCE
"TOM!" No Answer.	People who don't answer when called are missing		Tom is missing.
"...she was bending down and punching under the bed with the broom, and so she needed breath to prosecute the punishment with. She resurrected nothing but the cat."	Tom is not a cat		Tom was not hiding under the bed

The Story of Icarus and Daedalus

Adapted



Landscape with the Fall of Icarus (1558) by Pieter Bruegel

1. Among all those mortals who grew so wise that they learned the secrets of the gods, none was more cunning than Daedalus.

2. He once built, for King Minos of Crete, a wonderful Labyrinth of winding ways so cunningly tangled up and twisted around that, once inside, you could never find your way out again without a magic clue. But the king's favor veered with the wind, and one day he had his master architect imprisoned in a tower. Daedalus managed to escape from his cell; but it seemed impossible to leave the island, since even a ship that came or went was well guarded by order of the king.

3. At length, watching the sea-gulls in the air—the only creatures that were sure of liberty—he thought of a plan for himself and his young son Icarus, who was captive with him.

4. Little by little, he gathered a store of feathers great and small. He fastened these together with thread, molded them in with wax, and so fashioned two great wings like those of a bird. When they were done, Daedalus fitted them to his own shoulders, and after one or two efforts, he found that waving his arms he could winnow the air and cleave it, as a swimmer does the sea. He held himself aloft, wavered this way and that with the wind, and at last, like a great fledgling, he learned to fly.

5. Without delay, he fell to work on a pair of wings for the boy Icarus, and taught him carefully how to use them, bidding him beware of rash adventures among the stars. "Remember," said the father, "never to fly very low or very high, for the fogs about the earth would weigh you down, but the blaze of the sun will surely melt your feathers apart if you go too near."

6. For Icarus, these cautions went in at one ear and out by the other. Who could remember to be careful when he was to fly for the first time? Are birds careful? Not they! And not an idea remained in the boy's head but the one joy of escape.



The Flight of Icarus

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Inferences

Answer the following questions. Underline the text evidence in the color indicated.

Why does Jay w

- a. His parents professional
- b. He wants to months.
- c. His favorite
- d. He wants to

What does Jay th

- a. They look lik
- b. They are lou ramp.
- c. They take to tricks.
- d. They act like advice.

ow does Jay feel
epark? Cite evide

1090L

Inferences

Name: _____ Date: _____

- 7. A gap formed in t as they stood in their huddle
- 8. A man with some headed back towards the line who shook their heads and v
- 9. "Hold up," said on hair that matched her helme
- 10. Everyone turned f young.
- 11. "You wanna ride t nodded, trying to gulp past t and the man suddenly beam on up there." Jay froze for o step. The man nodded to the watching the other skaters d
- 12. Once he got to th was determined, however, a others do. He took a deep b leaned forward a bit, then b headed back for the stairs.

1090L

Inferences

Name: _____ Date: _____

Half Pipe Dream

1. There were tons of people gliding around the pools and standing on the decks as Jay stepped into the skate park. The rolling and landing wheels filled the a with snaps and rasps as teenagers and some adults zoomed around the pools or kickflipped and ollied over ramps and rails. The park was almost brand new, and all the surfaces were still fresh and clean even though it had been crowded every day since it opened a month ago.

2. Jay's dad had built him his own ramp last year for his eleventh birthday. While he was glad he could practice launching and landing at home, he secretly wished his dad had made a quarter pipe. He had been able to practice landing at th short stairs outside the library, and could grind on the curb on his street. But if he was going to be like the professionals, he needed to practice dropping in before he could even think about trying to catch some air on the other side of the half-pipe.

3. He hung by the fence and watched the line of skaters on the stairs leading up to the deck of the half-pipe. They all watched as a guy in sunglasses and a scruffy beard slid his board out over the edge and balanced with one foot on the back and the other over the air. Jay always thought they looked like explorers or superheroes when they stood like that before dropping in. The skater slowly leaned forward and then went straight down off the eight-foot ramp. Jay's stomach tightened just watching.

4. He looked around the park again. He didn't see many people his age; in fact, he thought he might be the youngest person there. He was happy he had sav up for the professional-looking helmet and pads, rather than the vibrant, kiddie st from when he was younger.

5. He headed for the half-pipe and just barely saw the older girl barreling towards him in time. Jay jumped back as she waved a thanks to him and popped up on a curved rail, then carefully continued, watching for people doing tricks and waiting if someone was heading his way.

6. When he finally got to the half-pipe, the line had wound its way off the steps and onto the asphalt. A large, loud group of teenagers were joking and laughing amongst themselves towards the end of it, and he wasn't sure if they were in line or not, but he didn't want to interrupt them, or even really draw their attention. He was carefully watching how everyone at the top balanced themselves as they tipped over the edge, and he tried to subtly mirror their movements while waiting on the ground.





940L Inferences
Name: _____
Date: _____

13. Later, as she and her classmates were being one of her classmates poked her to get her attention.
14. "Hey... your name's Jenna, right?"
15. "Yeah?" she said, still a little wary. The boy...

Jenna's New School

Jenna stepped off the bus and onto the sidewalk, not knowing how bright the sun was here or the clear blue Arizona sky. An older girl pushed past her and shrieked shrilly as she joined the screaming, shuffling huddles scattered around the massive complex of buildings. Everyone was running towards each other, hugging or chattering away with their funny accents. Eager to not seem timid on her first day, she immediately headed into the throng, her heart in her throat.



fiercely, making her jump. She needed to find a way to get her once she could barely keep her head along, snickering as she entered the head as she entered the free from the press of a bit to a clearer ring again, the noises. She still couldn't

Someone started to come through were identents stepped into was eerie following unsure whether her heart racing.

in frustration. set him down.

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ag the as f eered



Julie Bichse

2. She wasn't sure where she needed to go. She knew that she was going to have different teachers from now on, so she had to move from room to room... but were there multiple buildings? I guess since there was so much space, the school could sprawl all over. But she might need a map to navigate through this convoluted place. She clutched the straps of her backpack tightly and tried to follow the flow of people heading for one set of double doors. She could already feel sweat prickling on the back of her neck as the sun beat down on her. Suddenly something crashed into her and knocked her over.

3. "Frank, watch out!" Jenna heard feet pounding on the dry, packed earth of the courtyard. Hands suddenly grabbed her arms and lifted her to her feet again. An older girl was kneeling next to her and peering into her face. Her eyes looked worried.

4. "Hey honey, are you okay?" the older girl asked. Behind her, a boy in a Diamondbacks jersey scowled at them over his shoulder. He was already turning back to the group he had leaped back from without looking. Jenna felt her face heat up as she took in all the faces watching her, and she gulped air down her suddenly parched throat as she nodded and struggled to speak.

5. "Good. You have to be more careful! People don't always notice little things before themselves!" Jenna couldn't find her voice in time to ask a question before the girl spun around and took Frank's arm. The older kids were envied in the horde and disappeared, anonymous in the mass of people

©Julie Bichse



Half Pipe Dream

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- 7.** A gap formed in the line ahead of the group of teenagers. Jay eyed them as they stood in their huddle, uncertain if they were going to advance.
- 8.** A man with some grey in his hair and stubble came off the ramp and headed back towards the line. "Are you all waiting to go up?" he asked the teens, who shook their heads and waved the man towards the stairs.
- 9.** "Hold up," said one of the girls, who had pink and purple streaks in her hair that matched her helmet. "I think this kid wanted to go up."
- 10.** Everyone turned to look at him, and Jay suddenly felt incredibly small and young.
- 11.** "You wanna ride the half-pipe, little dude?" the older man asked. Jay nodded, trying to gulp past the knot in his throat that suddenly restricted his voice, and the man suddenly beamed a big grin that creased his bronzed face. "Alright! Get on up there." Jay froze for only a moment before he darted up to the highest empty step. The man nodded to the high schoolers and stood at the bottom of the stairs, watching the other skaters drop in and roll back and forth through the half-pipe.
- 12.** Once he got to the top, Jay felt a lot higher up than he had expected. He was determined, however, and he carefully placed his board like he had seen the others do. He took a deep breath and lightly put his front foot out over the edge. He leaned forward a bit, then back as the board slipped a little beneath him. He headed back for the stairs.

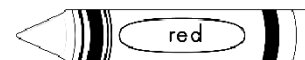


- 13.** "Just lean in, bend your knees, and commit, little dude," the old skater said behind him. Jay looked back as the man smiled at him. Jay smiled back, noticing that the teenagers had joined the line, and a few of them cheered and pumped their fists in the air.
- 14.** Jay turned back and leaned forward, following the man's advice. His wheels hit the ramp and he headed straight down, then coasted down the ramp and up the other side. Jay bent his knees and slowed down before he got to the top of the other side, managing to turn his body and control his way back down, then hopped off the board as it reached the bottom.
- 15.** At the top of the deck, the older skater and the teenagers were clapping and cheering. Jay beamed up at them, grabbed his board, and headed back for the stairs.

Inferences

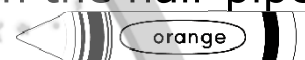
Answer the following questions. Underline the text evidence in the color indicated.

1. Why does Jay want to go to the skate park?



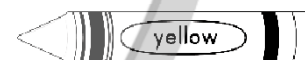
- a. His parents won't let him practice skating without professional help.
- b. He wants to meet his older friends who have gone there for months.
- c. His favorite professional skater recorded a lot of videos there.
- d. He wants to practice a move that he can't do anywhere else.

2. What does Jay think about the skaters practicing on the half-pipe?



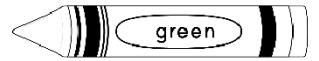
- a. They look like brave adventurers as they prepare to go down.
- b. They are loud and annoying as they slam their boards on the ramp.
- c. They take too long to go up the stairs and get done with their tricks.
- d. They act like they know everything and give way too much advice.

3. How does Jay feel about being the youngest person at the skatepark? Cite evidence.



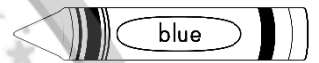
Inferences

4. How do the teenagers treat Jay while he is standing in line?



- a. They ignore him when he asks if they are waiting to go up.
- b. They tease him for not knowing how to drop-in to the half-pipe.
- c. They let him go in front of them when he said he wanted to try.
- d. They show him how to do what the other skaters are doing.

5. What do the other skaters think about Jay after his first try on the half-pipe. Cite evidence.



Handwriting practice lines for the answer to question 5.

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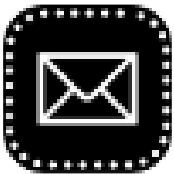
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