

Developing Readers

Modeling → Independence
Strategies for Reading Comprehension

Grades 4



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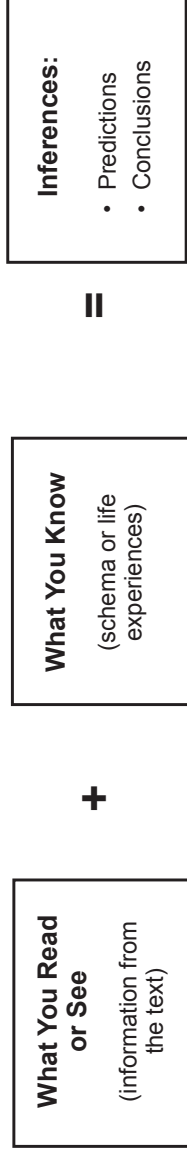
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Inferences

Predictions/Drawing Conclusions/Generalizations

When reading, use information from the text (story details) and what you know (life experiences) to make inferences. That means you go beyond the author's words to understand what is not said in the text. When you make inferences, you make predictions and draw conclusions. To do this you think of logical outcomes (now or in the future). It is always important to give evidence or tell what information in the text helped you.



Inferences – Take information from the text and what you know to figure out something that is not stated in the text. This includes:

Predictions – take information from the text and what you know to make a smart guess about what might happen in the future.

Drawing Conclusions – take information from the text and come to a new understanding.

Generalizations – A general statement made about a person, a large group, or a topic.

Example: Recess is the best part of the school day. (To make a good generalization, you need to support it with a lot of evidence.)

Key Phrases:

- The reader can tell that _____ because _____.
- I infer _____ because _____.
- This inference (prediction / conclusion / generalization) is important because _____.

Additional Practice

Materials: Inference Definition Reproducible (DR4-CD)
Guided practice text selection *The Storyteller* Reproducible (DR4-CD)
Inference Graphic Organizer #4 Reproducible (DR4-CD)

- Display and review the strategy definition
- I showed you how to use what you know and information in the text to make inferences as you read. Now we are going use the short text, The Storyteller, and make smart guesses about what’s happening or might happen in the future.***
- Display or provide copies of the selection The Storyteller and read aloud.
- After I reread the story, be ready to “stop and talk”. Turn to your partner and say, The story said _____, so I can infer _____.***
- Display the Inference Graphic Organizer #4 (DR4-CD)
- Allow students enough time to complete their talk. As they share their thinking, record their answers on the graphic organizer.

Example: Inference Graphic Organizer #4.

Paragraph	Evidence in Text	What I Know	Inference
Paragraph 2	<i>He would entertain them with yarns of squirrel princes or diaper monsters</i>	<i>I know these things don't really exist and I've never read about them.</i>	<i>Ben must have had a wild imagination.</i>
Paragraph 4	<i>His teachers in first through fourth grade did not give him opportunities to tell his stories and so most of his ideas disappeared.</i>	<i>I know that Ben enjoyed telling stories. I also know that when I don't get to do things that I enjoy doing, I become sad.</i>	<i>Ben became sad.</i>
Paragraph 8	<i>His mother climbed into Ben's unoccupied bottom bunk.</i>	<i>It's bedtime. There is no one in the bottom bunk, and Ben's mom is talking to him.</i>	<i>Ben is lying in the top bunk of a bunk bed.</i>
Paragraph 11	<i>There was a long silence...and Ben closed his eyes.</i>	<i>I know that when I was a kid, if I didn't want to talk to my parents, I didn't say much and pretended to sleep.</i>	<i>Ben doesn't want to talk to his mom.</i>
Paragraph 17	<i>Ben opened his eyes. And just like that, the room was full of balloons.</i>	<i>Ideas to Ben are like balloons.</i>	<i>Ben got his ideas back. He'll start telling stories again.</i>

Inference (Predictions/Drawing Conclusions/Generalizations)

Quick Link

Billy's family had been driving through a desert section of Texas. Dad glanced at the dashboard of the car where the gas gauge is and let out a sigh.

Mom said, "We'll find a gas station soon."

Dad responded, "I hope so."

Inference (Predictions/Drawing Conclusions/Generalizations)

Quick Check

Sally is sitting in a large comfortable chair. Her mouth is wide open. With a steady hand a man in a white shirt puts a buzzing device in her mouth. A bright light is shining in her eyes. Sally tightly grips the arms of the chair.

People Power

1 Sally pedaled as fast as her little legs would go. Vroom! A white car zipped past her left shoulder and missed her by inches. Vroom! Another streaked past and swept her hair up into the air. Each time a car came, every muscle in Sally's small body tightened like a fist.

2 "How was school, Sweetie?" Mom asked, covered in baby food, when Sally entered the apartment.

3 Sally mumbled under her breath and stormed into her bedroom. She flipped on her computer and sat down in a huff.

4 "Time to put democracy in action," she said.

5 Sally had learned about the three branches of government in Social Studies class. She learned how we elect representatives to the legislature to make laws that protect us and to decide where a lot of our tax dollars are spent. She quickly got on a search engine and typed in her state and county names to find out who her representatives were and how she could contact them. Sally was sick of almost getting flattened every time she went to school.

The Storyteller

1 Though the facts of his birth are unsubstantiated, it is widely believed that Ben Nguyen was born telling a story. The doctor held him up, and the baby began babbling a tale immediately. He had gone nine months with no one to talk to. I imagine he had a lot to say.

2 Over the next several years, Ben honed his craft. By the time he learned to speak, he was telling his parents bedtime stories. They would cradle him in their arms in the rocking chair, and he would entertain them with yarns of squirrel princes or diaper monsters until they drifted off to sleep.

3 When he was five, Ben had learned to grab ideas right out of the air and effortlessly twist them into shape. He said the ideas were just floating there, like a million unclaimed balloons. He twisted them into shapes and stories unlike anything anyone has ever heard. His kindergarten classmates were mesmerized.

4 As he got older, however, most of these balloons disappeared. His first and second grade teachers did not give him many opportunities to write or tell stories. Learning to tell stories, he was told, is not as important as learning to read them. So off they floated. His third grade teacher was very specific about the types of stories that she would accept. Writing stories, he was informed, is a formula not an art. And so they popped. And his next teacher force fed him prompts one after another. By the time Ben was in the middle of fourth grade, there was only one balloon left.

5 “Got any good stories?” his parents would ask.

6 “Not today,” Ben would reply. “I’m busy. With school.”

7 Ben took that last balloon with him everywhere he went, holding onto the string with both hands, afraid to pull it down, afraid to twist it into shape, because then that would be it.



8 One evening after he had read his parents one of his classic bedtime stories from four years ago, his mother climbed into his unoccupied bottom bunk.

9 “Are you okay?” she asked softly.

10 “I’m fine,” Ben replied.

11 There was a long silence. Ben tightened his grip on the string and closed his eyes.

12 “I miss your stories,” his mother said at last.

13 Here it came. More pressure.

14 “I don’t miss them because they were creative, although they very much were. I don’t miss them because of the language, although it was beautiful. I miss your stories because I miss hearing you tell them. I miss hearing the joy in your voice as you just...talk.”

15 Mom was quiet for a moment then left.

16 “I love you, sweetheart.”

17 Ben opened his eyes. And just like that, the room was full of balloons.

Think About Inference (Predictions and Drawing Conclusions)

When reading

- Think about prior knowledge and life experiences you have about the passage.
I know_____.
I have_____.
- Think about unanswered questions you have.

After reading ask

- What important information is shared by the author?
- What are some important words?
- What do I already know?
- What can I infer/predict/conclude?

Inference (Predictions and Drawing Conclusions) Graphic Organizer #1

Inference (Predictions and Drawing Conclusions) Graphic Organizer #2

Title _____

Pages _____

Facts, page #	Facts, page #
What I know	What I know
Question I need to ask	Question I need to ask
Inference	Inference
Facts, page #	Facts, page #
What I know	What I know
Question I need to ask	Question I need to ask
Inference	Inference

Inference (Predictions and Drawing Conclusions) Graphic Organizer #3

<p>Why did _____ happen?</p>	<p>What might happen in the future?</p>	<p>What can the reader tell from the passage?</p>	<p>The reader can tell that _____.</p>	<p>Why is _____ not going to happen?</p>
<p>What will _____ do in the future?</p>	<p>Based on the information in the text the reader can tell that _____.</p>	<p>What can the reader tell about _____.</p>	<p>Why is it important that _____?</p>	<p>Why is it important to _____?</p>

Inference (Predictions and Drawing Conclusions) Graphic Organizer #4

Paragraph	Evidence in Text	What I Know	Inference

Inferences Reflection

When did you use the strategy?

Why did you use the strategy?

How did you use the strategy?

How did the strategy help you understand the text?