

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues plus what I know to make an inference.

I can choose the idea the text best supports.

I can check for trap answers that misread a detail.

THIS WEEK’S FOCUS

Inferencing

from “The Recess Question”

An **inference** is an idea the author does not say out loud, but clues and what I know support it. STAAR asks: **What can the reader infer about the main character based on this part of the text?** This week we will watch for **Misreads a detail**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Beth based on this part of the text?** Find the clue words.

"Then Beth noticed someone sitting alone near the fence."

I CAN | I can notice clue words that support an inference.



INFERENCING

TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Beth?** Pick the answer the text proves.

"I think Lily might need someone to play with," Beth said."

A Beth cares about including new classmates • **B** Beth wants to leave Lily out of the game • **C** Beth and Lily are sisters who live together

I CAN | I can choose the inference that the clues and my thinking support.



INFERENCING

TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Beth values welcoming others?** Explain how it proves the inference.

“‘Sometimes recess gives us time to get to know someone new,’ she said.”

I CAN | I can explain how exact details support an inference.



INFERENCING

TODAY'S THINKING JOB

OWN

"I can write an inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Beth based on this part of the text?** Write your inference and one piece of proof.

"She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them."

I CAN | I can make my own inference and support it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Beth leaves Lily out of the game.** Explain why it is a trap and name the trap.

"Beth stopped turning the rope."

I CAN | I can use the text to explain why a trap answer is wrong.



INFERENCING

Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Beth? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Beth?
Write your inference. Then copy one
sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.



INFERENCING

Answers, across the five thinking levels.

NOTICE Beth notices that Lily is sitting alone, so Beth may care about including her.

CHOOSE A. Beth cares about including new classmates. Beth notices Lily alone and suggests that Lily join the game. B is an Opposite trap. C is a Not in the text trap.

SHOW This detail shows Beth believes recess helps classmates get to know someone new. Her idea connects to inviting Lily into the game.

OWN Beth values friendship and inclusion. Proof: she was glad she had asked Lily to join them.

DEFEND Misreads a detail. The student notices that Beth stopped turning the rope but misses that Beth stopped to help Lily join the game.

YOUR TURN Answers vary. One example: Beth cares about including others. Proof: “I think Lily might need someone to play with,” Beth said.



INFERENCING

READ THIS PASSAGE EXCERPT.

“She loved recess. She liked running outside and feeling the wind on her face. She liked laughing with Ava and Max. Most of all, she was glad she had asked Lily to join them.”

What can the reader infer about Beth based on this part of the text?

- A** Beth enjoys running outside and feeling the wind.
- B** Beth dislikes laughing with her friends.
- C** Beth only cares about running outside.
- D** Beth values friendship and including others.



INFERENCING

The answer is D.

Beth enjoys running outside and feeling the wind.

- A** True but not the answer trap. This is a true detail, but it does not show the bigger idea about friendship and inclusion.

Beth dislikes laughing with her friends.

- B** Opposite trap. The excerpt says Beth liked laughing with Ava and Max.

Beth only cares about running outside.

- C** Misreads a detail trap. Beth likes running outside, but the answer says this is all she cares about. The excerpt also shows she values friends and including Lily.

Beth values friendship and including others. Correct.

- D** Beth enjoys time with friends and feels glad that Lily joined them.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use a character's actions as clues about feelings.

I can make an inference that the passage supports.

I can check for trap answers that sound possible but lack proof.

THIS WEEK'S FOCUS

Inferencing

from “The Recess Question”

An **inference** is an idea the author does not say directly, but the character's actions help prove it. STAAR asks: **What can the reader infer about how the main character feels from what happens in this part of the text?** This week we will watch for **Plausible but unsupported**, **Not in the text**, and **Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice actions that reveal a feeling."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how Beth feels from what happens in this part of the text?** Find the action clues.

"Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground."

I CAN | I can notice action clues and connect them to a character's feeling.



TODAY'S THINKING JOB

CHOOSE

"I can choose the feeling the actions support."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how Beth feels from what happens in this part of the text?** Pick the answer the text proves.

"Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground."

A Beth feels worried and upset about going outside. • **B** Beth feels tired and hungry after playing outside. • **C** Beth feels eager and excited to go outside.

I CAN | I can choose the feeling that best matches the character's actions and words.



TODAY'S THINKING JOB

SHOW

“I can show how an action supports a feeling.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Beth feels caring toward Lily?** Explain how it proves the feeling.

“‘I think Lily might need someone to play with,’ Beth said.”

I CAN | I can explain how a character's action proves an inferred feeling.



INFERENCING

TODAY'S THINKING JOB

OWN

“I can write an inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about how Beth feels after Lily succeeds?** Write your inference and one piece of proof.

“Beth laughed.”

I CAN | I can infer a character's feeling and support it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

“I can defend an answer with text evidence.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Beth still thinks longer recess is the only good answer.** Explain why it is a trap and name the trap.

“Now she was not so sure.”

I CAN | I can name a trap and use the passage to prove why it fails.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how Beth feels after thinking about the choices? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how Beth feels after thinking about the choices?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a feeling and support it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Hurried and spilled onto the playground.**
These actions show that Beth is eager and excited to get outside.

CHOOSE C. Beth feels eager and excited to go outside. Beth and her classmates move quickly toward the playground, showing that Beth is eager and excited. A is an Opposite trap. B is a Not in the text trap.

SHOW **Beth says Lily might need someone to play with.** This shows Beth cares about including Lily.

OWN **Beth feels happy for Lily.** Beth laughed after Lily made it over.

DEFEND **Plausible but unsupported.** The answer matches Beth's first thought, but this part of the text shows that her thinking changed: Now she was not so sure.

YOUR TURN **Answers vary.** One example: Beth feels thoughtful and unsure. Proof: Now she was not so sure.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Chairs scooted back. Sneakers hurried across the floor. A moment later, Beth and her classmates spilled onto the playground.”

What can the reader infer about how Beth feels from what happens in this part of the text?

- A** Beth feels worried and upset about going outside.
- B** Beth feels tired and hungry after playing outside.
- C** Beth feels eager and excited to go outside.
- D** Beth feels eager because Lily is outside.



INFERENCING

The answer is C.

- A Beth feels worried and upset about going outside.**
Opposite trap. Beth moves quickly toward the playground instead of showing worry or upset feelings.
- B Beth feels tired and hungry after playing outside.**
Not in the text trap. this part of the text shows Beth going out to recess, and it does not say she feels tired or hungry.
- C Beth feels eager and excited to go outside. Correct.**
The words hurried and spilled show Beth and her classmates move quickly toward the playground.
- D Beth feels eager because Lily is outside.**
Plausible but unsupported trap. Beth may care about Lily later, but this part of the text does not say Lily is outside or causes Beth's feeling.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

An inference is a smart guess I make from clues in the text plus what I already know.

The test asks me which answer the text best supports, and which sentence proves it.

I check every choice, because some answers are traps that sound right but are not proved.

THIS WEEK’S FOCUS

Inferencing

from “The Mystery of the Traveling Shell”

An **inference** is an idea the author does not say out loud, but the clues prove it. STAAR asks: **What can the reader conclude?** and **Which sentence best supports the idea that...?** This week we also learn to spot trap answers: **Not in the text**, **Misreads a detail**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice the clue that supports an idea.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **Which sentence best supports the idea that** the shell came from far away? Find the clue words.

“It came from a coastal area, but Poverty Point was inland.”

I CAN

I can notice the exact words in the text that support an inference.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader conclude about Emsy?** Pick the answer the text proves.

"Emsy pulled out her notebook. "Mystery number one: How did this shell travel so far?""

A She likes to solve puzzles • **B** She lives near the ocean • **C** She is bored at the museum

I CAN | I can choose the inference the text proves and skip the trap answers.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that** people at Poverty Point traded with faraway places? Explain how it proves it.

“Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.”

I CAN | I can explain how a detail from the text proves an inference.



INFERENCING

TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **Based on the story, what does Emsy most likely believe about the shell?** Write your inference and one piece of proof.

“Emsy looked at the shell again. It was more than an object.”

I CAN | I can make an inference on my own and support it with text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer and explain why a trap is wrong."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The shell rolled down the river to Poverty Point.** Explain why it is a trap and name the trap.

“That is much too far for a shell to roll by itself,” she said.”

I CAN | I can prove why a trap answer is wrong using the text.



Make an inference on your own.

Go back to the passage. Answer: What can the reader conclude about the people of Poverty Point? Copy one sentence that proves it.

Go back to the reading.

What can the reader conclude about the people of Poverty Point?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.

INFERENCING

Answers, across the five thinking levels.

NOTICE Coastal area and inland. The shell came from the coast, but Poverty Point is inland, so the shell had to travel from far away.

CHOOSE A. She likes to solve puzzles. She calls the shell a mystery and takes notes. B is Not in the text. C is the Opposite of what she does.

SHOW The copper came from far away too. One faraway object could be an accident, but more than one makes a pattern of trade.

OWN Emsy believes the shell is a clue that tells a story about people long ago. The text says it was a clue from the past and a story waiting to speak.

DEFEND Misreads a detail. The story mentions rivers, but Emsy says it is too far for a shell to roll by itself. People carried it through trade.

YOUR TURN Answers vary. One example: They traded with faraway places. Proof: They could trade what they had for valuable goods from other places.



INFERENCING

READ THIS PASSAGE EXCERPT.

“One traveling object could be an accident, Emsy thought. But several objects from distant places make a pattern.”

Which conclusion is best supported by the excerpt?

A Emsy thinks people moved objects on purpose.

B Emsy thinks the shell was lost by accident.

C Emsy wants to keep the shell for herself.

D Emsy has found many shells at the beach.



INFERENCING

The answer is A.

- A Emsy thinks people moved objects on purpose. Correct.**
Several objects make a pattern, so Emsy decides people brought them on purpose.
- B Emsy thinks the shell was lost by accident.**
Opposite trap. She says one object could be an accident, but several make a pattern.
- C Emsy wants to keep the shell for herself.**
Not in the text trap. Nothing says she wants to keep it.
- D Emsy has found many shells at the beach.**
Word match trap. It uses many and shells, but the story never says this.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can tell the difference between a fact the story states and an inference I make from clues.

I can use exact words from the story to support my thinking.

I can check each answer for proof before I choose it.

THIS WEEK’S FOCUS

Inferencing

from “The Mystery of the Traveling Shell”

A **stated fact** is said directly in the story. An **inference** is an idea the clues support, even when the author does not say it directly. STAAR asks: **Which sentence is an inference and not a fact stated in the story?** Watch for **Stated fact**, not an **inference**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which sentence is an inference and not a fact stated in the story?** Find the clue words.

"The shell had been discovered far from the place where it could have formed naturally."

I CAN | I can notice exact words that help me make an inference.



TODAY'S THINKING JOB

CHOOSE

“I can choose an inference the text supports.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **Which sentence is an inference and not a fact stated in the story?** Pick the idea the clues support.

“She loved mysteries, especially those that required observation instead of guessing.”

A She organized her clues in a notebook • **B** She solves mysteries by studying clues • **C** She solves mysteries by making guesses

I CAN | I can choose the best inference and avoid answers that are only facts or guesses.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference** that people could move objects between communities? Explain how it proves the idea.

“Rivers were transportation routes long before highways or airplanes existed.”

I CAN | I can explain why one exact detail proves an inference.



TODAY'S THINKING JOB

OWN

“I can write an inference and support it with proof.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **Which sentence is an inference and not a fact stated in the story?** Write your own inference about why the shell reached Poverty Point. Add one piece of proof.

“The seashell probably reached Poverty Point through long-distance trade.”

I CAN | I can make my own inference and connect it to an exact sentence from the story.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The shell came from a coastal environment.** Explain why it is a trap and name the trap.

"A strong conclusion needed more than imagination; it needed evidence that fit together logically."

I CAN | I can explain why a stated fact is not the inference the question asks for.



Make an inference on your own.

Go back to the reading. What can the reader infer about why the shell no longer seemed misplaced? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about why the shell
no longer seemed misplaced?**

**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference and prove it with an exact sentence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Far from the place where it could have formed naturally. These clues show the shell came from another place.

CHOOSE B. She solves mysteries by studying clues. She loves mysteries that require observation instead of guessing, so she likely solves them by studying clues. A is a Stated fact, not an inference trap. C is an Opposite trap.

SHOW Rivers were transportation routes. That means people could travel along them and carry objects between places.

OWN People probably moved the shell through trade. Proof: Finally, scarcity gave people a reason to exchange resources.

DEFEND Stated fact, not an inference. The sentence gives a fact about where the shell came from, but the inference is what that clue helps us conclude about its journey.

YOUR TURN The shell no longer seemed misplaced because people likely brought it through trade. Proof: Finally, scarcity gave people a reason to exchange resources.

INFERENCING

READ THIS PASSAGE EXCERPT.

“First, the shell originated near the coast, while Poverty Point was inland.”

Which sentence is an inference and not a fact stated in the story?

A Emsy organized her clues in a notebook.

B The shell traveled to Poverty Point by accident.

C People likely moved the shell through trade.

D Emsy saw the original travelers trade it.



INFERENCING

The answer is C.

Emsy organized her clues in a notebook.

- A** Stated fact, not an inference trap. The story states that Emsy organized her clues in her notebook. This answer repeats a fact instead of making an inference.

The shell traveled to Poverty Point by accident.

- B** Misreads a detail trap. Emsy said the shell probably did not roll there by accident, so this answer changes the detail.

People likely moved the shell through trade. Correct.

- C** The shell originated near the coast, but Poverty Point was inland, so people likely moved it through trade.

Emsy saw the original travelers trade it.

- D** Not in the text trap. The passage says no one could ask the original travelers what happened, and it never says Emsy saw them trade the shell.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer why people acted.

I can connect a choice to the details that explain it.

I can check each answer against the passage.

THIS WEEK’S FOCUS

Inferencing

from “The Pilgrims Chose Plymouth”

An **inference** is an idea the text proves without saying it directly. STAAR asks: **What can the reader infer about why people made the choice described in this part of the text?** This week we will watch for **Wrong motive for a true action**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clues about why people acted.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about why people made the choice described in this part of the text?** Find the clue words.

“Winter was coming, and the Pilgrims needed to begin building shelters quickly.”

I CAN | I can find exact words that help explain a choice.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why people made the choice described in this part of the text?** Pick the answer the text proves.

"Soon, Plymouth became the place where they settled and built their new colony."

- A** They settled there to gather wood for fires. • **B** They settled there after the winter had ended. • **C** They settled there to build shelters before winter.

I CAN | I can connect the Pilgrims' choice to the strongest clues.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that the Pilgrims chose Plymouth because they needed to prepare quickly?** Explain how it proves the inference.

“They started constructing small homes and gathering wood for fires.”

I CAN | I can explain how the Pilgrims' actions support a reason for their choice.



TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about why the Pilgrims settled at Plymouth?** Write your inference and one piece of proof.

“Nearby were forests filled with tall trees that could be used to build homes and ships.”

I CAN | I can explain why the Pilgrims' choice made sense using text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Pilgrims chose Plymouth because they wanted to gather wood for fires.** Explain why it is a trap and name the trap.

"Winter was coming, and the Pilgrims needed to begin building shelters quickly."

I CAN

I can use the passage to explain why a tempting answer has the wrong motive.



Make an inference on your own.

Go back to the passage. Answer: Why did the Pilgrims settle at Plymouth? Write your inference and copy one sentence that proves it.

Go back to the reading.

Why did the Pilgrims settle at Plymouth?

Write your inference. Then copy one sentence that proves it.

I CAN | I can explain why the Pilgrims made their choice and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Winter was coming, and they needed to begin building shelters quickly. These words show the Pilgrims had to act soon.

CHOOSE C. They settled there to build shelters before winter. Winter was coming, and they needed to begin building shelters quickly. A is a Wrong motive for a true action trap. B is an Opposite trap.

SHOW Constructing homes and gathering wood shows they were preparing for winter. Their actions match the need to build shelters quickly.

OWN The Pilgrims settled at Plymouth because the area had useful resources for building. Proof: Nearby were forests filled with tall trees that could be used to build homes and ships.

DEFEND Wrong motive for a true action. The passage says they gathered wood for fires, but this part of the text shows they needed to build shelters before winter.

YOUR TURN Answers vary. One example: They settled at Plymouth because they needed to build shelters quickly before winter. Proof: Winter was coming, and the Pilgrims needed to begin building shelters quickly.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled and built their new colony.”

What can the reader infer about why the Pilgrims settled at Plymouth?

- A** They settled there to gather wood for winter fires.
- B** They settled there after the cold winter had ended.
- C** They settled there because the forests had short trees.
- D** They settled there to build shelters before winter arrived.



INFERENCING

The answer is D.

They settled there to gather wood for winter fires.

- A** Wrong motive for a true action trap. Gathering wood for fires is a true action, but this part of the text shows they needed to build shelters before winter.

They settled there after the cold winter had ended.

- B** Opposite trap. this part of the text says winter was coming, not that it had ended.

They settled there because the forests had short trees.

- C** Misreads a detail trap. The passage says the forests were filled with tall trees, not short trees.

They settled there to build shelters before winter arrived. Correct.

- D** Winter was coming, and they started building homes and gathering wood, showing they needed shelters before winter.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use a cause and its result to make an inference.

I can use clues from the passage to explain why the Pilgrims chose Plymouth.

I can check each answer to make sure the text supports it.

THIS WEEK’S FOCUS

Inferencing

from “The Pilgrims Chose Plymouth”

Inferring from cause and result: An **inference** is an idea I figure out from clues and results in the text. STAAR asks: **What can the reader infer from the results described in this part of the text?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization**, too broad.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clues that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer from the results described in this part of the text?** Find the clue words.

"Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted."

I CAN | I can notice exact words that show why the settlers chose Plymouth.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer from the results described in this part of the text?** Pick the answer the text proves.

"Cold weather was beginning to spread across the land, so the Pilgrims knew they needed to find a place to settle quickly."

A They wanted to stay at sea for several more weeks. • **B** They needed to settle quickly because cold weather was coming. • **C** They found a place to settle before reaching the coast.

I CAN | I can choose the inference that best connects the cause and its result.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Plymouth helped the settlers move supplies?** Explain how it proves it.

“This made it easier for the settlers to move food, tools, and building supplies from the ship to the land.”

I CAN | I can explain how a specific result supports an inference about Plymouth.



TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how the settlers survived?** Write an inference and one piece of proof.

"The settlers knew they needed to cooperate if they wanted the colony to survive."

I CAN

I can write my own inference and support it with exact evidence from the passage.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Plymouth was perfect for every need of every settler.** Explain why it is a trap and name the trap.

"Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted."

I CAN | I can use evidence to explain why an answer is too broad.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why Plymouth was a helpful place to settle? Copy one sentence that proves your answer.

Go back to the reading.
What can the reader *infer* about why
Plymouth was helpful?
Write your inference. Then copy one
sentence that proves it.

I CAN | I can make an inference and support it with a sentence from the passage.



INFERENCING

Answers, across the five thinking levels.

NOTICE Forests and rich soil were useful resources for settling. These clues show why Plymouth helped the settlers.

CHOOSE B. They needed to settle quickly because cold weather was coming. Cold weather was coming, so the Pilgrims needed to settle quickly. A is an Opposite trap. C is a Misreads a detail trap.

SHOW The supplies could move more easily from the ship to land. This shows that Plymouth helped the settlers bring what they needed.

OWN The settlers understood that working together was necessary for survival. Proof: The settlers knew they needed to cooperate if they wanted the colony to survive.

DEFEND Overgeneralization, too broad. The passage names forests and rich soil, but it does not prove Plymouth was perfect for every need of every settler.

YOUR TURN Answers vary. One example: Plymouth had rich soil that helped the settlers grow crops. Proof: There was also rich soil where crops could be planted.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted.”

What can the reader infer from the results described in this part of the text about why the settlers chose Plymouth?

- A** The area had useful resources the settlers needed.
- B** The area had everything settlers could ever need.
- C** The area had no safe place for ships.
- D** The settlers had already planted crops before exploring.



INFERENCING

The answer is A.

- A** **The area had useful resources the settlers needed. Correct.**
The forests could provide materials for homes and fires, and the rich soil could help grow crops.
- B** **The area had everything settlers could ever need.**
Overgeneralization, too broad trap. The passage names some resources, not everything settlers could ever need.
- C** **The area had no safe place for ships.**
Opposite trap. The passage says the harbor at Plymouth helped ships stay safe.
- D** **The settlers had already planted crops before exploring.**
Misreads a detail trap. The passage says the settlers explored first, then found rich soil where crops could be planted.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart guess from clues in the text.

I can use details to understand what daily life was like.

I can check that my inference is supported by the passage.

THIS WEEK’S FOCUS

Inferencing

from “Life Along the Nile River”

Week focus: **Inferring daily life from details.** An **inference** is an idea the author does not say directly, but the details support. STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Featured trap: **Goes beyond the text.** Also watch for **Not in the text** and **Misreads a detail.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clues about daily life."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Find the clue words.

"The Nile provided water for drinking, cooking, and farming."

I CAN | I can notice exact words that show how people lived each day.



INFERENCING

TODAY'S THINKING JOB

CHOOSE

“I can choose the inference the text supports.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Pick the answer the text proves.

“Many families depended on fish and crops for food.”

- A** Families used fish and crops for food. • **B** Families used fish for every meal. • **C** Families lived far from the Nile.

I CAN | I can choose the best inference and avoid answers the details do not prove.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that the Nile shaped daily life?** Explain how it proves it.

“The environment shaped daily life in ancient Egypt. Farmers depended on floodwaters, merchants depended on boats, and families depended on the river for water and food.”

I CAN | I can explain how several details prove an inference about daily life.



INFERENCING

TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **Based on the details in the selection, what can the reader infer about daily life?** Write your inference and one piece of proof.

“Travel by boat was often easier than traveling across the desert.”

I CAN | I can write an inference about daily life and support it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Nile made every part of life easy.** Explain why it is a trap and name the trap.

"Without the river, living in the desert would have been much more difficult."

I CAN | I can use the text to explain why a tempting answer is not supported.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how the Nile affected jobs? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about jobs along the Nile?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about jobs and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Water for drinking, cooking, and farming.** These uses show that the Nile helped with many daily needs.

CHOOSE **A.** Families used fish and crops for food. Families depended on fish and crops for food. B is a Goes beyond the text trap. C is an Opposite trap.

SHOW **The sentence names farmers, merchants, and families.** It shows that the river affected work, travel, water, and food.

OWN **People could use boats to travel more easily along the Nile.** Proof: Travel by boat was often easier than traveling across the desert.

DEFEND **Goes beyond the text.** The passage says living in the desert would have been more difficult without the river. It does not say the Nile made every part of life easy.

YOUR TURN **Answers vary.** One example: The Nile helped make many different jobs important. Proof: Some people became farmers while others worked as fishermen, merchants, builders, or sailors.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The environment shaped daily life in ancient Egypt. Farmers depended on floodwaters, merchants depended on boats, and families depended on the river for water and food.”

Based on the details in the selection, what can the reader infer about daily life?

- A** The Nile made everyone work only as a farmer.
- B** The Nile made desert life harder for everyone.
- C** The Nile shaped work, travel, water, and food.
- D** The Nile put homes on every riverbank in Egypt.



INFERENCING

The answer is C.

- A** **The Nile made everyone work only as a farmer.**
Too broad trap. The paragraph names farmers, merchants, and families, not everyone as a farmer.
- B** **The Nile made desert life harder for everyone.**
Opposite trap. The paragraph says the river supported daily life, while life in the desert would have been harder without it.
- C** **The Nile shaped work, travel, water, and food. Correct.**
The paragraph connects the river to farmers, merchants, and families and names their daily needs.
- D** **The Nile put homes on every riverbank in Egypt.**
Goes beyond the text trap. The passage says villages and towns were built near the Nile, not homes on every riverbank.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in the text.

I can choose the sentence that best supports my inference.

I can check for trap answers that sound right but do not prove the idea.

THIS WEEK’S FOCUS

Inferencing

from “Life Along the Nile River”

An **inference** is an idea the author does not say directly, but the clues support it. This week we will practice **Supporting an inference**. STAAR asks: **Which sentence best supports the inference that life was hard work?** We will watch for **True detail**, **not support**, **Not in the text**, and **True but not the answer** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words that support an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **Which sentence best supports the inference that life was hard work?** Find the clue words.

“Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds.”

I CAN | I can find exact words that support the idea that life was hard work.



INFERENCING

TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about daily life near the Nile?** Pick the answer the text proves.

"Children in ancient Egypt helped families with daily chores. Some gathered water while others helped care for crops or animals."

A Children lived far from the Nile • **B** Children never helped their families • **C** Children had responsibilities at home

I CAN | I can choose the best inference and explain which words support it.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that farmers had hard work?** Explain how it proves the inference.

“Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds.”

I CAN | I can explain why a detail is strong evidence for the inference.



TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about families near the Nile?** Write your inference and one piece of proof.

**“The Nile also supplied water for drinking, cooking, and farming.
Families depended on the river every day.”**

I CAN | I can write an inference and support it with exact evidence from the passage.



TODAY'S THINKING JOB

DEFEND

"I can explain why a true detail does not support the inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Nile was one of the longest rivers in the world.** Explain why it is a trap and name the trap.

"The Nile River was one of the longest rivers in the world."

I CAN

I can defend my answer by naming the trap and explaining what the detail fails to prove.



Make an inference on your own.

Go back to the passage. What can the reader infer about how the Nile helped ancient Egypt grow? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how the Nile helped ancient Egypt grow?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the passage.



INFERENCING

Answers, across the five thinking levels.

NOTICE Worked hard, planting season, prepared fields, and planted seeds. These words show that people worked during the year and had hard jobs.

CHOOSE C. Children had responsibilities at home. Children gathered water and cared for crops or animals, showing they had responsibilities. A is a Not in the text trap. B is an Opposite trap.

SHOW The detail about preparing fields and planting seeds shows that farmers worked hard during planting season.

OWN Families needed the Nile for daily life. The river supplied water for drinking, cooking, and farming, and families depended on it every day.

DEFEND True detail, not support. The sentence is true, but it tells about the river's length, not the hard work people did.

YOUR TURN Answers vary. One example: The Nile helped the civilization grow in many ways. Proof: Access to water, fertile soil, transportation, and food allowed the civilization to grow.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds.”

Which sentence best supports the inference that life was hard work?

A The Nile River was one of the world's longest rivers.

B Farmers and fishermen worked hard throughout the year.

C The Nile helped connect communities throughout ancient Egypt.

D Fish provided food for many families in Egypt.



INFERENCING

The answer is B.

- A The Nile River was one of the world's longest rivers.**
True detail, not support trap. River length does not show that daily life was hard work.
- B Farmers and fishermen worked hard throughout the year. Correct.**
The sentence directly says that farmers and fishermen worked hard throughout the year.
- C The Nile helped connect communities throughout ancient Egypt.**
True but not the answer trap. Connecting communities does not support the inference about hard work.
- D Fish provided food for many families in Egypt.**
Too narrow trap. This tells one benefit of fishing, but it does not show the larger idea that life was hard work.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues about a person's actions to make an inference.

I can choose an idea the passage supports, even when it is not stated directly.

I can check my proof so I do not choose a trap answer.

THIS WEEK'S FOCUS

Inferencing

from “Laura Ingalls Wilder”

This week we will practice **Inferring about a person from actions**. An **inference** is an idea I figure out from a person's actions and the clues in the text. STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Our featured trap is **Plausible but unsupported**. We will also watch for **Misreads a detail** and **Opposite** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clues about a person's actions.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Find the clue words.

“Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family.”

I CAN | I can notice words that help me infer what a person wanted to do.



TODAY'S THINKING JOB

CHOOSE

“I can choose an inference the text supports.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Pick the answer the text supports.

“The books helped people imagine what it was like to live on the prairie many years ago.”

A She wanted readers to become famous writers • **B** She wanted readers to imagine life on the prairie • **C** She wanted readers to learn only about her parents

I CAN | I can use a person's action and its result to choose the best inference.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

Which detail best supports the idea that Laura wanted readers to learn about her life and family? Explain how it proves the inference.

“Many readers enjoyed learning about Laura, her sisters, and her parents.”

I CAN | I can explain how a detail about readers supports an inference about Laura.



TODAY'S THINKING JOB

OWN

“I can write my own inference and proof.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: What can the reader infer about the person in the selection based on this part of the text? Write your inference and one piece of proof.

“Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.”

I CAN

I can infer what Laura wanted readers to understand and support it with evidence.



TODAY'S THINKING JOB

DEFEND

“I can defend an answer with text evidence.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Laura wrote the books only to become famous.** Explain why it is a trap and name the trap.

“The books helped people imagine what it was like to live on the prairie many years ago.”

I CAN | I can explain why a tempting answer is not supported by the passage.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Laura's purpose as a writer? Copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Laura's
purpose as a writer?
Write your inference. Then copy one
sentence that proves it.

I CAN | I can make an inference about a person and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Laura wrote books and told stories about her life and family.

CHOOSE B. She wanted readers to imagine life on the prairie. Her books helped people imagine life on the prairie. A is a Plausible but unsupported trap. C is a Misreads a detail trap.

SHOW Readers enjoyed learning about Laura and her family. This supports the idea that Laura's books helped readers learn about her life and family.

OWN Laura wanted readers to imagine what life was like on the prairie. Proof: The books helped people imagine what it was like to live on the prairie many years ago.

DEFEND Plausible but unsupported. The passage says the books helped people imagine prairie life, but it does not say Laura wrote only to become famous.

YOUR TURN Answers vary. One example: Laura wanted readers to imagine what life was like on the prairie. Proof: The books helped people imagine what it was like to live on the prairie many years ago.



INFERENCING

READ THIS PASSAGE EXCERPT.

“These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents.”

What can the reader infer about the person in the selection based on this part of the text?

- A** Laura wanted readers to become famous writers.
- B** Laura wanted readers to learn only about her sisters.
- C** Laura wanted readers to learn about her family life.
- D** Laura wanted readers to forget her family life.



INFERENCING

The answer is C.

- A** **Laura wanted readers to become famous writers.**
Plausible but unsupported trap. The passage does not say Laura wanted readers to become famous writers.
- B** **Laura wanted readers to learn only about her sisters.**
Misreads a detail trap. The books told about Laura, her sisters, and her parents.
- C** **Laura wanted readers to learn about her family life. Correct.**
Her books told about her life and family, and readers enjoyed learning about them.
- D** **Laura wanted readers to forget her family life.**
Opposite trap. Her books helped readers learn about her life and family.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use an author's word choices as clues.

I can make an inference about Laura from those clues.

I can prove my inference with exact words from the passage.

THIS WEEK'S FOCUS

Inferencing

from “Laura Ingalls Wilder”

Inferring from word choice means using an author's specific words as clues. STAAR asks: **What does the author's word choice in this part of the text suggest about the person?** Watch for **Word association** from the lines, **Not in the text**, and **Opposite**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice word clues about Laura."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the author's word choice in this part of the text suggest about the person?** The person is Laura. Find the clue words.

"Laura helped her family with chores and learned many skills that were important for frontier life."

I CAN | I can notice the author's exact words and use them to infer what Laura was like.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference proved by word choice."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the author's word choice in this part of the text suggest about the person?** The person is Laura. Pick the answer the text proves.

"Laura helped her family with chores and learned many skills that were important for frontier life."

A Laura was lazy and avoided helping with family chores • **B** Laura was a girl from a large prairie town • **C** Laura was hardworking and willing to learn new skills

I CAN | I can choose the character idea best supported by the author's exact words.



TODAY'S THINKING JOB

SHOW

“I can show how words support an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Laura was responsible?** Explain how the words prove it.

“Laura helped her family with chores and learned many skills that were important for frontier life.”

I CAN | I can explain how a specific detail proves what the author's word choice suggests.



TODAY'S THINKING JOB

OWN

“I can write my own inference and proof.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What does the author's word choice in this part of the text suggest about the person?** Write your inference about Laura and one proof phrase.

“Families had to work hard to build homes and take care of their farms.”

I CAN | I can use the author's word choices to write and support my own inference.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer with text evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Laura was important because she learned many skills.** Explain why it is a trap and name the trap.

"Laura helped her family with chores and learned many skills that were important for frontier life."

I CAN | I can name the featured trap and use the passage to disprove a tempting answer.



Make an inference on your own.

Go back to this part of the text. What does the author's word choice in this part of the text suggest about the person? Write your inference about Laura and copy one phrase that proves it.

Go back to the reading.

What does the author's word choice in this part of the text suggest about the person?

Write your inference about Laura. Then copy one phrase that proves it.

I CAN | I can make an inference from word choice and prove it with the passage.

INFERENCING

Answers, across the five thinking levels.

NOTICE Helped and learned show Laura worked and was willing to learn. The word important shows the skills mattered.

CHOOSE C. Laura was hardworking and willing to learn new skills. The words helped and learned show Laura worked and gained useful skills. A is an Opposite trap. B is a Not in the text trap.

SHOW The phrase helped her family with chores shows Laura took care of her duties. The phrase learned many skills shows she worked to help her family.

OWN Laura was responsible and hardworking. Proof: Laura helped her family with chores and learned many skills.

DEFEND Word association from the lines. The word important describes the skills, not Laura. The answer connects important and learned many skills to make an idea the passage does not support.

YOUR TURN Answers vary. One example: Laura was helpful and willing to learn. Proof: helped her family with chores and learned many skills.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Many people grew their own food and made things they needed at home. Laura helped her family with chores and learned many skills that were important for frontier life.”

What does the author's word choice in this part of the text suggest about the person?

- A** Laura was hardworking and willing to learn new skills.
- B** Laura was lazy and avoided helping with family chores.
- C** Laura was a girl from a large prairie town.
- D** Laura was important because she learned many skills.



INFERENCING

The answer is A.

Laura was hardworking and willing to learn new skills. Correct.

- A** The phrase helped her family with chores shows that Laura worked for her family. The words learned many skills show that she was willing to learn.

- B** **Laura was lazy and avoided helping with family chores.**
Opposite trap. The passage says Laura helped her family with chores.

- C** **Laura was a girl from a large prairie town.**
Not in the text trap. The passage does not say Laura was from a large town.

- D** **Laura was important because she learned many skills.**
Word association from the lines trap. The word important describes the skills, not Laura.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer what a person values.

I can choose the idea the passage supports best.

I can use exact evidence and avoid trap answers.

THIS WEEK’S FOCUS

Inferencing

from “Carmen Lomas Garza”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about what this person cared about most?** This week we will spot **Overstated from a small detail**, **Not in the text**, and **Too narrow traps**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words about what Garza valued.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about what Garza cared about most?** Find the clue words.

“These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.”

I CAN | I can notice exact words that help me infer what a person cared about most.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about what Garza cared about most?** Pick the idea the text proves.

"Through her paintings and books, she has helped preserve important cultural stories and share them with new generations."

A She cared most about sharing cultural stories • **B** She cared most about using bright colors • **C** She cared most about becoming a famous artist

I CAN | I can choose the best inference about a person's values and avoid traps.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Garza cared about preserving traditions?** Explain how it proves the inference.

“By painting these moments, Garza helps preserve traditions that have been passed down from one generation to the next.”

I CAN | I can explain how exact evidence proves what a person valued.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about what Garza cared about most?** Write your inference and one piece of proof.

"She believed it was important for children to see stories that reflected their own experiences and cultures."

I CAN

I can make my own inference about a person's values and support it with exact evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer and name its trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Garza cared most about painting bright colors.** Explain why it is a trap and name the trap.

"These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated."

I CAN | I can use evidence to explain why an overstated answer is wrong.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about what Garza cared about most? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader infer about what Garza
cared about most?**

**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can infer what Garza valued and prove it with the passage.

INFERENCING

Answers, across the five thinking levels.

NOTICE Garza believed everyday moments were important parts of culture and should be remembered and celebrated.

CHOOSE A. She cared most about sharing cultural stories. The words cultural stories and share them with new generations show that Garza valued sharing culture with others. B is an Overstated from a small detail trap. C is a Not in the text trap.

SHOW The words preserve traditions and passed down show that Garza used art to keep important traditions for future generations.

OWN Garza cared about helping children see their own cultures in stories. Proof: She believed it was important for children to see stories that reflected their own experiences and cultures.

DEFEND Overstated from a small detail. Bright colors are one feature of her artwork, but the sentence shows she cared about remembering and celebrating culture.

YOUR TURN Answers vary. One example: Garza cared about preserving and sharing cultural stories with new generations. Proof: Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also reminding them of the importance of family, community, and tradition.”

What can the reader infer about what Garza cared about most?

- A** Garza cared most about painting bright colors.
- B** Garza cared most about winning major art awards.
- C** Garza cared most about family holidays only.
- D** Garza cared most about cultural traditions.



INFERENCING

The answer is D.

Garza cared most about painting bright colors.

- A** Overstated from a small detail trap. Bright colors are one art detail, but the passage supports a bigger value of preserving culture and traditions.

Garza cared most about winning major art awards.

- B** Not in the text trap. The passage does not say she wanted or won art awards.

Garza cared most about family holidays only.

- C** Too narrow trap. The passage includes family, community, tradition, and cultural stories, not only holidays.

Garza cared most about cultural traditions. Correct.

- D** The excerpt says she preserved cultural stories and reminded people about family, community, and tradition.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by using clues from the passage.

I can support my inference with two details from the text.

I can check for trap answers that sound true but do not support the inference.

THIS WEEK’S FOCUS

Inferencing

from “Carmen Lomas Garza”

This week's focus is **Supporting an inference with two details**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **Which two details best support the inference that the person worked hard to reach a goal?** This week we will watch for **True detail**, **not support**, **Not in the text**, and **Misreads a detail** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a clue about hard work."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which two details best support the inference that Carmen worked hard to become a successful artist?** Find the clue words.

"She spent years practicing and improving her skills."

I CAN | I can notice exact words that support an inference about a person's effort.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Carmen as an artist?** Pick the answer the text proves.

"Becoming a successful artist required dedication, patience, and hard work."

A She painted scenes from family life and traditions • **B** She worked hard to become a successful artist • **C** She painted only famous people and events

I CAN | I can choose an inference and connect it to words that show effort.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Carmen kept working to improve?** Explain how it proves the inference.

“As she grew older, she continued practicing and developing her artistic skills.”

I CAN | I can explain how a detail proves that a person worked toward a goal.



TODAY'S THINKING JOB

OWN

“I can make an inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Carmen's path to becoming a successful artist?** Write your inference and two details from the text.

“Like many artists, she experimented with different ideas before developing her own style.”

I CAN | I can write an inference and support it with two details from the passage.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Carmen painted family scenes.** Explain why it is a trap and name the trap.

"She spent years practicing and improving her skills."

I CAN | I can explain why a true detail does not support the inference being asked about.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Carmen's dedication? Write your inference. Then copy two details that prove it.

Go back to the reading.

What can the reader *infer* about Carmen's dedication?

Write your inference. Then copy two details that prove it.

I CAN | I can make an inference and support it with two details from the text.

INFERENCING

Answers, across the five thinking levels.

NOTICE **Years practicing and improving.** These words show Carmen kept working to become a successful artist.

CHOOSE **B.** She worked hard to become a successful artist. The passage says success required dedication, patience, and hard work. A is a True detail, not support trap. C is a Misreads a detail trap.

SHOW **Continued practicing and developing her skills shows that Carmen kept working to improve as she grew older.**

OWN **Carmen worked patiently to develop as an artist.** She spent years practicing and improving her skills, and she experimented with different ideas before developing her own style.

DEFEND **True detail, not support.** Carmen did paint family scenes, but this sentence shows the hard work she used to improve her skills.

YOUR TURN **Answers vary.** One example: Carmen was dedicated to becoming a strong artist. Proof: She spent years practicing and improving her skills. She experimented with different ideas before developing her own style.

INFERENCING

READ THIS PASSAGE EXCERPT.

“As Carmen continued her education, she studied art and learned new techniques. She spent years practicing and improving her skills.”

Which two details best support the inference that the person worked hard to reach a goal?

- A** She studied new techniques and practiced for years.
- B** She painted family scenes and community celebrations.
- C** She won many awards and taught art classes at school.
- D** She studied new techniques but stopped practicing.



INFERENCE

The answer is A.

- A She studied new techniques and practiced for years. Correct.**
Studying new techniques and practicing for years show that Carmen worked steadily to improve as an artist.
- B She painted family scenes and community celebrations.**
True detail, not support trap. This tells what Carmen painted, not how she worked toward a goal.
- C She won many awards and taught art classes at school.**
Not in the text trap. The passage does not say that Carmen won awards or taught art classes.
- D She studied new techniques but stopped practicing.**
Misreads a detail trap. The passage says Carmen spent years practicing, not that she stopped practicing.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a speaker's feeling from clues in a poem.

I can connect the speaker's words to a feeling.

I can prove my inference with exact words from the poem.

THIS WEEK'S FOCUS

Inferencing

from “Why We Need Laws”

Inferring a speaker's feeling: An **inference** is an idea the poem suggests but does not say directly. STAAR asks: **What do lines 1 and 2 suggest about how the speaker feels?** Watch for traps such as **Word association from the lines**, **Not in the text**, and **Opposite**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice words that show a feeling."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker feels?** Find the clue words.

"Voices grew loud like clashing, noisy rings."

I CAN | I can notice clue words and connect them to the speaker's feeling.



TODAY'S THINKING JOB

CHOOSE

"I can choose the feeling the clues support."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do lines 1 and 2 suggest about how the speaker feels?** Pick the answer the lines support.

"Voices grew loud like clashing, noisy rings."

- A** The speaker feels worried when loud voices clash. • **B** The speaker feels excited when loud voices clash. • **C** The speaker feels proud of the town's rules.

I CAN | I can choose the speaker's feeling and avoid choices the text does not prove.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves a feeling.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that the speaker feels worried?** Explain how it proves the feeling.

“Disagreements spread like storms across the town,”

I CAN | I can explain how the speaker's words support an inference about a feeling.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on lines 3 through 8, how does the speaker feel about life without clear rules?** Write an inference and one piece of proof.

"Many small problems quickly grew to one."

I CAN | I can infer a feeling and support it with exact words from the poem.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker feels excited because the voices are loud.** Explain why it is a trap and name the trap.

"Voices grew loud like clashing, noisy rings."

I CAN | I can use the lines to explain why a word trap is wrong.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about why people wrote fair rules? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about why people wrote fair rules?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the poem.

INFERENCING

Answers, across the five thinking levels.

NOTICE The words loud, clashing, and noisy make the voices sound troubling, so the speaker feels worried.

CHOOSE A. The speaker feels worried when loud voices clash. The words loud, clashing, and noisy make the conflict sound troubling. B is a Word association from the lines trap. C is a Not in the text trap.

SHOW The words spread like storms make the disagreements sound large and serious, so the speaker feels worried.

OWN The speaker feels concerned about life without clear rules. The poem says, "Many small problems quickly grew to one." This shows that problems became bigger.

DEFEND Word association from the lines. The word loud may suggest excitement, but clashing and noisy show conflict and worry.

YOUR TURN Answers vary. One example: People wrote fair rules because arguments and unfairness were causing problems. Proof: "And fairness often seemed to tumble down."



INFERENCING

READ THIS PASSAGE EXCERPT.

**“Long ago people argued over land and things, Voices grew loud like clashing, noisy rings.
Without clear rules to guide what should be done, Many small problems quickly grew to one.”**

What do lines 1 and 2 suggest about how the speaker feels?

- A** The speaker feels excited when loud voices clash.
- B** The speaker feels worried when loud voices clash.
- C** The speaker feels calm when loud voices clash.
- D** The speaker feels proud of the town's fair rules.



INFERENCING

The answer is B.

The speaker feels excited when loud voices clash.

- A** Word association from the lines trap. It treats loud as exciting instead of noticing that clashing voices show conflict.

The speaker feels worried when loud voices clash. Correct.

- B** Argued, loud, clashing, and noisy show conflict, so the speaker feels worried.

The speaker feels calm when loud voices clash.

- C** Opposite trap. The lines describe loud, clashing voices, not calm ones.

The speaker feels proud of the town's fair rules.

- D** Not in the text trap. Lines 1 and 2 do not mention rules or pride.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in a poem.

I can use the poem's words to support my thinking.

I can check choices for answers the poem does not prove.

THIS WEEK'S FOCUS

Inferencing

from “Why We Need Laws”

An **inference** is an idea the poem does not say directly, but its clues support. STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Watch for traps such as **Not in the text**, **True but not the answer**, and **Goes beyond the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words about rules."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Find the clue words.

"Without clear rules to guide what should be done,"

I CAN | I can notice exact poem words that support an inference.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Pick the answer the poem proves.

"Some took more food while others had too little,"

A Rules make every person feel happy. • **B** Rules help only the strongest voices. • **C** Rules help people treat others fairly.

I CAN | I can choose the best inference and connect it to proof words.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that rules help people live peacefully?** Explain how it proves the inference.

“And solve their problems before fights had begun.”

I CAN | I can explain how the poem's detail proves an idea.



TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about why rules matter, based on the poem?** Write your inference and one piece of proof.

“They helped bring order year after year.”

I CAN | I can write an inference and support it with exact poem evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Laws remove every fear from the town.** Explain why it is a trap and name the trap.

"Though rules could not remove each single fear,"

I CAN | I can use the poem to explain why a tempting answer is unsupported.



Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about why rules matter, based on the poem? Copy one sentence that proves it.

Go back to the reading.

What can the reader infer about why rules matter?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about rules and support it with poem evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Without clear rules, small problems can grow bigger. This shows that rules can help keep problems from growing.

CHOOSE C. Rules help people treat others fairly. The poem says rules helped neighbors settle what was fair and gave each person rights that all could share. A is a Goes beyond the text trap. B is an Opposite trap.

SHOW The words solve their problems before fights had begun show that people can fix problems before fighting.

OWN Rules matter because they bring order over time, even though they do not remove every fear. Proof: They helped bring order year after year.

DEFEND Goes beyond the text. The poem says rules could not remove each single fear, so the answer promises more than the poem supports.

YOUR TURN Answers vary. One example: Rules help communities stay fair and orderly. Proof: The rules helped neighbors settle what was fair,



INFERENCING

READ THIS PASSAGE EXCERPT.

“So people gathered, searching for a way, To write fair rules that everyone would obey. With laws to guide what people say and do, Communities could grow more safe and true.”

What can the reader infer about why rules matter, based on the excerpt?

- A** Rules make every single problem disappear forever.
- B** Rules are created only for loud people.
- C** Rules guide what people say and do.
- D** Rules help communities become safer and fairer.



INFERENCING

The answer is D.

Rules make every single problem disappear forever.

- A** Goes beyond the text trap. The excerpt says rules help communities, but it does not say every problem disappears forever.

Rules are created only for loud people.

- B** Opposite trap. The poem says everyone would obey and describes the rules as fair.

Rules guide what people say and do.

- C** True but not the answer trap. The excerpt says laws guide what people say and do, but the question asks why rules matter overall.

Rules help communities become safer and fairer. Correct.

- D** The poem says people wrote fair rules, and laws helped communities grow more safe and true.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use stage directions as clues about what characters think or feel.

I can make an inference by combining a clue with what I know.

I can check that my answer is supported by the passage.

THIS WEEK’S FOCUS

Inferencing

from “The Lunchroom Discoveries”

An **inference** is an idea the author shows through clues instead of saying directly. STAAR asks: **What do the stage directions in line 12 suggest about the characters?** Watch for traps such as **Misreads a detail**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a stage direction clue.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What do the stage directions in line 12 suggest about the characters?** Find the clue words.

“[Jordan points to the milk carton on the table.]”

I CAN | I can notice exact stage direction words that support an inference.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do the stage directions in line 12 suggest about the characters?** Pick the answer the passage proves.

"[Jordan points to the milk carton on the table.]"

A Jordan decides to avoid the milk today • **B** Jordan connects the milk to Pasteur's discovery • **C** Jordan ignores the milk while discussing science

I CAN | I can choose the inference that best matches the stage direction and dialogue.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Jordan understands the milk is safer?** Explain how it proves the inference.

“JORDAN: So the milk we're drinking is safer because of his discovery.”

I CAN | I can explain how exact words from the passage support an inference.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What do the characters most likely realize about science?** Write an inference and one piece of proof.

"NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day."

I CAN | I can make my own inference and support it with exact passage evidence.



TODAY'S THINKING JOB

DEFEND

“I can defend an answer with text evidence.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Jordan points to the milk because he wants more milk.** Explain why it is a trap and name the trap.

“**[Jordan points to the milk carton on the table.]**”

I CAN | I can name a trap and use the passage to explain why it fails.



Make an inference on your own.

Go back to the passage. Answer: What can the reader conclude about the students' thinking? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader conclude about the students' thinking?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the passage.



INFERENCING

Answers, across the five thinking levels.

NOTICE Points to the milk carton. Jordan connects the milk to the science topic.

CHOOSE B. Jordan connects the milk to Pasteur's discovery. He points to the milk carton and connects it to pasteurization. A is a Not in the text trap. C is an Opposite trap.

SHOW The words safer because of his discovery show that Jordan understands Pasteur's work protects people who drink milk.

OWN The characters realize that old discoveries can still help people today. The narrator says the breakthrough still helps protect people every day.

DEFEND Misreads a detail. The stage direction says Jordan points to the milk carton, but it does not say he wants more milk. His next words connect milk to pasteurization.

YOUR TURN Answers vary. One example: The students are beginning to notice how science affects daily life. Proof: We use some of their discoveries all the time without even noticing.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

What do the stage directions in line 12 suggest about the characters?

- A** Jordan asks for another carton of milk.
- B** Jordan ignores the science lesson.
- C** Jordan connects the milk to Pasteur's discovery.
- D** Jordan chooses a lunch drink for Nina.



INFERENCING

The answer is C.

- A** **Jordan asks for another carton of milk.**
Misreads a detail trap. Jordan points to the carton, but he asks about pasteurization, not for more milk.
- B** **Jordan ignores the science lesson.**
Opposite trap. Jordan connects the milk to the science lesson instead of ignoring it.
- C** **Jordan connects the milk to Pasteur's discovery. Correct.**
Jordan points to the milk carton, then asks about why milk is pasteurized.
- D** **Jordan chooses a lunch drink for Nina.**
Not in the text trap. The passage does not say Jordan is choosing a drink for Nina.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference from clues in a character's words.

I can use the text to explain what a character likely thinks or feels.

I can check each answer so I do not overstate one small detail.

THIS WEEK'S FOCUS

Inferencing

from “The Lunchroom Discoveries”

This week: **Inferring from a line of dialogue**. An **inference** is an idea the text suggests, even when the author does not say it directly. STAAR asks: **What does this line suggest about the character?** We will watch for **Overstated from a small detail**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words in dialogue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does this line suggest about the character?** Find the clue words.

"JORDAN: I never thought about how many things scientists have helped improve."

I CAN | I can notice words that suggest what a character is beginning to understand.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the dialogue supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does this line suggest about Jordan?** Pick the answer the text proves.

"JORDAN: So the milk we're drinking is safer because of his discovery."

A He thinks science makes every part of life safe • **B** He wants to stop learning about science and discoveries • **C** He notices that science helps make daily life safer

I CAN | I can choose the character idea best supported by the dialogue and avoid traps.



TODAY'S THINKING JOB

SHOW

“I can show the detail that supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Jordan is becoming more aware of science's impact?** Explain how it proves it.

“NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

I CAN | I can explain how a detail proves what a character is beginning to understand.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does Jordan's line suggest about his thinking?** Write an inference and one piece of proof.

"JORDAN: I never realized how many things started with someone trying to solve a problem."

I CAN | I can explain what Jordan is beginning to understand and support it with dialogue.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against an inference trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Jordan thinks science improves every part of people's lives.** Explain why it is a trap and name the trap.

"JORDAN: I never thought about how many things scientists have helped improve."

I CAN | I can explain why an answer overstates what one small detail proves.



Make an inference on your own.

Go back to the reading. Answer: What does Jordan's line suggest about his thinking? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

What does Jordan's line suggest about his thinking?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about a character and prove it with the text.

INFERENCING

Answers, across the five thinking levels.

NOTICE "never thought about" and "how many things scientists have helped improve." Jordan is starting to notice how much science helps people.

CHOOSE C. He notices that science helps make daily life safer. Jordan connects Pasteur's scientific discovery to safer milk, showing he is noticing science's effect on daily life. A is an Overstated from a small detail trap. B is an Opposite trap.

SHOW This detail shows that Jordan is connecting an old discovery to protection people receive every day. It supports the inference that Jordan is noticing science affects daily life.

OWN Jordan is beginning to understand that many useful things come from solving problems. Proof: he says he never realized how many things started with someone trying to solve a problem.

DEFEND Overstated from a small detail. Jordan notices that scientists have helped improve many things, but the passage does not say science improves every part of people's lives.

YOUR TURN Answers vary. One example: Jordan is becoming more aware of how science helps people. Proof: We use some of their discoveries all the time without even noticing.

INFERENCING

READ THIS PASSAGE EXCERPT.

“JORDAN: I never thought about how many things scientists have helped improve.”

Read line 18. What does this line suggest about Jordan?

- A** Jordan thinks science improves every part of people's lives.
- B** Jordan wants to stop learning about science and discoveries.
- C** Jordan thinks Pasteur's discovery made people sick by spreading germs.
- D** Jordan is beginning to notice that science affects daily life.



INFERENCING

The answer is D.

Jordan thinks science improves every part of people's lives.

- A** Overstated from a small detail trap. Jordan notices that scientists have helped improve many things, but the line does not prove that science improves every part of people's lives.

Jordan wants to stop learning about science and discoveries.

- B** Opposite trap. Jordan keeps asking questions and noticing how discoveries help people.

Jordan thinks Pasteur's discovery made people sick by spreading germs.

- C** Misreads a detail trap. The passage says germs in food and milk made people sick, while Pasteur's discovery helped make milk safer.

Jordan is beginning to notice that science affects daily life. Correct.

- D** Jordan says he never thought about how many things scientists have helped improve, showing a new awareness.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use science details to make an inference about electricity.

I can connect what the text says to what it means.

I can check each answer against the exact evidence in the passage.

THIS WEEK’S FOCUS

Inferencing

from “Benjamin Franklin and Electricity”

An **inference** is an idea the author does not say directly, but the details support. STAAR asks: **What can the reader infer about electricity from this part of the text?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization**, too broad.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice science clues about electricity.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about electricity from this part of the text?** Find the clue words.

“Through experiments, he learned that metal could conduct electricity.”

I CAN | I can notice exact words that help me infer how electricity behaves.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about electricity from this part of the text?** Pick the answer the text proves.

"When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

- A** Electricity can travel safely through a wire. • **B** Electricity can heat a building safely. • **C** Electricity disappears when lightning strikes.

I CAN | I can choose the inference about electricity that matches the science details.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that electricity can be guided safely?** Explain how it proves the inference.

“He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.”

I CAN | I can explain how the lightning rod detail proves what electricity can do.



TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Franklin as a scientist?** Write your inference and one piece of proof.

"Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground."

I CAN | I can write an inference about Franklin and support it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Electricity can travel safely through any material.** Explain why it is a trap and name the trap.

"Through experiments, he learned that metal could conduct electricity."

I CAN | I can use precise science evidence to explain why an inference is too broad.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about the lightning rod? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about the lightning rod?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about the lightning rod and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Metal could conduct electricity.** This clue shows that electricity can move through metal.

CHOOSE **A.** Electricity can travel safely through a wire. The proof says electricity travels safely through the wire. B is a Not in the text trap. C is a Misreads a detail trap.

SHOW **The rod connects to a wire running into the ground.** This shows electricity can be guided along a planned path instead of damaging the building.

OWN **Franklin was curious and wanted to solve a dangerous problem.** He studied electricity and wondered if there was a way to guide lightning safely into the ground.

DEFEND **Overgeneralization, too broad.** The text says metal can conduct electricity, but it does not say every material can.

YOUR TURN **Answers vary.** One example: The lightning rod protects buildings by giving electricity a safe path. Proof: When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

INFERENCING

READ THIS PASSAGE EXCERPT.

“He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.”

What can the reader infer about electricity from this part of the text?

- A** Electricity can heat a building safely.
- B** Electricity can travel safely through a wire.
- C** Electricity travels safely through every material.
- D** Electricity disappears when lightning strikes.



INFERENCING

The answer is B.

- A Electricity can heat a building safely.**
Not in the text trap. The paragraph does not say that electricity heats a building.
- B Electricity can travel safely through a wire. Correct.**
The paragraph says the metal rod connects to a wire and electricity travels safely through it.
- C Electricity travels safely through every material.**
Overgeneralization, too broad trap. The passage gives evidence about metal, not every material.
- D Electricity disappears when lightning strikes.**
Misreads a detail trap. The text says electricity travels through the wire, so it does not disappear.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart guess from clues in the text.

I can use Benjamin Franklin's actions to infer what kind of person he was.

I can check that my inference is supported by exact words from the passage.

THIS WEEK'S FOCUS

Inferencing

from “Benjamin Franklin and Electricity”

This week we are **inferring from an inventor's actions**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** We will watch his actions and avoid traps such as **Not in the text**, **Opposite**, and **Plausible but unsupported**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clues about an inventor's actions.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** Find the clue words.

“He spent time studying electricity and conducting experiments.”

I CAN | I can notice exact action words that help me infer what an inventor is like.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** Pick the answer the text proves.

"He wondered if there was a way to guide lightning safely into the ground."

A He was afraid to learn about electricity • **B** He wanted to become famous for inventions • **C** He wanted to understand lightning and solve problems

I CAN | I can choose the inference that best matches Benjamin Franklin's actions and ideas.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Franklin used experiments to solve a problem?** Explain how it proves the inference.

“This knowledge helped him develop an invention that could protect buildings from lightning strikes.”

I CAN | I can explain how Franklin's learning led to an invention that solved a real problem.



TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Benjamin Franklin based on his experiments?** Write your inference and one piece of proof.

“He wondered if there was a way to guide lightning safely into the ground.”

I CAN

I can infer what Franklin was like and support my idea with a sentence from the passage.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Franklin experimented because he wanted to become famous.** Explain why it is a trap and name the trap.

"Franklin believed that learning and experimenting could help improve people's lives."

I CAN | I can explain why a tempting answer is not supported by the passage.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Benjamin Franklin based on his experiments? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about Benjamin Franklin based on his experiments?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about an inventor and support it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Studying electricity and conducting experiments. These actions show Franklin wanted to learn more.

CHOOSE C. He wanted to understand lightning and solve problems. Franklin wanted to understand lightning and find a safe solution. A is an Opposite trap. B is a Plausible but unsupported trap.

SHOW The detail says his knowledge helped him develop an invention that protected buildings. This proves he used learning and experiments to solve a problem.

OWN Franklin was a problem solver who looked for safe solutions. Proof: He wondered if there was a way to guide lightning safely into the ground.

DEFEND Plausible but unsupported. The passage says Franklin wanted learning and experimenting to improve people's lives, not to become famous.

YOUR TURN Answers vary. One example: Franklin was curious and wanted to solve problems. Proof: He spent time studying electricity and conducting experiments.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Franklin wanted to understand why lightning behaved the way it did. He spent time studying electricity and conducting experiments.”

What can the reader infer about Benjamin Franklin based on his experiments?

- A** He was curious and worked to solve problems.
- B** He wanted fame from his experiments.
- C** He avoided studying how electricity worked at all.
- D** He recorded every experiment in a notebook.



INFERENCING

The answer is A.

A He was curious and worked to solve problems. Correct.
He wanted to understand lightning and spent time studying it through experiments.

B He wanted fame from his experiments.
Plausible but unsupported trap. The excerpt does not say Franklin wanted fame.

C He avoided studying how electricity worked at all.
Opposite trap. He spent time studying electricity and conducting experiments.

D He recorded every experiment in a notebook.
Not in the text trap. The passage does not say Franklin recorded every experiment in a notebook.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use text clues to infer why a choice mattered.

I can connect a choice to its purpose and result.

I can check that my inference is supported by evidence.

THIS WEEK’S FOCUS

Inferencing

from “The Founding Fathers”

An **inference** is an idea the text proves without saying it directly. This week, STAAR asks: **What can the reader infer about why the choice in this part of the text was important?** Watch for **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clues about why a choice mattered.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about why the choice in this part of the text was important?** Find the clue words.

“This document explained why the colonies wanted to become a free nation. It listed reasons why many colonists believed British rule was unfair.”

I CAN | I can find exact words that show why the leaders chose to write the document.



TODAY'S THINKING JOB

CHOOSE

“I can choose the inference the text proves.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about why the choice in this part of the text was important?** Pick the answer the text proves.

“The Declaration of Independence also stated that people have certain rights, such as life, liberty, and the pursuit of happiness.”

- A** It helped the leaders become famous and wealthy later. • **B** It explained independence and people's important rights. • **C** It started the war immediately without another cause.

I CAN | I can choose the inference that best explains why the choice mattered.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that writing the document helped the colonies explain their choice?** Explain how it proves the inference.

“They hoped people would understand why the colonies believed independence was necessary.”

I CAN | I can explain how the author's detail proves why the choice mattered.



TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about why the leaders chose to write the Declaration of Independence?** Write your inference and one piece of proof.

“Writing the document required careful thought. The authors wanted their message to be clear and convincing.”

I CAN | I can explain why the choice mattered and support my idea with text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The leaders helped write the document to become famous.** Explain why it is a trap and name the trap.

"The authors wanted their message to be clear and convincing."

I CAN | I can use evidence to explain why a true action has the wrong motive.



Make an inference on your own.

Go back to the passage. Answer: Why was the choice to write the Declaration of Independence important? Copy one sentence that proves your inference.

Go back to the reading.

**Why was the choice to write the Declaration
of Independence important?**

**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can infer why a choice mattered and support it with text evidence.



INFERENCE

Answers, across the five thinking levels.

NOTICE Explained why and listed reasons. The document helped people understand why independence was wanted.

CHOOSE B. It explained independence and people's important rights. The document explained unfair British rule and stated important rights. A is a Wrong motive for a true action trap. C is a Misreads a detail trap.

SHOW People would understand why independence was necessary. This shows the document had a clear purpose.

OWN The leaders wanted people to understand why independence was necessary. Proof: They wanted their message to be clear and convincing.

DEFEND Wrong motive for a true action. The leaders did help write the document, but the text says they wanted their message to be clear and convincing, not to become famous.

YOUR TURN Answers vary. One example: It helped explain why the colonies wanted independence. Proof: This document explained why the colonies wanted to become a free nation.



INFERENCING

READ THIS PASSAGE EXCERPT.

“In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation.”

What can the reader infer about why the choice in this part of the text was important?

- A** It helped the leaders become famous and wealthy later.
- B** It helped the colonies avoid every challenge they faced.
- C** It explained why the colonies wanted to become a free nation.
- D** It made Great Britain agree to independence right away.



INFERENCING

The answer is C.

- A** **It helped the leaders become famous and wealthy later.**
Wrong motive for a true action trap. The passage gives explaining independence as the purpose, not fame.
- B** **It helped the colonies avoid every challenge they faced.**
Not in the text trap. The passage does not say the document helped the colonies avoid every challenge. this part of the text says the colonies still faced many challenges.
- C** **It explained why the colonies wanted to become a free nation. Correct.**
The document explained why the colonies wanted to become a free nation.
- D** **It made Great Britain agree to independence right away.**
Misreads a detail trap. Great Britain did not simply agree, and a war began.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart inference from clues in the text.

I can support my inference with exact evidence.

I can check for trap answers that lack proof.

THIS WEEK’S FOCUS

Inferencing

from “The Founding Fathers”

Supporting an inference in writing: An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about one person in the selection? Use evidence.** This week we will watch for **Unsupported claim with no evidence**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the leaders?** Find the clue words.

"They understood that creating change would require careful planning and cooperation."

I CAN | I can notice words that support an inference.



TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the Founding Fathers?** Pick the answer the text proves.

"They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states."

A They always agreed on government ideas • **B** They refused to discuss government issues • **C** They had different ideas about government

I CAN | I can choose the inference that the text proves.



TODAY'S THINKING JOB

SHOW

“I can show how evidence proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that the leaders could solve disagreements?** Explain how it proves the idea.

“Their willingness to listen to different viewpoints helped them create a plan that many people could support.”

I CAN | I can explain how a detail supports an inference.



TODAY'S THINKING JOB

OWN

"I can write an inference with proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the leaders as writers?** Write your inference and one piece of proof.

"The leaders carefully chose their words because they wanted people to understand their message."

I CAN | I can write my own inference and support it with text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Founding Fathers wrote the Constitution quickly.** Explain why it is a trap and name the trap.

"The Founding Fathers spent many months discussing ideas and making decisions."

I CAN | I can explain why an unsupported claim fails.



Make an inference on your own.

Go back to the passage. Short response: What can the reader infer about one person in the selection? Use evidence. Write your inference and copy one sentence that proves it.

Go back to the reading.

Short response: What can the reader infer about one person in the selection? Use evidence. Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the text.



INFERENCING

Answers, across the five thinking levels.

NOTICE Careful planning and cooperation. These words show the leaders knew they had to plan and work together.

CHOOSE C. They had different ideas about government. The leaders wanted different amounts of power for the national government and states. A is a Misreads a detail trap. B is an Opposite trap.

SHOW The leaders listened to different viewpoints, and this helped them create a plan many people could support. This proves they could solve disagreements by listening and working together.

OWN The leaders were careful writers who wanted their message to be clear. Proof: They carefully chose their words because they wanted people to understand their message.

DEFEND Unsupported claim with no evidence. The text says they spent many months discussing ideas and making decisions, but it does not support the claim that they wrote the Constitution quickly.

YOUR TURN Answers vary. One example: George Washington was a strong leader. Proof: He led soldiers through difficult battles and challenging conditions.



INFERENCING

READ THIS PASSAGE EXCERPT.

“George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions.”

What can the reader infer about George Washington from this excerpt?

- A** George Washington won every battle in the war.
- B** George Washington was a strong army leader.
- C** George Washington owned a large farm.
- D** George Washington avoided all difficult army battles.



INFERENCING

The answer is B.

George Washington won every battle in the war.

- A** Unsupported claim with no evidence trap. The excerpt says George Washington led soldiers through difficult battles, but it does not say he won every battle.

George Washington was a strong army leader. Correct.

- B** He led soldiers through difficult battles and challenging conditions. This shows he was a strong army leader.

George Washington owned a large farm.

- C** Not in the text trap. The excerpt does not mention George Washington owning a large farm.

George Washington avoided all difficult army battles.

- D** Misreads a detail trap. The excerpt says he led soldiers through difficult battles, not that he avoided them.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer a person's traits.

I can connect a person's actions to an idea the author does not say directly.

I can check each answer against the passage before I choose it.

THIS WEEK'S FOCUS

Inferencing

from “**Henry Ford: Visionary of Travel**”

An **inference** is an idea the text supports through clues. STAAR asks: **What can the reader infer about the person from the way he solved problems?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Plausible but unsupported** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words about Henry."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the person from the way he solved problems?** Find the clue words.

"When Henry was young, he enjoyed taking machines apart to see how they worked."

I CAN | I can notice action clues that help me infer Henry's character traits.



TODAY'S THINKING JOB

CHOOSE

"I can choose the trait the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Henry from the way he solved problems?** Pick the answer the text proves.

"As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines."

- A** He was patient and determined to learn. • **B** He was unwilling to keep trying new ideas. • **C** He was famous and admired as a child.

I CAN | I can choose a supported inference and avoid answers that are not proved.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Henry solved problems in practical ways?** Explain how it proves the inference.

“This made building cars faster and less expensive.”

I CAN | I can explain how Henry's solution helped people in a practical way.



TODAY'S THINKING JOB

OWN

“I can write my own inference and proof.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Henry from the way he solved problems?** Write a trait and one piece of proof.

“Henry Ford believed that cars should be available for everyday families.”

I CAN | I can infer a character trait and support it with exact evidence.



TODAY'S THINKING JOB

DEFEND

“I can defend an answer with text evidence.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Henry solved problems by asking others for advice.** Explain why it is a trap and name the trap.

“As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.”

I CAN | I can name a trap and use the passage to prove why it fails.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Henry from the way he solved problems? Write a trait and copy one sentence that proves it.

Go back to the reading.

**What can the reader infer about Henry from
the way he solved problems?**

**Write his character trait. Then copy one
sentence that proves it.**

I CAN | I can infer a character trait and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Taking machines apart to see how they worked. This shows Henry was curious and wanted to understand how machines worked.

CHOOSE A. He was patient and determined to learn. He spent many hours experimenting with engines, showing that he kept trying to learn. B is an Opposite trap. C is a Not in the text trap.

SHOW The moving assembly line made cars faster and less expensive to build. This shows Henry solved a problem by making a useful change.

OWN Henry was caring and practical because he wanted everyday families to afford cars. He helped solve the problem by creating a stronger, simpler, more affordable car.

DEFEND Plausible but unsupported. The passage shows Henry worked and experimented for many hours, but it does not say he asked others for advice.

YOUR TURN Answers vary. One example: Henry was determined. Proof: As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Workers stayed in one place while parts moved down a line and were added step by step. This made building cars faster and less expensive.”

What can the reader infer about Henry from the way he solved problems?

- A** Henry was impractical and made car building slower.
- B** Henry was artistic and painted each car brightly.
- C** Henry was thoughtful and asked workers for ideas.
- D** Henry was practical and made car building faster.



INFERENCING

The answer is D.

- A Henry was impractical and made car building slower.**
Opposite trap. The excerpt says building cars became faster and less expensive, not slower.
- B Henry was artistic and painted each car brightly.**
Not in the text trap. The excerpt does not mention painting cars.
- C Henry was thoughtful and asked workers for ideas.**
Plausible but unsupported trap. The excerpt mentions workers, but it does not say Henry asked them for ideas.
- D Henry was practical and made car building faster. Correct.**
The moving assembly line made building cars faster and less expensive, which shows a practical solution.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a smart guess from clues about Henry Ford's life.

I can use exact details to support what I infer.

I can check choices for traps that go beyond the text.

THIS WEEK'S FOCUS

Inferencing

from “Henry Ford: Visionary of Travel”

Inferring from a life story: An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **What can the reader infer about the person from his early life?** This week we will spot **Not in the text**, **Misreads a detail**, and **Overstated from a small detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words about Henry's early life.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about the person from his early life?** Find the clue words.

“When Henry was young, he enjoyed taking machines apart to see how they worked.”

I CAN | I can notice exact words that support an inference about Henry.





TODAY'S THINKING JOB

CHOOSE

“I can choose the inference the text proves.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about the person from his early life?** Pick the answer the text proves.

“While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.”

A He never played games with others. • **B** He was curious and eager to learn. • **C** He lived in a city and played sports.

I CAN | I can choose the best inference and avoid answers the details do not support.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Henry liked solving problems?** Explain how it proves the idea.

“He enjoyed solving problems and finding ways to make machines work better.”

I CAN | I can explain how exact words from the text prove an inference.



TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Henry from his early life?** Write your inference and one piece of proof.

“As Henry grew older, he continued learning about engines and mechanical equipment.”

I CAN | I can write an inference about Henry and support it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Henry only cared about working as a mechanic.** Explain why it is a trap and name the trap.

"He worked as a mechanic and spent many hours experimenting with engines. He enjoyed solving problems and finding ways to make machines work better."

I CAN | I can use evidence to explain why an answer overstates one small detail.



Make an inference on your own.

Go back to this part of the text. Answer: What can the reader infer about Henry from his early life? Copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about Henry from
his early life?**

**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference about Henry and prove it with a sentence from the text.

INFERENCING

Answers, across the five thinking levels.

NOTICE He enjoyed taking machines apart and seeing how they worked. These words show that Henry was curious about machines.

CHOOSE B. He was curious and eager to learn. He studied machines and tried to understand how they worked. A is an Overstated from a small detail trap. C is a Not in the text trap.

SHOW The words enjoyed solving problems and finding ways to make machines work better show that Henry liked finding solutions.

OWN Henry stayed interested in learning about machines. Proof: he continued learning about engines and mechanical equipment.

DEFEND Overstated from a small detail. The text says Henry worked as a mechanic, but it also says he experimented, solved problems, and improved machines.

YOUR TURN Answers vary. One example: Henry was curious and determined to understand machines. Proof: While other children spent time playing games, Henry often spent time studying machines and trying to understand how they worked.

INFERENCING

READ THIS PASSAGE EXCERPT.

“When Henry was young, he enjoyed taking machines apart to see how they worked. He was especially interested in engines and tools.”

What can the reader infer about Henry from his early life?

- A** Henry was curious about how machines worked.
- B** Henry wanted to become a famous businessman.
- C** Henry took machines apart to destroy them.
- D** Henry was interested in every subject equally.



INFERENCING

The answer is A.

- A Henry was curious about how machines worked. Correct.**
He took machines apart to understand them and showed special interest in engines and tools.
- B Henry wanted to become a famous businessman.**
Not in the text trap. The excerpt does not say what career Henry wanted.
- C Henry took machines apart to destroy them.**
Misreads a detail trap. He took them apart to see how they worked, not to destroy them.
- D Henry was interested in every subject equally.**
Overstated from a small detail trap. The excerpt names engines and tools, not every subject.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can link clues about two people.

I can infer how their actions are alike.

I can use proof from the passage to support my thinking.

THIS WEEK’S FOCUS

Inferencing

from “**Sam Walton: Visionary of Retail**”

An **inference about two people** is an idea we figure out by linking clues about both people. STAAR asks: **What can the reader infer about how the two business leaders were alike?** Watch for traps such as **Describes one person only**, **Not in the text**, and **Misreads a detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clues about both leaders."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how the two business leaders were alike?** Find clue words about both leaders.

"Other companies noticed Walmart's success and began looking for ways to improve their own stores."

I CAN | I can notice words that link what two business leaders did.



TODAY'S THINKING JOB

CHOOSE

“I can choose an inference about two leaders.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about how the two business leaders were alike?** Pick the answer the text proves.

“His ideas changed the way many businesses operated.”

A Sam Walton wanted to help families save money • **B** Both leaders lived in Arkansas their whole lives • **C** Both leaders looked for ways to improve their stores

I CAN | I can choose the inference that connects actions by both leaders.



TODAY'S THINKING JOB

SHOW

"I can show evidence for a link."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that the two business leaders were alike?** Explain how it proves the link.

"Sam Walton continued looking for ways to improve his business."

I CAN | I can explain how details about both leaders prove they were alike.



TODAY'S THINKING JOB

OWN

“I can write an inference about two leaders.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about how Sam and leaders of other companies were alike?** Write your inference and one piece of proof about each.

“Sam Walton continued looking for ways to improve his business.”

I CAN | I can write a supported inference and use proof about both leaders.



TODAY'S THINKING JOB

DEFEND

"I can defend a comparison answer."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Sam wanted families to save money.** Explain why it is a trap and name the trap.

"Other companies noticed Walmart's success and began looking for ways to improve their own stores."

I CAN | I can explain why a trap fails to connect both leaders.



Make your own inference.

Go back to the reading. Answer: How were Sam and leaders of other companies alike? Copy one clue about Sam and one clue about other companies.

Go back to the reading.
How were Sam and leaders of other
companies alike?
Write your inference. Then copy one clue
about each leader.

I CAN | I can compare two leaders and support my inference with proof.



INFERENCING

Answers, across the five thinking levels.

NOTICE Other companies began looking for ways to improve their stores. This clue links their action with Sam's effort to improve his business.

CHOOSE C. Both leaders looked for ways to improve their stores. Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores. A is a Describes one person only trap. B is a Not in the text trap.

SHOW Sam continued looking for ways to improve his business, and leaders of other companies looked for ways to improve their own stores. Both leaders looked for ways to improve their businesses.

OWN Sam and leaders of other companies looked for ways to improve their businesses. Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores.

DEFEND Describes one person only. The answer tells about Sam, but the question asks how Sam and leaders of other companies were alike. Other companies also began looking for ways to improve their own stores.

YOUR TURN Answers vary. One example: Sam and leaders of other companies looked for ways to improve their businesses. Proof: Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores.

INFERENCING

READ THIS PASSAGE EXCERPT.

“His ideas changed the way many businesses operated. Other companies noticed Walmart's success and began looking for ways to improve their own stores.”

What can the reader infer about how the two business leaders were alike?

- A** Sam Walton wanted to help families save money.
- B** Both leaders lived in Arkansas their whole lives.
- C** Both leaders looked for ways to improve their stores.
- D** Other companies ignored Walmart and its success.



INFERENCING

The answer is C.

- A Sam Walton wanted to help families save money.**
Describes one person only trap. This tells about Sam but does not compare both leaders.
- B Both leaders lived in Arkansas their whole lives.**
Not in the text trap. The passage does not say that both leaders lived in Arkansas their whole lives.
- C Both leaders looked for ways to improve their stores. Correct.**
Sam continued looking for ways to improve his business, and other companies began looking for ways to improve their own stores.
- D Other companies ignored Walmart and its success.**
Opposite trap. The excerpt says other companies noticed Walmart's success and began looking for ways to improve their own stores.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference about a person's goals from clues in the text.

I can use exact evidence to defend my inference.

I can spot answers that make unsupported claims.

THIS WEEK'S FOCUS

Inferencing

from “**Sam Walton: Visionary of Retail**”

Defending an inference: An **inference** is an idea the author does not say directly, but the clues support it. Short response: What can the reader infer about the person's goals? Use evidence. Watch for **Unsupported claim with no evidence, Not in the text, and True but not the answer.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words about a person's goal.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about Sam Walton's goals?** Find the clue words.

“His goal was to make shopping easier and more affordable for families.”

I CAN | I can notice exact words that support an inference about Sam's goal.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Sam Walton's goals?** Pick the answer the text proves.

"Sam believed businesses could do a better job serving customers."

A He wanted to serve customers better in his stores • **B** He wanted to avoid learning new ideas in business • **C** He wanted to win sports awards and become famous

I CAN | I can choose the inference about Sam's goal that has the strongest proof.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Sam wanted customers to save money?** Explain how it proves the inference.

“Sam believed that if customers could save money, they would continue returning to the store.”

I CAN | I can explain how a detail about Sam's actions supports an inference about his goal.



TODAY'S THINKING JOB

OWN

“I can write an inference and support it with proof.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Sam Walton's goals?** Write your inference and one piece of proof.

“He wanted to build a business that offered a wide variety of products at lower prices.”

I CAN

I can make my own inference about Sam's goals and defend it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

“I can defend an answer by using evidence.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Sam wanted to make shopping easier because he wanted to become famous.** Explain why it is a trap and name the trap.

“His goal was to make shopping easier and more affordable for families.”

I CAN

I can explain why an unsupported claim fails and use a sentence to disprove it.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Sam Walton's goals? Copy one sentence that proves your answer.

Go back to the reading.
What can the reader infer about Sam Walton's goals?
Write your inference. Then copy one sentence that proves it.

I CAN | I can infer a person's goal and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE The words **goal, easier, affordable, and families** show that **Sam wanted to help families shop more easily and spend less money.**

CHOOSE A. He wanted to serve customers better in his stores. Sam believed businesses should serve customers better, so he wanted to improve the shopping experience in his stores. B is an Opposite trap. C is a Not in the text trap.

SHOW The detail connects saving money with Sam's **plan for the store.** It shows he wanted customers to spend less and keep coming back.

OWN Sam wanted families to have many shopping **choices at prices they could afford.** Proof: He wanted to build a business that offered a wide variety of products at lower prices.

DEFEND **Unsupported claim with no evidence.** The sentence supports making shopping easier and more affordable, but it gives no evidence that Sam wanted to become famous.

YOUR TURN **Answers vary.** One example: Sam wanted to help families save money and improve their lives. Proof: He wanted to create a company that helped people save money and improve their lives.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Instead of forgetting those experiences, he used them to guide his decisions as a businessman. He wanted to create a company that helped people save money and improve their lives.”

What can the reader infer about the person's goals? Use evidence.

- A** Sam wanted to help people save money and improve their lives.
- B** Sam wanted to make people spend more money and save less.
- C** Sam wanted to win sports awards and become a famous athlete.
- D** Sam wanted to help people save money because he hated school.



INFERENCING

The answer is A.

Sam wanted to help people save money and improve their lives. Correct.

- A** The excerpt says he used his experiences to guide his decisions and wanted to create a company that helped people save money and improve their lives.

Sam wanted to make people spend more money and save less.

- B** Opposite trap. The excerpt says Sam wanted to help people save money and improve their lives, not make them spend more and save less.

Sam wanted to win sports awards and become a famous athlete.

- C** Not in the text trap. The excerpt gives no evidence about sports, awards, or becoming an athlete.

Sam wanted to help people save money because he hated school.

- D** Unsupported claim with no evidence trap. The excerpt supports helping people save money, but it gives no evidence that Sam hated school or that this was his reason.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer how Amina's mood shifts.

I can connect what Amina does to what she feels.

I can check each answer for proof and traps.

THIS WEEK'S FOCUS

Inferencing

from “Crash”

An **inference** is an idea the author does not say directly, but clues support it. STAAR asks: **What can the reader infer about the main character after the crash in this part of the text?** This week we will spot **Opposite**, **misreads awareness**, **Not in the text**, and **Misreads a detail** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clues about Amina’s feelings.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about Amina after the crash?** Find the clue words.

“Amina’s heart started to race. Everyone turned to look at the broken jar.”

I CAN | I can notice exact words that support an inference about Amina.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Amina after the crash?** Pick the answer the text proves.

"Amina took a deep breath and raised her hand. "I'm sorry, Mrs. Ramirez," she said."

A Amina feels proud right after the crash • **B** Amina decides to tell her teacher the truth • **C** Amina plans to grow plants at home

I CAN | I can choose the best inference and avoid answers that twist the clues.



TODAY'S THINKING JOB

SHOW

"I can show how evidence proves an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that Amina accepts responsibility?** Explain how it proves the inference.

"“I’m sorry, Mrs. Ramirez,” she said. “I bumped the table and knocked it over. I didn’t mean to.””

I CAN

I can explain how Amina’s words support the inference that she accepts responsibility.



TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about Amina after she tells the truth?** Write your inference and one piece of proof.

"Mrs. Ramirez smiled kindly. "Thank you for telling the truth, Amina. Accidents happen, but being honest shows responsibility.""

I CAN | I can write an inference about Amina and support it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Amina feels proud and does not need to tell the truth.** Explain why it is a trap and name the trap.

"Amina felt proud. She had made a mistake, but her honesty helped make things right."

I CAN | I can use exact evidence to explain why a trap answer is wrong.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Amina at the end? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about Amina at the end?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and support it with exact evidence.

INFERENCING

Answers, across the five thinking levels.

NOTICE Her heart started to race, and everyone turned to look. These clues show Amina felt nervous.

CHOOSE B. Amina decides to tell her teacher the truth. She takes a deep breath, raises her hand, and admits what happened. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW Amina says she bumped the table and knocked the jar over. She names her action and admits the mistake, so she accepts responsibility.

OWN Amina learns that honesty shows responsibility. Mrs. Ramirez thanks her for telling the truth and says honesty shows responsibility.

DEFEND Opposite, misreads awareness. Amina feels proud because she told the truth, so saying she does not need to tell the truth twists the passage.

YOUR TURN Answers vary. One example: Amina feels proud because her honesty helped make things right. Proof: She had made a mistake, but her honesty helped make things right.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Amina took a deep breath and raised her hand. “I’m sorry, Mrs. Ramirez,” she said. “I bumped the table and knocked it over. I didn’t mean to.””

What can the reader infer about the main character after the crash in this part of the text?

- A** Amina hides the mistake from her teacher.
- B** Amina plans to take the plant home.
- C** Amina feels proud about breaking the jar.
- D** Amina chooses to be honest about the mistake.



INFERENCING

The answer is D.

Amina hides the mistake from her teacher.

- A** Opposite, misreads awareness trap. Amina thinks about staying quiet, but she raises her hand and tells the truth.

Amina plans to take the plant home.

- B** Not in the text trap. The passage never says Amina plans to take the plant home.

Amina feels proud about breaking the jar.

- C** Misreads a detail trap. Amina feels proud later because her honesty helped make things right, not because she broke the jar.

Amina chooses to be honest about the mistake. Correct.

- D** Amina raises her hand and admits that she bumped the table and knocked over the jar.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference about a lesson by using clues from the story.

I can connect a character's choice to what the character learned.

I can check each answer to be sure the text supports it.

THIS WEEK'S FOCUS

Inferencing

from “Crash”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Watch for **Wrong motive for a true action, Not in the text, and Opposite.**

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a clue about what Amina learned.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Find the clue words.

“She knew she would remember this lesson for a long time.”

I CAN | I can notice exact words that help me infer a lesson Amina learned.



TODAY'S THINKING JOB

CHOOSE

“I can choose an inference about Amina that the text supports.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Pick the answer the text proves.

“Sometimes it takes courage to admit a mistake.”

A She learned that honesty takes courage • **B** She told the truth to earn praise • **C** She was never worried about trouble

I CAN | I can choose the best lesson inference and reject answers that do not fit the text.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Amina learned to take responsibility?** Explain how it proves the inference.

“She took a deep breath and raised her hand.”

I CAN | I can explain how Amina's action proves what she learned.



TODAY'S THINKING JOB

OWN

“I can write an inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about the main character based on the choice made at the end?** Write your inference and one piece of proof.

“However, telling the truth had helped solve the problem.”

I CAN

I can connect Amina's choice to the lesson she learned and support it with text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Amina told the truth because she wanted Mrs. Ramirez to praise her.** Explain why it is a trap and name the trap.

"Instead, she seemed proud that Amina had admitted what happened."

I CAN | I can explain why a true detail does not prove the wrong motive.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the main character based on the choice made at the end? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about the main character based on the choice made at the end?

Write the lesson she learned. Then copy one sentence that proves it.

I CAN | I can infer a lesson Amina learned and support it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Amina will remember the lesson for a long time. This shows the event taught her something important.

CHOOSE A. She learned that honesty takes courage. She felt scared but raised her hand and admitted the mistake. B is a Wrong motive for a true action trap. C is an Opposite trap.

SHOW Amina chooses to speak up after thinking about staying silent. Raising her hand shows she takes responsibility for the accident.

OWN Amina learned that telling the truth can help solve a problem. Proof: "However, telling the truth had helped solve the problem."

DEFEND Wrong motive for a true action. Mrs. Ramirez seemed proud after Amina told the truth, but the text shows Amina was worried and knew honesty was the right choice. The pride was a result, not her motive.

YOUR TURN Answers vary. One example: Amina learned that honesty and responsibility help make things right. Proof: She had made a mistake, but her honesty helped make things right.



INFERENCING

READ THIS PASSAGE EXCERPT.

“At first, she had felt scared and embarrassed. She worried about getting in trouble. However, telling the truth had helped solve the problem.”

What can the reader infer about the main character based on the choice made at the end?

- A** Amina told the truth to win a class prize.
- B** Amina learned that honesty helps solve problems.
- C** Amina told the truth because she wanted praise.
- D** Amina was never worried about getting in trouble.



INFERENCING

The answer is B.

A Amina told the truth to win a class prize.

Not in the text trap. The passage does not say Amina told the truth to win a prize.

B Amina learned that honesty helps solve problems. Correct.

She was worried about getting in trouble, but telling the truth helped solve the problem.

C Amina told the truth because she wanted praise.

Wrong motive for a true action trap. Amina did tell the truth, but the passage does not say she wanted praise. It shows she knew telling the truth was the right choice.

D Amina was never worried about getting in trouble.

Opposite trap. The passage says Amina worried about getting in trouble.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can notice clues about what Elena sees and understands.

I can make an inference about how Elena helps others.

I can use exact proof from the passage to support my answer.

THIS WEEK’S FOCUS

Inferencing

from “The Good Citizen”

An **inference** is an idea the author does not say out loud, but clues in the text support it. STAAR asks: **What can the reader infer about how the main character helps others?** Watch for **Not in the text**, **True but not the answer**, and **Plausible but unsupported** traps.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a clue about Elena's help."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how the main character helps others?** Find the clue words.

"Elena's job was simple but important."

I CAN | I can notice exact words that support an inference about Elena.



TODAY'S THINKING JOB

CHOOSE

“I can choose an inference the text supports.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about how the main character helps others?** Pick the answer the text proves.

“She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.”

- A** She helps dogs by taking them home each week. • **B** She helps dogs by refusing to care for them. • **C** She helps dogs by meeting their daily needs.

I CAN | I can choose the inference that best matches Elena's actions.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that Elena helps dogs responsibly?** Explain how it proves the inference.

“Each Saturday, Elena followed the same routine.”

I CAN | I can explain how a repeated action proves Elena is responsible.



TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Elena helps others after her mistake?** Write your inference and one piece of proof.

"Before leaving, Elena carefully checked every kennel."

I CAN | I can connect Elena's action after her mistake to a larger idea.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Elena helps others by finding permanent homes for the dogs.** Explain why it is a trap and name the trap.

"Everyone shared the same goal: helping the animals stay healthy and happy until they found permanent homes."

I CAN | I can use the text to explain why a tempting answer is unsupported.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how Elena helps others? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how Elena helps others?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference about Elena and prove it with the text.

INFERENCING

Answers, across the five thinking levels.

NOTICE **Simple but important.** Her jobs may seem small, but they help the dogs stay cared for.

CHOOSE **C.** She helps dogs by meeting their daily needs. She gives dogs food, water, clean kennels, exercise, and care. A is a Not in the text trap. B is an Opposite trap.

SHOW **The same routine shows Elena returns each Saturday and completes her jobs.** This proves she helps the dogs responsibly.

OWN **Elena helps others by checking her work carefully so the dogs have what they need.** Proof: Before leaving, Elena carefully checked every kennel.

DEFEND **Plausible but unsupported.** The passage says the dogs were waiting for permanent homes, but it never says Elena finds those homes.

YOUR TURN **Answers vary.** One example: Elena helps others by taking responsibility for the dogs. Proof: It meant remembering that others depended on her actions.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The next Saturday, Elena arrived at the shelter with a checklist. She carefully completed each task and marked it off when finished.”

What can the reader infer about how Elena helps others?

- A** She helps others by carefully finishing her responsibilities.
- B** She helps others by making every dog feel cheerful.
- C** She helps others by waiting for friends to guide her.
- D** She helps others by doing only the easiest jobs.



INFERENCING

The answer is A.

A **She helps others by carefully finishing her responsibilities. Correct.**
Elena uses a checklist and completes each task, showing she does her jobs carefully.

B **She helps others by making every dog feel cheerful.**
Plausible but unsupported trap. The excerpt shows careful work, but it does not prove every dog feels cheerful.

C **She helps others by waiting for friends to guide her.**
Not in the text trap. The excerpt says Elena uses her own checklist and completes each task.

D **She helps others by doing only the easiest jobs.**
Opposite trap. Elena completes each task, not only the easiest jobs.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make an inference by joining clues from the story.

I can compare what different parts of a story show about honesty and responsibility.

I can use exact evidence to prove my thinking.

THIS WEEK’S FOCUS

Inferencing

from “The Good Citizen”

An **inference** is an idea the author does not say directly, but the clues support. This week we will compare ideas about honesty and responsibility. STAAR asks: **Short response: What can the reader infer about being honest and responsible from both stories? Use evidence.** Watch for **Describes one story only**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a clue about responsibility.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about being honest and responsible?** Find the clue words.

“She also learned that responsibility does not mean never making mistakes.”

I CAN | I can notice exact words that help me infer what responsibility means.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Elena?** Pick the answer the text proves.

"She remembered measuring food for several dogs, but she could not picture herself feeding Rusty."

A Elena takes responsibility for her mistake • **B** Elena finished every task before she left • **C** Elena stayed at the park all day

I CAN | I can choose the best inference by matching it to the strongest proof.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Elena is honest?** Explain how it proves the inference.

“Elena nodded and explained what had happened.”

I CAN | I can explain how Elena's words prove that she is honest.



INFERENCING

TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Elena after her mistake?** Write your inference and one piece of proof.

“This time she moved slowly and carefully.”

I CAN | I can write an inference and support it with exact evidence from the story.



TODAY'S THINKING JOB

DEFEND

"I can explain why a trap answer is incomplete."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Elena learned to use a checklist.** Explain why it is a trap and name the trap.

"She realized that good citizenship was about more than completing tasks."

I CAN | I can defend a comparison answer by showing what both parts teach.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about honesty and responsibility? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about honesty and responsibility?

Write your inference. Then copy one sentence that proves it.

I CAN | I can compare clues and support my inference with evidence.

INFERENCING

Answers, across the five thinking levels.

NOTICE Responsibility is not about being perfect. The clue says mistakes can happen, so the reader should look for what a person does next.

CHOOSE A. Elena takes responsibility for her mistake. She remembers the missing food, returns to the shelter, and fixes the problem. B is a Misreads a detail trap. C is an Opposite trap.

SHOW Elena explains what happened even though she expects disappointment. That shows she tells the truth about her mistake.

OWN Elena learns from her mistake and becomes more careful. Proof: She moves slowly, checks the bowls, and uses a checklist the next Saturday.

DEFEND Describes one story only. The checklist is one detail from Elena's story, but the manager's lesson also says to admit mistakes, fix them, and learn.

YOUR TURN Answers vary. One example: Honest and responsible people admit mistakes and fix them. Proof: Responsibility means admitting mistakes, correcting them, and learning from them.



INFERENCING

READ THIS PASSAGE EXCERPT.

“She also learned that responsibility does not mean never making mistakes. Responsibility means admitting mistakes, correcting them, and learning from them.”

What can the reader infer about being honest and responsible from both stories? Use evidence.

- A** Being honest and responsible means using a checklist each week.
- B** Being honest and responsible means admitting mistakes and fixing them.
- C** Being honest and responsible means asking friends to check each task.
- D** Being honest and responsible means letting others fix your mistakes.



INFERENCING

The answer is B.

Being honest and responsible means using a checklist each week.

- A** Describes one story only trap. The checklist comes from Elena's story, but the shared lesson is to admit mistakes, fix them, and learn.

Being honest and responsible means admitting mistakes and fixing them. Correct.

- B** Elena admits the mistake, returns to fix it, and learns to use a checklist so she can do better.

Being honest and responsible means asking friends to check each task.

- C** Not in the text trap. The passage never says that honest and responsible people ask friends to check each task.

Being honest and responsible means letting others fix your mistakes.

- D** Opposite trap. Elena returns and fixes her own mistake.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use picture words as clues.

I can infer what a dream is like even when the poem does not say it directly.

I can prove my inference with exact words from the poem.

THIS WEEK’S FOCUS

Inferencing

from “MLK - A Dream Can Grow”

An **inference** is an idea the poem suggests through clues. STAAR asks: **What can the reader infer about the dream described in lines 1 and 2?** Watch for **Word association** from the lines, **Not in the text**, and **Opposite**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice words that describe a dream.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about the dream described in lines 1 and 2?** Find the clue words.

“A dream can start inside your heart, A tiny hope, a little start.”

I CAN | I can notice imagery that helps me infer what a dream is like.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the dream described in lines 1 and 2?** Pick the answer the poem proves.

"A voice can speak, a child can hear, And suddenly the dream feels near. One hopeful word can travel through, Until another dreams it too."

A A dream stays hidden from other people. • **B** Hopeful words can help a dream spread. • **C** A child writes the dream in a notebook.

I CAN | I can choose the inference that fits the imagery and proof words.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that a dream can spread?** Explain how it proves the idea.

“One hopeful word can travel through, Until another dreams it too.”

I CAN | I can connect exact imagery to an inference about how a dream spreads.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how people help a dream grow?** Write your inference and one piece of proof.

"Together we can help it grow, By sharing kindness as we go."

I CAN | I can make my own inference and support it with exact words from the poem.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The dream stays inside one person's heart.** Explain why it is a trap and name the trap.

"One hopeful word can travel through, Until another dreams it too."

I CAN | I can use a quote to explain why a tempting answer is not supported.



Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about how a dream grows? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how a dream grows?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with words from the poem.



INFERENCING

Answers, across the five thinking levels.

NOTICE The clue words are inside your heart, tiny hope, and little start. They show that a dream begins small and personal.

CHOOSE B. Hopeful words can help a dream spread. The words hopeful word, travel through, and another dreams it too show that hope spreads. A is an Opposite trap. C is a Not in the text trap.

SHOW The words travel through and another dreams it too show that one person's hope can reach another person.

OWN People help a dream grow by working together and sharing kindness. The proof is together and sharing kindness.

DEFEND Word association from the lines. The wrong answer grabs the words inside your heart, but this quote shows the dream travels to another person.

YOUR TURN Answers vary. One example: A dream grows when people share hope and kindness. Proof: Together we can help it grow, By sharing kindness as we go.



INFERENCING

READ THIS PASSAGE EXCERPT.

“A dream can start inside your heart, A tiny hope, a little start. It may begin as just one thought, A wish for all the good we sought.”

What can the reader infer about the dream described in lines 1 and 2?

- A** The dream is finished before it can begin at all.
- B** The dream begins with a child holding a bright balloon.
- C** The dream is only a wish inside one person's heart.
- D** The dream begins as a small hope in someone's heart.



INFERENCING

The answer is D.

- A The dream is finished before it can begin at all.**
Opposite trap. The poem says the dream can start and may begin, so it is not finished yet.
- B The dream begins with a child holding a bright balloon.**
Not in the text trap. The poem mentions a child, but it does not say the child is holding a balloon.
- C The dream is only a wish inside one person's heart.**
Word association from the lines trap. It repeats wish and heart from the lines but ignores that the dream can reach other people.
- D The dream begins as a small hope in someone's heart. Correct.**
The poem calls it a tiny hope and a little start inside your heart.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect clues from different stanzas to make an inference.

I can use the poem's words to support my thinking.

I can check that my inference does not go beyond the text.

THIS WEEK'S FOCUS

Inferencing

from “MLK - A Dream Can Grow”

An **inference across stanzas** is an idea I make by connecting clues from different parts of the poem. STAAR asks: **What does the poem suggest about what people can give to others?** This week we will watch for **Opposite**, **Too narrow**, and the featured **Goes beyond the text** trap.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words in a poem."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the poem suggest about what people can give to others?** Find the clue words in the first stanza.

"A steady voice rose strong and clear, And somehow brought the future near."

I CAN | I can notice words that help me infer what people can give.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the poem suggest about what people can give to others?** Pick the answer the poem proves.

"But this one traveled through the air, And somehow everyone could share."

A People can share hope with many others • **B** People can make every dream come true • **C** People can keep hope only to themselves

I CAN | I can choose the inference that connects clues across stanzas.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that people can pass hope to others?** Explain how it proves the inference.

“It moved through voices, row by row, And planted hope so it could grow.”

I CAN | I can explain how a detail from one stanza supports an idea across the poem.



TODAY'S THINKING JOB

OWN

“I can make my own inference and prove it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What does the poem suggest about what people can give to others?** Write your inference and one piece of proof.

“I carry it when I choose what's right, And help another heart feel light.”

I CAN | I can connect the speaker's actions to an inference about giving to others.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **People can make every problem disappear forever.** Explain why it is a trap and name the trap.

**"A dream grows stronger when we share, Through thoughtful words
and acts of care."**

I CAN | I can use exact evidence to show when an answer goes beyond the poem.



Make an inference on your own.

Go back to the reading. Answer: What does the poem suggest about what people can give to others? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
**What does the poem suggest about what
people can give to others?**
**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference and prove it with a sentence from the poem.



INFERENCING

Answers, across the five thinking levels.

NOTICE strong and clear; brought the future near.
The voice gives hope about the future.

CHOOSE A. People can share hope with many others.
The dream travels through the air and everyone can share it, showing that hope can reach many people. B is a Goes beyond the text trap. C is an Opposite trap.

SHOW Moved through voices and planted hope.
The hope passes from person to person and grows.

OWN The speaker can give hope and comfort through kind choices. The words choose what's right and help another heart feel light show that the speaker helps someone feel better.

DEFEND Goes beyond the text. The poem says shared care makes a dream stronger, but it never says every problem disappears forever.

YOUR TURN Answers vary. One example: People can give hope through thoughtful words and acts of care. Proof: A dream grows stronger when we share, Through thoughtful words and acts of care.



INFERENCING

READ THIS PASSAGE EXCERPT.

“A dream grows stronger when we share, Through thoughtful words and acts of care. Dr. King spoke hope for us to see, And now that dream is part of me.”

What does the poem suggest about what people can give to others?

- A** People can give hope to make every dream come true.
- B** People can give hope through caring words and actions.
- C** People can give hope only to themselves, not others.
- D** People can give hope only while at school.



INFERENCING

The answer is B.

People can give hope to make every dream come true.

- A** Goes beyond the text trap. The poem says caring words and acts of care make a dream stronger, but it never promises that every dream will come true.

People can give hope through caring words and actions. Correct.

- B** The excerpt says sharing through thoughtful words and acts of care makes a dream stronger, and it connects that dream with hope.

People can give hope only to themselves, not others.

- C** Opposite trap. The poem says everyone can share the dream, so hope is not limited to one person.

People can give hope only while at school.

- D** Too narrow trap. School is one place where the speaker carries the dream, but the poem also shows hope shared through other caring actions.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer the poet's hope by using clues from the poem.

I can connect the poet's words about helping to a bigger idea about the future.

I can check that my inference is supported by exact words from the poem.

THIS WEEK'S FOCUS

Inferencing

from “What Will You Give?”

An **inference** is an idea the poet does not say directly, but the clues support. STAAR asks: **What can the reader infer about the poet's hope for the future?**

We will watch for traps such as **Not in the text**, **Opposite**, and **Plausible but unsupported**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clues about the poet's hope."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the poet's hope for the future?** Find the clue words.

**"The invitation still rings true: There always may be work to do.
Sometimes it starts not far away, But three short desks from yours
today."**

I CAN | I can notice exact words that support an inference about the poet's hope.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about the poet's hope for the future?** Pick the answer the poem proves.

**"So when I wonder where to start, I'll look nearby and use my heart.
The invitation asks of me: "What will your contribution be?""**

A People will work so others know their fame • **B** People will cross every border to help others • **C** People will keep helping others in the future

I CAN | I can choose the inference about the poet's hope that the poem best supports.



TODAY'S THINKING JOB

SHOW

"I can show how a detail supports an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the inference that ordinary people can help others?** Explain how it proves the idea.

"They could pick litter from the ground, Or welcome someone new in town. They could collect or plant or share, And show a lonely person care."

I CAN | I can explain how exact details prove that ordinary people can help others.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the poet's hope for the future?** Write your inference and one piece of proof.

**"So when I wonder where to start, I'll look nearby and use my heart.
The invitation asks of me: "What will your contribution be?""**

I CAN | I can explain the poet's hope and support it with exact words from the poem.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The poet hopes everyone will volunteer overseas.** Explain why it is a trap and name the trap.

"Soon other hands would answer too, And choose important work to do. Young volunteers crossed seas so wide, To work with communities side by side."

I CAN | I can use the poem to explain why a tempting answer is unsupported.



Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about the poet's hope for the future? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader infer about the poet's
hope for the future?**

**Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference about the poet's hope and prove it with the poem.



INFERENCING

Answers, across the five thinking levels.

NOTICE The clues are “still rings true,” “always may be work to do,” and “not far away.” They show the poet hopes people will keep helping others.

CHOOSE C. People will keep helping others in the future. The poet says the invitation still rings true and asks what each person's contribution will be. A is an Opposite trap. B is a Plausible but unsupported trap.

SHOW The everyday actions show that anyone can help. Picking litter, welcoming someone, and showing care are small actions that help others.

OWN The poet hopes people will find ways to help others, even nearby. The question about each person's contribution shows that everyone can take part.

DEFEND Plausible but unsupported. The poem gives one example of young volunteers crossing seas, but it does not say everyone should volunteer overseas. The poet hopes people will find ways to help wherever they are.

YOUR TURN Answers vary. One example: The poet hopes people will keep finding ways to help others. Proof: The invitation still rings true: There always may be work to do.

INFERENCING

READ THIS PASSAGE EXCERPT.

“The invitation still rings true: There always may be work to do. Sometimes it starts not far away, But three short desks from yours today.”

What can the reader infer about the poet's hope for the future?

- A** The poet hopes people will stop helping others.
- B** The poet hopes people will help in faraway places.
- C** The poet hopes people will keep helping others.
- D** The poet hopes people will help their classmates only.



INFERENCING

The answer is C.

- A The poet hopes people will stop helping others.**
Opposite trap. The excerpt says there always may be work to do.
- B The poet hopes people will help in faraway places.**
Plausible but unsupported trap. The excerpt says help may start not far away, but it does not say help must happen in faraway places.
- C The poet hopes people will keep helping others. Correct.**
The invitation still rings true, and there is always work to do, so the poet hopes helping will continue.
- D The poet hopes people will help their classmates only.**
Too narrow trap. Three short desks are one nearby example, not the whole hope.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can compare clues before I choose an inference.

I can use proof from both parts of the poem.

I can spot answers that overstate one small detail.

THIS WEEK’S FOCUS

Inferencing

from “What Will You Give?”

Evaluating competing inferences: An **inference** is an idea the poem supports without saying it directly. STAAR asks, **Which inference about the speaker is best supported by both poems?** We will compare clues and watch for **Not in the text**, **True but not the answer**, and **Overstated from a small detail**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words about giving."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which inference about the speaker is best supported by both poems?** Find the clue words.

"Not only, "What can come to me?" But, "What can my contribution be?""

I CAN | I can notice words that show what the speaker is learning.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the poem proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Which inference about the speaker is best supported by both poems?** Pick the answer the poems prove.

"So first, before I wait to see What everyone will do for me, I'll look around and choose to live By asking this: What will I give?"

A The speaker waits for everyone else to help first. • **B** The speaker chooses to help others before waiting. • **C** The speaker hopes to become famous for helping others.

I CAN | I can compare choices and select the inference supported by the strongest clues.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that the speaker sees small actions as important?** Explain how it proves the idea.

“Perhaps that's how communities grow, Not through one giant act we show, But many people choosing to Find one worthwhile and helpful thing to do.”

I CAN | I can connect a strong detail to the inference it supports.



TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about the speaker's attitude toward helping?** Write your inference and one piece of proof.

"Today I have a voice and hands, A little time and simple plans. I have some choices I can make, And helpful actions I can take."

I CAN | I can state my own inference and support it with exact words from the poem.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker's one small action will change the whole world.** Explain why it is a trap and name the trap.

"Perhaps that's how communities grow, Not through one giant act we show, But many people choosing to Find one worthwhile and helpful thing to do."

I CAN | I can use the poem to explain why an inference is too strong.



Make an inference on your own.

Go back to the poem. What can the reader infer about how service should happen? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how service should happen?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the poem.

INFERENCING

Answers, across the five thinking levels.

NOTICE “My contribution” shows the speaker is thinking about what they can give to help others.

CHOOSE B. The speaker chooses to help others before waiting. The speaker asks what they can give and chooses to act before waiting for others. A is an Opposite trap. C is a Not in the text trap.

SHOW The poem says communities grow through many helpful actions, not one giant act. This shows small actions matter when people choose to help.

OWN The speaker believes helping is possible for an ordinary child. The speaker has a voice, hands, time, and simple plans to take helpful actions.

DEFEND Overstated from a small detail. The speaker can help with one worthwhile action, but the poem says communities grow through many people helping.

YOUR TURN Answers vary. One example: Service should include listening and learning from others. Proof: True service stands beside a friend, And asks how both can reach the end.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Grandpa laughed when I told him so, But then he said, “You ought to know: The world is often helped each day By ordinary hands that find a way.””

Which inference about the speaker is best supported by both poems?

- A** The speaker believes only famous people can help.
- B** The speaker believes ordinary people can choose helpful actions.
- C** The speaker wants to be famous for helping.
- D** The speaker's one action will solve every problem.



INFERENCING

The answer is B.

- A** **The speaker believes only famous people can help.**
Opposite trap. Grandpa says ordinary hands can help each day.
- B** **The speaker believes ordinary people can choose helpful actions. Correct.**
Grandpa says ordinary hands help each day, and the speaker chooses to use their hands, time, and heart to serve.
- C** **The speaker wants to be famous for helping.**
Not in the text trap. The poem does not say the speaker wants fame.
- D** **The speaker's one action will solve every problem.**
Overstated from a small detail trap. The poem supports helpful actions, not one action solving every problem.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how geography helps a community grow.

I can use research facts as clues for my thinking.

I can check each answer against the passage.

THIS WEEK’S FOCUS

Inferencing

from “A Place to Grow: How Geography Helps Build a Community”

An **inference** is an idea the facts support, even when the author does not say it directly. STAAR asks: **What can the reader infer about how geography helps a community grow?** We will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization**, too broad.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words about geography."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how geography helps a community grow?** Find the clue words.

"Wherever people live, the geography around them creates both opportunities and challenges."

I CAN | I can notice words that support an inference about community growth.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the text proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how geography helps a community grow?** Pick the answer the text proves.

"The Nile did not build those communities. People did."

A People use nearby resources to help build communities • **B** Geography alone builds every community all by itself • **C** People never face problems in places with resources

I CAN | I can choose the best inference and avoid answers that go too far.



TODAY'S THINKING JOB

SHOW

“I can show how a detail proves an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that people adapt to geography?** Explain how it proves the idea.

“People adapted their homes, work, transportation, and daily routines to the environments in which they lived.”

I CAN | I can explain how a research fact supports an inference about geography.



TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how people help a place grow?** Write your inference and one piece of proof.

"The environment offered possibilities. People made choices about what to do with them."

I CAN | I can make my own inference and prove it with a research fact.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Geography decides exactly how every community will grow.** Explain why it is a trap and name the trap.

"A location does not decide a person's future, but geography can create opportunities that affect how a community develops."

I CAN | I can use exact evidence to explain why an answer is too broad.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how geography helps a community grow? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how geography helps a community grow?

Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference and prove it with a sentence from the passage.

INFERENCING

Answers, across the five thinking levels.

NOTICE Opportunities and challenges. Geography creates helpful possibilities, but it also creates problems to solve.

CHOOSE A. People use nearby resources to help build communities. The text says people built communities and the river gave them resources. B is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW The detail names homes, work, transportation, and routines. It shows people changed many parts of life to fit their environment.

OWN People help a place grow by making choices about its resources. The passage says the environment offered possibilities and people made choices about what to do with them.

DEFEND Overgeneralization, too broad. The passage says geography can create opportunities, but it does not decide everything.

YOUR TURN Answers vary. One example: Geography gives communities resources and challenges to manage. Proof: Wherever people live, the geography around them creates both opportunities and challenges.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The environment offered possibilities. People made choices about what to do with them.”

What can the reader infer about how geography helps a community grow?

- A** Geography helps every community grow in exactly the same way.
- B** People use geography only to grow food on farms.
- C** People cannot make choices about how their communities grow.
- D** Geography offers possibilities that people use to grow communities.



INFERENCING

The answer is D.

Geography helps every community grow in exactly the same way.

- A** Overgeneralization, too broad trap. The excerpt shows that people make choices, so communities do not all grow in exactly the same way.

People use geography only to grow food on farms.

- B** Too narrow trap. The excerpt gives a broad idea about possibilities and choices, not just farming.

People cannot make choices about how their communities grow.

- C** Opposite trap. The excerpt says people make choices about what to do with the possibilities around them.

Geography offers possibilities that people use to grow communities. Correct.

- D** The excerpt says the environment offers possibilities and people make choices about what to do with them.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues to infer why people make a difference in communities.

I can connect people's choices to changes in daily life.

I can prove my inference with exact words from the passage.

THIS WEEK'S FOCUS

Inferencing

from “People Make the Difference: How Ideas and Actions Change Communities”

An **inference** is an idea the text helps me understand, even when the author does not say it directly. STAAR asks: **What can the reader infer about why people make a difference in a community?** I will watch for traps such as **Not in the text**, **Misreads a detail**, and **Goes beyond the text**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words about people's choices.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about why people make a difference in a community?** Find the clue words about people's choices.

“Someone made a choice.”

I CAN | I can notice clue words that help me infer why people make a difference.



TODAY'S THINKING JOB

CHOOSE

“I can choose the inference the text supports.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about why people make a difference in a community?** Pick the answer the passage proves.

“Their work was different, but many of their stories followed a similar pattern.”

A People need the same talent to help communities. • **B** People choose useful actions to help communities. • **C** People use talents to make communities famous.

I CAN | I can choose the best inference and reject answers the passage does not prove.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that people can help communities in different ways?** Explain how it proves the inference.

“A community does not need everyone to have the same talent.”

I CAN | I can explain how a detail proves that people can help in different ways.



TODAY'S THINKING JOB

OWN

"I can make and prove my own inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about why people make a difference in a community?** Write your inference and one piece of proof.

"A child who notices someone sitting alone and invites that person to join a game demonstrates respect and inclusion."

I CAN

I can write an inference about a person's choice and support it with passage evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Good service means telling people what they need.** Explain why it is a trap and name the trap.

"Effective service is not simply arriving somewhere and announcing what other people need."

I CAN | I can use exact text evidence to explain why an answer goes beyond the passage.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why people make a difference in a community? Copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about why people make a difference in a community?
Write your inference. Then copy one sentence that proves it.**

I CAN | I can make an inference and prove it with a sentence from the passage.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Made a choice.** People can make a difference by choosing a helpful action.

CHOOSE **B.** People choose useful actions to help communities. The passage says people use different talents for useful purposes. Their work can follow a similar pattern even when it is different. A is an Opposite trap. C is a Goes beyond the text trap.

SHOW **People can help in different ways.** The detail shows that a community can grow stronger when people use different talents.

OWN **People can make a difference by choosing actions that help others feel included.** The child invites someone to join a game.

DEFEND **Goes beyond the text.** The passage says good service requires listening, cooperation, respect, and learning from the people being served. It does not say good service means telling people what they need.

YOUR TURN **Answers vary.** One example: People make a difference by using their choices and talents to help communities grow stronger. Proof: People give communities a reason to grow stronger.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Communities are shaped by geography, resources, buildings, roads, laws, and technology. But none of those things acts by itself.”

What can the reader infer about why people make a difference in a community?

- A** People make choices that shape their communities.
- B** Buildings and roads shape communities by themselves.
- C** Every person makes the same choices in a community.
- D** People control every part of nature in communities.



INFERENCING

The answer is A.

People make choices that shape their communities. Correct.

A The passage says communities have many parts, but those parts do not act alone. People decide what happens.

Buildings and roads shape communities by themselves.

B Opposite trap. The passage says those things do not act by themselves.

Every person makes the same choices in a community.

C Misreads a detail trap. The passage says every person makes choices, not that everyone makes the same choices.

People control every part of nature in communities.

D Goes beyond the text trap. The passage discusses how people shape communities, not control every part of nature.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how communities grow from clues in more than one source.

I can connect what a place provides with what people do.

I can use evidence to prove my thinking and avoid traps.

THIS WEEK’S FOCUS

Inferencing

from “What Helps a Community Grow?”

An **inference across sources** is an idea I build by connecting clues from different parts of the research. STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Watch for **Describes one source only**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice a clue about how communities grow."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Find the clue words.

"People sometimes change the way they live depending on the resources around them."

I CAN | I can notice words that help me infer how people use resources to grow communities.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by the sources."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Pick the answer the sources prove.

"People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors."

A Communities grow near the Nile because it provides water. • **B** Communities grow without people solving problems or helping neighbors. • **C** People use resources and work together to grow communities.

I CAN | I can connect people's actions with other clues to choose the best inference.



TODAY'S THINKING JOB

SHOW

“I can show how a detail supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that communities grow when people solve needs together?** Explain how it proves the inference.

“When a resource is scarce, people may trade with another community.”

I CAN

I can explain how a detail about trade proves that communities solve needs together.



TODAY'S THINKING JOB

OWN

"I can make an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **Based on the research sources, what can the reader infer about how communities grow?** Write your inference and one piece of proof.

"A good location is helpful, but people make communities work."

I CAN | I can connect a location clue and a people clue to explain how communities grow.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Nile helped communities grow.** Explain why it is a trap and name the trap.

"A good location is helpful, but people make communities work."

I CAN | I can explain why a one-source answer does not answer an across-sources question.



Make an inference on your own.

Go back to the passage. Answer: Based on the research sources, what can the reader infer about how communities grow? Write your inference and copy one sentence that proves it.

Go back to the reading.

Based on the research sources, what can the reader infer about how communities grow?

Write your inference. Then copy one sentence that proves it.

I CAN | I can connect clues from more than one source and prove my inference.



INFERENCING

Answers, across the five thinking levels.

NOTICE People change how they live when resources around them change.

CHOOSE C. People use resources and work together to grow communities. The sentence shows people solving problems and helping neighbors, while other sources show people use nearby resources. A is a Describes one source only trap. B is an Opposite trap.

SHOW People trade when something is scarce. This shows communities work with other groups to meet needs.

OWN Communities grow when people use what their place provides and work together. The passage says, “A good location is helpful, but people make communities work.”

DEFEND Describes one source only. The Nile is one example, but the passage also explains that people use resources, solve problems, and help neighbors.

YOUR TURN Answers vary. One example: Communities grow when people use resources and help one another. Proof: People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors.

INFERENCING

READ THIS PASSAGE EXCERPT.

“People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors.”

Based on the research sources, what can the reader infer about how communities grow?

- A** Communities grow near the Nile because it provides water.
- B** Communities grow without people solving problems or helping neighbors.
- C** Communities grow when people use resources and work together.
- D** Communities grow because every place provides all needed resources.



INFERENCING

The answer is C.

Communities grow near the Nile because it provides water.

- A** This answer focuses on the Nile example from this part of the text instead of connecting clues across the research.

Communities grow without people solving problems or helping neighbors.

- B** Opposite trap. The passage shows that people solve problems and help neighbors.

Communities grow when people use resources and work together. Correct.

- C** The research shows that people use nearby resources, solve problems, and help their neighbors.

Communities grow because every place provides all needed resources.

- D** Misreads a detail trap. this part of the text says no community has every resource it needs.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect clues to make a smart inference.

I can use exact evidence to defend my thinking.

I can spot trap answers that have no proof.

THIS WEEK’S FOCUS

Inferencing

from “**Small Choices, Strong Communities**”

Week focus: **Defending inferences, synthesis.** An **inference** is an idea the author does not say directly, but the text supports. STAAR asks: **What can the reader infer about how small choices make strong communities?** We will watch for **Unsupported claim with no evidence**, **Not in the text**, and **True but not the answer**.

This deck teaches **making inferences the STAAR way** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how small choices make strong communities?** Find the clue words.

"Each action begins with a choice."

I CAN | I can notice words that support an inference.



TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about how small choices make strong communities?** Pick the answer the text proves.

"People do not have to become famous to make a difference."

A Only famous people can help communities • **B** Ordinary people can strengthen communities • **C** Every community problem is solved quickly

I CAN | I can choose the inference that fits the text best.



TODAY'S THINKING JOB

SHOW

"I can show the evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Show the evidence.

STAAR asks: **Which detail best supports the idea that small choices can help a community?** Explain how it proves the idea.

"Neighbors might work together to clean a park."

I CAN | I can explain how a detail proves an inference.



TODAY'S THINKING JOB

OWN

"I can write an inference and proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how people strengthen communities?** Write your inference and one piece of proof.

"Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help."

I CAN | I can make my own inference and support it with text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Small choices always solve every community problem.** Explain why it is a trap and name the trap.

"Every community has problems to solve."

I CAN | I can explain why an unsupported claim fails.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how small choices make strong communities? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about how small choices make strong communities?
Write your inference. Then copy one sentence that proves it.**

I CAN | I can make an inference and prove it with a sentence from the text.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Action and choice.** The sentence shows that helpful actions begin with decisions people make.

CHOOSE **B.** Ordinary people can strengthen communities. The passage says people need not be famous, then gives examples of ordinary people helping. A is an Opposite trap. C is an Unsupported claim with no evidence trap.

SHOW **Neighbors choose to work together, and cleaning the park helps the community.** This shows that a small choice can create useful change.

OWN **People with different talents and roles can strengthen communities when they help.** The list shows that many kinds of people can meet community needs.

DEFEND **Unsupported claim with no evidence.** The passage says communities have problems, but it does not say small choices always solve every problem.

YOUR TURN **Answers vary.** One example: Small choices can help people feel welcome in a community. Proof: A student might welcome someone who is new.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.”

What can the reader infer about how small choices make strong communities?

- A** Only famous people can make communities strong.
- B** Small choices let many people help their communities.
- C** Every small choice solves every community problem.
- D** The passage names many different kinds of helpers.



INFERENCING

The answer is B.

- A** **Only famous people can make communities strong.**
Opposite trap. The passage says people do not have to become famous to make a difference.
- B** **Small choices let many people help their communities. Correct.**
this part of the text says each action begins with a choice, and this part of the text shows that many kinds of people can help strong communities.
- C** **Every small choice solves every community problem.**
Unsupported claim with no evidence trap. The passage does not prove that every choice solves every problem.
- D** **The passage names many different kinds of helpers.**
True but not the answer trap. This detail is true, but it does not explain how choices help communities.

