

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 combining clues with what I already know.

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

I can check choices for traps before I choose an answer.

THIS WEEK’S FOCUS

Inferencing

from “Dream”

Clues plus what I know help me make an **inference**, an idea the author does not say directly. I use passage clues and what I already know to prove it. STAAR asks: **What can the reader infer about the narrator based on this part of the text?** This week we will watch for **Misreads a detail**, **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 clue words about the narrator."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

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



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 the narrator based on this part of the text?** Pick the answer the text proves.

“I held Mama’s hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.”

- A** The narrator is angry about holding Mama's hand. • **B** The narrator is amazed by this enormous crowd. • **C** The narrator has seen crowds just like this before.

I CAN | I can choose the best inference and avoid answers that do not fit all the clues.



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 narrator is amazed by the crowd?** Explain how it proves the idea.

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

I CAN | I can explain how exact details prove what the narrator thinks or feels.



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 the narrator based on this part of the text?** Write your inference and one piece of proof.

“I held Mama’s hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.”

I CAN

I can write an 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: **The narrator is angry about holding Mama's hand.** Explain why it is a trap and name the trap.

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this."

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



Make an inference on your own.

Go back to this part of the text. Answer: What can the reader infer about the narrator? Copy one sentence that proves it.

Go back to the reading.

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

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE **Tightly, enormous crowd, and never seen anything quite like this.** These words show the narrator is amazed by the crowd.

CHOOSE B. The narrator is amazed by this enormous crowd. The narrator says the crowd was enormous and unlike anything seen before. A is a Misreads a detail trap. C is an Opposite trap.

SHOW The narrator had seen busy streets and crowded parks, but had never seen anything quite like this. That comparison shows the crowd amazed the narrator.

OWN The narrator is amazed by the enormous crowd. Proof: I had never seen anything quite like this.

DEFEND **Misreads a detail.** The answer uses the real detail about holding Mama's hand but twists it into anger. The passage shows the narrator is amazed by the unusual crowd.

YOUR TURN **Answers vary.** One example: The narrator is amazed by the huge crowd. Proof: Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.

INFERENCING

READ THIS PASSAGE EXCERPT.

“I held Mama’s hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets and crowded parks before, I had never seen anything quite like this.”

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

- A** The narrator is amazed by this enormous crowd.
- B** The narrator is angry about holding Mama's hand.
- C** The narrator wants to leave before the program begins.
- D** The narrator has seen crowds just like this before.



INFERENCING

The answer is A.

- A** **The narrator is amazed by this enormous crowd. Correct.**
The narrator has seen other busy places but says this crowd was unlike anything seen before.
- B** **The narrator is angry about holding Mama's hand.**
Misreads a detail trap. The narrator holds Mama's hand tightly, but that detail shows staying close in the enormous crowd, not anger.
- C** **The narrator wants to leave before the program begins.**
Not in the text trap. The passage never says the narrator wants to leave before the program begins.
- D** **The narrator has seen crowds just like this before.**
Opposite trap. The narrator says this crowd was unlike anything seen before.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a feeling from what a character does.

I can use the text to prove my thinking.

I can check choices for answers the passage does not support.

THIS WEEK’S FOCUS

Inferencing

from “Dream”

This week we will focus on **Inferring feelings from actions**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: What can the reader infer about the narrator from how she holds Mama's hand? 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 action words that give a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: What can the reader infer about the narrator from how she holds Mama's hand? Find the clue words.

"I held Mama's hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this."

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



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 the narrator from how she holds Mama's hand? Pick the answer the text proves.

"Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this."

- A** She feels unsure because the crowd is enormous. • **B** She feels ready because she will speak. • **C** She feels comfortable because she saw busy streets.

I CAN | I can choose the feeling that best matches the character's action and situation.



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 inference that the narrator feels uncomfortable?** Explain how it proves it.

“Mama noticed my uncomfortable expression and gave my hand a gentle squeeze.”

I CAN | I can explain how the character's action and expression support an inference.



INFERENCING

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 narrator while she listens to Dr. King?** Write an inference and one proof.

"Some of his words were unfamiliar to me. Some of his sentences were longer than the ones I usually heard in school."

I CAN | I can write a feeling inference and support it with exact words from the passage.



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: **She holds Mama's hand tightly because she is afraid of getting lost.** Explain why it is a trap and name the trap.

“The afternoon was warm, and my feet were beginning to ache from all the walking and standing. I shifted from one foot to the other and wished I had brought another bottle of water.”

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 the narrator when she looks at Mama during the speech? Write the feeling and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about the narrator when she looks at Mama during the speech?

Write the feeling. Then copy one sentence that proves it.

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



INFERENCING

Answers, across the five thinking levels.

NOTICE She held Mama's hand tightly near an enormous crowd. This may show she feels unsure.

CHOOSE A. She feels unsure because the crowd is enormous. She holds Mama's hand tightly in an enormous crowd and says she has never experienced anything quite like it. B is a Not in the text trap. C is a Misreads a detail trap.

SHOW The narrator has an uncomfortable expression, and Mama squeezes her hand. This shows the narrator needs comfort.

OWN The narrator feels unsure but keeps listening. Proof: "I had to listen carefully, and sometimes I looked at Mama to see whether she understood."

DEFEND Plausible but unsupported. The text shows aching feet, shifting, and needing water, but it never says she fears getting lost.

YOUR TURN Answers vary. One example: She feels unsure about some words and looks to Mama for help. Proof: I had to listen carefully, and sometimes I looked at Mama to see whether she understood.

INFERENCING

READ THIS PASSAGE EXCERPT.

“I held Mama’s hand tightly as we moved through the enormous crowd gathered near the Lincoln Memorial in Washington, D.C. Everywhere I looked, people stood shoulder to shoulder beneath the bright August sunshine, and although I had seen busy streets, crowded stores, and noisy school programs before, I had never experienced anything quite like this.”

What can the reader infer about the narrator from how she holds Mama's hand?

- A** She feels ready because she will speak.
- B** She feels comfortable because she saw busy streets.
- C** She feels unsure because the crowd is enormous.
- D** She feels afraid because she may get lost.



INFERENCING

The answer is C.

A **She feels ready because she will speak.**

Not in the text trap. The passage never says she is ready to speak to the crowd.

B **She feels comfortable because she saw busy streets.**

B Misreads a detail trap. She has seen busy streets, but she says this crowd is unlike anything she has experienced.

C **She feels unsure because the crowd is enormous. Correct.**

C She holds Mama's hand tightly in an enormous crowd and says she has never experienced anything quite like it.

D **She feels afraid because she may get lost.**

D Plausible but unsupported trap. A large crowd could make someone worry about getting lost, but the passage never says she does.



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 words as clues.

I can infer what Grandpa believes from his dialogue.

I can prove my inference with exact text evidence.

THIS WEEK'S FOCUS

Inferencing

from “Serve”

Inferring from dialogue means using what a character says as a clue to an idea. STAAR asks: **What does Grandpa's answer suggest about his years of service?** 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 dialogue that gives a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does Grandpa's answer suggest about his years of service?** Find the clue words in his answer.

"I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation."

I CAN | I can notice exact dialogue words that support an inference about a character.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the dialogue proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does Grandpa's answer suggest about his years of service?** Pick the answer the dialogue proves.

"That a country becomes stronger when people serve one another."

A He cared most about impressive words in the speech • **B** He believed service makes the country stronger • **C** He worked only on writing the final speech

I CAN | I can choose the inference supported by a character's words and avoid trap answers.



TODAY'S THINKING JOB

SHOW

"I can show how dialogue 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 Grandpa valued active service? Explain how it proves the inference.

““Yes,” Grandpa said. “A speech can encourage people to think, but action is what carries the idea forward.””

I CAN | I can explain how a character's words prove an idea about that character.



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 Grandpa's answer suggest about his years of service?** Write your inference and one piece of proof.

""Yes," Grandpa said. "A speech can encourage people to think, but action is what carries the idea forward.""

I CAN | I can use a character's dialogue to make and support my own inference.



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: **Grandpa remembered the speech because its words sounded impressive.** Explain why it is a trap and name the trap.

"I hoped they would remember the message," he said. "Not because the words sounded impressive, but because the idea matters in every generation."

I CAN | I can use dialogue to prove why a tempting answer is wrong.



Make an inference on your own.

Go back to the passage. Answer: What does Grandpa's answer suggest about his years of service? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What does Grandpa's answer suggest about
his years of service?**

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

I CAN | I can make an inference about Grandpa and support it with dialogue.



INFERENCING

Answers, across the five thinking levels.

NOTICE Grandpa wanted people to remember the message because the idea matters in every generation. These words show Grandpa believed the service idea would stay important over time.

CHOOSE B. He believed service makes the country stronger. He says a country becomes stronger when people serve one another. A is a Misreads a detail trap. C is a Too narrow trap.

SHOW Grandpa says that action carries an idea forward. This shows he valued active service because he believed people should live by ideas, not just hear them.

OWN Grandpa believed service required action, not just words. Proof: “A speech can encourage people to think, but action is what carries the idea forward.”

DEFEND Misreads a detail. Grandpa says impressive words were not the reason he hoped people would remember the speech. He cared because the idea matters in every generation.

YOUR TURN Answers vary. One example: Grandpa believed service was about helping people through action. Proof: A speech can encourage people to think, but action is what carries the idea forward.



INFERENCING

READ THIS PASSAGE EXCERPT.

““I hoped they would remember the message,” he said. “Not because the words sounded impressive, but because the idea matters in every generation.””

What does Grandpa's answer suggest about his years of service?

- A** He cared most about impressive words in the speech.
- B** He believed people should keep serving one another.
- C** He worked only on writing the final speech.
- D** He planned to start a service club at school.



INFERENCING

The answer is B.

He cared most about impressive words in the speech.

- A** Misreads a detail trap. Grandpa says impressive words were not the reason he hoped people would remember the speech.

He believed people should keep serving one another. Correct.

- B** Grandpa says he hoped people would remember the message because the idea matters in every generation. He also says that a country becomes stronger when people serve one another.

He worked only on writing the final speech.

- C** Too narrow trap. Grandpa says people in the administration discussed larger ideas, and he was included in several conversations.

He planned to start a service club at school.

- D** Not in the text trap. The passage does not say Grandpa planned a school service club.



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 text states and an inference the clues support.

I can use details from *Serve* to make a smart inference.

I can check each answer to avoid a trap.

THIS WEEK’S FOCUS

Inferencing

from “*Serve*”

An **inference** is an idea the author does not state directly, but clues in the text support it. STAAR asks: **What can the reader infer about why the narrator is interviewing Grandpa?** Watch for traps such as **Stated fact, not an inference, 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 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 about why the narrator is interviewing Grandpa?** Find the clue words.

"For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person."

I CAN

I can find exact clue words that help me infer why the narrator is interviewing Grandpa.



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 the narrator is interviewing Grandpa?** Pick the answer the text proves.

“I opened my notebook, clicked my pen, and wrote the date across the top of the page. I had already prepared several questions, but Grandpa’s first sentence made me think of another one.”

A The narrator already knows all about the story • **B** The narrator plans to become president someday • **C** The narrator wants to learn more for the project

I CAN | I can choose the best inference and reject choices that do not answer the question.



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 narrator is deeply interested in Grandpa’s memories?** Explain how it proves the idea.

“I leaned closer because this was the part I had been waiting to hear.”

I CAN | I can explain how a detail proves that the narrator is deeply interested.



INFERENCING

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 why the narrator keeps asking questions?** Write your inference and one piece of proof.

"Still, I was not ready to stop."

I CAN | I can make my own inference and prove it with an exact detail from the passage.



TODAY'S THINKING JOB

DEFEND

"I can defend an inference against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The narrator is interviewing Grandpa for a school project.** Explain why it is a trap and name the trap.

"For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy's administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person."



I can explain why a stated fact is not enough to answer an inference question.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why the narrator is interviewing Grandpa? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

What can the reader infer about why the narrator is interviewing Grandpa?

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

INFERENCING

Answers, across the five thinking levels.

NOTICE school project, understand the details, and hear the speech; these clues show the narrator wants to learn more for the project.

CHOOSE C. The narrator wants to learn more for the project. The narrator prepared questions and added another one, showing a desire to learn more for the project. A is an Opposite trap. B is a Not in the text trap.

SHOW The narrator leans closer and says this is the part the narrator had been waiting to hear. The narrator's action and words show strong interest in Grandpa's memories.

OWN The narrator keeps asking because the conversation is helping the narrator understand more. Proof: Still, I was not ready to stop.

DEFEND Stated fact, not an inference. The school project is stated directly, but the clues show the narrator wants to understand details and Grandpa's experience.

YOUR TURN Answers vary. One example: The narrator wants to understand more about Grandpa's experiences for the school project. Proof: I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy's inauguration and what it had felt like to hear the speech delivered in person.

INFERENCING

READ THIS PASSAGE EXCERPT.

“For my school project, I was interviewing him about the years when he had worked in President John F. Kennedy’s administration. I had heard parts of the story before, but this time I wanted to understand the details, especially how Grandpa had helped during the months leading up to Kennedy’s inauguration and what it had felt like to hear the speech delivered in person.”

What can the reader infer about why the narrator is interviewing Grandpa?

- A** The narrator already knows every story detail.
- B** The narrator plans to become president someday.
- C** The narrator wants more details for the project.
- D** The narrator is doing a school project.



INFERENCING

The answer is C.

A The narrator already knows every story detail.

Opposite trap. The narrator had heard only parts of the story and wanted to understand more details.

B The narrator plans to become president someday.

Not in the text trap. The passage does not say the narrator plans to become president.

C The narrator wants more details for the project. Correct.

The narrator says the interview is for a school project and wants to understand more details after hearing only parts of the story.

D The narrator is doing a school project.

Stated fact, not an inference trap. This repeats the project, but it does not explain the narrator's deeper purpose.



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 explain why people acted by using proof.

I can check choices for trap answers.

THIS WEEK’S FOCUS

Inferencing

from “A Promise Written Long Ago”

An **inference** is an idea the author does not say out loud, but the clues support it. STAAR asks: **What can the reader infer about why the barons were unhappy with King John?** 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 the barons were unhappy with King John?** Find the clue words.

"Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions."

I CAN | I can find exact words that explain why the barons were unhappy.



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 barons were unhappy with King John?** Pick the answer the text proves.

“The barons wanted the king to follow rules. They believed even the king should not have complete power.”

A They wanted to rule England themselves • **B** They wanted fair rules for everyone • **C** They were happy with his decisions

I CAN | I can choose the best reason and avoid answers the text does not support.



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 barons wanted to limit King John's power? Explain how it proves the idea.

"The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else."

I CAN | I can connect a detail about the Magna Carta to the barons' reason for acting.



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 why the barons forced King John to meet them?** Write your inference and one piece of proof.

"So, they forced King John to meet them at Runnymede. There, the Magna Carta was agreed to and sealed."

I CAN | I can explain the barons' reason 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 barons forced King John to meet them because they wanted to become king.** Explain why it is a trap and name the trap.

"The barons wanted the king to follow rules. They believed even the king should not have complete power."



I can use the text to explain why a true action has the wrong motive.



Make an inference on your own.

Go back to the passage. Answer: Why did the barons want the king to follow rules? Copy one sentence that proves your answer.

Go back to the reading.

**Why did the barons want the king to follow
rules?**

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

I CAN | I can infer why the barons wanted rules and prove it with the text.

INFERENCING

Answers, across the five thinking levels.

NOTICE Heavy taxes and unfair decisions.

These clues show King John treated the barons unfairly.

CHOOSE B. They wanted fair rules for everyone.

They wanted fair rules because King John collected heavy taxes and made unfair decisions. A is a Not in the text trap. C is an Opposite trap.

SHOW The document limited the king's power and made him follow the law. This supports the inference that the barons wanted rules for the king.

OWN The barons forced King John to meet them because they wanted him to follow rules and have less power. Proof: The barons wanted the king to follow rules.

DEFEND Wrong motive for a true action. The barons really forced King John to meet them, but the text says they wanted rules and less power for the king, not the throne.

YOUR TURN Answers vary. One example: They wanted fair treatment and change. Proof: People were tired of unfair treatment and wanted change.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.”

What can the reader infer about why the barons were unhappy with King John?

- A** The barons thought King John treated them unfairly.
- B** The barons wanted King John to have more power.
- C** The barons lived in the United States.
- D** The barons collected heavy taxes from King John.



INFERENCING

The answer is A.

- A The barons thought King John treated them unfairly. Correct.**
The excerpt says the king collected heavy taxes and made unfair decisions, which shows unfair treatment.
- B The barons wanted King John to have more power.**
Opposite trap. The passage says the barons wanted to limit the king's power.
- C The barons lived in the United States.**
Not in the text trap. The passage mentions the United States later, but it does not say the barons lived there.
- D The barons collected heavy taxes from King John.**
Misreads a detail trap. The text says the king collected the taxes, not the barons.



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 connect what happened with what changed.

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

THIS WEEK’S FOCUS

Inferencing

from “A Promise Written Long Ago”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about the results of the Magna Carta described in this part of the text?** Watch for **Overgeneralization**, too broad, **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 what the barons wanted.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

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

“The barons wanted the king to follow rules. They believed even the king should not have complete power.”

I CAN | I can notice cause and result clues that help me infer what changed.



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 the results of the Magna Carta described in this part of the text?** Pick the answer the text supports.

"There, the Magna Carta was agreed to and sealed."

- A** The king had less power. • **B** The king gained more power. • **C** All governments became completely fair.

I CAN | I can choose the result that best follows from the clues in the passage.



TODAY'S THINKING JOB

SHOW

“I can show the detail that 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 Magna Carta limited the king's power?** Explain how it proves the inference.

“The Magna Carta was important because it limited the king's power.”

I CAN | I can explain how a specific detail supports an inference about the Magna Carta.



INFERENCING

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 the results of the Magna Carta?** Write your inference and one piece of proof.

“While the document did not solve every problem in England, it represented an important step toward limiting government power and protecting individual rights.”

I CAN | I can connect a result in the passage to my own supported inference.



TODAY'S THINKING JOB

DEFEND

“I can defend my answer against an overgeneralization.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **The Magna Carta solved every problem in every government.** Explain why it is a trap and name the trap.

“While the document did not solve every problem in England, it represented an important step toward limiting government power and protecting individual rights.”

I CAN | I can use exact evidence to show why a too broad answer is wrong.



Make your own inference.

Go back to the passage. Answer: What can the reader infer about the results of the Magna Carta? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about the results of the Magna Carta?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE Follow rules and not have complete power. These clues show the barons wanted limits on the king.

CHOOSE A. The king had less power. The barons wanted the king to follow rules and not have complete power. B is an Opposite trap. C is an Overgeneralization, too broad trap.

SHOW The detail says it limited the king's power. This directly proves that the document reduced the king's authority.

OWN The Magna Carta helped limit government power and protect rights. The sentence says it was an important step toward both results.

DEFEND Overgeneralization, too broad. The passage says the document did not solve every problem in England. It helped limit power and protect rights, but the wrong answer claims every problem in every government was solved.

YOUR TURN Answers vary. One example: The Magna Carta helped protect people's rights. Proof: It also protected certain rights of the people.

INFERENCING

READ THIS PASSAGE EXCERPT.

“The barons wanted the king to follow rules. They believed even the king should not have complete power.”

What can the reader infer about the results of the Magna Carta described in this part of the text?

- A** The Magna Carta increased the king's power.
- B** The Magna Carta solved all problems everywhere.
- C** The Magna Carta limited the king's power.
- D** The Magna Carta moved the king overseas.



INFERENCING

The answer is C.

A The Magna Carta increased the king's power.

Opposite trap. The barons wanted the king to follow rules and not have complete power.

B The Magna Carta solved all problems everywhere.

Overgeneralization, too broad trap. The passage says it did not solve every problem in England.

C The Magna Carta limited the king's power. Correct.

The barons wanted the king to follow rules and not have complete power, so the document helped limit his power.

D The Magna Carta moved the king overseas.

Not in the text trap. The passage does not say the king moved anywhere.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what Tayanita is like from her actions.

I can use clues from the story to support my thinking.

I can check that my answer is proved by the text.

THIS WEEK’S FOCUS

Inferencing

from “Morning in the Village”

This week we are **Inferring about a character**. An **inference** is an idea the author does not say directly, but the character's actions and other clues support it. STAAR asks: **What can the reader infer about Tayanita based on her actions?** 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 a clue about Tayanita."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Tayanita based on her actions?** Find the clue words.

"Tayanita often helped by pulling weeds or carrying baskets filled with vegetables."

I CAN | I can notice action words that help me infer what Tayanita is like.



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 Tayanita based on her actions?** Pick the answer the text proves.

"Tayanita listened carefully and imagined what those places might look like."

- A** She has traveled many days away from home. • **B** She dislikes hearing visitors share their stories. • **C** She is curious about the wider world.

I CAN | I can choose the character inference that best matches Tayanita'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 inference that Tayanita is eager to learn?** Explain how it proves the inference.

“Although the explanation seemed complicated, Tayanita liked learning about the plants.”

I CAN | I can explain how Tayanita's action and feeling prove 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: **What can the reader infer about Tayanita based on her actions?** Write your own inference and one piece of proof.

“Tayanita smiled as she stepped inside her home.”

I CAN | I can infer a character trait and support it with exact 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: **Tayanita understands every detail about the plants.** Explain why it is a trap and name the trap.

"Although the explanation seemed complicated, Tayanita liked learning about the plants."

I CAN | I can use exact text evidence to explain why a tempting inference is wrong.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Tayanita based on her actions? Copy one sentence that proves it.

Go back to the reading.

**What can the reader infer about Tayanita
based on her actions?**

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

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

INFERENCING

Answers, across the five thinking levels.

NOTICE The words helped, pulling weeds, and carrying baskets show that Tayanita was helpful.

CHOOSE C. She is curious about the wider world. She listened carefully and imagined what the places might look like. A is a Misreads a detail trap. B is an Opposite trap.

SHOW She liked learning even when the explanation seemed complicated. This shows she was eager to learn.

OWN Tayanita feels happy and at home. Her smile as she stepped inside shows that she was glad to be home.

DEFEND Plausible but unsupported. Tayanita liked learning, but the passage does not say she understood every detail.

YOUR TURN Answers vary. One example: Tayanita is responsible. Proof: Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Tayanita listened closely. She enjoyed hearing stories about the past. They helped her understand why certain traditions remained important.”

What can the reader infer about Tayanita based on her actions in this part of the text?

- A** Tayanita wants to forget her Caddo traditions.
- B** Tayanita visited places many days from home.
- C** Tayanita tells stories about her Caddo traditions.
- D** Tayanita enjoys learning about her Caddo traditions.



INFERENCING

The answer is D.

- A Tayanita wants to forget her Caddo traditions.**
Opposite trap. She enjoys the stories and wants to understand why traditions matter.
- B Tayanita visited places many days from home.**
Not in the text trap. A visitor talked about people who lived many days away, but the passage does not say Tayanita visited those places.
- C Tayanita tells stories about her Caddo traditions.**
Plausible but unsupported trap. Her grandfather shared stories, and Tayanita listened to them. The passage does not say she tells stories.
- D Tayanita enjoys learning about her Caddo traditions. Correct.**
She listened closely, enjoyed the stories, and learned why traditions mattered.



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 daily life from clues in the passage.

I can use details about work, families, and the village to support my thinking.

I can check choices for answers that go beyond what the text proves.

THIS WEEK’S FOCUS

Inferencing

from “Morning in the Village”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **Based on the details about the village, what can the reader infer about Caddo families?** This week we will watch for **Not in the text**, **Opposite**, and **Goes beyond the text** 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 daily life."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on the details about the village, what can the reader infer about Caddo families?** Find the clue words.

"If someone needed help building a home or gathering food, neighbors were willing to assist. The community depended on cooperation."

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



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: **Based on the details about the village, what can the reader infer about Caddo families?** Pick the answer the text proves.

"The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist."

A Families depended on one another for help • **B** Families avoided helping one another with work • **C** Families sang songs together after every meal

I CAN | I can choose the best inference and avoid answers that are not supported.



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 Caddo families worked together?** Explain how it proves the inference.

“Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months.”

I CAN | I can explain how a detail about village life proves an inference.



INFERENCING

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 details about the village, what can the reader infer about Caddo families?** Write your inference and one piece of proof.

"Children learned by watching adults and helping whenever they could. Tayanita felt proud when her parents trusted her with important jobs."

I CAN | I can write my own inference about daily life 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: **Caddo families shared every task with every neighbor.** Explain why it is a trap and name the trap.

"The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist."

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



Make an inference on your own.

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

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

I CAN | I can make an inference about daily life and support it with evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **help, assist, and cooperation.** These words show that families worked together.

CHOOSE A. Families depended on one another for help. Neighbors helped with homes and food, and the community depended on cooperation. B is an Opposite trap. C is a Not in the text trap.

SHOW **Families worked together on the crops.** This shows cooperation helped provide food for everyone.

OWN **Caddo children learned by helping adults and taking on important jobs.** Proof: Children learned by watching adults and helping whenever they could.

DEFEND **Goes beyond the text.** The passage says people often worked together and neighbors helped when needed, but it does not say every task was shared with every neighbor.

YOUR TURN **Answers vary.** One example: Caddo families shared the work needed to care for the village. Proof: The village depended on everyone doing their part.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist.”

Based on the details about the village, what can the reader infer about Caddo families?

- A** Caddo families avoided helping their neighbors with work.
- B** Caddo families depended on one another for help.
- C** Caddo families sang songs together after every meal.
- D** Caddo families shared every task with every neighbor.



INFERENCING

The answer is B.

- A Caddo families avoided helping their neighbors with work.**
Opposite trap. The passage says people often worked together and neighbors were willing to assist.
- B Caddo families depended on one another for help. Correct.**
The passage says people worked together and neighbors assisted with homes and food.
- C Caddo families sang songs together after every meal.**
Not in the text trap. The passage does not say that families sang songs after every meal.
- D Caddo families shared every task with every neighbor.**
Goes beyond the text trap. The passage supports helping, but it does not prove that every task was shared with every neighbor.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a smart idea from science facts in the passage.

I can use exact clues to support my thinking.

I can check choices for traps that are too broad or unsupported.

THIS WEEK'S FOCUS

Inferencing

from “The Energy We Use Everyday”

An **inference** is an idea the author does not say directly, but the facts support. STAAR asks: **What can the reader infer about renewable resources based on this part of the text?** This week we will watch for **Overgeneralization**, too broad, **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 about renewable resources.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

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

“Renewable resources can be replaced over time and used again.”

I CAN | I can notice exact science facts 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 infer about renewable resources based on this part of the text?** Pick the answer the facts prove.

"The sun provides energy each day, and wind can be used to generate electricity."

- A** Renewable resources are always available. • **B** Renewable resources can help provide energy. • **C** Renewable resources form deep underground.

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 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 renewable resources can be a helpful energy choice?** Explain how it proves it.

“They do not run out easily, and they often cause less damage to the environment.”

I CAN | I can explain how a science fact 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: **What can the reader infer about using renewable energy?** Write your inference and one piece of proof.

“This can cause mismanagement of energy resources if people do not plan carefully.”

I CAN | I can write an 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: **Renewable resources are always available and never cause problems.** Explain why it is a trap and name the trap.

"Renewable energy sources are not always available."

I CAN | I can use a sentence from the passage to explain why a choice is too broad.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about renewable resources from this part of the text? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about renewable resources from this part of the text?
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 **Replaced over time and used again.** These words show renewable resources can be available for future use.

CHOOSE B. Renewable resources can help provide energy. The paragraph says the sun provides energy and wind can generate electricity. A is an Overgeneralization, too broad trap. C is a Misreads a detail trap.

SHOW **The detail says renewable resources do not run out easily and often cause less damage.** Those benefits make them a helpful energy choice.

OWN **People need to plan carefully when using renewable energy.** Proof: renewable energy sources are not always available, so poor planning can cause mismanagement.

DEFEND **Overgeneralization, too broad.** The choice says always and never, but the passage says renewable energy is not always available and can cause mismanagement if people do not plan carefully.

YOUR TURN **Answers vary.** One example: Renewable resources can remain useful over time. Proof: Renewable resources can be replaced over time and used again.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity.”

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

- A** Renewable resources can be replaced and provide energy.
- B** Renewable resources are always available everywhere.
- C** Renewable resources take millions of years to form.
- D** Renewable resources cannot be replaced over time.



INFERENCING

The answer is A.

Renewable resources can be replaced and provide energy. Correct.

- A** this part of the text says renewable resources can be replaced and gives sunlight and wind as energy examples.

Renewable resources are always available everywhere.

- B** Overgeneralization, too broad trap. this part of the text gives examples but does not say they are always available everywhere.

Renewable resources take millions of years to form.

- C** Misreads a detail trap. Taking millions of years to form describes nonrenewable resources in this part of the text.

Renewable resources cannot be replaced over time.

- D** Opposite trap. this part of the text says renewable resources can be replaced over time.



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 use exact words from the passage to support my thinking.

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

THIS WEEK’S FOCUS

Inferencing

from “The Energy We Use Everyday”

An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **Which sentence best supports the inference that people depend on natural resources?** This week we will watch for **True detail**, **not support**, **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 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 people depend on natural resources?** Find the clue words.

"When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth."

I CAN | I can find exact clue words that support an inference about the passage.



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 how people use energy?** Pick the idea the text supports.

"Energy is an important part of daily life."

A People use energy in many parts of life • **B** People use energy only at home • **C** People use energy to play video games

I CAN | I can choose the inference that fits the clues and avoid 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 inference that people depend on natural resources?** Explain how it proves the inference.

“Without energy, many of the things we depend on each day would not be possible.”

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



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 natural resources?** Write your inference and one piece of proof.

"Learning about renewable and nonrenewable resources can help people make informed choices that protect Earth's resources for future generations."

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



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: **Renewable resources can be replaced over time and used again.** Explain why it is a trap and name the trap.

“Without energy, many of the things we depend on each day would not be possible.”

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



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about how communities meet their energy needs? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how communities meet their energy needs?

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 The clue words are the daily actions and natural resources. These examples show that people use energy from natural resources in daily life.

CHOOSE A. People use energy in many parts of life. The passage names home, school, and work. Together, these places show that people use energy in many parts of life. B is a Misreads a detail trap. C is a Not in the text trap.

SHOW This detail shows that people depend on many things that need energy each day. Earlier in the passage, the author explains that this energy comes from natural resources.

OWN People can help protect Earth's resources by learning about energy choices. Proof: Learning about renewable and nonrenewable resources can help people make informed choices that protect Earth's resources for future generations.

DEFEND True detail, not support. The chosen answer is true, but it explains replacement, not how people depend on natural resources for daily needs.

YOUR TURN Communities depend on several energy sources to meet their needs. Proof: Because of this, communities often use several different energy sources to meet their needs.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on each day would not be possible.”

Which sentence best supports the inference that people depend on natural resources?

- A** People use energy at home, at school, and at work for many daily activities.
- B** Energy is an important part of daily life for people in many places and situations.
- C** Without energy, many of the things we depend on each day would not be possible.
- D** People travel in a car every day as one way they use energy in daily life.



INFERENCING

The answer is C.

People use energy at home, at school, and at work for many daily activities.

- A** True detail, not support trap. It shows where people use energy, but it does not connect those daily activities to natural resources.

Energy is an important part of daily life for people in many places and situations.

- B** Too broad trap. It says energy matters, but it does not show what people depend on or connect that dependence to natural resources.

Without energy, many of the things we depend on each day would not be possible. Correct.

- C** It directly connects daily things people need with energy made from natural resources.

People travel in a car every day as one way they use energy in daily life.

- D** Misreads a detail trap. The passage gives travel in a car as one example, but it does not say people travel in a car every day.



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 people felt.

I can compare two points of view in the passage.

I can prove my inference with exact evidence.

THIS WEEK’S FOCUS

Inferencing

from “Columbus’s Arrival”

An **inference** is an idea the text supports even when the author does not say it directly. This week, I will compare Columbus's point of view with the Taino point of view. STAAR asks: **What can the reader infer about how the Taino felt when Columbus claimed the land?** Watch for **Opposite of the 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 clues about the Taino point of view.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about how the Taino felt when Columbus claimed the land?** Find the clue words.

“When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.”

I CAN | I can notice words that show why the Taino may have felt upset about Columbus claiming their land.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference about the Taino 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 how the Taino felt when Columbus claimed the land?** Pick the answer the text proves.

"At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them."

- A** They likely felt happy about losing their homes. • **B** They likely felt excited about moving to Spain. • **C** They likely felt worried about losing their homes.

I CAN | I can choose the best inference by comparing the Taino's early friendliness with later problems.



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 Taino felt worried about Columbus claiming land?** Explain how it proves the inference.

“Native American groups often wanted to protect their homes and communities.”

I CAN | I can explain how the Taino point of view supports an inference about their feelings.



INFERENCING

TODAY'S THINKING JOB

OWN

“I can write 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 passage, how did the Taino most likely feel when Columbus claimed the land?** Write your inference and one piece of proof.

“Native American groups often wanted to protect their homes and communities.”

I CAN

I can compare the Taino point of view with Columbus's actions and support my inference with 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 Taino felt happy when Columbus claimed the land.** Explain why it is a trap and name the trap.

"Native American groups often wanted to protect their homes and communities."

I CAN

I can use evidence to explain why an opposite answer does not fit the Taino point of view.



Make an inference on your own.

Go back to the passage. Answer: How did the Taino most likely feel when Columbus claimed the land? Copy one sentence that proves your inference.

Go back to the reading.

**What can you *infer* about how the Taino felt
when Columbus claimed the land?
Write your inference. Then copy one
sentence that proves it.**

I CAN | I can make an inference about the Taino point of view and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE The clue words are **claimed the land and already lived there**. The Taino already lived there, so Columbus was claiming land that was their home.

CHOOSE C. They likely felt worried about losing their homes. The Taino lived there first, and Native American groups often wanted to protect their homes and communities. A is an Opposite of the evidence trap. B is a Not in the text trap.

SHOW The passage says **Native American groups often wanted to protect their homes and communities**. The Taino were one of those groups, so this supports the inference that they felt worried about losing land.

OWN The Taino most likely felt worried or upset because **Europeans wanted more land while Native American groups wanted to protect their homes and communities**. Proof: Native American groups often wanted to protect their homes and communities.

DEFEND **Opposite of the evidence.** The Taino wanted to protect their homes and communities, so the text supports worry about losing land, not happiness about the claim.

YOUR TURN **Answers vary.** One example: The Taino likely felt worried about losing their homes. Proof: Native American groups often wanted to protect their homes and communities.

INFERENCING

READ THIS PASSAGE EXCERPT.

“As more Europeans arrived, they wanted access to valuable resources and additional land for settlements. Native American groups often wanted to protect their homes and communities.”

What can the reader infer about how the Taino felt when Columbus claimed the land?

- A** The Taino likely felt worried about losing their homes.
- B** The Taino likely felt happy about losing their homes.
- C** The Taino likely felt excited about moving to Spain.
- D** The Taino likely felt eager for more European resources.



INFERENCE

The answer is A.

The Taino likely felt worried about losing their homes. Correct.

- A** The Taino lived there, and Native American groups often wanted to protect their homes and communities, while Europeans wanted more land for settlements.

B The Taino likely felt happy about losing their homes.

- B** Opposite of the evidence trap. The Taino wanted to protect their homes, which supports worry, not happiness.

C The Taino likely felt excited about moving to Spain.

- C** Not in the text trap. The passage does not say the Taino planned to move to Spain.

D The Taino likely felt eager for more European resources.

- D** Misreads a detail trap. The passage says Europeans wanted resources and land, not the Taino.



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 choice as a clue.

I can infer an idea the text does not say directly.

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

THIS WEEK'S FOCUS

Inferencing

from “Columbus’s Arrival”

An **inference** is an idea the author does not say out loud, but clues in the text support it. This week, STAAR asks: **What does the word "claimed" in this part of the text suggest about Columbus?** We will watch for traps such as **Misreads a detail**, **Not in the text**, and **Word match 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 a word that gives a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the word "claimed" in this part of the text suggest about Columbus?** Find the clue words.

"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."

I CAN | I can notice how an author's word choice helps me make an inference.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference best supported by word choice."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What does the word "claimed" in this part of the text suggest about Columbus?** Pick the answer the text proves.

"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."

A He treated occupied land as Spain's to take • **B** He respected Native Americans' ownership of the land • **C** He reached the Caribbean islands after sailing west

I CAN | I can choose an inference and connect it to the exact words that support it.



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 Columbus acted as if Spain could take the land?** Explain how it proves the inference.

“However, Native Americans already lived on these lands and considered them their homes.”

I CAN | I can explain how a detail about the people and their homes supports my inference about claimed.



TODAY'S THINKING JOB

OWN

"I can write an inference about word choice and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What does the word "claimed" suggest about Columbus?** Write your inference and one piece of proof.

"By claiming the land, Columbus helped Spain begin to explore and settle in the Americas."

I CAN | I can make my own inference about an author's word choice and support it with exact 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: **Columbus politely asked the Taino to give Spain the land.** Explain why it is a trap and name the trap.

"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."

I CAN

I can use exact text evidence to explain why a tempting answer misreads a detail.



Make an inference on your own.

Go back to the passage. Answer: What does the word "claimed" suggest about Columbus? Copy one sentence that proves your inference.

Go back to the reading.

What does the word **claimed suggest about
Columbus?**

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

I CAN | I can infer meaning from a word choice and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE The word **claimed** shows that **Columbus treated land where people already lived as Spain's to take.**

CHOOSE A. He treated occupied land as Spain's to take. The words **claimed the land for Spain and already lived there** suggest he treated occupied land as Spain's to take. B is an Opposite trap. C is a True but not the answer trap.

SHOW The words **already lived and their homes show the land was inhabited.** This supports the inference that **claimed** treated their homes as land Spain could take.

OWN **Claimed suggests Columbus treated the land as Spain's to take.** Proof: By claiming the land, Columbus helped Spain begin to explore and settle in the Americas.

DEFEND **Misreads a detail.** The passage says Columbus **claimed the land**, but it does not say he politely asked the Taino to give it away.

YOUR TURN **Answers vary.** One example: **Claimed** suggests Columbus acted as if Spain could take the land. Proof: When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.

INFERENCING

READ THIS PASSAGE EXCERPT.

“When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.”

What does the word *claimed* in this part of the text suggest about Columbus?

- A** He asked the Taino to give Spain land.
- B** He treated occupied land as Spain's to take.
- C** He respected Native Americans' ownership of the land.
- D** He hoped to reach Asia by sailing west.



INFERENCING

The answer is B.

He asked the Taino to give Spain land.

- A** Misreads a detail trap. The passage names the Taino but says Columbus claimed the land, not that he asked them to give it away.

He treated occupied land as Spain's to take. Correct.

- B** The words claimed the land for Spain and already lived there suggest he treated occupied land as Spain's to take.

He respected Native Americans' ownership of the land.

- C** Opposite trap. The passage shows he claimed the land even though Native Americans already lived there.

He hoped to reach Asia by sailing west.

- D** True but not the answer trap. The passage supports this goal, but it does not explain what claimed suggests.



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 the speaker feels about Texas.

I can connect the poem's words to a bigger idea.

I can check each answer against the poem's evidence.

THIS WEEK'S FOCUS

Inferencing

from “A Lone Star Choice”

Week focus: **Inferring a speaker's feeling.** An **inference** is an idea the poem suggests through clues. STAAR asks: **What do lines 1 and 2 suggest about how the speaker sees Texas?** Watch for **Word association** from the lines, **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 clue words."

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 sees Texas?** Find the clue words.

"A young republic in people's eyes."

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



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 do lines 1 and 2 suggest about how the speaker sees Texas?** Pick the answer the poem proves.

"Texas stood beneath wide skies,"

A The speaker sees Texas as finished and settled in place. • **B** The speaker sees Texas as young and full of possibility. • **C** The speaker sees Texas as near the ocean and its coast.

I CAN | I can choose the inference that best matches the poem's 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 speaker sees Texas as uncertain?** Explain how it proves the inference.

“Now standing alone, unsure where to go.”

I CAN | I can explain how exact poem words support 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 the speaker feels about Texas?** Write an inference and one piece of proof.

"Some were hopeful, while others felt hopeless."

I CAN | I can make my own inference and support it with exact poem words.



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 speaker sees Texas as a place where history never changes.** Explain why it is a trap and name the trap.

"How choices reshape history."

I CAN | I can name a trap and use the poem to disprove it.



Make an inference on your own.

Go back to the poem. What can the reader infer about Texas after its choice? Write the inference and copy one line that proves it.

Go back to the reading.

**What can the reader *infer* about Texas after
its choice?**

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

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

INFERENCING

Answers, across the five thinking levels.

NOTICE **Young republic.** The speaker sees Texas as young and still becoming something new.

CHOOSE **B.** The speaker sees Texas as young and full of possibility. The words wide skies and young republic suggest a new place with room to grow. A is an Opposite trap. C is a Not in the text trap.

SHOW The words standing alone and unsure where to go show that the speaker sees Texas as uncertain.

OWN The speaker seems concerned about Texas because people had mixed feelings about its choice. Proof: Some were hopeful, while others felt hopeless.

DEFEND **Word association from the lines.** The word history may make the answer sound connected, but the poem says choices reshape history, so history does not stay the same.

YOUR TURN **Answers vary.** One example: The choice shaped Texas's future as a state in the U.S. Proof: For Texas, the choice had shaped its way.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Texas stood beneath wide skies, A young republic in people’s eyes. Once part of Mexico long ago, Now standing alone, unsure where to go.”

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

- A** The speaker sees Texas as young and full of possibility.
- B** The speaker sees Texas as finished and settled in place.
- C** The speaker sees Texas as near the ocean and its coast.
- D** The speaker sees Texas as a republic because its skies are wide.



INFERENCING

The answer is A.

- A** **The speaker sees Texas as young and full of possibility. Correct.**
Wide skies and young republic suggest a new Texas with room to grow.
- B** **The speaker sees Texas as finished and settled in place.**
Opposite trap. The poem calls Texas young and unsure, not finished and settled in place.
- C** **The speaker sees Texas as near the ocean and its coast.**
Not in the text trap. The excerpt mentions wide skies but never says Texas is near the ocean or a coast.
- D** **The speaker sees Texas as a republic because its skies are wide.**
Word association from the lines trap. The excerpt uses republic and wide skies, but it never connects wide skies to being a republic.



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 poem with what I already know.

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

I can check each choice for a trap that the poem does not prove.

THIS WEEK'S FOCUS

Inferencing

from “A Lone Star Choice”

An **inference** is an idea the poem does not say directly, but its clues support. STAAR asks: **What can the reader infer about the choice Texas faced?** Watch for **Goes beyond the text**, **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 about the choice.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about the choice Texas faced?** Find the clue words that show different feelings.

“Some were hopeful, while others felt hopeless.”

I CAN | I can notice exact words that show people had different feelings.



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 choice Texas faced?** Pick the answer the poem supports.

“Some were hopeful, while others felt hopeless.”

- A** Everyone wanted Texas to join the U.S. • **B** The choice would cause no changes at all. • **C** People had different opinions about joining the U.S.

I CAN | I can choose the inference supported by the poem and reject trap answers.



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 were unsure about the choice?** Explain how it proves the inference.

“The future seemed unclear to many, Though hopes and concerns were both plenty.”

I CAN | I can explain how the poem's exact words support an inference.



INFERENCING

TODAY'S THINKING JOB

OWN

"I can make 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 the choice Texas faced?** Write your inference and one piece of proof.

"For Texas, the choice had shaped its way,"

I CAN | I can write an inference about the choice and support it with exact poem words.



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: **Every citizen wrote a letter about the choice.** Explain why it is a trap and name the trap.

"Some were hopeful, while others felt hopeless."

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



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the choice Texas faced? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about the choice Texas faced?

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 Some were hopeful, while others felt **hopeless**. These words show that people had different feelings about the choice.

CHOOSE C. People had different opinions about joining the U.S. Some were hopeful, while others felt hopeless, so people did not all share one opinion. A is a Misreads a detail trap. B is an Opposite trap.

SHOW The future seemed unclear shows **uncertainty**. Hopes and concerns were both plenty shows people saw both good and bad possibilities.

OWN The choice shaped Texas's path. Proof: For Texas, the choice had shaped its way,

DEFEND Goes beyond the text. The poem does not say that every citizen wrote a letter about the choice.

YOUR TURN Answers vary. One example: The choice was difficult because people had different hopes and concerns. Proof: The future seemed unclear to many, Though hopes and concerns were both plenty.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Some believed the nation would grow, With stronger trade and room to show That Texas could become a place To prosper, learn, and keep its pace. Others worried what might come, If Texas joined and became one. Would laws and leaders stay the same? Or would statehood bring a different name?”

What can the reader infer about the choice Texas faced based on the excerpt?

- A** People wrote letters about whether Texas should join.
- B** People had the same opinion about whether Texas should join.
- C** Only leaders had different opinions about whether Texas should join.
- D** People had different opinions about whether Texas should join.



INFERENCING

The answer is D.

- A People wrote letters about whether Texas should join.**
Goes beyond the text trap. The excerpt does not say that people wrote letters.
- B People had the same opinion about whether Texas should join.**
Opposite trap. The excerpt says some believed Texas would prosper, while others worried.
- C Only leaders had different opinions about whether Texas should join.**
Too narrow trap. The excerpt discusses people with different opinions, not only leaders.
- D People had different opinions about whether Texas should join. Correct.**
Some people hoped Texas would prosper, while others worried about what might happen if it joined.



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 a character thinks or feels.

I can make an inference that the text supports.

I can check choices for traps before I choose.

THIS WEEK’S FOCUS

Inferencing

from “Making it Happen”

An **inference** is an idea the text helps me figure out, even when it is not stated directly. STAAR asks: **What do the stage directions suggest about Aaliyah?** I will watch for **Misreads a detail**, **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 an action that gives a clue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What do the stage directions suggest about Aaliyah?** Find the action clue.

"NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand."

I CAN | I can notice how a stage direction helps me infer a character's thoughts or feelings.



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 do the stage directions suggest about Aaliyah?** Pick the answer the text proves.

“Aaliyah smiles as she thinks about all the possibilities.”

- A** She feels hopeful that new ideas can grow. • **B** She feels doubtful that new ideas can grow. • **C** She has already opened a shop in town.

I CAN | I can choose the inference that best matches a character's action and 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 idea that Aaliyah is willing to work for an idea?** Explain how it proves the inference.

“AALIYAH: Then comes planning.”

I CAN | I can explain how a character's words and actions prove an inference.



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 do the stage directions suggest about Aaliyah?** Write your inference and one piece of proof.

“Aaliyah smiles as she thinks about all the possibilities.”

I CAN

I can use a stage direction and explain what it suggests about a character.



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: **Aaliyah thinks starting a business is already easy.** Explain why it is a trap and name the trap.

"MATEO: Then comes hard work."

I CAN | I can use an exact detail to prove why a tempting answer is wrong.



Make an inference on your own.

Go back to the reading. Answer: What do the stage directions suggest about Aaliyah? Copy one sentence that proves your inference.

Go back to the reading.

**What do the stage directions suggest about
Aaliyah?**

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

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

INFERENCING

Answers, across the five thinking levels.

NOTICE Aaliyah raises her hand. This shows she wants to ask a question and learn more.

CHOOSE A. She feels hopeful that new ideas can grow. Her smile and thoughts about possibilities show hope and interest in ideas that can grow. B is an Opposite trap. C is a Not in the text trap.

SHOW Aaliyah says planning comes next. This shows she knows an idea needs steps and effort before it can happen.

OWN Aaliyah is hopeful about starting something new. Her smile as she thinks about possibilities shows her hope.

DEFEND Misreads a detail. The student treats a possible business idea as easy, but the text says hard work comes after planning.

YOUR TURN Answers vary. One example: Aaliyah is hopeful about starting something new. Proof: Aaliyah smiles as she thinks about all the possibilities.



INFERENCING

READ THIS PASSAGE EXCERPT.

“NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.”

What do the stage directions suggest about Aaliyah?

- A** Aaliyah thinks ideas grow without effort or help.
- B** Aaliyah feels hopeful that simple ideas can grow.
- C** Aaliyah has already opened her own shop in town.
- D** Aaliyah feels doubtful that simple ideas can grow.



INFERENCING

The answer is B.

- A** **Aaliyah thinks ideas grow without effort or help.**
Misreads a detail trap. The passage says ideas grow with effort and help, not without them.
- B** **Aaliyah feels hopeful that simple ideas can grow. Correct.**
Her smile and thoughts about possibilities show hope, and the passage says ideas can grow with effort, opportunity, and help.
- C** **Aaliyah has already opened her own shop in town.**
Not in the text trap. The passage never says Aaliyah has opened a shop.
- D** **Aaliyah feels doubtful that simple ideas can grow.**
Opposite trap. Aaliyah smiles and thinks about possibilities, which shows hope rather than doubt.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea from a line of dialogue.

I can use exact words from the passage as proof.

I can reject answers that stretch one small detail too far.

THIS WEEK’S FOCUS

Inferencing

from “Making it Happen”

Week focus: **Inferring from a line of dialogue.** An **inference** is an idea the text suggests but does not say directly. STAAR asks: **Read the line. What does this line suggest?** This week 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: **Read the line. What does this line suggest?** Find the clue words.

"They believed in the artist or the idea, so they helped make it happen."

I CAN | I can notice clue words that support an inference from a line of dialogue.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference proved by dialogue."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

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

"But I believed in my idea and kept working."

- A** He became successful almost right away. • **B** He kept working through many challenges. • **C** He planned to open another store.

I CAN | I can choose the best inference and avoid choices that stretch the line.



TODAY'S THINKING JOB

SHOW

“I can show how dialogue 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 Mr. Patel needed support to open his store?** Explain how it proves the inference.

“The bank gave me a chance to get started.”

I CAN | I can explain how a detail proves an inference about a speaker.



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 does this line suggest about Aaliyah's thinking?** Write an inference and one piece of proof.

"We could sell bookmarks or greeting cards."

I CAN | I can infer what a speaker is thinking and prove it with dialogue.



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: **Because the bank helped, Mr. Patel became successful overnight.** Explain why it is a trap and name the trap.

"Success rarely happens overnight."

I CAN | I can use a line of dialogue to prove why an inference is too strong.



Make an inference on your own.

Go back to the reading. Answer: What does this line suggest about people who achieve goals? Copy one sentence that proves your inference.

Go back to the reading.

**What does this line suggest about people
who achieve goals?**

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE **Believed and helped make it happen.** These words suggest patrons thought the artist or idea was worth supporting.

CHOOSE **B.** He kept working through many challenges. The words believed in my idea and kept working show that Mr. Patel stayed determined during challenges. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW **The bank gave Mr. Patel** a chance to get started. This shows the bank supported him as he opened his store.

OWN **Aaliyah is seriously considering starting a small business.** She suggests products they could sell and later plans what they need.

DEFEND **Overstated from a small detail.** The answer turns the bank's help into a claim that success happened overnight. The line says success rarely happens that way.

YOUR TURN **Answers vary.** One example: People who achieve goals keep working through challenges. Proof: But they didn't quit.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Exactly. When people have ideas, determination, and support, they can create amazing things.”

Read the line. What does this line suggest about how people reach goals?

- A** People can achieve any goal just by having an idea.
- B** People need no effort once they have support.
- C** People can reach goals only with support from family.
- D** People often reach goals with ideas, determination, and support.



INFERENCING

The answer is D.

People can achieve any goal just by having an idea.

- A** Overstated from a small detail trap. The line names ideas along with determination and support, so one idea does not guarantee any goal.

People need no effort once they have support.

- B** Opposite trap. The line says determination matters along with support, so support does not replace effort.

People can reach goals only with support from family.

- C** Too narrow trap. The line says support can help, but the passage names many possible helpers, not just family.

People often reach goals with ideas, determination, and support. Correct.

- D** The line connects ideas, determination, and support with creating amazing things, so these can help people reach goals.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a leader's values from clues in the text.

I can use a leader's actions as evidence of what matters to that leader.

I can check each answer so I do not choose a trap.

THIS WEEK'S FOCUS

Inferencing

from “The Wealth of Mansa Musa”

An **inference** is an idea the text helps me figure out, even when the author does not say it directly. Our focus is **Inferring a leader's values**. This week I will study Mansa Musa's choices and actions. STAAR asks: **What can the reader infer about Mansa Musa based on this part of the text?** Watch for **Not in the text**, **Opposite**, 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 a clue about a leader's values.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

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

“During this journey, he gave away large amounts of gold to people in need.”

I CAN | I can notice action words that help me infer what a leader values.



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 Mansa Musa based on this part of the text?** Pick the answer the text proves.

“One of the most famous parts of Mansa Musa’s life was his trip to Mecca, called a pilgrimage. During this journey, he gave away large amounts of gold to people in need.”

A He valued keeping all his gold for himself. • **B** He valued building ships for trade and travel. • **C** He valued helping people who were in need.

I CAN | I can choose the inference about Mansa Musa's values that his actions 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 Mansa Musa valued helping people?** Explain how it proves the inference.

“During this journey, he gave away large amounts of gold to people in need.”

I CAN | I can explain how Mansa Musa's action proves what he 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 Mansa Musa based on this part of the text?** Write your inference and one piece of proof.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can infer a leader's value and support my thinking 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: **Mansa Musa valued becoming famous above all else.** Explain why it is a trap and name the trap.

"During this journey, he gave away large amounts of gold to people in need."

I CAN | I can use evidence to explain why an overstated inference is not supported.



Make an inference on your own.

Go back to this part of the text. Answer: What can the reader infer about Mansa Musa's values? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about Mansa Musa's values?

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

I CAN | I can infer a leader's value and support it with a sentence from the text.



INFERENCING

Answers, across the five thinking levels.

NOTICE He gave away large amounts of gold to people in need. This action shows that Mansa Musa cared about helping people.

CHOOSE C. He valued helping people who were in need. He gave away large amounts of gold to people in need, showing that helping others mattered to him. A is an Opposite trap. B is a Not in the text trap.

SHOW The detail says he gave away large amounts of gold to people in need. Giving away his wealth shows that helping others mattered to him.

OWN Mansa Musa valued helping people in need. Proof: During this journey, he gave away large amounts of gold to people in need.

DEFEND Overstated from a small detail. The text says many people noticed Mali's wealth, but his action was giving gold to people in need. The detail about being noticed does not prove fame mattered above all else.

YOUR TURN Answers vary. One example: Mansa Musa valued helping people in need. Proof: During this journey, he gave away large amounts of gold to people in need.



INFERENCING

READ THIS PASSAGE EXCERPT.

“One of the most famous parts of Mansa Musa’s life was his trip to Mecca, called a pilgrimage. During this journey, he gave away large amounts of gold to people in need.”

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

- A** Mansa Musa valued helping people who were in need.
- B** Mansa Musa valued keeping all his gold for himself.
- C** Mansa Musa valued building ships for trade and travel.
- D** Mansa Musa valued becoming famous above all else.



INFERENCING

The answer is A.

- A** **Mansa Musa valued helping people who were in need. Correct.**
He gave away large amounts of gold to people in need, showing that helping others mattered to him.
- B** **Mansa Musa valued keeping all his gold for himself.**
Opposite trap. He gave away large amounts of gold instead of keeping it all for himself.
- C** **Mansa Musa valued building ships for trade and travel.**
Not in the text trap. this part of the text does not say that Mansa Musa valued building ships for trade and travel.
- D** **Mansa Musa valued becoming famous above all else.**
Overstated from a small detail trap. People noticed Mali's wealth, but the text does not prove fame mattered above all else.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how wealth spread from clues in the passage.

I can connect trade, travel, and stories to make a smart inference.

I can use exact words from the passage to prove my thinking.

THIS WEEK’S FOCUS

Inferencing

from “The Wealth of Mansa Musa”

This week's focus is **Inferring** how wealth spread. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about Mali's trade from the passage?** This week we will watch for **Overgeneralization, too broad, Misreads a detail, and Not in 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 spreading trade.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about Mali's trade from the passage?** Find the clue words.

“As more people learned about Mali, they became interested in visiting and trading with the kingdom.”

I CAN | I can notice words that show how trade reached more people.



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 Mali's trade from the passage?** Pick the answer the text proves.

"Because people trusted that the roads were safe, more merchants chose to visit Mali."

A Mali traded with every place on Earth • **B** Safe roads brought more merchants to Mali • **C** Safe roads stopped merchants from visiting Mali

I CAN | I can choose the inference that best explains how safety helped Mali's trade grow.



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 Mali's wealth spread through trade and travel? Explain how it proves the idea.

“Travelers, merchants, and mapmakers shared stories about the kingdom's gold, busy cities, and successful trade.”

I CAN | I can explain how people sharing stories helped Mali's wealth become known.



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 how people learned about Mali's wealth?** Write your inference and one piece of proof.

“Stories about his kindness and great wealth spread to places far from Africa.”

I CAN | I can infer how Mali's wealth spread 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: **Mali became wealthy only because it had gold.** Explain why it is a trap and name the trap.

"Mali became wealthy because it controlled important trade routes. Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable."

I CAN | I can use two connected details to explain why an answer is too broad.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how Mali's wealth spread? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about how Mali's
wealth spread?**

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

I CAN | I can make an inference about Mali's wealth and prove it with a sentence from the passage.



INFERENCING

Answers, across the five thinking levels.

NOTICE More people learned about Mali and became interested in trading. The clue words are learned, visiting, and trading.

CHOOSE B. Safe roads brought more merchants to Mali. Because people trusted that the roads were safe, more merchants chose to visit Mali. A is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW This detail shows that many kinds of people shared news about Mali. Their stories helped knowledge of its gold and trade reach more places.

OWN People learned about Mali's wealth through stories that traveled far. Proof: Stories about his kindness and great wealth spread to places far from Africa.

DEFEND Overgeneralization, too broad. The passage says Mali became wealthy because it controlled trade routes, and traders carried both gold and salt.

YOUR TURN Answers vary. One example: Mali's wealth became known far away through stories. Proof: People who met Mansa Musa told others about the rich kingdom of Mali.



INFERENCING

READ THIS PASSAGE EXCERPT.

“People who met Mansa Musa told others about the rich kingdom of Mali. Travelers, merchants, and mapmakers shared stories about the kingdom's gold, busy cities, and successful trade.”

What can the reader infer about Mali's trade from the excerpt?

- A** Mali's trade reached every place in the world.
- B** Mali's trade was a busy city called Timbuktu.
- C** Mali's trade was unknown to every traveler.
- D** Mali's successful trade became known in many places.



INFERENCING

The answer is D.

Mali's trade reached every place in the world.

- A** Overgeneralization, too broad trap. The excerpt says many people shared stories, but it does not prove every place knew about Mali.

Mali's trade was a busy city called Timbuktu.

- B** Misreads a detail trap. The excerpt says Mali had busy cities and successful trade, but a city is not the same as trade.

Mali's trade was unknown to every traveler.

- C** Opposite trap. Travelers, merchants, and mapmakers shared stories about Mali's trade.

Mali's successful trade became known in many places. Correct.

- D** The excerpt says travelers, merchants, and mapmakers shared stories about the kingdom's successful trade, so its trade became known in more places.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues from the story to infer how a character changes.

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

I can check choices for traps that sound right but are not proved.

THIS WEEK’S FOCUS

Inferencing

from “**Four Regions, One Big Adventure**”

An **inference** is an idea the author does not say directly, but clues support it. STAAR asks: **What can the reader infer about Xavier by the end of the trip?** This week we will watch how Xavier changes and avoid **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action** 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 Xavier."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Xavier by the end of the trip?** Find the clue words.

"He packed a notebook so he could write down interesting facts and compare what made each place special."

I CAN | I can notice exact words that help me infer what Xavier is like.



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 Xavier by the end of the trip?** Pick the answer the text proves.

"Zavier carefully added one more page to his notebook. He wrote that the Coastal Plains have rivers, forests, beaches, humid weather, farming, fishing, large cities, and many kinds of jobs."

A He has become a careful learner. • **B** He wants to move to the coast. • **C** He cares about only one region.

I CAN | I can choose the best inference about Xavier and avoid choices the text does not support.



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 Xavier learned from the trip?** Explain how it proves the inference.

“Seeing each region helped him understand why Texans live and work differently across the state.”

I CAN | I can explain how a detail about Xavier's learning supports an inference about his change.



TODAY'S THINKING JOB

OWN

"I can write 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 Xavier by the end of the trip?** Write your inference and one piece of proof.

"I do," Xavier replied. "Each region has its own story."

I CAN

I can explain how Xavier changed and support my idea 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: **Zavier writes notes because he wants to become a famous author.** Explain why it is a trap and name the trap.

"He packed a notebook so he could write down interesting facts and compare what made each place special."

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



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Xavier by the end of the trip? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Xavier by the end of the trip?

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

I CAN | I can infer how Xavier changed and prove it with a sentence from the text.



INFERENCING

Answers, across the five thinking levels.

NOTICE packed a notebook, write down interesting facts, and compare. These clues show Xavier is ready to learn and notice differences.

CHOOSE A. He has become a careful learner. He carefully records many details and learns about all four regions. B is a Not in the text trap. C is a Misreads a detail trap.

SHOW The trip helped Xavier understand why Texans live and work differently across the state. This proves he learned more than facts.

OWN Xavier has learned that every region is important and different. Proof: Each region has its own story.

DEFEND Wrong motive for a true action. Xavier really does write notes, but the text says he writes to record facts and compare regions, not to become famous.

YOUR TURN Answers vary. One example: Xavier has learned that every region is important and different. Proof: Each region looked different, but all were important parts of Texas.



INFERENCING

READ THIS PASSAGE EXCERPT.

“His notebook was filled with facts, but the trip had taught him even more than he had written down. Seeing each region helped him understand why Texans live and work differently across the state.”

What can the reader infer about Xavier by the end of the trip?

- A** Xavier wants to live in every region.
- B** Xavier learned only about one region.
- C** Xavier learned how regions shape lives.
- D** Xavier writes facts to become famous.



INFERENCING

The answer is C.

A **Zavier wants to live in every region.**

Not in the text trap. The excerpt says what Xavier understands, not where he wants to live.

B **Zavier learned only about one region.**

Misreads a detail trap. The excerpt says Xavier learned from seeing each region, not just one.

C **Zavier learned how regions shape lives. Correct.**

The trip helped him understand why Texans live and work differently across the state.

D **Zavier writes facts to become famous.**

Wrong motive for a true action trap. He has facts in his notebook, but the excerpt does not give this reason.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what a place is like from setting clues.

I can connect Xavier's reaction to details about the land and weather.

I can use exact proof and avoid answers the passage does not support.

THIS WEEK'S FOCUS

Inferencing

from “Four Regions, One Big Adventure”

Inferring from setting details: An **inference** is an idea the author does not say directly, but setting clues support it. STAAR asks: **What can the reader infer about the Mountains and Basins from Xavier's reaction?** Watch for **Not in the text**, **Opposite**, 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 setting clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the Mountains and Basins from Xavier's reaction?** Find the clue words.

"As they drove west, Xavier watched the scenery outside the window slowly change."

I CAN | I can notice setting words that help me infer what Xavier thinks.



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 the Mountains and Basins from Xavier's reaction?** Pick the answer the text proves.

"'I've never seen mountains this tall,' Xavier said quietly."

A He plans to work in the local mines. • **B** He thinks the mountains are ordinary. • **C** He is amazed by the tall mountains.

I CAN | I can choose the inference that best matches Xavier's reaction and the setting clues.



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 Xavier sees special beauty in the Mountains and Basins?** Explain how it proves the inference.

“Even though it was dry and rocky, it had its own kind of beauty.”

I CAN | I can explain how a setting detail proves what Xavier thinks about the region.



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 Xavier understand about the Mountains and Basins?** Write your inference and one piece of proof.

"‘I understand now,’ Xavier replied. ‘The land changes from place to place, and that changes how people live and work.’"

I CAN

I can connect Xavier's reaction to setting details and explain my thinking with proof.



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: **Zavier plans to work in mining there.** Explain why it is a trap and name the trap.

“Zavier thought it was interesting that even though the land looked empty, it still provided important resources.”

I CAN

I can name a trap and explain why the passage does not support the tempting answer.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the Mountains and Basins from Xavier's reaction? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about the Mountains and Basins from Xavier's reaction?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE **The scenery slowly changed.** This clue shows Xavier is noticing that the land looks different as they travel.

CHOOSE C. He is amazed by the tall mountains. He says he has never seen mountains this tall, showing amazement. A is a Plausible but unsupported trap. B is an Opposite trap.

SHOW The words its own kind of beauty show that Xavier can appreciate the region even though it is dry and rocky.

OWN Xavier understands that the Mountains and Basins have a different landscape and resources that affect how people live and work. Proof: The Mountains and Basins were dry with tall mountains and valuable natural resources.

DEFEND **Plausible but unsupported.** The passage says the region provides resources and that people work in mining and oil, but it never says Xavier plans to work there.

YOUR TURN **Answers vary.** One example: Xavier is amazed by the region's unusual landscape. Proof: "I've never seen mountains this tall," Xavier said quietly.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Zavier realized that this region looked nothing like the places he had visited near home. Even though it was dry and rocky, it had its own kind of beauty.”

What can the reader infer about the Mountains and Basins from Zavier's reaction?

A He appreciates the region's unusual beauty.

B He plans to return there each summer.

C He dislikes the dry and rocky region.

D He thinks the region's rocky land is ugly.



INFERENCING

The answer is A.

- A He appreciates the region's unusual beauty. Correct.**
Zavier notices that the region is unlike home, yet he still sees its own kind of beauty.
- B He plans to return there each summer.**
This is plausible but unsupported because the passage never says Zavier plans to return.
- C He dislikes the dry and rocky region.**
This is an opposite answer because Zavier says the dry, rocky region has its own kind of beauty.
- D He thinks the region's rocky land is ugly.**
This misreads a detail by focusing on rocky land and ignoring that the region has its own kind of beauty.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what a character notices by using clues from the text.

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

I can check each answer against the passage and avoid trap choices.

THIS WEEK'S FOCUS

Inferencing

from “Looking Back to Move Forward”

An **inference** is an idea the text supports even when the author does not say it directly. STAAR asks: **What can the reader infer about Ava as she studies the painting?** Watch for **Opposite**, **misreads awareness**, **Misreads a detail**, and **Not in 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 what Ava sees."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Ava as she studies the painting?** Find the clue words.

"Then Ava noticed more. Some people were reading."

I CAN | I can notice exact words that show what Ava notices.



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 Ava as she studies the painting?** Pick the answer the text proves.

"At first, it looked like a group of people in a large building. Then Ava noticed more."

A She ignores the people and details • **B** She looks closely at the painting • **C** She painted the picture by herself

I CAN | I can choose the best inference by checking Ava's actions and thoughts.



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 Ava studies the painting carefully?** Explain how it proves the inference.

“A few were pointing as if they were explaining ideas.”

I CAN | I can explain how a specific detail proves what Ava notices.



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 Ava as she studies the painting?** Write your inference and one piece of proof.

“Ava looked back at the painting. It showed more than a group of people.”

I CAN | I can write an inference about Ava and support it with exact 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: **Ava does not notice details in the painting.** Explain why it is a trap and name the trap.

"Then Ava noticed more. Some people were reading. Others were talking."

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



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Ava as she studies the painting? Copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Ava as she studies the painting?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE The words noticed more and some people were reading show Ava looks closely at the painting.

CHOOSE B. She looks closely at the painting. Ava first sees a group, then notices people reading, talking, and pointing. A is an Opposite, misreads awareness trap. C is a Not in the text trap.

SHOW The people were pointing as if they were explaining ideas. Ava notices what the people are doing, not just where they are.

OWN Ava is thoughtful because she looks beyond her first impression. Proof: It showed more than a group of people.

DEFEND Opposite, misreads awareness. Ava does notice details because the text says she noticed more and names what people were doing.

YOUR TURN Answers vary. One example: Ava is thoughtful because she looks beyond her first impression. Proof: It showed more than a group of people.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Ava leaned forward as her teacher showed a painting on the board. It was called The School of Athens by Raphael.”

What can the reader infer about Ava as she studies the painting?

- A** Ava is not interested and ignores it.
- B** Ava painted The School of Athens herself.
- C** Ava is interested and studies it closely.
- D** Ava notices only the large building.



INFERENCING

The answer is C.

- A** **Ava is not interested and ignores it.**
Opposite, misreads awareness trap. Ava leaned forward, showing attention.
- B** **Ava painted The School of Athens herself.**
Not in the text trap. The passage names Raphael as the artist.
- C** **Ava is interested and studies it closely. Correct.**
Ava leaned forward as the painting was shown, which shows interest and attention.
- D** **Ava notices only the large building.**
Misreads a detail trap. Ava first sees the building, but then notices more.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea from clues the author gives me.

I can use details from the passage to explain why Ava's teacher shows the painting.

I can check choices for traps that go beyond what the passage supports.

THIS WEEK'S FOCUS

Inferencing

from “Looking Back to Move Forward”

Inferring the author's view: An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why Ava's teacher shows the painting?** This week we will watch for **Goes beyond the text**, **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: **What can the reader infer about why Ava's teacher shows the painting?** Find the clue words.

“It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.”

I CAN | I can find exact words that help explain why the teacher shows the painting.



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 Ava's teacher shows the painting?** Pick the answer the text proves.

“Ava realized that old ideas could become useful again. Looking back did not mean people wanted everything to stay the same.”

A She wants students to copy the painting to practice art skills. • **B** She wants students to keep old ideas exactly the same. • **C** She wants students to learn from the past and move forward.

I CAN | I can choose the best inference and avoid answers that are not supported.



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 teacher shows the painting to teach a lesson? Explain how.

“It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.”

I CAN | I can explain how exact words from the passage prove my 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 the author's view of looking back?** Write your inference and one piece of proof.

“Looking back did not mean people wanted everything to stay the same. Sometimes people studied the past so they could make better choices in the future.”

I CAN

I can write an inference about the author's view 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 teacher shows the painting to prepare Ava for an art contest.** Explain why it is a trap and name the trap.

"It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward."

I CAN | I can use the passage 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 why Ava's teacher shows the painting? Copy one sentence that proves it.

Go back to the reading.

**What can the reader infer about why Ava's
teacher shows the painting?**

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

INFERENCING

Answers, across the five thinking levels.

NOTICE "important lessons" and "move forward. "

These words show that the painting helps Ava learn from the past.

CHOOSE C. She wants students to learn from the past and move forward. The passage says old ideas can become useful and that looking back can help people move forward. A is a Goes beyond the text trap. B is an Opposite trap.

SHOW The painting helps Ava learn that the past can teach important lessons and help people move forward.

OWN The author believes looking back can help people improve the future. The passage says people studied the past to make better choices.

DEFEND Goes beyond the text. The passage says the painting teaches lessons about the past and future, but it never mentions an art contest.

YOUR TURN Answers vary. One example: The teacher wants students to learn how the past can help people move forward. Proof: Sometimes, looking back can help people move forward.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Ava looked back at the painting. It showed more than a group of people. It showed a hopeful time when ideas were changing. It helped her understand that the past can teach people important lessons. Sometimes, looking back can help people move forward.”

What can the reader infer about why Ava's teacher shows the painting?

- A** The teacher wants students to copy the painting to practice art skills.
- B** The teacher wants students to keep old ideas exactly the same.
- C** The teacher wants students to study only the people in it.
- D** The teacher wants students to learn from the past and move forward.



INFERENCING

The answer is D.

- A The teacher wants students to copy the painting to practice art skills.**
Goes beyond the text trap. The excerpt does not say students should copy the painting or practice art skills.
- B The teacher wants students to keep old ideas exactly the same.**
Opposite trap. The excerpt says looking back can help people move forward, not that old ideas should stay exactly the same.
- C The teacher wants students to study only the people in it.**
Misreads a detail trap. The excerpt says the painting shows more than a group of people, so focusing only on the people misses the bigger lesson.
- D The teacher wants students to learn from the past and move forward. Correct.**
The excerpt says the painting helped Ava understand that the past can teach important lessons and that looking back can help people move forward.



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 about a person's life.

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

I can check choices for traps that sound possible but are not proved.

THIS WEEK'S FOCUS

Inferencing

from “Voices That Shaped Texas”

An **inference** is an idea the author does not say directly, but clues support it. STAAR asks: **What can the reader infer about Lydia Mendoza from her early life?** Watch for traps such as **Not in the text**, **Misreads a detail**, and **Plausible but unsupported preference**.

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 Lydia'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 Lydia Mendoza from her early life?** Find the clue words.

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

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



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 Lydia Mendoza from her early life?** Pick the answer the text proves.

“People felt connected to her music because it sounded like their own experiences.”

A She used music to share family and community stories • **B** She avoided sharing music with family and community • **C** She preferred songs about love over other topics

I CAN | I can choose an inference and avoid choices the text does not support.



TODAY'S THINKING JOB

SHOW

“I can show how evidence 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 Lydia's music reflected her community?** Explain how it proves it.

“Many listeners heard their own family stories in her music.”

I CAN | I can explain how one detail proves an inference about Lydia.



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 Lydia Mendoza from her early life?** Write your inference and one piece of proof.

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

I CAN | I can make an inference about Lydia 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: **Lydia preferred playing guitar more than singing.** Explain why it is a trap and name the trap.

"She often played the guitar while she sang."

I CAN | I can use the text to explain why an unsupported preference is wrong.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Lydia Mendoza from her early life? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader infer about Lydia
Mendoza from her early life?
Write your inference. Then copy one
sentence that proves it.

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



INFERENCING

Answers, across the five thinking levels.

NOTICE Mexican American family, Spanish, and everyday life. These clues show that Lydia's early music was connected to family life and real experiences.

CHOOSE A. She used music to share family and community stories. Her songs described everyday life, and listeners heard their own family stories in them. B is an Opposite trap. C is a Plausible but unsupported preference trap.

SHOW The listeners heard their own family stories. This shows Lydia's music reflected experiences shared by her community.

OWN Lydia's family and real-life experiences shaped her music. Proof: She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.

DEFEND Plausible but unsupported preference. The text says Lydia often played the guitar while she sang, but it never says she preferred playing guitar more than singing.

YOUR TURN Answers vary. One example: Lydia used music to share family and everyday experiences. Proof: She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Mendoza began performing when she was young. She sang with her family and later became known for her strong, clear voice.”

What can the reader infer about Lydia Mendoza from her early life?

- A** She began sharing music with others at an early age.
- B** She preferred singing with family over playing guitar.
- C** She started performing only after she became famous.
- D** She never developed a strong, clear singing voice.



INFERENCING

The answer is A.

She began sharing music with others at an early age. Correct.

- A** She performed when she was young and sang with her family, showing that she began sharing music with others early.

She preferred singing with family over playing guitar.

- B** Plausible but unsupported preference trap. The excerpt says she sang with family and played guitar, but it does not say which she preferred.

She started performing only after she became famous.

- C** Opposite trap. The excerpt says she began performing when she was young, before she became known.

She never developed a strong, clear singing voice.

- D** Opposite trap. The excerpt says she became known for her strong, clear voice.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how artists made a difference from clues in the passage.

I can connect an artist's actions to the impact those actions had on Texas music.

I can check each answer to make sure it is supported by evidence.

THIS WEEK'S FOCUS

Inferencing

from “Voices That Shaped Texas”

Week focus: **Inferring impact from evidence.** An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about how these artists shaped Texas music?** Watch for **Overgeneralization**, too broad, **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 about an artist's impact.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about how these artists shaped Texas music?** Find the clue words about the families Mendoza helped.

“She helped people feel seen and respected.”

I CAN | I can notice exact words that help me infer how an artist shaped Texas music.



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 these artists shaped Texas music?** Pick the answer the passage proves.

"Lydia Mendoza shared Mexican American stories through songs in Spanish. Chelo Silva's boleros reached many Tejano listeners."

- A** They created every style of Texas music • **B** They shared culture and reached many listeners • **C** They performed only one kind of music

I CAN | I can choose the inference about impact that is supported by several clues.



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 Bledsoe helped change opportunities for artists?** Explain how it proves the inference.

“It also mattered because it helped open doors for other performers.”

I CAN | I can explain how an exact detail proves an artist's impact.



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 Bledsoe shaped Texas music and performance?** Write an inference and one piece of proof.

"When one artist breaks a barrier, others may have a better chance to follow."

I CAN | I can connect an artist's achievement to its larger impact on others.



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: **These artists all shaped Texas music in exactly the same way.** Explain why it is a trap and name the trap.

"Their work was not the same, but each contribution mattered."

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



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how these artists shaped Texas music? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how these artists shaped Texas music?

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

I CAN | I can infer the artists' impact and support my idea with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Seen and respected.** These words show that Mendoza helped families feel valued in Texas culture.

CHOOSE **B.** They shared culture and reached many listeners. They shared Mexican American stories and reached many Tejano listeners. A is an Overgeneralization, too broad trap. C is a Misreads a detail trap.

SHOW The phrase open doors for other performers shows that Bledsoe's success made it easier for other artists to have opportunities.

OWN **Bledsoe helped give more performers a better chance to succeed.** Proof: When one artist breaks a barrier, others may have a better chance to follow.

DEFEND **Overgeneralization, too broad.** The passage says their work was not the same, so their impacts cannot be described as exactly the same.

YOUR TURN **Answers vary.** One example: They made Texas music richer by sharing different cultures and stories. Proof: They shared stories from their communities, reached listeners across the state, and showed that every voice can matter.

INFERENCING

READ THIS PASSAGE EXCERPT.

“They shared stories from their communities, reached listeners across the state, and showed that every voice can matter. Their work reminds us that music is more than sound. It is a way to remember the past, honor different traditions, and bring people closer together.”

What can the reader infer about how these artists shaped Texas music?

- A** They changed every kind of Texas music across the state.
- B** They all performed exactly one kind of music for everyone.
- C** They made Texas music richer by sharing stories and traditions.
- D** They learned all their songs from one teacher in Texas.



INFERENCING

The answer is C.

- A** **They changed every kind of Texas music across the state.**
The evidence supports some artists shaping Texas music, not changing every kind across the state.
- B** **They all performed exactly one kind of music for everyone.**
The passage says each artist followed a different path, so this choice misreads a detail.
- C** **They made Texas music richer by sharing stories and traditions. Correct.**
They shared stories from their communities, reached listeners across the state, and honored different traditions, so their work helped make Texas music richer.
- D** **They learned all their songs from one teacher in Texas.**
The passage never says one teacher in Texas taught all their songs. That detail is not in the text.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how Jayden's mood shifts from clues in the story.

I can use weather details and Jayden's actions as evidence.

I can check choices for traps before I choose.

THIS WEEK'S FOCUS

Inferencing

from “A Day That Changed”

An **inference** is an idea the text proves without saying it directly. STAAR asks: **What can the reader infer about Jayden when the weather changes?**

This week we will watch Jayden's mood shift and avoid **Opposite**, **misreads awareness**, **Misreads a detail**, and **Not in the text** 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 Jayden's mood."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Jayden when the weather changes?** Find the clue words.

"The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky."

I CAN | I can notice weather clues that show a change in Jayden's mood.



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 Jayden when the weather changes?** Pick the answer the text proves.

"Jayden looked up, confused. "What happened to the sunshine?" he asked."

A He feels happy about the sudden rain • **B** He thinks weather and climate are the same • **C** He feels confused by the sudden change

I CAN | I can choose the inference that best matches Jayden's actions and words.



INFERENCING

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 Jayden's mood shifts from excited to confused?** Explain how it proves it.

"Jayden woke up early, excited for field day."

I CAN | I can explain how Jayden's earlier belief helps show his mood shift.



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 Jayden after the weather changes?** Write your inference and one piece of proof.

“Jayden looked up, confused.”

I CAN | I can write an inference about Jayden's mood 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: **Jayden knew the weather would change.** Explain why it is a trap and name the trap.

"Jayden misjudged the weather and assumed the day would continue like this."

I CAN | I can use the text to explain why a trap misreads Jayden's awareness.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Jayden after the weather changes? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Jayden after the weather changes?

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

I CAN | I can make an inference about Jayden's mood and prove it with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE The wind grew stronger, and Jayden noticed gray clouds. These clues show that he sees the pleasant weather changing.

CHOOSE C. He feels confused by the sudden change. The words looked up, confused and his question show that the change surprises Jayden. A is an Opposite trap. B is a Misreads a detail trap.

SHOW Jayden was excited at first. Later, he looked up, confused, so his mood shifted from excited to confused.

OWN Jayden feels confused when the weather changes. Proof: Jayden looked up, confused.

DEFEND Opposite, misreads awareness. Jayden did not know the weather would change. He misjudged the weather and assumed the day would continue.

YOUR TURN Answers vary. One example: Jayden feels confused when the weather changes. Proof: Jayden looked up, confused.



INFERENCING

READ THIS PASSAGE EXCERPT.

“But just before lunch, the conditions began to change. The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky. The temperature dropped, and the air felt cooler against his skin. Jayden looked up, confused. “What happened to the sunshine?” he asked.”

What can the reader infer about Jayden when the weather changes?

- A** He believes the pleasant weather will stay the same.
- B** He feels confused as the weather begins to change.
- C** He thinks weather and climate are the same today.
- D** He feels worried about missing his soccer game today.



INFERENCING

The answer is B.

- A** **He believes the pleasant weather will stay the same.**
Opposite trap. The excerpt says the conditions began to change, and Jayden noticed the change.
- B** **He feels confused as the weather begins to change. Correct.**
Jayden notices the stronger wind and gray clouds, then looks up, confused. His question shows that the change surprises him.
- C** **He thinks weather and climate are the same today.**
Misreads a detail trap. The passage says weather can change quickly, but climate stays consistent over time.
- D** **He feels worried about missing his soccer game today.**
Not in the text trap. The passage does not mention soccer or Jayden worrying about missing a game.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a lesson from what Jayden does and says.

I can use clues from the story to explain what Jayden learned.

I can check each answer to avoid a trap.

THIS WEEK'S FOCUS

Inferencing

from “A Day That Changed”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about Jayden based on his actions after the storm?** 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 clues about Jayden."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Jayden based on his actions after the storm?** Find the clue words.

"At recess, Jayden looked up at the sky again. This time, he noticed the clouds, the wind, and the temperature."

I CAN | I can notice the exact actions 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 infer about Jayden based on his actions after the storm?** Pick the answer the text proves.

“Jayden smiled as he joined his friends outside. Field day had not gone as planned, but it helped him learn something important about Earth’s changing patterns.”

A He learned to observe carefully before making guesses • **B** He learned to avoid his friends after field day • **C** He became a scientist who predicted weather patterns

I CAN | I can choose the best inference and reject choices the text does 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 Jayden learned to think carefully about weather?** Explain how it proves the inference.

“He would remember to observe carefully before making guesses about the sky each day.”

I CAN | I can explain how the exact words prove what Jayden 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 lesson did Jayden learn from the changed weather?** Write your inference and one piece of proof.

"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

I CAN | I can explain Jayden's lesson and support it with exact text evidence.



TODAY'S THINKING JOB

DEFEND

"I can explain why a trap answer is wrong."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Jayden looked at the sky because he wanted to play with his friends.** Explain why it is a trap and name the trap.

"He would remember to observe carefully before making guesses about the sky each day."

I CAN | I can use the text to reject a wrong motive for a true action.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Jayden based on his actions after the storm? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about Jayden based on his actions after the storm?

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

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

INFERENCE

Answers, across the five thinking levels.

NOTICE Jayden looked up and noticed the clouds, the wind, and the temperature. He is observing carefully.

CHOOSE A. He learned to observe carefully before making guesses. He learned from the changed weather and would observe carefully before making guesses. B is an Opposite trap. C is a Goes beyond the text trap.

SHOW The words observe carefully and before making guesses show that Jayden learned to check clues before deciding what the weather would do.

OWN Jayden learned that weather can change quickly, but climate stays consistent over time. Proof: he realized the weather changed while the climate stayed consistent.

DEFEND Wrong motive for a true action. Jayden really looked at the sky, but the passage shows he observed to make better guesses, not to play with friends.

YOUR TURN Answers vary. One example: Jayden learned to observe carefully before making guesses. Proof: He would remember to observe carefully before making guesses about the sky each day.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Field day had not gone as planned, but it helped him learn something important about Earth’s changing patterns. He would remember to observe carefully before making guesses about the sky each day.”

What can the reader infer about Jayden based on his actions after the storm?

- A** Jayden avoided his friends after the rainy field day.
- B** Jayden watched the sky to join friends outside.
- C** Jayden became a scientist who predicted weather patterns.
- D** Jayden learned to observe carefully before making guesses.



INFERENCING

The answer is D.

- A Jayden avoided his friends after the rainy field day.**
Opposite trap. The passage says Jayden joined his friends outside and smiled.
- B Jayden watched the sky to join friends outside.**
Wrong motive for a true action trap. Jayden did watch the sky, but the passage connects that action to observing carefully, not joining friends.
- C Jayden became a scientist who predicted weather patterns.**
Goes beyond the text trap. The passage says Jayden learned to observe weather, not that he became a scientist or predicted weather patterns.
- D Jayden learned to observe carefully before making guesses. Correct.**
The passage says he would observe carefully before making guesses, showing the lesson he learned.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can connect a region's climate to the jobs people do there.

I can use clues about rain, wind, or dryness to infer why an economy develops.

I can choose the answer that the passage proves about Texas regions.

THIS WEEK'S FOCUS

Inferencing

from “Understanding the Texas Regions”

An **inference** is an idea the author does not say directly, but the clues prove it. STAAR asks: **What can the reader infer about how climate affects each region's economy?** This week we will watch for **Overgeneralization**, **too broad**, **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 climate clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how climate affects each region's economy?** Find the clue words.

"Because the climate is drier, plants must be able to survive with less water."

I CAN | I can notice words that link climate to an economic activity.



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 climate affects each region's economy?** Pick the answer the text proves.

"Farming in the Great Plains can be challenging because of the dry climate."

A Dry climate makes all Texas farming harder. • **B** Dry climate makes Great Plains farming easier. • **C** Dry climate makes Great Plains farming harder.

I CAN | I can choose the inference that connects a region's climate to its economy.



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 wind affects the Great Plains economy?** Explain how it proves the inference.

“Wind turbines are built in some areas to create electricity.”

I CAN | I can explain how a detail connects the Great Plains climate to its economy.



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 why the Mountains and Basins region has fewer large cities?** Write your inference and one piece of proof.

"Because it receives very little rain, there are fewer plants and fewer large cities."

I CAN

I can connect the region's climate to where people live and work.



TODAY'S THINKING JOB

DEFEND

"I can defend against a too broad answer."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Every region's economy depends on farming.** Explain why it is a trap and name the trap.

"The Mountains and Basins region is in far West Texas. It has tall mountains, dry deserts, and very little rainfall."

I CAN | I can use a passage detail to explain why an overgeneralization is wrong.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how climate affects each region's economy? Write one inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how climate affects each region's economy?

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

I CAN | I can connect a region's climate to its economy and prove my idea with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Drier climate and less water.** These clues show that plants must be able to survive with less water.

CHOOSE **C.** Dry climate makes Great Plains farming harder. The proof words dry climate and challenging show that farming is harder there. A is an Overgeneralization, too broad trap. B is an Opposite trap.

SHOW **The sentence shows that strong winds can be used to create electricity.** This links a climate feature to wind energy, an economic activity.

OWN **The very dry climate helps explain why the region has fewer large cities.** Proof: It receives very little rain, so there are fewer plants and fewer large cities.

DEFEND **Overgeneralization, too broad.** The passage shows that this region has a very dry climate and jobs in oil, gas, and mining, so farming cannot describe every region's economy.

YOUR TURN **Answers vary.** One example: Strong winds help the Great Plains produce wind energy. Proof: Wind turbines are built in some areas to create electricity.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The land changes, the climate changes, and the ways people work change. These differences help explain why people settle in certain places and why different jobs are important in different areas.”

What can the reader infer about how climate affects each region's economy?

- A** Climate shapes every region's jobs in exactly the same way.
- B** Climate helps shape the important jobs in each region.
- C** Climate makes people in Texas change jobs whenever weather changes.
- D** Climate affects settlement but does not shape regional jobs.



INFERENCING

The answer is B.

- A** **Climate shapes every region's jobs in exactly the same way.**
Overgeneralization, too broad trap. The excerpt says the climate and jobs change from place to place.
- B** **Climate helps shape the important jobs in each region. Correct.**
The excerpt connects changing climate with changing work and explains that different jobs are important in different areas.
- C** **Climate makes people in Texas change jobs whenever weather changes.**
Not in the text trap. The excerpt does not say people change jobs whenever weather changes.
- D** **Climate affects settlement but does not shape regional jobs.**
Misreads a detail trap. The excerpt links climate with both where people settle and which jobs matter.



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 passage.

I can use exact evidence to support my thinking.

I can check for traps that are not proved by the text.

THIS WEEK’S FOCUS

Inferencing

from “Understanding the Texas Regions”

Week focus: **Defending an inference in writing.** An **inference** is an idea the author does not say directly, but clues support it. This week we will use this stem:
Short response: What can the reader infer about life in one region? Use evidence. 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 about life in a region.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about life in the Mountains and Basins region?** Find the clue words.

“Because there is little rainfall, people must use water carefully.”

I CAN | I can find exact clue words that support an inference about life in a region.



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 farming in the Mountains and Basins region?** Pick the answer the text proves.

“The dry land also makes farming harder than in the wetter regions of Texas.”

A People never farm anywhere there. • **B** People farm less often there. • **C** People farm more often there.

I CAN | I can choose the best inference and reject choices the passage does not support.



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 Great Plains residents plan carefully?** Explain how it proves the inference.

“Since the region is dry and windy, people plan carefully for farming, ranching, and water use.”

I CAN | I can explain how exact evidence supports an inference about people in a region.



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 life in the Coastal Plains? Write your inference and one piece of proof.**

"The Coastal Plains shows how water and climate can help a region grow."

I CAN | I can make my own inference about a region and defend it with exact evidence.



TODAY'S THINKING JOB

DEFEND

“I can defend my answer against an unsupported claim.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **People in the Great Plains have many large city parks.** Explain why it is a trap and name the trap.

“The Great Plains helps Texas by providing crops, cattle, and wind energy.”

I CAN | I can use exact text evidence to show why a claim is not supported.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about life in the North Central Plains? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about life in the
North Central Plains?**

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE The clue words are **little rainfall** and **use water carefully**. The dry region has limited water, so people must use it wisely.

CHOOSE B. People farm less often there. The dry land makes farming harder, so people farm less often there. A is a Too broad trap. C is an Opposite trap.

SHOW The detail says people plan carefully for farming, ranching, and water use because the region is dry and windy. This shows they adjust their choices to the climate.

OWN Life in the Coastal Plains is supported by water and a warm climate. Proof: Since the region has rivers, flat land, and a warm climate, many towns and cities developed there.

DEFEND Unsupported claim with no evidence. The passage gives no evidence that people in the Great Plains have many large city parks. It gives evidence about crops, cattle, and wind energy instead.

YOUR TURN Answers vary. One example: Ranching is an important way of life in the North Central Plains. Proof: Ranching has been important in the North Central Plains for a long time.



INFERENCING

READ THIS PASSAGE EXCERPT.

“More people often live in areas with water, good soil, transportation, and jobs. That is one reason the Coastal Plains has many large cities.”

What can the reader infer about life in one region? Use evidence.

- A** Many people live there because it has water, soil, and jobs.
- B** Few people live there because it lacks water, soil, and jobs.
- C** All Texans live there because it has water, soil, and jobs.
- D** Many people live there because it has parks and mountains.



INFERENCING

The answer is A.

- A** **Many people live there because it has water, soil, and jobs. Correct.**
The excerpt connects water, good soil, transportation, and jobs with more people and large cities.
- B** **Few people live there because it lacks water, soil, and jobs.**
Opposite trap. The excerpt connects more people with water, good soil, transportation, and jobs.
- C** **All Texans live there because it has water, soil, and jobs.**
Too broad trap. The excerpt says more people often live there, not all Texans.
- D** **Many people live there because it has parks and mountains.**
Unsupported claim with no evidence trap. The excerpt gives no evidence that parks and mountains are the reason people live there.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea from clues in a poem.

I can use words from the poem to support my thinking.

I can check choices for traps that sound right but are not proved.

THIS WEEK’S FOCUS

Inferencing

from “The Roads Between Us”

This week's focus is **Inferring meaning in imagery**. The bending river and turning pathway create a picture of a journey. The action clues watches, listens, and learns help us infer that the traveler is careful and curious. STAAR asks: **What can the reader infer about the traveler in the first stanza?** This week we will watch for **Word association from the lines, Opposite, and Not in 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 the traveler.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about the traveler in the first stanza?** Find the clue words.

“A river bends, a pathway turns, A traveler watches, listens, learns.”

I CAN | I can notice words that help me infer what the traveler 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 traveler in the first stanza?** Pick the answer the poem proves.

"A river bends, a pathway turns, A traveler watches, listens, learns."

A The traveler is careful and curious • **B** The traveler carries every item • **C** The traveler ignores the journey

I CAN | I can choose the best inference by matching it to the action clues.



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 traveler is curious?** Explain how it proves the inference.

“A river bends, a pathway turns, A traveler watches, listens, learns.”

I CAN | I can explain how exact action words prove what a character is like.



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 traveler in the first stanza?** Write your inference and one piece of proof.

"A river bends, a pathway turns, A traveler watches, listens, learns."

I CAN | I can write my own inference and connect it to exact words from the poem.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a word trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The traveler carries a basket, story, song, and seed.** Explain why it is a trap and name the trap.

"A basket, story, song, or seed Can travel far to meet a need."

I CAN | I can explain why a choice using words from the poem is still unsupported.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the traveler in the first stanza? Write your inference and copy one phrase that proves it.

Go back to the reading.

**What can the reader *infer* about the traveler
in the first stanza?**

**Write your inference. Then copy one phrase
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 **Watches, listens, and learns.** These words show that the traveler pays close attention and wants to understand.

CHOOSE A. The traveler is careful and curious. Watches, listens, and learns show that the traveler pays attention and wants to understand. B is a Word association from the lines trap. C is an Opposite trap.

SHOW **Watches, listens, and learns best support the inference.** These actions show the traveler is paying attention and trying to understand.

OWN **The traveler is curious and careful.** Proof: watches, listens, learns.

DEFEND **Word association from the lines.** The line says a basket, story, song, or seed can travel, but it does not say the traveler carries all of them.

YOUR TURN **Answers vary.** One example: The traveler is curious and careful. Proof: watches, listens, learns.



INFERENCING

READ THIS PASSAGE EXCERPT.

“A river bends, a pathway turns, A traveler watches, listens, learns. A basket, story, song, or seed Can travel far to meet a need.”

What can the reader infer about the traveler in the first stanza?

- A** The traveler carries every item in the stanza.
- B** The traveler is careful and curious on the journey.
- C** The traveler ignores the path and the journey.
- D** The traveler teaches neighbors how to trade goods.



INFERENCING

The answer is B.

The traveler carries every item in the stanza.

- A** Word association from the lines trap. The poem names items that can travel, but it does not say the traveler carries every item.

The traveler is careful and curious on the journey. Correct.

- B** The words watches, listens, and learns show that the traveler pays attention and wants to understand.

The traveler ignores the path and the journey.

- C** Opposite trap. The traveler watches, listens, and learns, so the traveler is paying attention.

The traveler teaches neighbors how to trade goods.

- D** Not in the text trap. The poem does not say the traveler teaches neighbors or trades goods.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer an idea by connecting clues from different stanzas.

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

I can check choices for traps that go beyond what the poem proves.

THIS WEEK'S FOCUS

Inferencing

from “The Roads Between Us”

This week's focus is **Inferring across stanzas**. An **inference across stanzas** is an idea I build by connecting clues from different parts of the poem. STAAR asks: **What does the poem suggest about what happens when neighbors trade?** Our featured trap is **Goes beyond the text**. We will 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 clue words about trading."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the poem suggest about what happens when neighbors trade?** Find the clue words about what sharing can create.

"A pot, a tool, some food to share Could build a bond from here to there."

I CAN | I can notice clue words that help me infer what trading can do.



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 happens when neighbors trade?** Pick the answer the poem proves.

"They traded goods from place to place, And knowledge traveled at the same pace."

A Trading stops people from sharing ideas. • **B** Trading happens only in busy markets. • **C** Trading can spread goods and knowledge.

I CAN | I can connect clues from stanzas 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 idea that trading connects communities?** Explain how it proves the idea.

“A road is more than where we roam; It links a distant place to home.”

I CAN | I can explain how evidence from one stanza supports an idea across the poem.



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 poem suggest about what happens when neighbors trade?** Write your inference and one piece of proof.

“The goods they carried had a part, But so did knowledge, mind, and heart.”

I CAN | I can connect evidence from the poem to explain what trade can bring.



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: **Trading always makes every community richer and happier.** Explain why it is a trap and name the trap.

"Connection could bring loss or gain; Not every meeting stayed the same."

I CAN | I can use evidence to show why a tempting inference goes beyond the poem.



Make an inference across stanzas.

Go back to the reading. Answer: What does the poem suggest about what happens when neighbors trade? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What does the poem suggest about what happens when neighbors trade?
Write your inference. Then copy one sentence that proves it.

I CAN | I can connect clues across stanzas and prove my inference.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Share and build a bond.** Sharing goods can connect people from different places.

CHOOSE C. Trading can spread goods and knowledge. The poem says goods were traded and knowledge traveled, so trade can spread both. A is an Opposite trap. B is a Misreads a detail trap.

SHOW **The phrase links a distant place to home shows that paths can connect people and places.** This supports the idea that trading can connect communities.

OWN **Trading can share more than goods.** It can also share knowledge and different views. Proof: The goods they carried had a part, But so did knowledge, mind, and heart.

DEFEND **Goes beyond the text.** The poem says connection can bring loss or gain, so it does not prove that trading always makes every community richer and happier.

YOUR TURN **Answers vary.** One example: Trade can spread goods and knowledge from place to place. Proof: They traded goods from place to place, And knowledge traveled at the same pace.



INFERENCING

READ THIS PASSAGE EXCERPT.

**“Some meetings brought new things to share, While others brought conflict and despair.
Connection could bring loss or gain; Not every meeting stayed the same.”**

What does the poem suggest about what happens when neighbors trade?

- A** Trading brings changes that last forever.
- B** Trading leaves every meeting unchanged.
- C** Trading only moves goods between places.
- D** Trading can bring good or bad results.



INFERENCING

The answer is D.

- A Trading brings changes that last forever.**
Goes beyond the text trap. The poem does not say that changes last forever.
- B Trading leaves every meeting unchanged.**
Opposite trap. The poem says not every meeting stayed the same, so this choice reverses the idea.
- C Trading only moves goods between places.**
Too narrow trap. The poem says knowledge traveled too, so trading is more than moving goods.
- D Trading can bring good or bad results. Correct.**
The excerpt says some meetings brought new things to share, while others brought conflict and despair. It also says connection can bring loss or gain.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what people pass on from clues in the poem.

I can connect an old idea to how it helps people later.

I can use exact words from the poem to prove my thinking.

THIS WEEK’S FOCUS

Inferencing

from “What We Carry Forward”

Inferring what is passed on: An **inference** is an idea the poem proves without saying it directly. STAAR asks: **What can the reader infer about why the child remembers the grandparent's words?** This week we will spot **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 clue words about passing something on."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about what is passed on?** Find the clue words.

"A rule is written, strong and clear, Its meaning travels year to year."

I CAN | I can notice exact words that help me infer what is passed on.



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 why people pass on traditions?** Pick the answer the poem proves.

"A family's custom, meal, or song Can help traditions travel long."

A Every family shares the same traditions over time. • **B** Families can help traditions last over time. • **C** Families make traditions disappear over time.

I CAN | I can choose the best inference and avoid choices that are not supported.



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 knowledge can be passed on by watching?** Explain how it proves the idea.

"Children learned by watching near, Then carried knowledge year to year."

I CAN | I can explain how the poem's detail proves an inference about learning.



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 people study history?** Write your inference and one piece of proof.

“We study history so we know What should remain and what should go.”

I CAN | I can make an 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: **People should keep old ideas that feel familiar.** Explain why it is a trap and name the trap.

"Yet carrying forward does not mean That everything before was clean. Some customs harmed; some laws were wrong; Some unfair systems lasted long."

I CAN | I can use the poem to prove why a tempting answer is wrong.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how people should handle what they inherit? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how people should handle what they inherit?

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 rule's meaning can be remembered and passed on over time.

CHOOSE B. Families can help traditions last over time. A family's custom, meal, or song can help traditions travel long. A is a Too broad trap. C is an Opposite trap.

SHOW Children learned by watching and carried the knowledge year to year. This shows people can pass skills to the next generation.

OWN People study history to decide what to keep and what to leave behind. The poem says we know what should remain and what should go.

DEFEND Plausible but unsupported. The poem says some customs harmed and some laws were wrong, so readers must decide what to keep.

YOUR TURN Answers vary. One example: People should examine and improve what they inherit. Proof: What we inherit is a start, Not one command we learn by heart.



INFERENCING

READ THIS PASSAGE EXCERPT.

“A voice can carry history; A song can hold identity. It helps a child who comes along know that their story can belong.”

What can the reader infer about why the child remembers the grandparent's words?

- A** The words make the child feel left out of history.
- B** The child remembers because the grandparent spoke every single day.
- C** The words help the child feel that their story belongs.
- D** A song can hold identity for the child who listens.



INFERENCING

The answer is C.

The words make the child feel left out of history.

- A** Opposite trap. The excerpt says the voice and song help the child's story belong, not that they make the child feel left out.

The child remembers because the grandparent spoke every single day.

- B** Plausible but unsupported trap. The excerpt does not say how often the grandparent spoke.

The words help the child feel that their story belongs. Correct.

- C** The voice carries history and the song holds identity, helping the child know that their story can belong.

A song can hold identity for the child who listens.

- D** True but not the answer trap. The excerpt says a song can hold identity, but this choice does not explain why the child remembers the grandparent's words.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can compare inferences and choose the one the poem proves best.

I can use exact words from the poem as evidence.

I can spot trap answers that go too far or miss the poem's message.

THIS WEEK'S FOCUS

Inferencing

from “What We Carry Forward”

An **inference** is an idea the poem supports without saying it directly. STAAR asks: **Which inference about the speaker is best supported by the poem?** This week we will watch for **Overstated from a small detail**, **Opposite**, and **Not in 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 that reveal the speaker's thinking.”

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 the poem?** Find the clue words.

“We do not carry all things blind; We question, learn, and change our mind.”

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



TODAY'S THINKING JOB

CHOOSE

“I can choose the inference the poem supports best.”

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 the poem?** Pick the choice the poem proves.

“A legacy can start this way, Not finished on its opening day.”

A A legacy ends at the start • **B** Every old idea should return • **C** A legacy may grow with time

I CAN | I can compare choices and select the inference supported by the strongest clue.



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 the speaker values careful choices?** Explain how it proves the inference.

“We study evidence, compare, And listen to the voices there.”

I CAN | I can explain how exact words from the poem prove an inference about the speaker.



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 inference about the speaker is best supported by the poem?** Write your own inference and one piece of proof.

“The past can offer us a map, But we decide the forward path.”

I CAN

I can make my own inference about the speaker and explain how the poem supports it.



TODAY'S THINKING JOB

DEFEND

“I can defend an answer by using a sentence that disproves it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **People should preserve every tradition from the past.** Explain why it is a trap and name the trap.

“Not everything that's passed along Deserves to stay because it's long.”

I CAN | I can name the trap and explain why the poem does not support the wrong answer.



Make an inference on your own.

Go back to the poem. What does the speaker believe people should do with the past? Write an inference and copy one sentence that proves it.

Go back to the reading.

**What does the speaker believe people should
do with the past?**

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

I CAN | I can make an inference about the speaker and support it with exact evidence.



Answers, across the five thinking levels.

NOTICE question, learn, and change our mind.

These words show that the speaker thinks people should question ideas before carrying them forward.

CHOOSE C. A legacy may grow with time. The poem says a legacy is not finished at its opening and may expand later. A is an Opposite trap. B is an Overstated from a small detail trap.

SHOW The detail says people study evidence, compare, and listen. This proves the speaker values careful choices instead of accepting everything blindly.

OWN The speaker believes the past can guide people, but people must choose their future. Proof: The past can offer us a map, But we decide the forward path.

DEFEND Overstated from a small detail. The poem says not everything passed along deserves to stay, so the speaker does not support preserving every tradition.

YOUR TURN Answers vary. One example: People should keep what is wise and repair what is wrong. Proof: We keep what's wise, repair what's wrong, and add our voices to the song.

INFERENCING

READ THIS PASSAGE EXCERPT.

“The past can offer us a map, But we decide the forward path. We keep what's wise, repair what's wrong, and add our voices to the song.”

Which inference about the speaker is best supported by the excerpt?

- A** The speaker believes every wise idea should last forever.
- B** The speaker believes the past controls every future choice.
- C** The speaker believes people should forget all history.
- D** The speaker believes people should shape the future wisely.



INFERENCING

The answer is D.

The speaker believes every wise idea should last forever.

- A** Overstated from a small detail trap. The excerpt says to keep what is wise, not that every wise idea should last forever.

The speaker believes the past controls every future choice.

- B** Opposite trap. The excerpt says people decide the forward path.

The speaker believes people should forget all history.

- C** Opposite trap. The speaker calls the past a map and says to keep what is wise.

The speaker believes people should shape the future wisely. Correct.

- D** The speaker says the past can guide people, but people decide the path and choose what to keep or repair.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use clues from the passage to make a smart inference.

I can connect place, resources, and choices to explain how societies develop.

I can check each answer for a trap that is too broad, opposite, or unsupported.

THIS WEEK’S FOCUS

Inferencing

from “What Shapes a Society? Place, Resources, and Connection”

Inferring from a central question: An inference is an idea the passage supports even when it does not say the idea directly. STAAR asks: **What can the reader infer about how place shapes a society?** This week we will watch for **Overgeneralization**, **too broad**, **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 a clue about how place shapes society."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how place shapes a society?** Find the clue words.

"However, geography can create opportunities and challenges that influence how a society develops."

I CAN | I can notice exact words that support an inference about place and society.



TODAY'S THINKING JOB

CHOOSE

“I can choose the inference the passage 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 place shapes a society?** Pick the answer the passage proves.

“The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel.”

A Place influences many parts of society • **B** Place controls every decision people make • **C** Place has no effect on society

I CAN | I can choose the inference that best connects place to several parts of society.



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 their place?** Explain how it proves the inference.

"The land did not build Caddo communities by itself. People had to understand the environment and decide how to use what was available."

I CAN | I can explain how people use choices to respond to the place around them.



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 how climate affects people's choices?** Write your inference and one piece of proof.

“People cannot control every part of climate, but they can study it and make decisions based on what they learn.”

I CAN

I can explain how climate creates a challenge that people answer with choices.



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: **Place controls everything people do.** Explain why it is a trap and name the trap.

"The land around them does not decide everything that will happen."

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 reading. Answer: What can the reader infer about how connections change societies? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What can the reader *infer* about how
connections change societies?
Write your inference. Then copy one
sentence that proves it.

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

INFERENCING

Answers, across the five thinking levels.

NOTICE The words **opportunities, challenges, and influence** show that **place can affect how a society develops**.

CHOOSE A. Place influences many parts of society. The sentence names food, homes, work, resources, and travel as effects of location. B is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW The detail says **people understood the environment and decided how to use it**. This proves they adapted to their place instead of simply being controlled by it.

OWN **Climate affects people's choices, but people can respond by studying it**. Proof: People can study climate and make decisions based on what they learn.

DEFEND **Overgeneralization, too broad**. The passage says place does not control everything, and people still make choices.

YOUR TURN **Answers vary**. One example: Connections can spread ideas and change communities. Proof: When people meet, they may also exchange language, knowledge, technology, beliefs, customs, art, and ideas.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The land around them does not decide everything that will happen. People still make choices, solve problems, create new ideas, and change their surroundings.”

What can the reader infer about how place shapes a society?

- A** Place controls every choice a society makes.
- B** Place influences society, but people still make choices.
- C** Place has no effect on how societies develop.
- D** Place affects the games people play in a society.



INFERCING

The answer is B.

- A** **Place controls every choice a society makes.**
Overgeneralization, too broad trap. The excerpt says the land does not decide everything.
- B** **Place influences society, but people still make choices. Correct.**
The excerpt says the land does not decide everything, while people make choices and change their surroundings.
- C** **Place has no effect on how societies develop.**
Opposite trap. The passage explains that geography influences how a society develops.
- D** **Place affects the games people play in a society.**
Not in the text trap. The passage does not mention place affecting games.



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 sections to make a strong inference.

I can use evidence to explain how people and communities affect one another.

I can check choices for traps that describe only one section.

THIS WEEK’S FOCUS

Inferencing

from “What Shapes a Society? Ideas, Choices, and Culture”

Week focus: **Inferring across sections**. An **inference across sections** is an idea I build by connecting clues from more than one part of the passage. STAAR asks: **Based on both sections, what can the reader infer about connected communities?** Watch for **Describes one section only**, **Too broad**, **Opposite**, and **Too narrow**.

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 connected communities."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Based on both sections, what can the reader infer about connected communities?** Find the clue words.

"To understand how societies change, researchers must study not only where people lived, but also what they thought, chose, created, and passed forward."

I CAN | I can notice words that show how people and their choices connect across time.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by connected clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **Based on both sections, what can the reader infer about connected communities?** Pick the answer the text proves.

"These examples are different, but they share something important."

A Ideas about laws can change governments • **B** Communities shape one another over time • **C** Every choice changes every community forever

I CAN | I can connect examples from different sections and avoid a one-section trap.



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 communities are connected across generations?** Explain how it proves the inference.

“And every generation receives something from the generations that came before it.”

I CAN

I can explain how evidence from the passage supports a connection across generations.



INFERENCING

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: **Based on both sections, what can the reader infer about connected communities?** Write your inference and one piece of proof.

"No single person shapes a society alone."

I CAN

I can combine clues from different sections to explain how communities are connected.



TODAY'S THINKING JOB

DEFEND

“I can defend my answer against a one-section trap.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Connected communities are shaped mainly by Mansa Musa's leadership.** Explain why it is a trap and name the trap.

“No single person shapes a society alone.”

I CAN

I can use evidence to explain why an answer about only one section is incomplete.



Make an inference on your own.

Go back to the reading. Answer: Based on both sections, what can the reader infer about connected communities? Copy one sentence that proves it.

Go back to the reading.

**Based on both sections, what can the reader
infer about connected communities?**

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

I CAN | I can connect clues from different sections and prove my inference with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE The words **not only, but also, and passed forward** show that we need more than one kind of clue and that the past can affect later generations.

CHOOSE B. Communities shape one another over time. The passage shows that ideas, leadership, culture, and choices create effects that continue across generations. A is a Describes one section only trap. C is a Too broad trap.

SHOW The detail says each generation receives something from earlier generations. This proves that communities can stay connected through what people leave behind.

OWN Communities are shaped by many people and choices over time. Proof: Societies are shaped by many people acting over time.

DEFEND Describes one section only. Mansa Musa's leadership is one example, but the passage says no single person shapes a society alone.

YOUR TURN Answers vary. One example: Communities are shaped by many people and choices over time. Proof: Societies are shaped by many people acting over time.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Together, those forces create history. And every generation receives something from the generations that came before it.”

Based on both sections, what can the reader infer about connected communities?

- A** Mansa Musa's leadership changed Mali's history
- B** Every community keeps all old ideas unchanged
- C** Connected communities shape one another over time.
- D** Communities are connected only by geography



INFERENCING

The answer is C.

Mansa Musa's leadership changed Mali's history

- A** This choice names one example from the Mansa Musa section. It does not use the bigger pattern across communities and generations.

Every community keeps all old ideas unchanged

- B** This choice goes against the passage. People in the Renaissance did not keep old ideas unchanged. They used old knowledge to create something new.

Connected communities shape one another over time. Correct.

- C** The excerpt shows that different forces together create history and that each generation receives something from earlier generations. This supports the inference that communities can shape one another over time.

Communities are connected only by geography

- D** This choice names only geography, but the passage also says ideas, choices, culture, leadership, and action shape societies.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use objects and other sources as clues about the past.

I can make an inference by combining text evidence with what I know.

I can check that my inference is supported and does not go beyond the text.

THIS WEEK’S FOCUS

Inferencing

from “The Evidence Room: What Did They Leave Behind?”

Inferring from historical evidence means using clues from objects and other sources. An **inference** is an idea the evidence supports, even when the author does not say it directly. STAAR asks: **What can the reader infer about people from the objects they left behind?** Our featured trap is **Goes beyond the text**. 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 clue words in evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about Caddo people from this object?** Find the clue words.

"The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship."

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



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the evidence supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about Caddo people from the pottery?** Pick the answer the text proves.

"They farmed, built homes, created pottery, and traded with other communities."

- A** Caddo people had skills and connections with others. • **B** Caddo people lived in every region of Texas. • **C** Caddo people showed every part of culture.

I CAN | I can choose the best inference and avoid answers the text 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** Caddo people were connected to other communities? Explain how it proves it.

“They farmed, built homes, created pottery, and traded with other communities.”

I CAN | I can explain how exact evidence proves an inference about people.



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 Caddo people from the bowl?** Write your inference and one piece of proof.

“The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.”

I CAN | I can make a careful inference 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: **The bowl tells us every part of Caddo culture.** Explain why it is a trap and name the trap.

“The bowl cannot explain every part of Caddo culture.”

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 people from the objects they left behind? Copy one sentence that proves your inference.

Go back to the reading.

**What can the reader infer about people from
the objects they left behind?**

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE skilled forms of art and craftsmanship + the bowl provides evidence of Caddo people's pottery skills

CHOOSE A. Caddo people had skills and connections with others. The passage says Caddo people created pottery and traded with other communities. Those clues support skills and connections. B is a Too broad trap. C is a Goes beyond the text trap.

SHOW The words traded with other communities support the inference because they show Caddo people connected with groups outside their own community.

OWN Caddo people developed skilled art and craftsmanship. Proof: The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.

DEFEND Goes beyond the text. The passage says the bowl cannot explain every part of Caddo culture, so the answer claims more than the evidence supports.

YOUR TURN Answers vary. One example: Caddo people developed skilled art and craftsmanship. Proof: The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.

INFERENCING

READ THIS PASSAGE EXCERPT.

“The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.”

What can the reader infer about Caddo people from the pottery?

- A** Caddo people showed every part of Caddo culture.
- B** Caddo people developed skilled art and craftsmanship.
- C** Caddo people lacked skilled art and craftsmanship.
- D** Caddo people made pottery with no decoration.



INFERENCING

The answer is B.

- A Caddo people showed every part of Caddo culture.**
Goes beyond the text trap. The passage says one bowl cannot explain every part of Caddo culture.
- B Caddo people developed skilled art and craftsmanship. Correct.**
The pottery provides evidence that Caddo people developed skilled forms of art and craftsmanship.
- C Caddo people lacked skilled art and craftsmanship.**
Opposite trap. The passage says Caddo people developed skilled forms of art and craftsmanship.
- D Caddo people made pottery with no decoration.**
Misreads a detail trap. The passage describes a decorated pottery bowl.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can make a thoughtful inference about why societies change.

I can connect clues from different exhibits to build a stronger idea.

I can defend my inference with exact evidence from the text.

THIS WEEK'S FOCUS

Inferencing

from “The Evidence Room: What Did They Leave Behind?”

Week focus: **Defending inferences, synthesis.** An **inference** is an idea the text supports, even when the author does not say it directly. STAAR asks: **Short response: What can the reader infer about why societies change? Use evidence from the text.** This week we will watch for **Unsupported claim with no evidence, Opposite, and 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 change."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why societies change?** Find the clue words about connections and change.

"Connections between communities can create change."

I CAN | I can notice clue words that help me infer why societies change.



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 why societies change?** Pick the choice the exhibits support.

“Each source gives us one piece. Researchers build stronger explanations when they connect the pieces.”

A Geography alone explains every reason societies change • **B** Ideas never influence people after they appear • **C** Connections and ideas can create social change

I CAN | I can compare clues from several exhibits before choosing an inference.



TODAY'S THINKING JOB

SHOW

"I can show how evidence 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 ideas can change societies?** Explain how the detail proves it.

"The document placed some limits on the king's power and strengthened the idea that rulers should also be subject to law."

I CAN | I can explain how a specific detail proves that ideas can change society.



TODAY'S THINKING JOB

OWN

“I can write my own inference and support it.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **Short response: What can the reader infer about why societies change? Use evidence from the text.** Write your inference and use two pieces of proof.

“Researchers build stronger explanations when they connect the pieces.”

I CAN | I can synthesize clues from different exhibits to explain why societies change.



TODAY'S THINKING JOB

DEFEND

"I can defend an inference with evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Societies change because people always make the same choices.** Explain why it is a trap and name the trap.

"Does geography control what people do, or does it create possibilities from which people make choices?"

I CAN | I can name an unsupported claim and use the text to reject it.



Make a synthesis inference.

Go back to the reading. Answer this question: Short response: What can the reader infer about why societies change? Use evidence from the text. Write your inference and copy two sentences that prove it.

Go back to the reading.

Short response: What can the reader infer about why societies change? Use evidence from the text. Write one inference. Then copy two sentences that prove it.

I CAN | I can connect evidence from different exhibits to defend an inference.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Connections between communities can create change.** These words show that contact between communities can lead to change.

CHOOSE C. Connections and ideas can create social change. Claim B says connections between communities can create change, and Claim C says ideas can influence people later. A is a Too broad trap. B is an Opposite trap.

SHOW **The document strengthened the idea that rulers should also be subject to law.** This supports the inference because ideas can influence how people understand power.

OWN **Societies change when communities connect and ideas influence people.** Proof includes that gold, salt, cloth, tools, books, and other goods moved between communities, and that the Magna Carta strengthened the idea that rulers should also be subject to law.

DEFEND **Unsupported claim with no evidence.** The passage gives no evidence that people always make the same choices. It says geography creates possibilities from which people make choices.

YOUR TURN **Answers vary.** One example: Societies change when communities connect and ideas influence people. Proof: Connections between communities can create change. Ideas can influence people long after they first appear.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Claim B Connections between communities can create change. Claim C Ideas can influence people long after they first appear.”

What can the reader infer about why societies change based on the excerpt?

- A** Societies change only when people move away.
- B** Ideas cannot influence people after they appear.
- C** Every source explains the whole story of the past.
- D** Connections and ideas can help societies change.



INFERENCING

The answer is D.

Societies change only when people move away.

- A** Unsupported claim with no evidence trap. The excerpt mentions connections and ideas, but gives no evidence that people must move away.

Ideas cannot influence people after they appear.

- B** Opposite trap. The excerpt says ideas can influence people long after they appear.

Every source explains the whole story of the past.

- C** Too broad trap. The passage says one source rarely tells the whole story, so no single source explains the whole past.

Connections and ideas can help societies change. Correct.

- D** The excerpt connects community connections and lasting ideas to change.

