

INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

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

I can find the words that help prove my thinking.

I can check choices for traps that are not supported.

THIS WEEK’S FOCUS

Inferencing

from “The Great Chocolate Chip Cookie Mystery”

An **inference** is an idea the text helps me figure out. I use clues plus what I know. STAAR asks: **What can the reader infer about the main character based on this part of the text?** I will watch for **Misreads** a detail, **Not in the text**, and **True but not the answer**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"By 11:42 on Friday morning, fifth grade had a problem. A serious problem."

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



INFERENCING

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

"‘They're gone,’ announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled."

- A** Jordan thinks summer vacation was just canceled this morning. • **B** Jordan thinks the missing cookies are a serious problem. • **C** Jordan works inside the school cafeteria each day.

I CAN | I can choose the best inference and avoid choices that twist a detail.



INFERENCING

TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that Jordan is very dramatic?** Explain how it proves it.

“‘They're gone,’ announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.”

I CAN | I can explain how exact words and actions support an inference.



INFERENCING

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 Lucia based on the story?** Write your inference and one piece of proof.

"They compared several sources instead of stopping after the first one."

I CAN | I can make a supported inference and connect it to exact text evidence.



INFERENCING

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: **Jordan thinks sixth grade stole the cookies.** Explain why it is a trap and name the trap.

""No.""

I CAN | I can use the text to defend a supported answer against a trap.



Make an inference on your own.

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

Go back to the reading.

**What can the reader *infer* about the class
after hearing rumors?**

**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 **problem and serious problem.** These repeated words make the missing situation seem important.

CHOOSE B. Jordan thinks the missing cookies are a serious problem. Jordan says the cookies are gone and reacts as if summer vacation was canceled, so he treats the situation as a serious problem. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW **The comparison to canceled summer vacation makes Jordan's reaction seem huge.** This supports the inference that he is dramatic.

OWN **Lucia is careful about checking information.** Proof: They compared several sources instead of stopping after the first one.

DEFEND **Misreads a detail.** Ms. Ruiz answers “No.” when Jordan asks if sixth grade stole the cookies, so the text disproves the choice.

YOUR TURN **Answers vary.** One example: The class gets carried away by rumors. Proof: Within thirty seconds, the investigation had already gone completely out of control.

INFERENCING

READ THIS PASSAGE EXCERPT.

“A chocolate-chip-sized emergency. “They’re gone,” announced Jordan, staring through the cafeteria serving window as if someone had just informed him that summer vacation had been canceled.”

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

- A** Jordan calmly accepts that the missing cookies are gone.
- B** Jordan knows who took all the missing cookies.
- C** Jordan thinks the missing cookies are a very serious problem.
- D** Jordan is staring through the cafeteria serving window right now.



INFERENCING

The answer is C.

Jordan calmly accepts that the missing cookies are gone.

- A** Misreads a detail trap. Jordan stares and reacts as if a huge event happened, so he does not calmly accept that the cookies are gone.

Jordan knows who took all the missing cookies.

- B** Not in the text trap. this part of the text does not say Jordan knows who took the cookies.

Jordan thinks the missing cookies are a very serious problem. Correct.

- C** Jordan calls the missing cookies an emergency and reacts as if summer vacation was canceled.

Jordan is staring through the cafeteria serving window right now.

- D** True but not the answer trap. Jordan is staring through the window, but that detail does not explain what the reader can infer about the missing cookies.



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 a character's actions to infer a motive.

I can explain why a character acts a certain way.

I can check each answer against the evidence in the story.

THIS WEEK'S FOCUS

Inferencing

from “The Great Chocolate Chip Cookie Mystery”

An **inference** is an idea the text supports without saying it directly. STAAR asks: **What can the reader infer about the main character from the clues the main character notices?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice an action that gives 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 main character from the clues the main character notices?** Find the action words.

"They compared several sources instead of stopping after the first one."

I CAN | I can notice an action and use it to infer a character's motive.



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 Lucia from the clues Lucia notices?** Pick the answer the text proves.

"A week earlier, she would have repeated the famous invention story without thinking twice."

A She wants to repeat stories without checking • **B** She wants to question only cookie stories • **C** She wants to check each story carefully

I CAN | I can choose the motive that best matches a character's actions and 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 Lucia wants accurate information?** Explain how it proves the inference.

"They compared several sources instead of stopping after the first one."

I CAN | I can explain how a character's action proves the character's motive.



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 Lucia's motive?** Write your inference and one piece of proof.

"Now she wondered how many other stories she had heard that sounded true simply because they were interesting."

I CAN | I can infer a character's motive and support it with exact story 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: **Lucia compared sources to embarrass Eli.** Explain why it is a trap and name the trap.

"They compared several sources instead of stopping after the first one."

I CAN | I can explain why a tempting motive is wrong using evidence from the story.



Make an inference about Lucia.

Go back to the passage. Answer: What can the reader infer about Lucia from the clues Lucia notices? Write her motive and one detail that proves it.

Go back to the reading.

What can the reader infer about Lucia's motive?

Write your inference. Then give one detail that proves it.

I CAN | I can infer a character's motive and support it with evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Compared several sources and did not stop at the first one. This shows Lucia wanted accurate information.

CHOOSE C. She wants to check each story carefully. She stops repeating the story and checks several sources for accuracy. A is an Opposite trap. B is a Too narrow trap.

SHOW Comparing several sources shows Lucia wants to find the accurate version instead of accepting the first story.

OWN Lucia wants to question interesting stories before believing them. She wonders how many stories sounded true only because they were interesting.

DEFEND Wrong motive for a true action. Lucia really compared sources, but the story shows she cared about accuracy, not embarrassing Eli.

YOUR TURN Answers vary. One example: Lucia wants to check stories before believing them. Proof: They compared several sources instead of stopping after the first one.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Now she wondered how many other stories she had heard that sounded true simply because they were interesting. Maybe mysteries were hiding everywhere.”

What can the reader infer about Lucia from the clues Lucia notices in the excerpt?

- A** Lucia wants to believe stories before she checks them.
- B** Lucia wants to question only stories about cookies.
- C** Lucia questions stories to avoid doing classwork.
- D** Lucia wants to question stories before she believes them.



INFERENCING

The answer is D.

- A Lucia wants to believe stories before she checks them.**
Opposite trap. Lucia questions stories that sound true because they are interesting.
- B Lucia wants to question only stories about cookies.**
Too narrow trap. She wonders about other stories, not only stories about cookies.
- C Lucia questions stories to avoid doing classwork.**
Wrong motive for a true action trap. Lucia questions stories, but the excerpt supports checking their accuracy, not avoiding classwork.
- D Lucia wants to question stories before she believes them. Correct.**
She wonders whether stories only sounded true because they were interesting, so she is thinking about checking them.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what students mean from their words and actions.

I can use dialogue clues plus what I know to make a smart inference.

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

THIS WEEK’S FOCUS

Inferencing

from “The Fifth-Grade Cookie Commission”

An **inference** is an idea the author does not say directly, but dialogue clues help prove it. STAAR asks: **What does the dialogue in this part of the text suggest about the students?** Watch for **Misreads a detail**, **Not in the text**, and **True but not the answer**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice dialogue clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What does the dialogue suggest about the students?** Find the clue words.

"We're in charge of dessert?"

I CAN | I can notice words that help me infer what speakers think or feel.



TODAY'S THINKING JOB

CHOOSE

"I can choose the inference the dialogue supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader conclude about the students?** Pick the answer the dialogue supports.

"You must gather information, consider cost and student needs, hear different viewpoints, and present your recommendation."

A The students must listen before they decide • **B** The students can decide the plan by themselves • **C** The students refuse to make any recommendations

I CAN | I can compare choices and choose the inference proved by the speakers' words.



INFERENCING

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 dialogue detail best supports the idea that** the students are willing to change their plans? Explain how.

""So we survey before ordering,' Eli said."

I CAN | I can explain how a speaker's words prove what the students understand.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What do the students most likely understand about making decisions?** Write an inference and one proof.

"It meant everybody had a chance to be heard before we made the decision."

I CAN | I can use dialogue to explain what the students understand about making a decision.



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: **Everyone got exactly the dessert they wanted.** Explain why it is a trap and name the trap.

"So having a voice didn't mean everyone got exactly what they wanted?"

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



Make an inference on your own.

Go back to the reading. What does the dialogue suggest about how the students make decisions? Write your inference and copy one sentence that proves it.

Go back to the reading.

What does the dialogue suggest about how the students make decisions?

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

I CAN | I can make an inference about the students and prove it with dialogue.



INFERENCING

Answers, across the five thinking levels.

NOTICE The students are surprised and eager to help choose.

CHOOSE A. The students must listen before they decide. The assignment requires the students to hear different viewpoints before presenting a plan. B is a Misreads a detail trap. C is an Opposite trap.

SHOW Eli suggests using surveys before ordering, so the students are willing to change their plan.

OWN They understand that a fair decision lets everyone be heard. The proof is that everybody had a chance to be heard before the decision.

DEFEND Misreads a detail. The dialogue says having a voice did not mean everyone got exactly what they wanted. It meant everybody had a chance to be heard.

YOUR TURN Answers vary. One example: The students learn to use evidence instead of personal wants. Proof: We needed information.



INFERENCING

READ THIS PASSAGE EXCERPT.

“By lunch, fifth grade had political parties. Eli founded Cookies for All.”

What does the dialogue in this part of the text suggest about the students?

- A** They let Eli alone decide all dessert choices.
- B** They form groups around different dessert ideas.
- C** They do not care about the dessert choices.
- D** They focus only on Eli's cookie idea.



INFERENCING

The answer is B.

A They let Eli alone decide all dessert choices.

Misreads a detail trap. Eli founded one party, but the students do not give him the only decision.

They form groups around different dessert ideas. Correct.

B The passage shows political parties forming around dessert ideas, and later names cookie, cupcake, and banana groups.

C They do not care about the dessert choices.

Opposite trap. The students form parties and share strong ideas about dessert.

D They focus only on Eli's cookie idea.

Too narrow trap. It notices Eli's group but ignores the other student groups and ideas.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can tell when the text states a fact and when I make an inference.

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

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

THIS WEEK’S FOCUS

Inferencing

from “The Fifth-Grade Cookie Commission”

Inference vs. stated fact: An **inference** is an idea the author does not state directly, but the story supports with clues. STAAR asks: **Which statement is an inference supported by the story rather than a stated fact?** Watch for traps such as **Stated fact**, **not an inference**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which words show that the class expected something unusual?** Find the clue words.

"That alone made everyone suspicious. Principals with clipboards rarely arrived to announce an extra recess."

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



TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

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

"The results surprised almost everyone. Chocolate chip cookies received 44 percent of the vote."

A Everyone preferred chocolate chip cookies • **B** The survey offered only two choices • **C** Students had different dessert preferences

I CAN | I can choose the inference that fits the story's clues.



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 inference that the commission needed more than a popularity vote?** Explain how it proves the inference.

“The first survey showed popularity. The second survey explained reasons.”

I CAN | I can explain how a detail proves an idea that the author does not state directly.



TODAY'S THINKING JOB

OWN

“I can make and support my own inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Jordan by the end of the story?** Write your inference and one piece of proof.

“Jordan considered this. Then he took another bite.”

I CAN

I can make an inference about a character 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 first survey showed popularity.** Explain why it is a trap and name the trap.

"The first survey showed popularity. The second survey explained reasons."

I CAN | I can use the text to explain why a stated fact is not the best inference.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about the Cookie Commission's final recommendation? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about the Cookie Commission's final recommendation?

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 story.



INFERENCING

Answers, across the five thinking levels.

NOTICE The clue words are suspicious and rarely arrived to announce an extra recess. These clues suggest that something unusual may happen.

CHOOSE C. Students had different dessert preferences. The votes were split among five choices, so students had different dessert preferences. A is an Opposite trap. B is a Misreads a detail trap.

SHOW The second survey gave reasons for students' choices, so vote totals alone were not enough. The commission needed more information.

OWN Jordan is willing to reconsider his opinion. He first thought there might be a problem with the oatmeal cookie, but after Tessa asked for evidence, he considered her point and took another bite.

DEFEND Stated fact, not an inference. The sentence tells a fact directly. It does not explain what the commission inferred from using the surveys, costs, and viewpoints.

YOUR TURN Answers vary. One example: The recommendation tried to include different student needs. Proof: Their proposal included: a rotating Friday treat; a safe alternative each week; a monthly student preference survey; estimated costs; and a system for Ms. Ruiz to adjust quantities using previous choices.

INFERENCING

READ THIS PASSAGE EXCERPT.

“The strongest choices happen when people speak, listen, investigate, and are willing to change their minds.”

Which statement is an inference supported by the story rather than a stated fact?

- A** The class learned to listen and investigate before deciding.
- B** Strong choices require speaking, listening, and investigation.
- C** The class chose without listening to different viewpoints.
- D** Dessert was the only important issue they needed to consider.



INFERENCING

The answer is A.

The class learned to listen and investigate before deciding. Correct.

- A** The excerpt says strong choices happen when people listen and investigate, and the story shows the class using those actions before deciding.

Strong choices require speaking, listening, and investigation.

- B** Stated fact, not an inference trap. The excerpt directly states that strong choices happen when people speak, listen, and investigate. The choice repeats that stated idea instead of inferring what the class learned.

The class chose without listening to different viewpoints.

- C** Opposite trap. The class listened to different viewpoints and gathered information before deciding.

Dessert was the only important issue they needed to consider.

- D** Too broad trap. Dessert was one issue, but the story also considers cost, health needs, student choices, and different viewpoints.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer why tension grew by connecting history clues.

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

I can check choices for traps that sound true but have the wrong reason.

THIS WEEK’S FOCUS

Inferencing

from “From Tension to Revolution”

This week's focus is **Inferring causes in history**. An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why tension grew between the colonists and Britain?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Wrong motive for a true action**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words about a cause."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why tension grew between the colonists and Britain?** Find the clue words.

"To recover money, Parliament placed new taxes on the colonies."

I CAN | I can notice the words that help me infer why tension grew.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about why tension grew between the colonists and Britain?** Pick the answer the text proves.

"Colonists strongly opposed this law because they had no representatives in Parliament."

A Britain gave colonists a voice in Parliament • **B** Colonists felt the taxes were unfair without a voice • **C** Colonists wanted to become soldiers for Britain

I CAN | I can choose the inference that best connects the law to growing tension.



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 unfair taxes increased tension?** Explain how it proves the inference.

“They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.””

I CAN | I can explain how a detail proves that unfair taxes increased tension.



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 colonists resisted British control?** Write an inference and one piece of proof.

"Instead of ending the conflict, these actions brought the colonies closer together."

I CAN | I can connect a historical action to its effect and prove my thinking.



TODAY'S THINKING JOB

DEFEND

“I can explain why a tempting answer is wrong.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Colonists dumped tea into Boston Harbor because they wanted to help British soldiers.** Explain why it is a trap and name the trap.

“During this protest, colonists dumped tea into Boston Harbor.”

I CAN | I can defend an answer by checking both the action and its motive.



Make your own inference.

Go back to the passage. Answer: What can the reader infer about why tension grew between the colonists and Britain? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about why tension grew between the colonists and Britain?

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

I CAN | I can infer a cause in history and support it with exact evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Recover money and new taxes. Britain needed money, so Parliament taxed the colonies. Those taxes gave colonists a reason to feel upset with Britain.

CHOOSE B. Colonists felt the taxes were unfair without a voice. The words no representatives and unfair show that colonists felt shut out of decisions. A is an Opposite trap. C is a Not in the text trap.

SHOW The words unfair and without a voice show that colonists believed Britain was treating them unfairly. That belief increased anger and tension.

OWN The colonists became more united because British punishments did not end the conflict. The passage says these actions brought the colonies closer together.

DEFEND Wrong motive for a true action. The colonists really did dump tea into Boston Harbor, but the passage says it was a protest. It does not say they wanted to help British soldiers.

YOUR TURN Answers vary. One example: Colonists became angry because Britain taxed them without giving them a voice. Proof: They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.”

INFERENCING

READ THIS PASSAGE EXCERPT.

“Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.”

What can the reader infer about why tension grew between the colonists and Britain?

- A** Britain taxed the colonies to celebrate gaining land after the war.
- B** Britain taxed the colonies to recover money after the war.
- C** Britain's land gain gave colonists more freedom after the war.
- D** Britain held peaceful meetings with colonists after the war.



INFERENCING

The answer is B.

Britain taxed the colonies to celebrate gaining land after the war.

- A** Wrong motive for a true action trap. Britain did place taxes, but the passage says the reason was recovering money from debt.

Britain taxed the colonies to recover money after the war. Correct.

- B** Great Britain had significant debt after the war, so Parliament placed new taxes to recover money. Colonists then opposed a law because they had no representatives.

Britain's land gain gave colonists more freedom after the war.

- C** Misreads a detail trap. The passage says Great Britain gained land, but it does not say that colonists gained more freedom.

Britain held peaceful meetings with colonists after the war.

- D** Not in the text trap. The passage does not say that Britain held peaceful meetings with colonists.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a result by connecting what happened to what happened next.

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

I can check choices for answers that stretch the text too far.

THIS WEEK’S FOCUS

Inferencing

from “From Tension to Revolution”

An **inference from cause and result** is an idea I figure out by connecting an event to its effect. STAAR asks: **What can the reader infer from the events 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 cause and result clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer from the events described in this part of the text?** Find the clue words that show a cause and result.

"Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase "taxation without representation.""

I CAN | I can notice words that connect an event to its result.



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 from the events described in this part of the text?** Pick the answer the text proves.

"This protest showed that many colonists were willing to take bold action. In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

- A** Every colonist joined the bold protest against Britain. • **B** Colonists no longer needed Britain for their protection. • **C** Many colonists were willing to take bold action.

I CAN | I can connect the colonists' actions to the result they caused.



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 inference that colonists were becoming more resistant?** Explain how the detail proves it.

"Some colonists dressed as Native Americans to hide their identities as they threw the tea into the water. This protest showed that many colonists were willing to take bold action."

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



TODAY'S THINKING JOB

OWN

“I can make and support my own inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about the colonies after Britain punished them?** Write your inference and one proof from the text.

“Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston.”

I CAN | I can connect an event, its result, and evidence from the text.



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 Intolerable Acts took away every right from every colonist.** Explain why it is a trap and name the trap.

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for."

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



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the colonies after Britain punished them? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about the colonies
after Britain punished them?**

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

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

INFERENCING

Answers, across the five thinking levels.

NOTICE No representatives and unfair taxes caused colonists to oppose the law and speak out.

CHOOSE C. Many colonists were willing to take bold action. The protest showed that many colonists were willing to take bold action. A is an Overgeneralization, too broad trap. B is a Not in the text trap.

SHOW The colonists hid their identities and threw tea into the water, showing they were willing to take a bold risk to resist British control.

OWN Britain's punishment brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston.

DEFEND Overgeneralization, too broad. The text says the acts limited their rights and gives specific punishments, but it does not say every right was taken from every colonist.

YOUR TURN Answers vary. One example: The colonies became more united. Proof: Colonists in different places sent food, supplies, and support to Boston.



INFERENCING

READ THIS PASSAGE EXCERPT.

“During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities as they threw the tea into the water.”

What can the reader infer from the events described in this part of the text?

- A** Every colonist joined this bold protest against Britain.
- B** Colonists wanted to help Britain sell its tea.
- C** The protest ended the conflict with Britain forever.
- D** Many colonists were willing to take bold action.



INFERENCING

The answer is D.

- A Every colonist joined this bold protest against Britain.**
Overgeneralization, too broad trap. The text supports a claim about many colonists, not every colonist.
- B Colonists wanted to help Britain sell its tea.**
Opposite trap. The colonists dumped the tea and organized resistance against British control.
- C The protest ended the conflict with Britain forever.**
Opposite trap. The passage says the actions did not end the conflict. Instead, they brought the colonies closer together.
- D Many colonists were willing to take bold action. Correct.**
They organized resistance, dumped tea, and hid their identities during the protest.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can notice clues that show how Nyla changes her thinking.

I can make an inference about Nyla and support it with proof.

I can check choices for answers that sound right but are not supported.

THIS WEEK’S FOCUS

Inferencing

from “The Ocean Lesson”

Inferring a character's change: An **inference** is an idea the text helps me figure out. This week I will infer how Nyla changes after watching the turtles and orcas. STAAR asks: **What can the reader infer about the main character by the end of the story?** I will 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 a clue about Nyla's thinking."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"Nyla understood what the guide meant. The turtles were not moving quickly, and they were not strong compared with many animals around them."

I CAN | I can notice words that show how Nyla begins to understand the turtles.



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 Nyla by the end of the story?** Pick the answer the text proves.

“Nyla noticed that they did not swim randomly. Their movements seemed connected, almost like they were following a plan.”

A She understands animals can use different behaviors to survive. • **B** She plans to study both animals again the next day. • **C** She thinks animal behavior never changes over time.

I CAN | I can choose the best inference about Nyla and avoid answers 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 Nyla understands both instinct and learning?** Explain how it proves the inference.

"The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time."

I CAN | I can explain how exact details prove what Nyla has learned.



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 Nyla by the end of the story?** Write your inference and one piece of proof.

“By the end of the day, Nyla had learned that animal behavior is not always the same. A tiny turtle and a giant orca may live in the ocean, but they use different behaviors to survive.”

I CAN

I can write an inference about Nyla's change 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: **Nyla should train the turtles to move toward the ocean.** Explain why it is a trap and name the trap.

"They did not need an older turtle to show them the way. They did not wait for someone to teach them how to move toward the ocean."

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



Make an inference on your own.

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

Go back to the reading.

What can the reader infer about Nyla by the end of the story?

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

I CAN | I can make an inference about Nyla's change and prove it with the passage.



INFERENCING

Answers, across the five thinking levels.

NOTICE The clue words are "understood what the guide meant" and "did not give up." They show that Nyla begins to see how slow turtles can keep moving and survive.

CHOOSE A. She understands animals can use different behaviors to survive. Nyla compares the turtles and orcas and sees that their behaviors develop differently. B is a Plausible but unsupported trap. C is an Opposite trap.

SHOW The detail compares the two animals. It shows that turtles use instinct while orcas learn with help from their pod, so Nyla understands two ways animals survive.

OWN Nyla understands that different animals use different behaviors to survive. Proof: "A tiny turtle and a giant orca may live in the ocean, but they use different behaviors to survive."

DEFEND Plausible but unsupported. The passage says the turtles already knew what to do, so it gives no reason for Nyla to train them.

YOUR TURN Answers vary. One example: Nyla understands that different animals survive in different ways. Proof: Nyla realized that survival could look different for different animals.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group.”

What can the reader infer about the main character by the end of the story?

- A** Nyla plans to study both animals again the next day.
- B** Nyla thinks all animals use only instinct to survive.
- C** Nyla understands that animals can use different behaviors to survive.
- D** Nyla studies only behaviors that are present from birth.



INFERENCING

The answer is C.

- A Nyla plans to study both animals again the next day.**
Plausible but unsupported trap. The passage does not say Nyla plans to study the animals again.
- B Nyla thinks all animals use only instinct to survive.**
Opposite trap. The passage says that orcas rely on learning and teamwork, not only instinct.
- C Nyla understands that animals can use different behaviors to survive. Correct.**
The excerpt contrasts behaviors present from birth with behaviors that develop through practice.
- D Nyla studies only behaviors that are present from birth.**
Word match trap. The excerpt mentions behaviors present from birth, but it also says other behaviors develop through practice.



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 the best sentence to prove my thinking.

I can avoid answers that are true but do not support the inference.

THIS WEEK’S FOCUS

Inferencing

from “The Ocean Lesson”

Supporting an inference: An **inference** is an idea the author does not say directly, but clues in the text support it. STAAR asks: **Which sentence best supports the inference that the main character learns from the ocean?** This week we will watch for **True detail, not support, 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 clues 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 the main character learns from the ocean?** Find the clue words.

“Nyla realized that survival could look different for different animals.”

I CAN | I can find exact words that show what the main character learns.



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 Nyla?** Pick the answer the text proves.

"Both types of behavior helped animals survive in their environments, even though they developed in different ways."

A She studies the turtles every single morning • **B** She thinks that orcas never learn anything • **C** She understands that animals survive in different ways

I CAN | I can compare choices and select the inference proved by the passage.



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 sentence best supports the inference that the main character learns from the ocean?** Explain how it proves the inference.

“Both are important because both increase an animal’s chances of survival.”

I CAN | I can explain how the best detail proves what the main character learns.



TODAY'S THINKING JOB

OWN

“I can make and support my own inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What does Nyla most likely learn from watching the turtles and orcas?** Write your inference and one piece of proof.

“By the end of the day, Nyla had learned that animal behavior is not always the same.”

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: **Nyla learns that turtles move toward the ocean.** Explain why it is a trap and name the trap.

"Instinct helps an animal act right away, while learning helps an animal improve over time."

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



Make an inference on your own.

Go back to the passage. What can the reader infer about Nyla's thinking at the end of the day? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about Nyla's thinking?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE The words survival could look different show that Nyla learned animals do not all survive in the same way.

CHOOSE C. She understands that animals survive in different ways. Nyla compares turtle instinct with orca learning, so she understands that animals can survive in different ways. A is a Not in the text trap. B is an Opposite trap.

SHOW The detail says both behaviors help animals survive. This supports the inference because Nyla learned that different behaviors can help animals survive.

OWN Nyla learns that animals survive in different ways. Proof: By the end of the day, Nyla had learned that animal behavior is not always the same.

DEFEND True detail, not support. Nyla does learn that turtles move toward the ocean, but this detail does not show the larger lesson about instinct and learning.

YOUR TURN Answers vary. One example: Nyla understands that different animals use different behaviors to survive. Proof: Nyla realized that survival could look different for different animals.

INFERENCING

READ THIS PASSAGE EXCERPT.

"Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group. Instinct helps an animal act right away, while learning helps an animal improve over time."

Which sentence best supports the inference that the main character learns from the ocean?

- A** Nyla realized that turtles moved toward the sea right away.
- B** Nyla realized that all animals were born with survival behaviors.
- C** Nyla realized that sea stars migrated across the ocean every year.
- D** Nyla realized that survival could look different for different animals.



INFERENCING

The answer is D.

Nyla realized that turtles moved toward the sea right away.

- A** True detail, not support trap. This is true, but it gives only one example and does not support the larger inference about different survival behaviors.

Nyla realized that all animals were born with survival behaviors.

- B** Opposite trap. The passage explains that some behaviors are learned through practice, especially in orcas, so not all survival behaviors are present at birth.

Nyla realized that sea stars migrated across the ocean every year.

- C** Not in the text trap. The passage mentions sea stars in an aquarium tank, but it does not say they migrate across the ocean every year.

Nyla realized that survival could look different for different animals. Correct.

- D** This sentence states Nyla's new understanding after she compares turtle instinct with orca learning. It directly shows what she learns from the ocean animals.



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 explain why Spain built missions by using proof from the text.

I can check choices for traps that use a true detail for the wrong reason.

THIS WEEK’S FOCUS

Inferencing

from “Spanish Rule in Early Texas”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why Spain built missions in early Texas?** 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 clue words about Spain's goals."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why Spain built missions in early Texas?** Find the clue words.

"Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries."

I CAN | I can notice exact words that help me infer why Spain built missions.



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 Spain built missions in early Texas?** Pick the answer the text proves.

"To reach these goals, they built missions and presidios across the region."

A Spain built missions to help Native Americans keep traditions • **B** Spain built missions to spread Catholicism and control the land • **C** Spain built missions to find gold and silver in Texas

I CAN | I can choose the best inference and reject answers that use details 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 inference that Spain built missions to change life in early Texas?** Explain how it proves the inference.

“At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building.”

I CAN | I can explain how a specific detail proves an inference about the missions.



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 why Spain built missions in early Texas?** Write your inference and one piece of proof.

“Their main goal was to convert Native Americans to Catholicism.”

I CAN

I can write an inference about the missions 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: **Spain built missions so Native Americans could keep their traditions.** Explain why it is a trap and name the trap.

"Their main goal was to convert Native Americans to Catholicism."

I CAN

I can use a sentence from the text to explain why a tempting answer has the wrong motive.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about why Spain built missions in early Texas? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader infer about why Spain
built missions in early Texas?**

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE Expand their empire, spread the Catholic religion, and protect their land. These goals explain why Spain built missions.

CHOOSE B. Spain built missions to spread Catholicism and control the land. The passage says Spain wanted to spread Catholic religion and protect its land, then built missions to reach those goals. A is a Wrong motive for a true action trap. C is a Not in the text trap.

SHOW The missionaries transferred Spanish customs and skills. This shows the missions helped change how people lived and worked.

OWN Spain built missions to spread Catholicism and influence Native American life. Proof: Their main goal was to convert Native Americans to Catholicism.

DEFEND Wrong motive for a true action. Some Native Americans tried to keep their traditions, but that was their response, not Spain's reason for building missions.

YOUR TURN Answers vary. One example: Spain built missions to spread Catholicism and influence life in Texas. Proof: Their main goal was to convert Native Americans to Catholicism.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.”

What can the reader infer about why Spain built missions in early Texas?

- A** Spain built missions to spread Catholicism and control the land.
- B** Spain built missions to help Native Americans keep traditions.
- C** Spain built missions to protect land after other countries left.
- D** Spain built missions to teach farming and cooking skills.



INFERENCING

The answer is A.

Spain built missions to spread Catholicism and control the land. Correct.

- A** The passage names spreading Catholic religion and protecting Spanish land as goals, then says Spain built missions to reach those goals.

Spain built missions to help Native Americans keep traditions.

- B** Wrong motive for a true action trap. Some Native Americans tried to keep traditions, but that was not Spain's reason for building missions.

Spain built missions to protect land after other countries left.

- C** Opposite trap. Spain wanted to protect its land from other countries, so other countries were a concern, not already gone.

Spain built missions to teach farming and cooking skills.

- D** Misreads a detail trap. Farming and cooking were skills missionaries transferred, not the main reason Spain built missions.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how different groups viewed Spanish rule.

I can use clues to compare accepting and resisting.

I can check every answer against the passage.

THIS WEEK’S FOCUS

Inferencing

from “Spanish Rule in Early Texas”

Week focus: **Inferring two points of view.** An **inference** is an idea the text supports without saying it directly. STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** This week we will watch for **Opposite of the evidence**, **Not in the text**, and **True but not the answer**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words about different views.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** Find the clue words.

“Some accepted this new way of life, but others resisted and tried to keep their traditions.”

I CAN | I can notice words that show two points of view.



TODAY'S THINKING JOB

CHOOSE

“I can choose an inference the text supports.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** Pick the answer the text proves.

“Native Americans, however, did not all respond in the same way.”

A They had different views of Spanish rule • **B** They all accepted Spanish rule • **C** They moved to Spain for new lives

I CAN | I can compare choices and select the inference supported by 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 inference that American Indian groups had different views of Spanish rule?** Explain how it proves the inference.

“Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life.”

I CAN | I can explain how two parts of a detail prove different points of view.



TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how American Indian groups viewed Spanish rule?** Write your inference and one piece of proof.

"Native Americans, however, did not all respond in the same way."

I CAN | I can explain two points of view and use 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: **All American Indian groups accepted Spanish rule.** Explain why it is a trap and name the trap.

"Some accepted this new way of life, but others resisted and tried to keep their traditions."

I CAN | I can use exact evidence 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 how American Indian groups viewed Spanish rule? Write your inference and copy one sentence that proves it.

Go back to the reading.

**What can the reader infer about how
American Indian groups viewed Spanish rule?
Write your inference. Then copy one sentence
that proves it.**

I CAN | I can compare two points of view and prove my inference with the text.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Accepted, resisted, and keep their traditions.** These words show that American Indian groups did not all view Spanish rule the same way.

CHOOSE **A.** They had different views of Spanish rule. Did not all respond in the same way shows that their views were different. B is an Opposite of the evidence trap. C is a Not in the text trap.

SHOW **Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life.** The words some and many show different responses to Spanish rule.

OWN **American Indian groups had different views of Spanish rule.** Some accepted the new way of life, while others resisted and tried to keep their traditions.

DEFEND **Opposite of the evidence.** The sentence says some accepted, but others resisted and tried to keep their traditions. The student answer says all accepted.

YOUR TURN **Answers vary.** One example: American Indian groups had different views of Spanish rule. Proof: Some accepted this new way of life, but others resisted and tried to keep their traditions.



INFERRING

READ THIS PASSAGE EXCERPT.

“Some accepted this new way of life, but others resisted and tried to keep their traditions.”

What can the reader infer about how American Indian groups viewed Spanish rule?

- A** They all accepted Spanish rule.
- B** Some groups tried to keep their traditions.
- C** They moved to Spain for new lives.
- D** They had different views of Spanish rule.



INFERENCING

The answer is D.

- A They all accepted Spanish rule.**
Opposite of the evidence trap. The excerpt says others resisted.
- B Some groups tried to keep their traditions.**
True but not the answer trap. It describes one group, but the best answer compares both points of view.
- C They moved to Spain for new lives.**
Not in the text trap. The excerpt does not say they moved to Spain.
- D They had different views of Spanish rule. Correct.**
The excerpt says some accepted the new way of life, while others resisted and tried to keep their traditions.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use details from daily life to make a smart inference.

I can connect what the text says with what I already know.

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

THIS WEEK’S FOCUS

Inferencing

from “A Harvest to Remember”

Inferring from details of daily life means using clues to understand an idea the author does not say directly. STAAR asks: **Based on this part of the text, what can the reader infer about the harvest?** 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 about the harvest.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **Based on this part of the text, what can the reader infer about the harvest?** Find the clue words.

“A productive harvest meant they had gathered enough crops to feel more prepared for the future.”

I CAN | I can notice details that support an inference about daily life.



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 this part of the text, what can the reader infer about the harvest?** Pick the answer the text proves.

"A productive harvest meant they had gathered enough crops to feel more prepared for the future."

A The harvest guaranteed a successful future for every Pilgrim. • **B** The harvest helped them feel more prepared for the future. • **C** The harvest came before the Pilgrims grew enough food.

I CAN | I can choose the best inference and avoid 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** the harvest made the Pilgrims feel more prepared? Explain how it proves it.

“A productive harvest meant they had gathered enough crops to feel more prepared for the future.”

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



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **Based on this part of the text, what can the reader infer about how the Pilgrims felt after the harvest?** Write your inference and one piece of proof.

“After the hardships of the first year, this harvest gave them a reason to feel thankful.”

I CAN | I can write an inference about feelings and support it with passage evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The harvest gave every Pilgrim a perfect life forever.** Explain why it is a trap and name the trap.

"The Pilgrims were still facing challenges, but the harvest gave them hope."

I CAN | I can use the text to explain why a tempting answer goes too far.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how the Pilgrims solved problems? Copy one sentence that proves it.

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE The clue shows that the Pilgrims gathered enough crops and felt more prepared for the future.

CHOOSE B. The harvest helped them feel more prepared for the future. They gathered enough crops, which made them feel more prepared for the future. A is a Goes beyond the text trap. C is an Opposite trap.

SHOW The Pilgrims gathered enough crops, so they felt more prepared for the future.

OWN The Pilgrims felt thankful after the harvest. It showed that their hard work and the help they received had made a difference.

DEFEND Goes beyond the text. The passage says the Pilgrims still faced challenges, so it does not prove that life became perfect forever.

YOUR TURN Answers vary. One example: The Pilgrims solved problems by learning and working with others. Proof: However, when people shared knowledge and helped one another, the work became easier.



INFERENCING

READ THIS PASSAGE EXCERPT.

“With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant they had gathered enough crops to feel more prepared for the future.”

Based on this part of the text, what can the reader infer about the harvest?

- A** The harvest guaranteed a successful future for every Pilgrim.
- B** The harvest helped them feel more prepared for the future.
- C** The harvest came before the Pilgrims grew enough food.
- D** The harvest included berries and nuts from nearby land.



INFERENCING

The answer is B.

The harvest guaranteed a successful future for every Pilgrim.

- A** Goes beyond the text trap. The passage supports feeling prepared and having hope, not a guaranteed future for every Pilgrim.

The harvest helped them feel more prepared for the future. Correct.

- B** They gathered enough crops, which made them feel more prepared for the future.

The harvest came before the Pilgrims grew enough food.

- C** Opposite trap. The Pilgrims grew enough food before they had the harvest.

The harvest included berries and nuts from nearby land.

- D** Not in the text trap. this part of the text does not mention berries or nuts as part of the harvest.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

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

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

I can check that my evidence proves the answer, not just sounds true.

THIS WEEK’S FOCUS

Inferencing

from “A Harvest to Remember”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **Which two details best support the inference that the community depended on the harvest?** 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 clues that support an inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **Which two details best support the inference that the community depended on the harvest?** Find the clue words.

"This was a big change from the hunger and sickness they had faced during the winter. The harvest showed that their hard work had made a difference."

I CAN | I can find exact words that show why the harvest mattered.



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 celebration?** Choose the idea the text supports.

“It was a way to give thanks for the harvest and the help they had received. This celebration was not only about eating.”

A The celebration was only about eating and sharing food. • **B** The celebration honored a successful trip across the ocean. • **C** The celebration gave thanks for the harvest and the help.

I CAN | I can choose the strongest inference and avoid answers that only use one detail.



TODAY'S THINKING JOB

SHOW

“I can explain 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 depended on the land for food?** Explain how it proves the inference.

“People used what the land provided because that was what they had. They could not go to a grocery store to buy ingredients.”

I CAN | I can connect the words in a detail to the inference it proves.



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 the community after the harvest?** Write an inference and support it with two details.

"The harvest became a sign of hope after a difficult year."

I CAN | I can write my own inference and use two details that prove it.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The gathering lasted for several days.** Explain why it is a trap and name the trap.

"It was a way to give thanks for the harvest and the help they had received."

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



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about the community's harvest? Write your inference and copy two details that support it.

Go back to the reading.

**What can the reader infer about the
community's harvest?**

**Write your inference. Then give two details
that support it.**

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



INFERENCING

Answers, across the five thinking levels.

NOTICE **Hunger and sickness, harvest, and hard work.**

These clues show that the harvest brought food after a hard winter.

CHOOSE **C.** The celebration gave thanks for the harvest and the help. The people gave thanks for the harvest and the help they received. A is a Misreads a detail trap. B is a Not in the text trap.

SHOW **The people used what the land provided because they had no grocery store.** This shows they depended on the land for food.

OWN **The community became more hopeful after surviving a difficult year.** The harvest provided food, and the celebration helped them recognize how far they had come.

DEFEND **True detail, not support.** The gathering did last several days, but this sentence shows that the celebration's purpose was to give thanks for the harvest and help.

YOUR TURN **Answers vary.** One example: The harvest was important for the community's survival. Details: Some people became weak from hunger, and others became ill. A productive harvest meant that the crops had grown well enough to provide food for the people.

INFERENCING

READ THIS PASSAGE EXCERPT.

“With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant that the crops had grown well enough to provide food for the people.”

Which two details best support the inference that the community depended on the harvest?

- A** The celebration lasted several days, and people shared food together.
- B** The Pilgrims planted apple trees, and they sold fruit to travelers.
- C** The crops grew poorly, and they did not provide enough food.
- D** The crops grew well, and the harvest provided food for the people.



INFERENCING

The answer is D.

The celebration lasted several days, and people shared food together.

- A** True detail, not support trap. The length of the celebration and shared food do not show that the harvest provided needed food.

The Pilgrims planted apple trees, and they sold fruit to travelers.

- B** Not in the text trap. The passage does not say that the Pilgrims planted apple trees or sold fruit to travelers.

The crops grew poorly, and they did not provide enough food.

- C** Opposite trap. The excerpt says the crops grew well enough to provide food.

The crops grew well, and the harvest provided food for the people. Correct.

- D** The crops grew well, and they provided food for the people. Together, these details show the harvest supplied what people needed.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how the speaker views rights.

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

I can avoid answers that only match a word in the lines.

THIS WEEK'S FOCUS

Inferencing

from “Our Rights, Our Voices”

An **inference** is an idea the poem supports without saying it directly. STAAR asks: **What do lines 1 and 2 suggest about how the speaker views rights?** This week we will 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 about rights."

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 views rights?** Find the clue words.

"Long ago, when a nation was new, Leaders asked, "What should we do?""

I CAN | I can notice clue words that help me infer the speaker's view.



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 lines 1 and 2 suggest about how the speaker views rights?** Pick the inference the poem proves.

"They wrote down rights to make things fair, So people's freedoms would be there."

A Rights make life fair and protect people's freedoms • **B** Rights help people choose leaders in elections • **C** Rights make life less fair and limit freedoms

I CAN | I can choose the best inference and avoid choices that only sound connected.



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 views rights as protections?** Explain how the detail proves it.

“These rights protect us every day, And help guide laws in every way.”

I CAN | I can explain how exact words from the poem prove my inference.



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 the speaker most likely believe about rights?** Write your inference and one piece of proof.

"The Ninth reminds us rights still exist, Even ones not on the list."

I CAN | I can make my own inference and prove it with exact words from the poem.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker views rights as only numbers on a list.** Explain why it is a trap and name the trap.

"These rights protect us every day, And help guide laws in every way."

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



Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about why rights were written down? Copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about why rights
were written down?**

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

I CAN | I can make an inference and support it with proof from the poem.



INFERENCING

Answers, across the five thinking levels.

NOTICE The leaders were deciding what a new nation needed. This suggests the speaker sees rights as part of building a fair nation.

CHOOSE A. Rights make life fair and protect people's freedoms. The words "make things fair" and "freedoms" support the idea that rights make life fair and protect people's freedoms. B is a Not in the text trap. C is an Opposite trap.

SHOW The words "protect us" show that rights help keep people safe. The words "guide laws" show that rights help shape laws.

OWN The speaker believes rights are important and continue beyond the rights listed. The poem says rights still exist, even ones not on the list.

DEFEND Word association from the lines. The poem lists rights by number, but it also says rights protect people and guide laws, so they are more than numbers.

YOUR TURN Answers vary. One example: Rights were written down to make life fair and protect freedoms. Proof: They wrote down rights to make things fair, So people's freedoms would be there.

INFERENCING

READ THIS PASSAGE EXCERPT.

“They wrote down rights to make things fair, So people’s freedoms would be there.”

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

- A** The speaker views rights as protections that make life fair.
- B** The speaker views rights as traditions taught by families.
- C** The speaker views rights as ideas people should ignore.
- D** The speaker views rights as words people should copy.



INFERENCING

The answer is A.

The speaker views rights as protections that make life fair. Correct.

- A** The words “make things fair” and “people’s freedoms would be there” show that rights support fairness and protect freedoms.

The speaker views rights as traditions taught by families.

- B** Not in the text trap. The excerpt does not say rights are traditions taught by families. It says rights make things fair and protect freedoms.

The speaker views rights as ideas people should ignore.

- C** Opposite trap. The excerpt says rights make things fair and protect freedoms, so it does not show that people should ignore them.

The speaker views rights as words people should copy.

- D** Word association from the lines trap. The excerpt says rights were written down, but it focuses on fairness and freedoms, not copying words.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

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

I can explain how the poem's words support my thinking.

I can check choices for traps that the poem does not prove.

THIS WEEK'S FOCUS

Inferencing

from “Our Rights, Our Voices”

An **inference** is an idea the poem does not say directly, but its clues support. STAAR asks: **What can the reader infer about why the speaker believes every voice matters?** This week we will watch for **Goes beyond the text**, **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 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 speaker believes every voice matters?** Find the clue words.

“Each amendment has an important role. Together they help protect the whole.”

I CAN | I can find exact words that help prove an inference from a poem.



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 the speaker believes every voice matters?** Pick the answer the poem proves.

**"The First says you can speak your mind, Practice religion of any kind,
Write your thoughts and gather too, And transmit ideas as others do."**

A Only leaders may share ideas • **B** Every voice always changes laws • **C** People need freedom to share ideas

I CAN | I can choose the strongest inference and avoid answers the poem 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 inference that every voice matters because people can share ideas?** Explain how it proves the inference.

“The First says you can speak your mind, Practice religion of any kind, Write your thoughts and gather too, And transmit ideas as others do.”

I CAN | I can explain how exact words from the poem 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 why the speaker believes every voice matters?** Write your inference and one piece of proof.

“When people learn these rights at school, They better understand each rule. Knowing freedoms, big and small, Helps us respect the rights of all.”

I CAN

I can write an inference and support it with exact evidence from the poem.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker believes only government leaders should make decisions.** Explain why it is a trap and name the trap.

"They remind the government what it can do, While protecting the rights of me and you."

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



Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about why the speaker believes every voice matters? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

What can the reader infer about why the speaker believes every voice matters?

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

I CAN | I can make an inference and prove it with exact words from the poem.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Important role and protect the whole.** These words show that the amendments work together to protect everyone.

CHOOSE C. People need freedom to share ideas. The First protects speaking, writing, gathering, and transmitting ideas. A is an Opposite trap. B is a Goes beyond the text trap.

SHOW **The detail names several ways people can share ideas.** This supports the inference that each person's voice matters.

OWN **The speaker believes every voice matters because learning about freedoms helps people respect everyone's rights.** Proof: Knowing freedoms, big and small, Helps us respect the rights of all.

DEFEND **Goes beyond the text.** The lines say the rights remind the government what it can do and protect me and you. They do not say only leaders should make decisions.

YOUR TURN **Answers vary.** One example: Every person deserves freedom and respect. Proof: Knowing freedoms, big and small, Helps us respect the rights of all.



INFERENCING

READ THIS PASSAGE EXCERPT.

“The Bill of Rights has stood the test, Helping our nation do its best. Though many years have passed us by, Its freedoms still reach you and I.”

What can the reader infer about why the speaker believes every voice matters?

- A** The rights protect leaders, but not regular people.
- B** The rights help protect freedom for each person.
- C** The speaker has counted every voice in the nation.
- D** The rights guarantee that every person agrees with them.



INFERENCING

The answer is B.

- A** **The rights protect leaders, but not regular people.**
Opposite trap. The excerpt says freedoms reach you and I, not only leaders.
- B** **The rights help protect freedom for each person. Correct.**
The excerpt says its freedoms still reach you and I, which supports the inference that the rights help protect freedom for each person.
- C** **The speaker has counted every voice in the nation.**
Not in the text trap. The excerpt does not say that the speaker counted every voice in the nation.
- D** **The rights guarantee that every person agrees with them.**
Goes beyond the text trap. The excerpt says its freedoms still reach you and I, but it does not say that the rights guarantee everyone agrees with them.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use stage directions as clues about how characters feel.

I can connect a character's actions to an inference.

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

THIS WEEK'S FOCUS

Inferencing

from “A Voice of Their Own”

An **inference** is an idea I figure out from clues the author gives. This week, STAAR asks: **What do the stage directions in line 12 suggest about the characters' feelings?** 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 stage-direction clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

I CAN | I can notice the exact stage-direction words that reveal feelings.



TODAY'S THINKING JOB

CHOOSE

"I can choose the best inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What do the stage directions in line 12 suggest about the characters' feelings?** Choose the inference the text proves.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

- A** They feel playful because the shop is quiet. • **B** They feel serious about self-government. • **C** They feel ready to leave town.

I CAN | I can choose the inference that the stage directions support.



TODAY'S THINKING JOB

SHOW

“I can show the evidence for 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 characters feel serious?** Explain how it proves the inference.

“(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)”

I CAN | I can explain how stage directions prove what characters feel.



TODAY'S THINKING JOB

OWN

"I can write an inference and prove it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What do the stage directions in line 12 suggest about the characters' feelings?** Write your inference and one proof detail.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

I CAN | I can use stage directions to explain a character's feelings.



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: **They feel playful because the shop is quiet.** Explain why it is a trap and name the trap.

"(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)"

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



Make an inference on your own.

Go back to the reading. What can the reader infer about Thomas at the end of the scene? Copy one stage direction or line that proves it.

Go back to the reading.

What can the reader *infer* about Thomas at the end of the scene?

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

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

INFERENCING

Answers, across the five thinking levels.

NOTICE **More serious now.** These words show that the characters feel serious as they discuss self-government.

CHOOSE **B.** They feel serious about self-government. The phrase more serious now directly describes their feelings, and the scene is about self-government. A is a Misreads a detail trap. C is a Not in the text trap.

SHOW The words more serious now directly show that the characters feel serious as they discuss self-government.

OWN The characters feel serious about self-government. Proof: (Both stand facing each other, more serious now.)

DEFEND **Misreads a detail.** The answer uses quiet but ignores more serious now, which shows the characters feel serious, not playful.

YOUR TURN **Answers vary.** One example: Thomas understands self-government better. Proof:
THOMAS: I think I understand self-government now.



INFERENCING

READ THIS PASSAGE EXCERPT.

“(Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)”

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

- A** The characters feel playful because the shop is quiet.
- B** The characters feel less serious than before.
- C** The characters feel ready to leave town.
- D** The characters feel serious about self-government.



INFERENCING

The answer is D.

The characters feel playful because the shop is quiet.

- A** Misreads a detail trap. It notices quiet, a setting detail, but gives it a playful meaning even though the stage directions say more serious now.

The characters feel less serious than before.

- B** Opposite trap. The phrase more serious now shows the characters are more serious, not less serious.

The characters feel ready to leave town.

- C** Not in the text trap. The passage does not say the characters plan to leave town.

The characters feel serious about self-government. Correct.

- D** The words more serious now directly show the characters feel serious. The scene's discussion is about self-government.



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 a character's words and actions.

I can use exact proof from the drama to support my idea.

I can check choices for traps that go beyond one small clue.

THIS WEEK'S FOCUS

Inferencing

from “A Voice of Their Own”

Inferring from a line of dialogue: An **inference** is an idea the author does not say directly, but the character's words and actions help prove it. STAAR asks: **Read line 21. What does this line suggest about the character?** 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 words that reveal a character's thinking.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What does this line suggest about the character?** Find the clue words in Thomas's question.

“If they've never been here, how do they know what our town needs?”

I CAN | I can notice exact dialogue clues that help me infer what a character thinks.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the dialogue proves."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

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

"I never thought about it that way."

A He is beginning to change his thinking now • **B** He already understood the issue before today • **C** He will agree with every new idea he hears

I CAN | I can choose the best inference by connecting a character's words to the character's thinking.



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 Thomas wants people to have a voice?** Explain how it proves the idea.

“If laws affect everyone, shouldn't everyone have someone to speak for them?”

I CAN | I can explain how a character's exact words prove an inference about the character.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What does this line suggest about Thomas?** Write your inference and one exact proof detail.

“I think I finally understand what self-government means.”

I CAN | I can infer a character's understanding and support it with exact dialogue.



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: **Thomas completely understands every part of government now.** Explain why it is a trap and name the trap.

"Although many questions remained, the conversations themselves were changing the way people thought."

I CAN | I can use the text to explain why an inference is overstated.



Make an inference on your own.

Go back to the reading. What does Thomas's final question suggest about his thinking? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

**What does Thomas's final question suggest
about his thinking?**

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

I CAN | I can infer what a character thinks and support it with exact dialogue.



INFERENCING

Answers, across the five thinking levels.

NOTICE Thomas questions whether faraway leaders understand local needs.

CHOOSE A. He is beginning to change his thinking now. The words never thought about it that way show that the conversation is changing his thinking. B is an Opposite trap. C is an Overstated from a small detail trap.

SHOW Thomas connects laws to everyone and asks whether everyone should have someone to speak for them. This shows he supports people having a voice in government.

OWN Thomas now understands self-government better. The phrase finally understand shows that his questions and conversations helped him learn.

DEFEND Overstated from a small detail. Thomas understands what self-government means, but many questions remained, so the passage does not prove that he understands every part of government.

YOUR TURN Answers vary. One example: Thomas is still thinking about whether these ideas will continue to spread. Proof: Do you think people will keep talking about these ideas?



INFERENCING

READ THIS PASSAGE EXCERPT.

“It means people help choose representatives who speak for them and make decisions closer to home.”

Read line 21. What does this line suggest about the character?

- A** Thomas believes people should have no voice in government.
- B** Thomas believes self-government will solve every problem.
- C** Thomas understands how self-government gives people a voice.
- D** Thomas plans to become an important representative someday.



INFERENCING

The answer is C.

Thomas believes people should have no voice in government.

- A** Opposite trap. The excerpt says self-government helps people choose representatives who speak for them, so it gives people a voice instead of taking it away.

Thomas believes self-government will solve every problem.

- B** Overstated from a small detail trap. The excerpt shows Thomas understands an important idea, but it does not prove he can solve every problem.

Thomas understands how self-government gives people a voice. Correct.

- C** Thomas explains that self-government lets people choose representatives who speak for them and make decisions closer to home.

Thomas plans to become an important representative someday.

- D** Not in the text trap. The excerpt explains self-government, but it does not say Thomas plans to become a representative.



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 that a character keeps trying when a problem is hard.

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

I can check each answer choice against the passage's proof.

THIS WEEK'S FOCUS

Inferencing

from “The Garden That Wouldn’t Grow”

An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **What can the reader infer about the main character based on how the garden problem is handled?** Watch for **Wrong motive for a true action**, **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 clues about how Kendrix handles a problem."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the main character based on how the garden problem is handled?** Find the clue words.

"Thinking she understood the problem, Kendrix suggested that the plants needed more water. The following day, she watered each plant much more than usual."

I CAN | I can notice exact action words that help me infer Kendrix's character.



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 Kendrix based on how the garden problem is handled?** Pick the answer the text proves.

"Kendrix realized that her actions had changed the condition of the soil, which affected the plants' health."

A She solves every problem right away • **B** She keeps working after making a mistake • **C** She refuses to accept her grandmother's help

I CAN | I can choose an inference about Kendrix and reject choices that the passage 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 Kendrix is willing to change her plan?** Explain how it proves the inference.

“Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering.”

I CAN | I can explain how Kendrix's actions prove that she can change her plan.



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 Kendrix after the plants begin to recover?** Write your inference and one piece of proof.

“Within several days, the plants began to recover. Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before.”

I CAN

I can infer a character trait from actions 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: **Kendrix watered the plants because she did not care about them.** Explain why it is a trap and name the trap.

"Kendrix enjoyed spending time in her grandmother's garden. Each spring, they carefully planted tomatoes, peppers, and herbs in neat rows."

I CAN

I can use text evidence to explain why a wrong motive does not fit a true action.



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about Kendrix's perseverance? Write the inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Kendrix's perseverance?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE Kendrix suggested more water and watered each plant much more than usual. She tried to solve the problem instead of giving up.

CHOOSE B. She keeps working after making a mistake. She realizes her mistake, adjusts the watering, and keeps caring for the plants. A is a Too broad trap. C is an Opposite trap.

SHOW The words adjusted their approach show that Kendrix changed what she was doing after learning that too much water hurt the plants.

OWN Kendrix has become more careful and observant. Proof: she paid closer attention to the soil and leaves than before.

DEFEND Wrong motive for a true action. Kendrix watered the plants to help them because she cared about the garden.

YOUR TURN Answers vary. One example: Kendrix keeps trying when her first idea fails. Proof: Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Kendrix realized that her actions had changed the condition of the soil, which affected the plants’ health. Together, they adjusted their approach by watering less frequently and allowing the soil to dry out between watering.”

What can the reader infer about Kendrix based on how the garden problem is handled?

- A** She learns from a mistake and keeps trying.
- B** She solves the garden problem without any help.
- C** She stops caring when the plants struggle.
- D** She waters plants because she wants muddy soil.



INFERENCING

The answer is A.

A **She learns from a mistake and keeps trying. Correct.**
She realizes her action affected the soil, changes the plan, and continues caring for the plants.

B **She solves the garden problem without any help.**
Misreads a detail trap. Her grandmother examines the soil and explains the problem.

C **She stops caring when the plants struggle.**
Opposite trap. She adjusts the plan and continues observing the garden.

D **She waters plants because she wants muddy soil.**
Wrong motive for a true action trap. She waters the plants to help them, but too much water makes the soil muddy.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use setting details as clues for an inference.

I can connect what I notice to what the text proves.

I can check choices for support before I choose.

THIS WEEK’S FOCUS

Inferencing

from “The Garden That Wouldn’t Grow”

An **inference** is an idea the author does not say directly, but setting details help prove it. STAAR asks: **What can the reader infer from the setting details in this part of the text?** Watch for **Plausible but unsupported**, **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 setting clues."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"Within several days, the plants began to recover."

I CAN | I can notice setting details that support an inference.



TODAY'S THINKING JOB

CHOOSE

"I can choose a supported inference."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

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

"Kendrix quietly observed the garden, paying closer attention to the soil and leaves than before."

- A** She decided to stop checking the garden each morning. • **B** She planned to grow plants as her full-time job. • **C** She learned to observe the garden before acting.

I CAN | I can choose the inference that best matches the setting details.



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 garden is healthier?** Explain how it proves it.

“New leaves appeared greener, and many of the stems became stronger and stood upright again.”

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



TODAY'S THINKING JOB

OWN

“I can write and support my own inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about Kendrix after the garden recovers?** Write your inference and one piece of proof.

“The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.”

I CAN | I can make an inference about a character and prove it with setting details.



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 garden only needed more sunlight.** Explain why it is a trap and name the trap.

"She learned that healthy plants depend on a balance of sunlight, water, air, and good soil."

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



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about Kendrix's new way of caring for the garden? Copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about Kendrix's
new way of caring for the garden?
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 plants began to recover. This clue shows that something in the garden was improving.

CHOOSE C. She learned to observe the garden before acting. She paid closer attention to the soil and leaves before deciding what to do. A is an Opposite trap. B is a Not in the text trap.

SHOW The greener leaves and stronger stems show that the plants are recovering, so the garden is healthier.

OWN Kendrix became more careful when solving problems. The garden taught her to observe before deciding how to fix it.

DEFEND Plausible but unsupported. Sunlight is one condition, but the text says healthy plants depend on a balance of four conditions.

YOUR TURN Answers vary. One example: Kendrix became more careful and observant. Proof: Each morning, Kendrix checked the soil by touching it before deciding whether the plants needed water.



INFERENCING

READ THIS PASSAGE EXCERPT.

“She learned that healthy plants depend on a balance of sunlight, water, air, and good soil. The experience taught her that solving a problem begins with carefully observing what is happening before deciding how to fix it.”

What can the reader infer from the setting details in this part of the text?

- A** Kendrix learned sunlight fixes every plant problem.
- B** Kendrix decided the garden no longer needed care.
- C** Kendrix planned to sell plants at a local market.
- D** Kendrix learned to observe conditions before acting.



INFERENCING

The answer is D.

Kendrix learned sunlight fixes every plant problem.

- A** Plausible but unsupported trap. Sunlight matters, but the passage says plants need a balance of four conditions.

Kendrix decided the garden no longer needed care.

- B** Opposite trap. She paid closer attention to the garden instead of stopping her care.

Kendrix planned to sell plants at a local market.

- C** Not in the text trap. The passage never says Kendrix planned to sell plants at a local market.

Kendrix learned to observe conditions before acting. Correct.

- D** The passage says she learned that solving a problem begins with observing what is happening before deciding how to fix it.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer why powerful words changed how people thought about the nation.

I can use clues about rights, government, and equality to support my thinking.

I can check each answer to avoid choices that go beyond the text.

THIS WEEK’S FOCUS

Inferencing

from “Words That Changed a Nation”

An **inference** is an idea the author does not say directly, but the clues support. STAAR asks: **What can the reader infer about why these words changed the nation?** Watch for traps such as **Not in the text**, **Misreads a detail**, and **Overgeneralization, too broad**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words about an idea's importance.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about why these words changed the nation?** Find the clue words.

“It explained the ideas the new nation would be built on.”

I CAN | I can notice exact words that help me infer why the Declaration mattered.



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 these words changed the nation?** Pick the answer the text proves.

“The writers believed these rights belonged to every person simply because they were human.”

A The words supported equal rights for everyone • **B** The words ended every problem for everyone • **C** The words mattered only to colonial leaders

I CAN | I can choose the inference that best explains why the Declaration's words mattered.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that these words influenced future change?** Explain how it proves the inference.

“Later movements for equal rights often referred back to its words.”

I CAN | I can explain how a detail proves that the Declaration influenced later change.



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 why the Declaration's words remained important?** Write your inference and one piece of proof.

"Although the Declaration did not solve every problem, it established important ideas that influenced the future of the United States."

I CAN

I can explain in my own words why the Declaration's ideas remained important and support my thinking.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a broad trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The Declaration immediately made everyone equal and ended unfairness.** Explain why it is a trap and name the trap.

"Although the Declaration did not solve every problem, it established important ideas that influenced the future of the United States."

I CAN

I can use exact text evidence to explain why an overgeneralized answer is wrong.



Make an inference on your own.

Go back to the reading. Answer: Why can the Declaration's words still influence people today? Copy one sentence that proves your inference.

Go back to the reading.
Why can the Declaration's words still
influence people today?
Write your inference. Then copy one
sentence that proves it.

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



INFERENCING

Answers, across the five thinking levels.

NOTICE The clue words are ideas the new nation would be built on. This shows the ideas helped shape the nation's beliefs.

CHOOSE A. The words supported equal rights for everyone. The writers said rights belonged to every person, so the words supported equal rights for everyone. B is an Overgeneralization, too broad trap. C is a Misreads a detail trap.

SHOW Later movements referred back to the words. This shows people used the Declaration's ideas when seeking greater rights.

OWN The words remained important because they gave people principles to use when seeking a fairer nation. The passage says the ideas influenced the future of the United States.

DEFEND Overgeneralization, too broad. The passage says the Declaration did not solve every problem, even though it established important ideas.

YOUR TURN Answers vary. One example: The words still influence people because they encourage people to think about freedom and fairness. Proof: Although Americans have continued to debate how these principles should be applied, the words written in 1776 still encourage people to think about freedom, fairness, and the responsibilities of both citizens and government.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Later movements for equal rights often referred back to its words. People seeking greater freedom argued that the nation should live up to the principles described in the document.”

What can the reader infer about why these words changed the nation?

- A** The words gave people principles for seeking greater rights.
- B** The words solved every problem in the nation.
- C** The words were meant only for colonial leaders.
- D** The words had no effect after the year 1776.



INFERENCING

The answer is A.

The words gave people principles for seeking greater rights. Correct.

A Later movements referred back to the words and argued that the nation should live up to the principles in the document.

B **The words solved every problem in the nation.**
Overgeneralization, too broad. The passage says the Declaration did not solve every problem.

C **The words were meant only for colonial leaders.**
Misreads a detail. The passage says the rights belonged to every person, not only colonial leaders.

D **The words had no effect after the year 1776.**
Opposite. Later movements referred back to the words, so they did have an effect after 1776.



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 the Declaration's words.

I can use exact evidence to support my inference.

I can reject claims that the passage does not prove.

THIS WEEK'S FOCUS

Inferencing

from “Words That Changed a Nation”

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 the power of written words? This week we will avoid

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 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 the power of written words?** Find the clue words.

"Throughout American history, people seeking equal rights often pointed back to the words of the Declaration to support their arguments."

I CAN | I can find exact words that show how the Declaration influenced people.



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 the power of written words?** Pick the answer the passage proves.

"The influence of the Declaration reached beyond the United States."

- A** Those ideas fixed every problem for every person • **B** Those ideas inspired people in other countries • **C** Those ideas stayed only inside the United States

I CAN | I can choose the inference that best matches the passage's evidence.



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 written words can inspire action?** Explain how it proves the inference.

“Abolitionists used its language to argue against slavery.”

I CAN | I can explain how a specific detail proves that written words can inspire action.



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 the power of written words?** Write your inference and one piece of proof.

"Those conversations have continued for more than two centuries."

I CAN | I can explain my own inference 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 Declaration's words inspired a famous play about freedom.** Explain why it is a trap and name the trap.

"People in other countries read the document and were inspired by its ideas about freedom, self-government, and natural rights."

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



Make an inference on your own.

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

Go back to the reading.

What can the reader *infer* about the power of written words?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE People pointed back to the words to support their arguments. These words show that people used the Declaration to support their arguments for equal rights.

CHOOSE B. Those ideas inspired people in other countries. The passage says people in other countries read the document and were inspired by its ideas. A is a Too broad trap. C is an Opposite trap.

SHOW The detail shows that abolitionists used the Declaration's language to argue against slavery. This proves its words helped people speak up for change.

OWN The Declaration's words have lasting power because people have continued discussing their meaning for more than two centuries. Proof: Those conversations have continued for more than two centuries.

DEFEND Unsupported claim with no evidence. The passage gives no evidence that the Declaration's words inspired a famous play. It only says people in other countries were inspired by its ideas.

YOUR TURN Answers vary. One example: The Declaration's words can influence people for a long time. Proof: Those conversations have continued for more than two centuries.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Although the Declaration did not solve every problem, it introduced ideas that continued to influence the nation. Many later movements for greater equality and expanded rights referred to its principles.”

What can the reader infer about the power of written words from this part of the text?

- A** The Declaration's words immediately ended all unfairness.
- B** The Declaration's words had no lasting effect on later movements.
- C** The Declaration's words influenced later movements for equality.
- D** The Declaration's words inspired a famous play about freedom.



INFERENCING

The answer is C.

- A** **The Declaration's words immediately ended all unfairness.**
Too broad trap. The excerpt says the Declaration did not solve every problem.
- B** **The Declaration's words had no lasting effect on later movements.**
Opposite trap. The excerpt says its ideas continued to influence the nation and later movements referred to its principles.
- C** **The Declaration's words influenced later movements for equality. Correct.**
The excerpt says later movements referred to the Declaration's principles, showing that its words influenced their efforts.
- D** **The Declaration's words inspired a famous play about freedom.**
Unsupported claim with no evidence trap. The excerpt gives no evidence that the words inspired a famous play.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer why leaders agreed by combining clues from the passage.

I can use evidence to support my inference.

I can watch for answers that give the wrong motive for a true action.

THIS WEEK’S FOCUS

Inferencing

from “A Difficult Compromise”

An **inference** is an idea the author does not say directly, but the clues support it. This week, STAAR asks: **What can the reader infer about why the leaders agreed to the compromise?** Watch for **Wrong motive for a true action**, **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 leaders' motive."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

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

"Some delegates agreed because they wanted the convention to succeed."

I CAN | I can notice exact words that support an inference about why the leaders agreed.



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 leaders agreed to the compromise?** Pick the answer the text proves.

"Voices were raised, and some delegates worried the meeting might fall apart."

- A** They agreed because they wanted the convention to succeed • **B** They agreed because they believed the decision was fair • **C** They agreed because the compromise fixed the deeper problem

I CAN | I can choose the inference the text proves and reject answers with trap motives.



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 leaders agreed to keep the meeting moving?** Explain how it proves the inference.

“The compromise helped the group move forward, but it didn’t solve the deeper problem.”

I CAN | I can explain how exact evidence proves why the leaders accepted the compromise.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about why the leaders agreed to the compromise?** Write your inference and one piece of proof.

“Others were uncomfortable with the decision but felt there was no easy answer.”

I CAN

I can make an inference about the leaders' motive 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 leaders agreed because they believed the decision was fair.** Explain why it is a trap and name the trap.

"Others were uncomfortable with the decision but felt there was no easy answer."

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



Make an inference on your own.

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

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE **Wanted the convention to succeed.** This shows the leaders agreed so the meeting would continue and succeed.

CHOOSE A. They agreed because they wanted the convention to succeed. Some delegates worried the meeting might fall apart, and the compromise helped the group move forward. B is a Wrong motive for a true action trap. C is an Opposite trap.

SHOW **Helped the group move forward proves that the compromise let the meeting continue, even though the deeper problem remained.**

OWN **The leaders agreed because they accepted an imperfect choice when there was no easy answer.**
Proof: they were uncomfortable but felt there was no easy answer.

DEFEND **Wrong motive for a true action.** The leaders did agree, but the passage does not say they believed the decision was fair. Some delegates were uncomfortable with it.

YOUR TURN **Answers vary.** One example: They agreed because they wanted the convention to continue. Proof: The compromise helped the group move forward, but it didn't solve the deeper problem.

INFERENCING

READ THIS PASSAGE EXCERPT.

“The debate went on for days. Voices were raised, and some delegates worried the meeting might fall apart. Finally, a compromise was suggested. Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

What can the reader infer about why the leaders agreed to the compromise?

- A** They agreed because they wanted the convention to succeed.
- B** They agreed because they believed the decision was fair.
- C** They agreed because the compromise solved the deeper problem.
- D** They agreed because they wanted to impress the public.



INFERENCING

The answer is A.

They agreed because they wanted the convention to succeed. Correct.

- A** The debate was intense, and delegates worried the meeting might fall apart. The compromise gave the group a way to move forward.

They agreed because they believed the decision was fair.

- B** Wrong motive for a true action trap. They agreed, but the passage does not say they believed the decision was fair. Some delegates were uncomfortable with it.

They agreed because the compromise solved the deeper problem.

- C** Opposite trap. The passage says the compromise did not solve the deeper problem.

They agreed because they wanted to impress the public.

- D** Not in the text trap. The passage does not say the leaders wanted to impress the public.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer the cost of a decision from clues in the text.

I can think about who benefited and who was harmed.

I can use exact evidence to support my inference.

THIS WEEK’S FOCUS

Inferencing

from “A Difficult Compromise”

This week we will practice **Inferring costs of a decision**. An **inference** is an idea the author does not say directly, but the clues support it. STAAR question frame: **What can the reader infer about the results described in this part of the text?** We will watch for **Overstated from a small 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 a clue about the cost of a decision.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about the results described in this part of the text?** Find the clue words about what the compromise did and did not fix.

“The compromise helped the group move forward, but it didn’t solve the deeper problem.”

I CAN | I can notice words that show a decision had both a result and a cost.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference the text supports."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

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

"In fact, the decision gave slaveholding states more influence in the new national government."

A The decision gave enslaved people rights but took power from slaveholding states • **B** The decision changed the weather and travel plans during the convention • **C** The decision gave slaveholding states power but denied enslaved people rights

I CAN | I can choose the inference that explains both the result and its cost.



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 compromise had an unfair cost?** Explain how it proves the inference.

“Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress.”

I CAN | I can explain how a specific detail reveals the cost of a decision.



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

"The compromise helped the group move forward, but it didn't solve the deeper problem."

I CAN | I can infer the cost of a decision and support my thinking 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: **The compromise solved the deeper problem of slavery.** Explain why it is a trap and name the trap.

"The compromise helped the group move forward, but it didn't solve the deeper problem."

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



Make an inference on your own.

Go back to the passage. Answer: What can the reader infer about who paid the cost of the compromise? Copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about who paid the cost of the compromise?

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

I CAN | I can infer who was harmed and prove it with text evidence.

INFERENCING

Answers, across the five thinking levels.

NOTICE The compromise helped the group move forward, but it did not fix the deeper problem.

CHOOSE C. The decision gave slaveholding states power but denied enslaved people rights. Slaveholding states gained influence, while enslaved people still had no political rights. A is an Opposite trap. B is a Not in the text trap.

SHOW The detail lists rights enslaved people still lacked. It proves the compromise increased political power for others without giving enslaved people a voice.

OWN The compromise moved the group forward, but slavery remained. Proof: it didn't solve the deeper problem.

DEFEND Overstated from a small detail. The compromise helped the group move forward, but the text clearly says it did not solve the deeper problem.

YOUR TURN Answers vary. One example: Enslaved people paid a serious cost because their numbers increased political power for slaveholding states while their rights were denied. Proof: Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress.

INFERENCING

READ THIS PASSAGE EXCERPT.

“In fact, the decision gave slaveholding states more influence in the new national government. Enslaved people still had no right to vote, choose leaders, or speak for themselves in Congress.”

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

- A** The decision gave enslaved people rights but took power from slaveholding states.
- B** The decision gave slaveholding states power but denied enslaved people rights.
- C** The decision changed the weather and travel plans during the convention.
- D** The decision solved the whole problem because the meeting moved forward.



INFERENCING

The answer is B.

The decision gave enslaved people rights but took power from slaveholding states.

- A** Opposite trap. The excerpt says slaveholding states gained influence, while enslaved people had no right to speak in Congress.

The decision gave slaveholding states power but denied enslaved people rights. Correct.

- B** The excerpt says slaveholding states gained influence, but enslaved people still lacked basic political rights.

The decision changed the weather and travel plans during the convention.

- C** Not in the text trap. The excerpt gives no information about weather or travel plans.

The decision solved the whole problem because the meeting moved forward.

- D** Overstated from a small detail trap. It turns the limited result that the group moved forward into a claim that every problem was solved.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what Zaylen learns by combining clues from the workshop with what I already know.

I can choose an idea that the passage proves, even when the answer is not stated directly.

I can name a trap and explain why the text does not support it.

THIS WEEK'S FOCUS

Inferencing

from “A Visit to the Workshop”

Inferring what a character learns means combining clues from the passage with what we already know. An **inference** is an idea the author does not say directly, but clues in the passage support it. STAAR asks:

What can the reader infer about the main character after the visit to the workshop? 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 what Zaylen learns.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about the main character after the visit to the workshop?** Find the clue words.

“For the first time, Zaylen understood that an invention was not created in one lucky moment.”

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





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 Zaylen after the visit to the workshop?** Pick the answer the text proves.

“Zaylen smiled. She pictured children reading books after sunset and families gathering in bright rooms without smoke or flames.”

- A** She plans to become an inventor someday. • **B** She believes electric light can improve people's lives. • **C** She thinks the bright bulb flickers like a lamp.

I CAN | I can choose the best inference and avoid 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 inference** that Zaylen learns inventions require patience? Explain how it proves the inference.

“The bright bulb in front of her had come after many dark ones.”

I CAN | I can explain how a detail proves what Zaylen learns.



TODAY'S THINKING JOB

OWN

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

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What does Zaylen most likely believe after visiting the workshop?** Write your inference and one piece of proof.

“The idea no longer seemed impossible. She had seen the light with her own eyes.”

I CAN | I can write an inference about Zaylen 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: **Zaylen believes her family will soon have electric light at home.** Explain why it is a trap and name the trap.

"Outside, the cold night air touched her face. The streets were still dim, but Zaylen knew something was changing."

I CAN | I can use exact evidence 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 Zaylen after the visit to the workshop? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about Zaylen after the visit to the workshop?

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

I CAN | I can make an inference about Zaylen and prove it with the passage.



INFERENCING

Answers, across the five thinking levels.

NOTICE The words “For the first time” show that **Zaylen is learning a new idea**. The words “not created in one lucky moment” show that inventions take time and effort.

CHOOSE B. She believes electric light can improve people's lives. She pictures children reading and families gathering in bright rooms without smoke or flames. A is a Plausible but unsupported trap. C is a Misreads a detail trap.

SHOW Many dark bulbs came before the bright one. This shows that success required patience and many attempts.

OWN Zaylen believes a brighter future is possible. She saw a steady electric light and imagined it helping families.

DEFEND **Plausible but unsupported.** The passage shows that Zaylen hopes electric light will reach homes someday, but it does not say her family will have it soon.

YOUR TURN **Answers vary.** One example: Zaylen believes a brighter future is possible. Proof: The idea no longer seemed impossible.

INFERENCING

READ THIS PASSAGE EXCERPT.

“She pictured children reading books after sunset and families gathering in bright rooms without smoke or flames.”

What can the reader infer about Zaylen after the visit to the workshop?

- A** Zaylen believes electric light can improve people's lives.
- B** Zaylen plans to become an inventor at the workshop.
- C** Zaylen expects every bulb to work immediately.
- D** Zaylen expects smoky lamps to light homes forever.



INFERENCING

The answer is A.

Zaylen believes electric light can improve people's lives. Correct.

- A** She pictures brighter homes without smoke, which shows she believes electric light can improve people's lives.

Zaylen plans to become an inventor at the workshop.

- B** Plausible but unsupported trap. Zaylen is interested in the workshop, but the passage never says she plans to become an inventor.

Zaylen expects every bulb to work immediately.

- C** Misreads a detail trap. The passage says many experiments failed, so it does not support expecting every bulb to work immediately.

Zaylen expects smoky lamps to light homes forever.

- D** Opposite trap. Zaylen imagines bright rooms without smoke or flames, not smoky lamps lasting forever.



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 from the story.

I can defend my inference with exact evidence from the passage.

I can avoid answers that sound right but are not supported.

THIS WEEK’S FOCUS

Inferencing

from “A Visit to the Workshop”

An **inference** is an idea the author does not state directly, but clues in the story support it. **Defending an inference** means explaining how the evidence proves your idea. **Short response: What can the reader infer about the main character? Use evidence from the story.** This week we will watch for **Unsupported claim with no evidence, Opposite, and Goes beyond the text.**

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words 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 Zaylen?** Find the clue words.

"She wanted to see the machines, tools, and experiments for herself."

I CAN | I can notice exact words that help me infer what Zaylen wants.



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 Zaylen?** Pick the answer the text proves.

"Zaylen had never thought about an invention being improved over time."

A She thinks inventions need only one quick try • **B** She becomes a famous inventor herself • **C** She learns inventions take repeated effort

I CAN | I can compare choices and select the inference proved by the passage.



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 Zaylen now understands inventions require persistence?** Explain how it proves the inference.

“For the first time, Zaylen understood that an invention was not created in one lucky moment.”

I CAN | I can explain how exact evidence supports an inference about Zaylen.



TODAY'S THINKING JOB

OWN

"I can write an inference and support it."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Own the inference.

STAAR asks: **What can the reader infer about how Zaylen feels at the end?** Write your inference and one piece of proof.

"Still, Zaylen believed the dark streets would not remain dark forever."

I CAN | I can make my own inference about Zaylen and defend it with passage evidence.



TODAY'S THINKING JOB

DEFEND

“I can name a trap and disprove it with evidence.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **Zaylen will become one of Edison's workers.** Explain why it is a trap and name the trap.

“She wanted to see the machines, tools, and experiments for herself.”

I CAN | I can defend an inference by showing exactly why a claim is unsupported or wrong.



Make an inference on your own.

Go back to the reading. What can the reader infer about Zaylen after her visit? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about Zaylen after her visit?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE **Wanted to see the machines, tools, and experiments.** These words show that Zaylen is curious about the workshop.

CHOOSE **C.** She learns inventions take repeated effort. The workshop showed her several attempts at the same problem and many failures. A is an Opposite trap. B is a Goes beyond the text trap.

SHOW The words not created in one lucky moment show that Zaylen understands inventions grow through continued effort, not one easy success.

OWN **Zaylen feels hopeful about the future.** She believes electric light will eventually change the dark streets.

DEFEND **Unsupported claim with no evidence.** The sentence shows that Zaylen is curious about the workshop, but it does not say she will become one of Edison's workers.

YOUR TURN **Answers vary.** One example: Zaylen becomes hopeful about electric light. Proof: Still, Zaylen believed the dark streets would not remain dark forever.



INFERENCING

READ THIS PASSAGE EXCERPT.

“For the first time, Zaylen understood that an invention was not created in one lucky moment. It grew from patience, careful work, and many mistakes.”

What can the reader infer about the main character? Use evidence from the story.

- A** Zaylen thinks that success requires one quick try.
- B** Zaylen will become a famous inventor in the future.
- C** Zaylen learns that success requires patience and effort.
- D** Zaylen believes every invention needs a busy workshop.



INFERENCING

The answer is C.

- A** **Zaylen thinks that success requires one quick try.**
Opposite trap. The excerpt says an invention was not created in one lucky moment, so success is not instant.
- B** **Zaylen will become a famous inventor in the future.**
Goes beyond the text trap. The excerpt does not say Zaylen will become an inventor.
- C** **Zaylen learns that success requires patience and effort. Correct.**
She understands that inventions grow from patience, careful work, and many mistakes.
- D** **Zaylen believes every invention needs a busy workshop.**
Unsupported claim with no evidence trap. The excerpt gives no evidence that every invention needs a busy workshop.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer a citizen's role from clues in the text.

I can explain how one person's actions can affect a community.

I can use exact evidence to support my inference and avoid trap answers.

THIS WEEK'S FOCUS

Inferencing

from “A Voice in the Community”

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 how one person can shape a community?** This week we will watch for **Not in the text**, **Misreads a detail**, and **Overgeneralization, too broad**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice clue words about a citizen's role.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **What can the reader infer about how one person can shape a community?** Find the clue words.

“By voting or speaking up, people can have a say in those decisions.”

I CAN | I can notice exact words that support an inference about how one person can shape a community.





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 one person can shape a community?** Pick the answer the text proves.

“These actions can happen at the local, state, or national level, and they can affect how a community changes over time.”

A One person's action can help a community change over time • **B** One person can control every decision in a community • **C** One person receives a special award for community service

I CAN | I can choose the best inference and reject answers that go beyond the passage.



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 one person can influence community decisions?** Explain how it proves the inference.

“They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”

I CAN | I can explain how a detail about daily life proves that civic choices matter.



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 the role of a citizen?** Write your inference and one piece of proof.

“Even so, communities are shaped by the people who live in them.”

I CAN | I can write an inference about a citizen's role 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: **One person cannot shape a community.** Explain why it is a trap and name the trap.

"Even so, communities are shaped by the people who live in them."

I CAN | I can use the text to explain why an overly broad answer is wrong.



Make an inference on your own.

Go back to the passage. Answer: How can one person take part in civic life? Write your inference and copy one sentence that proves it.

Go back to the reading.

How can one person take part in civic life?

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

I CAN | I can make an inference about a citizen's role and support it with evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE Voting and speaking up are actions that can give a person a say.

CHOOSE A. One person's action can help a community change over time. The passage says these actions can affect how a community changes over time. B is an Overgeneralization, too broad trap. C is a Not in the text trap.

SHOW The detail shows that leaders' decisions affect daily life. This supports the inference because a citizen's civic actions can influence important choices.

OWN Citizens help shape their communities. The sentence says communities are shaped by the people who live in them, so each citizen can have a role in community change.

DEFEND Overgeneralization, too broad. The answer makes an all-or-nothing claim. The sentence says communities are shaped by the people who live in them, so the text supports people having a role, even if one person does not do everything.

YOUR TURN Answers vary. One example: One person can help shape decisions by taking part in civic life. Proof: By voting or speaking up, people can have a say in those decisions.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Some voices are heard more often, but every action can still have an effect over time.”

What can the reader infer about how one person can shape a community?

- A** One person can control every decision that a community makes.
- B** One person's action can help a community change over time.
- C** One person's voice is heard most often in this community.
- D** One person receives an award for civic work in the community.



INFERENCING

The answer is B.

One person can control every decision that a community makes.

- A** Overgeneralization, too broad trap. The passage says an action can have an effect, not that one person controls every decision.

One person's action can help a community change over time. Correct.

- B** The excerpt says every action can still have an effect over time, so one person's action can matter.

One person's voice is heard most often in this community.

- C** Misreads a detail trap. The passage says some voices are heard more often, but it does not say one person's voice is heard most often.

One person receives an award for civic work in the community.

- D** Not in the text trap. The passage does not mention an award for civic work.



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 community values from clues in an argument.

I can connect a speaker's ideas to what the community does.

I can check that my evidence supports the inference, not just that it is true.

THIS WEEK'S FOCUS

Inferencing

from “A Voice in the Community”

Inferring from evidence in an argument: An **inference** is an idea the text supports without saying it directly. This week, STAAR asks: **Which sentence best supports the inference that the community valued the speaker's ideas?** Watch for **True detail**, **not support**, **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 clues that show ideas mattered.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: **Which sentence best supports the inference that the community valued the speaker's ideas?** Find the clue words.

“A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas.”

I CAN | I can notice the exact words that support an inference about a community.



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 the community responds to shared ideas?** Pick the answer the text proves.

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."

- A** Shared ideas can solve every problem in a community. • **B** A community never makes any changes from shared ideas. • **C** Shared ideas can lead to changes in a community.

I CAN | I can choose the best inference by connecting the clue to the community's actions.



TODAY'S THINKING JOB

SHOW

“I can explain how evidence supports an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which sentence best supports the inference that the community valued the speaker's ideas?** Explain how it proves the inference.

“A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas.”

I CAN | I can connect specific actions in the text to the inference about valued ideas.



TODAY'S THINKING JOB

OWN

“I can make and prove my own inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about people who share ideas in civic life?** Write your inference and one piece of proof.

“Civic life gives them ways to discuss those ideas, ask questions, and work toward solutions.”

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 actions may seem small.** Explain why it is a trap and name the trap.

"These actions may seem small, but they can lead to changes."

I CAN

I can use evidence to explain why a tempting answer does not fit the inference.



Make an inference on your own.

Go back to the reading. What can the reader infer about how civic participation affects a community? Write your inference and copy one sentence that proves it.

Go back to the reading.
What can the reader *infer* about how civic participation affects a community?
Write your inference. Then copy one sentence that proves it.

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



INFERENCING

Answers, across the five thinking levels.

NOTICE The town made changes because community members shared ideas.

CHOOSE C. Shared ideas can lead to changes in a community. The passage says shared ideas can lead to repairs, signs, and new programs. A is a Too broad trap. B is an Opposite trap.

SHOW The town may make repairs, add a sign, or create a program because people shared ideas. Those actions show that the community listened and responded.

OWN People who share ideas can help their community work toward solutions. The text says civic life gives people ways to discuss ideas and work toward solutions.

DEFEND True detail, not support. The actions may seem small is true, but by itself it does not show that the community valued shared ideas. The sentence also says the actions can lead to changes.

YOUR TURN Answers vary. One example: Civic participation can help shape a community over time. Proof: Even so, communities are shaped by the people who live in them.



INFERENCING

READ THIS PASSAGE EXCERPT.

“A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas. Local decisions often affect people more quickly because they are made close to home.”

Which sentence best supports the inference that the community valued the speaker's ideas?

- A** Local decisions affect people more quickly when made close to home.
- B** The community ignored all shared ideas when making local changes.
- C** The community made local changes because people shared their ideas.
- D** The speaker won a prize for sharing local community ideas.



INFERENCING

The answer is C.

Local decisions affect people more quickly when made close to home.

- A** True detail, not support trap. This tells how local decisions affect people, but it does not show that shared ideas led to the changes.

The community ignored all shared ideas when making local changes.

- B** Opposite trap. The excerpt says changes happened because community members shared ideas.

The community made local changes because people shared their ideas. Correct.

- C** The passage connects community members' shared ideas with a town repairing a playground, adding a stop sign, or creating a new program.

The speaker won a prize for sharing local community ideas.

- D** Not in the text trap. The passage does not mention a speaker winning a prize.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer Rosa's feelings from clues in the story.

I can use Rosa's actions and thoughts as evidence.

I can check that my inference fits the historical setting.

THIS WEEK'S FOCUS

Inferencing

from “A Gift that Welcomed Millions”

Inferring feelings in historical fiction: An **inference** is an idea the author does not state directly, but clues support it. STAAR asks: **What can the reader infer about how the main character feels on arriving in a new land?** Watch for traps such as **Not in the text**, **Opposite**, **misreads awareness**, and **True but not the answer**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words about Rosa's feelings."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how the main character feels on arriving in a new land?** Find the clue words.

"Rosa wondered how many people before her had stared at it with the same mixture of fear and hope."

I CAN | I can notice words that help me infer Rosa's feelings when she arrives.



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 the main character feels on arriving in a new land?** Pick the answer the text proves.

"The city looked noisy, busy, and full of possibilities."

- A** Rosa feels completely comfortable in the new city. • **B** Rosa feels hopeful but unsure in the new city. • **C** Rosa feels angry about leaving her old home.

I CAN | I can choose the best inference about Rosa's feelings 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 Rosa feels nervous but hopeful?** Explain how it proves the inference.

"She worried that she might say something wrong, but her father gave her an encouraging smile."

I CAN | I can explain how Rosa's actions and the text prove her mixed feelings.



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 Rosa feels on arriving in a new land?** Write your inference and one piece of proof.

“The city looked noisy, busy, and full of possibilities.”

I CAN

I can write an inference about Rosa's feelings 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: **Rosa feels completely comfortable in the new land.** Explain why it is a trap and name the trap.

"Each new skill made the unfamiliar place feel more like home."

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



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how Rosa feels on arriving in a new land? Copy one sentence that proves it.

Go back to the reading.

What can the reader infer about how Rosa feels on arriving in a new land?

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

I CAN | I can infer Rosa's feelings and support my idea with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Fear and hope.** Rosa feels nervous and hopeful at the same time.

CHOOSE **B.** Rosa feels hopeful but unsure in the new city. The city is full of possibilities, but it is noisy and busy, so Rosa feels hopeful but unsure. A is an Opposite, misreads awareness trap. C is a Not in the text trap.

SHOW Worrying shows Rosa feels nervous, while her father's smile gives her hope and courage.

OWN **Rosa feels hopeful but unsure about her new life.** The city is full of possibilities, but it is also noisy and busy.

DEFEND **Opposite, misreads awareness.** The place is still called unfamiliar, so Rosa is not completely comfortable yet. It only feels more like home as she learns.

YOUR TURN **Answers vary.** One example: Rosa feels nervous but hopeful. Proof: Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Rosa wondered how many people before her had stared at it with the same mixture of fear and hope.”

What can the reader infer about how Rosa feels on arriving in a new land?

- A** Rosa feels nervous but hopeful about her new life.
- B** Rosa feels completely comfortable in this new land.
- C** Rosa feels angry about leaving her old home behind.
- D** Rosa feels encouraged by her father during the inspection.



INFERENCING

The answer is A.

Rosa feels nervous but hopeful about her new life. Correct.

- A** The mixture of fear and hope shows that Rosa feels nervous about arriving, but hopeful about what comes next.

Rosa feels completely comfortable in this new land.

- B** Opposite, misreads awareness trap. It treats Rosa's awareness of the new place and her father's support as proof that she is fully comfortable. The passage instead shows fear and worry.

Rosa feels angry about leaving her old home behind.

- C** Not in the text trap. The passage says Rosa missed her old home, but it never says she felt angry about leaving Italy.

Rosa feels encouraged by her father during the inspection.

- D** True but not the answer trap. Her father's smile encourages her, but this choice gives only one detail, not Rosa's overall mixed feelings about arriving.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can compare ideas from both texts about welcoming others.

I can use clues from both texts to make one strong inference.

I can check each answer because a trap may describe only one text.

THIS WEEK'S FOCUS

Inferencing

from “A Gift that Welcomed Millions”

An **inference** is an idea the texts support even when they do not say it directly. STAAR asks: **What can the reader infer about welcoming others from both texts? Use evidence.** Watch for **Describes one text only**, **Not in the text**, and **Misreads a detail**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

"I can notice clue words about welcoming others."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about welcoming others from both texts?** Find the clue words.

"The statue seemed to stand watch over the harbor, greeting every ship that passed."

I CAN | I can notice exact words that support an inference across two texts.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by both texts."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Choose the best inference.

STAAR asks: **What can the reader infer about welcoming others from both texts?** Pick the answer both texts support.

"Even though they spoke different languages, many had smiled when they first caught sight of the statue."

A Welcome helps newcomers feel they belong. • **B** The statue welcomes newcomers by itself. • **C** Rosa learns English without any help.

I CAN | I can compare clues from the statue and Rosa's school experience.



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 welcoming others helps newcomers belong?** Explain how it proves the idea.

“Several students spoke Italian and helped her follow directions.”

I CAN | I can explain how a detail from one text connects to a detail from the other text.



TODAY'S THINKING JOB

OWN

“I can make and support a comparison inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **What can the reader infer about welcoming others from both texts?** Write your inference and use proof from both.

“Her teacher explained that students from many places could learn from one another while becoming part of the same community.”

I CAN | I can write one inference that connects evidence from both texts.



TODAY'S THINKING JOB

DEFEND

“I can defend an answer against a trap.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Defend against the trap.

A student chose this answer: **The Statue of Liberty welcomes newcomers, but people do not help them belong.** Explain why it is a trap and name the trap.

“Several students spoke Italian and helped her follow directions.”

I CAN | I can use evidence from both texts to reject an answer that ignores one text.



Make your own comparison inference.

Use both texts. Answer: What can the reader infer about welcoming others? Write one inference and copy one sentence from each text as proof.

Go back to the reading.

What can the reader infer about welcoming others from both texts?

Write your inference. Then copy one sentence from each text that proves it.

I CAN | I can compare two text clues and support one inference.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Greeting every ship.** The statue seems to welcome many newcomers as they arrive.

CHOOSE **A.** Welcome helps newcomers feel they belong. The statue greets arrivals, and classmates help Rosa join the community. B is a Describes one text only trap. C is a Misreads a detail trap.

SHOW **This detail shows that classmates welcomed Rosa by helping her understand school.** Their help made the new place feel more like home, just as the statue made arrivals feel hopeful.

OWN **Welcoming others means helping newcomers become part of a community while respecting where they came from.** The statue welcomed arriving ships, and Rosa's classmates helped her follow directions.

DEFEND **Describes one text only.** The answer notices the statue but ignores the students who helped Rosa follow directions and belong.

YOUR TURN **Answers vary.** One example: Welcoming others can give newcomers hope and help them belong. Proof: The statue seemed to stand watch over the harbor, greeting every ship that passed. Several students spoke Italian and helped her follow directions.

INFERENCING

READ THIS PASSAGE EXCERPT.

“She also taught her classmates songs and words from Italy. Her teacher explained that students from many places could learn from one another while becoming part of the same community.”

What can the reader infer about welcoming others from both texts?

- A** The statue alone welcomes all arriving families.
- B** Newcomers must leave their old traditions behind.
- C** Every newcomer feels completely at home quickly.
- D** Welcome helps newcomers belong and share traditions.



INFERENCE

The answer is D.

- A The statue alone welcomes all arriving families.**
Describes one text only trap. The answer ignores Rosa's classmates and teacher.
- B Newcomers must leave their old traditions behind.**
Opposite trap. Rosa teaches classmates songs and words from Italy.
- C Every newcomer feels completely at home quickly.**
Too broad trap. The passage says life was not easy and Rosa adjusted slowly.
- D Welcome helps newcomers belong and share traditions. Correct.**
The statue gives arriving newcomers hope, while Rosa learns from classmates and shares traditions in her new community.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can use images in a poem as clues for an inference.

I can connect the poet's words to an idea that is not stated directly.

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

THIS WEEK'S FOCUS

Inferencing

from “One Voice Can Start a Wave”

Inferring meaning in imagery: An **inference** is an idea the poem suggests through clues and images.

STAAR asks: **What can the reader infer about the wave described in lines 1 and 2?** Watch for **Word association** from the lines, **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 an image."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about the wave described in lines 1 and 2?** Find the clue words.

"One voice speaks, another hears, A question grows and conquers fears."

I CAN | I can notice clue words that help me infer what an image means.



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 wave described in lines 1 and 2?** Pick the answer the poem proves.

"A whisper travels down the street, Then other voices rise to meet."

A It shows a real water wave moving down the street. • **B** It shows voices joining and growing stronger. • **C** It shows people staying silent instead of joining.

I CAN | I can choose the inference that best explains the poem's image.



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 wave represents growing influence? Explain how it proves it.

“A thought once spoken all alone Can quickly find a stronger tone.”

I CAN | I can explain how the poem's imagery proves an inferred meaning.



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 a brave question?** Write your inference and one piece of proof.

"A voice may start out soft and small, Yet one brave question can reach all."

I CAN | I can make my own inference about the image and support it with exact text.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer with proof."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The wave is made of water.** Explain why it is a trap and name the trap.

"One voice can start a mighty wave."

I CAN | I can explain why a tempting answer misuses the poem's image.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how voices create change? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

**What can the reader *infer* about how voices
create change?**

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

I CAN | I can make an inference about the poem's imagery and prove it with text.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Grows and conquers fears.** The question suggests that an idea can become stronger and help people feel brave.

CHOOSE **B.** It shows voices joining and growing stronger. The whisper travels, other voices rise to meet it, and the thought finds a stronger tone. A is a Word association from the lines trap. C is an Opposite trap.

SHOW **The thought begins alone but finds a stronger tone.** This shows that sharing an idea can give it more power.

OWN **A brave question can begin quietly but reach many people.** Proof: one brave question can reach all.

DEFEND **Word association from the lines.** The word wave is connected to a voice, so the poem uses wave as an image for an effect that spreads.

YOUR TURN **Answers vary.** One example: Shared voices can help people create change. Proof: People can gather, write, and speak, To help protect the change they seek.



INFERENCING

READ THIS PASSAGE EXCERPT.

“A whisper travels down the street, Then other voices rise to meet. A thought once spoken all alone Can quickly find a stronger tone.”

What can the reader infer about the wave described in lines 1 and 2?

- A** It shows a real water wave moving down the street.
- B** It shows voices growing stronger as they join.
- C** It shows people refusing to listen to others.
- D** It shows each thought growing stronger when alone.



INFERENCING

The answer is B.

- A** **It shows a real water wave moving down the street.**
Word association from the lines trap. The poem connects the wave to voices and thoughts, not water.
- B** **It shows voices growing stronger as they join. Correct.**
The whisper travels, other voices join, and the thought finds a stronger tone.
- C** **It shows people refusing to listen to others.**
Opposite trap. Other voices rise to meet the whisper, so people are listening and joining.
- D** **It shows each thought growing stronger when alone.**
Misreads a detail trap. The thought becomes stronger after it is spoken and shared.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer what happens when people speak up together.

I can connect clues across stanzas to understand a bigger idea.

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

THIS WEEK'S FOCUS

Inferencing

from “One Voice Can Start a Wave”

An **inference** is an idea the poem suggests through clues across stanzas. STAAR asks: **What does the poem suggest about what happens when one voice speaks up?** 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 one voice.”

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 one voice speaks up?** Find the clue words.

“One voice speaks, another hears, A question grows and conquers fears.”

I CAN | I can notice clue words that help me infer what one voice can begin.



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 one voice speaks up? Pick the answer the poem proves.

"Their separate voices formed a call, And one by one they joined them all."

A One voice makes everyone else agree right away. • **B** One voice keeps other people from speaking up. • **C** One voice can inspire others to join.

I CAN | I can choose the inference supported by clues across the stanzas.



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 one voice can lead to group action?** Explain how it proves it.

“Some wrote petitions, some would meet, Some joined in protest in the street.”

I CAN | I can explain how a detail from one stanza supports an idea across the poem.



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 the poem suggest about what happens when one voice speaks up?** Write your inference and one piece of proof.

"And one voice still can start a wave."

I CAN | I can connect a clue from this stanza to the poem's larger message.



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: **One voice always changes the government right away.** Explain why it is a trap and name the trap.

"But words alone could not complete The promise written on the sheet."

I CAN | I can use the poem to explain why an answer goes farther than the evidence.



Make an inference on your own.

Go back to the reading. Answer: What does the poem suggest about what happens when one voice speaks up? Write your inference. Then copy one sentence that proves it.

Go back to the reading.
What does the poem suggest about what happens when one voice speaks up?
Write your inference. Then copy one sentence that proves it.

I CAN | I can make an inference across stanzas and support it with exact evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE One voice speaks and another hears. This shows that one voice can make another person listen.

CHOOSE C. One voice can inspire others to join. Their separate voices formed a call, and one by one they joined them all. A is a Goes beyond the text trap. B is an Opposite trap.

SHOW People wrote, met, and joined protests. These actions show that speaking up led people to act together.

OWN One voice can begin a larger movement. Proof: And one voice still can start a wave.

DEFEND Goes beyond the text. The poem says words alone could not complete the promise, so it does not prove that change happens right away.

YOUR TURN Answers vary. One example: One voice can encourage others to join and create change. Proof: Their separate voices formed a call, And one by one they joined them all.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Their separate voices formed a call, And one by one they joined them all. Then words were written, strong and clear, Of liberty the people held dear.”

What does the poem suggest about what happens when one voice speaks up?

- A** One voice can finish every change for everyone all at once.
- B** One voice can make people stop listening to each other.
- C** One voice can inspire others to join and help create change.
- D** People wrote about liberty because liberty was already fully protected.



INFERENCING

The answer is C.

One voice can finish every change for everyone all at once.

- A** Goes beyond the text trap. The poem shows people joining and continuing to work, not finishing every change for everyone all at once.

One voice can make people stop listening to each other.

- B** Opposite trap. The poem shows voices joining and people listening, not stopping each other from listening.

One voice can inspire others to join and help create change. Correct.

- C** The poem shows voices forming a call, people joining, and continuing to work for rights.

People wrote about liberty because liberty was already fully protected.

- D** Misreads a detail trap. The poem says people held liberty dear, but it also says some freedoms had not reached everyone yet.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how trying and learning help a speaker grow.

I can use the poem's clues to explain how the speaker changes.

I can check choices for proof and reject trap answers.

THIS WEEK'S FOCUS

Inferencing

from “Try, Learn, Change”

Inferring a speaker's growth. An **inference** is an idea the poem supports with clues. STAAR asks: What can the reader infer about how the speaker changes from trying and learning? This week we will watch for **Plausible but unsupported**, **Opposite**, 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 clue words about growth.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Notice the clue.

STAAR asks: What can the reader infer about how the speaker changes from trying and learning? Find the clue words.

“Observe, then question, test, arrange, We try, we learn, and then we change.”

I CAN | I can notice words that show how trying and learning change the speaker.



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 how the speaker changes from trying and learning? Pick the answer the poem proves.

“Good thinkers do not guard a guess; They change when facts suggest what's best.”

A The speaker changes after learning from evidence • **B** The speaker always knows the answer first • **C** The speaker becomes famous for discoveries

I CAN | I can choose the inference that best explains how the speaker grows through evidence.



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 learns from mistakes?** Explain how it proves the inference.

“Each failed attempt became a clue That helped them choose what next to do.”

I CAN | I can explain how a detail about failure proves that learning helps the speaker grow.



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 how the speaker changes from trying and learning? Write your inference and one piece of proof.

“A wrong first answer isn't strange; New information helps us change.”

I CAN | I can explain how learning from mistakes helps the speaker grow.



TODAY'S THINKING JOB

DEFEND

"I can defend an answer with exact evidence."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **The speaker changes only because the first answer was careless.** Explain why it is a trap and name the trap.

"Changing her answer did not mean Her thinking failed or was unseen."

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



Make an inference on your own.

Go back to the poem. Answer: What can the reader infer about how the speaker changes from trying and learning? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader infer about how the speaker changes from trying and learning?

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

I CAN | I can make an inference about growth and prove it with the poem.



INFERENCING

Answers, across the five thinking levels.

NOTICE **Try, learn, and change.** These words show that the speaker grows by using each experience to improve.

CHOOSE **A.** The speaker changes after learning from evidence. The poem says good thinkers change when facts suggest what's best. B is an Opposite trap. C is a Not in the text trap.

SHOW **Failed attempts become clues.** The speaker uses mistakes to decide what to try next.

OWN **The speaker learns that a wrong first answer can lead to growth.** Proof: A wrong first answer isn't strange; New information helps us change.

DEFEND **Plausible but unsupported.** The poem says changing an answer does not mean thinking failed. It shows that evidence led to a stronger answer.

YOUR TURN **Answers vary.** One example: The speaker learns to use mistakes and evidence to make better choices. Proof: Each failed attempt became a clue That helped them choose what next to do.



INFERENCING

READ THIS PASSAGE EXCERPT.

“A wrong first answer isn't strange; New information helps us change. Observe, then question, test, arrange, We try, we learn, and then we change.”

What can the reader infer about how the speaker changes from trying and learning?

- A** The speaker keeps the same first answer.
- B** The speaker learns and changes with evidence.
- C** The speaker becomes a famous scientist.
- D** The speaker grows more confident each try.



INFERENCING

The answer is B.

- A The speaker keeps the same first answer.**
Opposite trap. The poem says new information helps the speaker change.
- B The speaker learns and changes with evidence. Correct.**
The excerpt shows that new information helps the speaker change after trying and learning.
- C The speaker becomes a famous scientist.**
Not in the text trap. The poem does not say the speaker becomes famous or is a scientist.
- D The speaker grows more confident each try.**
Plausible but unsupported trap. The poem shows learning and change, but it does not say the speaker becomes more confident.



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 text proves best.

I can use evidence to decide how change works in different situations.

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

THIS WEEK’S FOCUS

Inferencing

from “Try, Learn, Change”

Evaluating competing inferences: An inference is an idea the poems support with clues. This week I will compare ideas about change and ask, **Which inference about change is best supported by both poems?** I will watch for traps such as **Overstated from a small detail**, **Opposite**, and **Reverses the process**.

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: **Which sentence best supports the idea that** good thinkers use clues before changing a plan? Find the clue words.

"We NOTICE first what brings the strain."

I CAN | I can notice exact words that support an inference about changing a plan.



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 conclude about Kendrix?** Pick the inference the poem proves.

“The evidence refused to fit The answer she had chosen first.”

- A** She keeps her first plan when new evidence does not fit. • **B** She changes her plan when new evidence does not fit. • **C** She changes her plan because another gardener advises her.

I CAN | I can compare choices and select the inference best supported by evidence.



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** Kendrix is willing to revise her thinking? Explain how it proves it.

“She touched the soil and watched each leaf, Then changed the plan she'd first believed.”

I CAN | I can explain how a specific detail supports an inference about changing a plan.



TODAY'S THINKING JOB

OWN

“I can make and support my own inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Own the inference.

STAAR asks: **Based on the poem, what can the reader infer about changing a claim?** Write your inference and one piece of proof.

**“To change a claim when facts demand Shows stronger thinking,
not less stand.”**

I CAN | I can write an inference about change 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: **Kendrix changes her plan, so every change is easy.** Explain why it is a trap and name the trap.

"The plants recovered day by day Because new evidence changed her way."

I CAN | I can use the poem to explain why an overstated inference is wrong.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about strong problem solving? Copy one sentence that proves it.

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

I CAN | I can make an inference and support it with exact evidence from the poem.

INFERENCING

Answers, across the five thinking levels.

NOTICE **NOTICE first and look for clues.** The poem says thinkers look at what brings the strain before choosing what to do.

CHOOSE **B.** She changes her plan when new evidence does not fit. The evidence did not fit her first answer, so she changed the plan. A is an Opposite trap. C is a Not in the text trap.

SHOW **She touched the soil and watched each leaf, then changed her plan.** This proves she used new evidence instead of defending her first idea.

OWN **Changing a claim can show strong thinking.** The poem says facts may demand a change and that this shows stronger thinking.

DEFEND **Overstated from a small detail.** The poem shows Kendrix's plants recovered after she changed her plan, but it does not prove every change is easy.

YOUR TURN **Answers vary.** One example: Strong problem solving includes checking results and changing when needed. Proof: We learn, revise, and rearrange, Because good thinkers know to change.



INFERENCING

READ THIS PASSAGE EXCERPT.

“We learn, revise, and rearrange, Because good thinkers know to change. A wrong first answer isn't strange; New information helps us change.”

Which inference about change is best supported by both poems?

- A** Good thinkers keep their ideas when new information shows their first answer fails.
- B** Good thinkers revise one answer, so every plan will work the first time.
- C** Good thinkers change their ideas before they check facts or results.
- D** Good thinkers revise ideas when new information shows their first answer fails.



INFERENCING

The answer is D.

A Good thinkers keep their ideas when new information shows their first answer fails.

Opposite trap. The poems say new information can lead thinkers to revise their ideas.

B Good thinkers revise one answer, so every plan will work the first time.

B Overstated from a small detail trap. The poems support revising an idea, but they do not prove every plan will work the first time.

C Good thinkers change their ideas before they check facts or results.

C Reverses the process trap. The poems show that thinkers check facts and results before they change ideas.

D Good thinkers revise ideas when new information shows their first answer fails. Correct.

D Both poems support the idea that good thinkers revise ideas when new information shows a first answer fails.



INFERENCING

EXACT TEKS WORDING (FROM TEA)

“make inferences and use evidence to support understanding”

WHAT DOES THIS MEAN TO ME?

I can infer how people turn concerns into action.

I can use exact text clues to explain my thinking.

I can check for answers that are too broad or unsupported.

THIS WEEK’S FOCUS

Inferencing

from “From Protest to Participation: How a Nation Changes”

Week focus: **Inferring from a research source.** An **inference** is an idea the author does not say directly, but the clues support it. STAAR asks: **What can the reader infer about how protest led to participation?** 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 clues about participation."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about how protest led to participation?** Find the clue words.

"These actions gave ordinary people ways to participate."

I CAN | I can notice exact words that show how protest gave people ways to participate.



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 protest led to participation?** Pick the answer the text proves.

"A problem that once seemed local began to feel shared."

- A** A local problem became a shared cause. • **B** Every protest changes the whole nation forever. • **C** The colonies ignored the shared problem completely.

I CAN | I can choose the inference that best explains how a local protest became a shared movement.



TODAY'S THINKING JOB

SHOW

“I can show how details support an inference.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the idea that ordinary people participated in protest?** Explain how it proves the idea.

“These actions gave ordinary people ways to participate.”

I CAN

I can explain how specific actions prove that ordinary people participated in protest.



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 role of protest in change?** Write your inference and one piece of proof.

"A protest may begin the conversation."

I CAN | I can explain how protest can start a larger process of change using text evidence.



TODAY'S THINKING JOB

DEFEND

"I can defend my answer against a broad trap."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Defend against the trap.

A student chose this answer: **Protest alone immediately fixed every rights problem.** Explain why it is a trap and name the trap.

"But none of those events ended every disagreement about rights, representation, equality, or citizenship."

I CAN | I can use the passage to explain why an answer makes a claim that is too broad.



Make an inference on your own.

Go back to the reading. Answer: What can the reader infer about how protest led to participation? Write your inference and copy one sentence that proves it.

Go back to the reading.

What can the reader *infer* about how protest led to participation?

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

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



INFERENCING

Answers, across the five thinking levels.

NOTICE The phrase **these actions** points to **writing, signing petitions, joining groups, boycotting goods, and making goods at home**. These details show that ordinary people participated.

CHOOSE A. A local problem became a shared cause. The passage says a problem that once seemed local began to feel shared. B is an Overgeneralization, too broad trap. C is an Opposite trap.

SHOW The phrase **these actions** refers to **boycotting British goods and making goods at home**. Those everyday choices gave ordinary people ways to participate in protest.

OWN **Protest can start a conversation that leads to more change.** Proof: A protest may begin the conversation.

DEFEND **Overgeneralization, too broad.** The passage says none of those events ended every disagreement, so one event did not immediately fix every rights problem.

YOUR TURN **Answers vary.** One example: Protest gave ordinary people ways to participate. Proof: These actions gave ordinary people ways to participate.



INFERENCING

READ THIS PASSAGE EXCERPT.

“Sometimes their answers led to protests. Sometimes they led to documents, laws, compromises, elections, or new amendments.”

What can the reader infer about how protest led to participation?

- A** People can take part in change through different actions.
- B** Every protest can change an entire nation for everyone.
- C** People avoided action and accepted the old policies.
- D** People used social media to join the protest.



INFERENCING

The answer is A.

People can take part in change through different actions. Correct.

- A** The excerpt connects people's answers with protests and other ways of creating change, so people can take part through different actions.

Every protest can change an entire nation for everyone.

- B** Overgeneralization, too broad trap. The excerpt lists some possible paths to change, not every protest or an entire nation.

People avoided action and accepted the old policies.

- C** Opposite trap. The excerpt says people's answers led to protests and other changes, so they did not avoid action.

People used social media to join the protest.

- D** Not in the text trap. The excerpt does not mention social media or online communication.



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 a nation changes over time.

I can check choices for traps that describe only one section.

THIS WEEK’S FOCUS

Inferencing

from “From Protest to Participation: How a Nation Changes”

An **inference across sections** is an idea supported by clues from more than one part of the passage. STAAR asks: **Based on both sections, what can the reader infer about how change happens?** Watch for **Describes one section only**, **True but not the answer**, and **Goes beyond the text**.

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.





TODAY'S THINKING JOB

NOTICE

“I can notice a clue about how change begins.”

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 how change happens?** Find the clue words.

“A movement for major change may begin with a much smaller request.”

I CAN | I can notice a clue that helps me infer how change develops across the passage.



TODAY'S THINKING JOB

CHOOSE

"I can choose an inference supported by the text."

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 how change happens?** Pick the answer supported by the clues.

"That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too."

- A** Only group leaders can bring people into a movement. • **B** Colonists signed petitions to resist British policies. • **C** Shared concerns can bring more people into a movement.

I CAN | I can connect a clue about growing movements to the passage's larger idea about change.



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 informed participation helps change continue?** Explain how it proves the inference.

"Reliable information also helps citizens recognize rumors or incomplete claims."

I CAN

I can explain how evidence from one section connects to the passage's larger idea about change.



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: **Based on both sections, what can the reader infer about how change happens?** Write your inference and one piece of proof.

“They can use evidence to judge whether a policy is working.”

I CAN

I can combine clues from the passage to explain how citizens keep improving a nation.



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: **A nation changes when citizens vote.** Explain why it is a trap and name the trap.

"Voting is one important form of participation. But it is not the only one."

I CAN

I can use evidence to explain why a one-section answer does not answer the larger question.



Make an inference on your own.

Go back to the reading. Answer: How does the passage show that change continues? Write your inference. Then copy one sentence that proves it.

Go back to the reading.

How does the passage show that change continues?

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

I CAN | I can make an inference across sections and prove it with exact text.



INFERENCING

Answers, across the five thinking levels.

NOTICE Major change can begin with a small request. The words smaller request and major change show that change may grow over time.

CHOOSE C. Shared concerns can bring more people into a movement. The proof words problem seemed local, feel shared, and movements grow show that shared concerns can bring more people into a movement. A is an Opposite trap. B is a Describes one section only trap.

SHOW The detail shows that reliable information helps citizens recognize rumors or incomplete claims. This supports the inference because informed citizens can make better choices and keep working toward change.

OWN Change continues when citizens preserve valuable principles, question unfair practices, and use evidence to judge policies. The passage shows that citizens can keep working toward better results.

DEFEND Describes one section only. Voting is one way people participate, but the passage also names meetings, volunteering, petitions, service projects, research, and respectful debate.

YOUR TURN Answers vary. One example: Change continues when citizens use evidence and participation to improve their communities. Proof: They can use evidence to judge whether a policy is working.

INFERENCING

READ THIS PASSAGE EXCERPT.

“The strongest democracy is not one that never faces disagreement. It is one in which informed people can use rights, evidence, participation, and respectful debate to keep working toward its ideals.”

Based on both sections, what can the reader infer about how change happens?

- A** A nation changes after one final decision.
- B** Citizens change a nation by voting in elections.
- C** A nation changes as citizens keep working.
- D** Disagreement keeps a nation from changing.



INFERENCING

The answer is C.

A nation changes after one final decision.

- A** Opposite trap. The passage says the work is not finished after a decision, so change does not end with one decision.

Citizens change a nation by voting in elections.

- B** Describes one section only trap. Voting is one form of participation, but the passage names many other ways people create change.

A nation changes as citizens keep working. Correct.

- C** The passage connects early questions and actions with later civic work, showing that a nation changes as citizens keep working with rights, evidence, participation, and respectful debate.

Disagreement keeps a nation from changing.

- D** Misreads a detail trap. The passage says a strong democracy can face disagreement while people continue working toward its ideals.



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 joining clues from science and history.

I can use evidence from both sources to support my thinking.

I can watch for trap answers that go beyond the text.

THIS WEEK’S FOCUS

Inferencing

from “How Change Happens: Observe, Adapt, Test, and Improve”

Inferring across sources means joining clues from the science and history examples to make one supported idea. STAAR asks: **What can the reader infer about citizens from both research sources?** Watch for **Goes beyond the text**, **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 clues about how citizens should think."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about citizens from both research sources?** Find the clue words.

"A citizen should not make an important decision based only on an unverified claim."

I CAN | I can notice words that help me infer a shared habit of citizens and researchers.



TODAY'S THINKING JOB

CHOOSE

“I can choose an inference supported across sources.”

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Choose the best inference.

STAAR asks: **What can the reader infer about citizens from both research sources?** Pick the answer supported by clues from science and history.

“Citizens examine outcomes.”

A Citizens should check evidence before deciding. • **B** Citizens always agree on solutions. • **C** Citizens never change their opinions.

I CAN | I can compare clues from science and history to choose the best inference.



TODAY'S THINKING JOB

SHOW

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

EXACT TEKS WORDING

“make inferences and use evidence to support understanding”

Show the evidence.

STAAR asks: **Which detail best supports the inference that citizens should use evidence before acting?** Explain how it proves the idea.

“A citizen should not make an important decision based only on an unverified claim.”

I CAN | I can explain how evidence from the passage proves an inference about citizens.



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 citizens from both research sources?** Write an inference and use two proof details.

"They notice when two people describe the same event differently."

I CAN | I can make an inference across sources and support it with two details.



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: **Citizens can solve every problem if they work together.** Explain why it is a trap and name the trap.

"But cooperation does not guarantee fairness."

I CAN

I can use the text to explain why a tempting answer goes beyond the evidence.



Make an inference across sources.

Go back to the reading. Answer: What can the reader infer about citizens from both research sources? Write your inference and copy two details that prove it.

Go back to the reading.

**What can the reader infer about citizens from
both research sources?**

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

I CAN | I can infer a shared idea about citizens and support it with evidence from the sources.



INFERENCING

Answers, across the five thinking levels.

NOTICE **important decision and unverified claim.** The clue shows that citizens should check information before deciding.

CHOOSE **A.** Citizens should check evidence before deciding. The sources say citizens examine outcomes and should not rely on unverified claims. B is a Goes beyond the text trap. C is an Opposite trap.

SHOW **The detail warns citizens not to decide from an unverified claim.** It supports the inference that citizens should check evidence first.

OWN **Citizens should compare information before deciding.** Proof details: They notice when two people describe the same event differently. A citizen should not make an important decision based only on an unverified claim.

DEFEND **Goes beyond the text.** The passage says cooperation can help, but it does not promise that citizens can solve every problem.

YOUR TURN **Answers vary.** One example: Citizens should examine evidence and outcomes before deciding. Proof: A citizen should not make an important decision based only on an unverified claim. Citizens examine outcomes.

INFERENCING

READ THIS PASSAGE EXCERPT.

“A citizen should not make an important decision based only on an unverified claim. Changing Your Mind Can Be a Strength People sometimes believe that changing an opinion shows weakness. Evidence-based thinking suggests the opposite.”

What can the reader infer about citizens from both research sources?

- A** Citizens should never change their opinions after seeing new evidence.
- B** Citizens should use evidence and revise their thinking when needed.
- C** Citizens can trust claims repeated many times without checking evidence.
- D** Citizens can solve every community problem just by working together.



INFERENCING

The answer is B.

- A** **Citizens should never change their opinions after seeing new evidence.**
Opposite trap. The passage says changing a conclusion can show intellectual growth.
- B** **Citizens should use evidence and revise their thinking when needed. Correct.**
The excerpt says citizens should not rely on unverified claims, and evidence-based thinking supports changing an opinion when new evidence appears.
- C** **Citizens can trust claims repeated many times without checking evidence.**
Misreads a detail trap. The passage says repeated claims may feel true, but researchers still need evidence.
- D** **Citizens can solve every community problem just by working together.**
Goes beyond the text trap. The passage says cooperation does not guarantee fairness or solve every problem.



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 text.

I can defend my inference with exact evidence.

I can reject claims that have no proof.

THIS WEEK’S FOCUS

Inferencing

from “How Change Happens: Observe, Adapt, Test, and Improve”

Week focus: **Defending inferences, synthesis.** 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 why people work for change?**

This week we will defend inferences and synthesize ideas while watching for **Unsupported claim with no evidence, Opposite, 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 clue words."

EXACT TEKS WORDING

"make inferences and use evidence to support understanding"

Notice the clue.

STAAR asks: **What can the reader infer about why people work for change?** Find the clue words.

"The first task is to observe."

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



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 why people work for change?** Pick the answer the text proves.

"When evidence does not support your first explanation, change the explanation."

A Strong thinkers resist when evidence disagrees • **B** Strong thinkers revise when evidence disagrees • **C** Strong thinkers revise to impress many people

I CAN | I can choose the inference that best matches evidence from the passage.



TODAY'S THINKING JOB

SHOW

“I can explain 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 inference that failure can help people improve?** Explain how it proves the inference.

“A test that failed to produce a useful light still produced information.”

I CAN | I can connect a specific detail to a larger idea about change.



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 changing your mind?** Write your inference and one piece of proof.

“Changing Your Mind Can Be a Strength”

I CAN | I can synthesize clues and defend my inference with 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: **People work for change because it makes them famous.** Explain why it is a trap and name the trap.

"The famous inventor's name may be remembered, but the process depended on many contributors."

I CAN | I can use evidence to explain why an unsupported claim fails.



Make an inference on your own.

Short response: What can the reader infer about why people work for change? Use evidence from the text. Write your inference and copy one sentence that proves it.

Go back to the reading.

**Short response: What can the reader infer
about why people work for change?
Use evidence from the text. Write your idea
and copy one sentence that proves it.**

I CAN | I can synthesize ideas and defend my inference with text evidence.



INFERENCING

Answers, across the five thinking levels.

NOTICE **First task and observe.** People work for change by paying attention to what is happening before acting.

CHOOSE **B.** Strong thinkers revise when evidence disagrees. The passage says to change an explanation when evidence does not support it, so strong thinkers revise. A is an Opposite trap. C is an Unsupported claim with no evidence trap.

SHOW **The failed test still produced information.** That information can help workers decide what to change next.

OWN **Changing your mind can show strength when evidence supports the change.** Proof: A strong thinker can say: This is what I believed. This is the evidence I now have.

DEFEND **Unsupported claim with no evidence.** The passage gives no evidence that people work for change to become famous. Instead, it explains that many contributors help make change happen.

YOUR TURN **Answers vary.** One example: People work for change to learn and improve. Proof: It comes from learning.

INFERENCING

READ THIS PASSAGE EXCERPT.

“Progress does not come from changing simply for the sake of change. It comes from learning. Observe carefully. Question thoughtfully. Gather evidence.”

What can the reader infer about why people work for change? Use evidence from the text.

- A** People work for change because music inspires them.
- B** People work for change to avoid checking results.
- C** People work for change to learn and improve.
- D** People work for change because fame is the goal.



INFERENCING

The answer is C.

- A** **People work for change because music inspires them.**
Not in the text trap. The passage does not mention music as a reason people work for change.
- B** **People work for change to avoid checking results.**
Opposite trap. The passage tells people to observe, gather evidence, and check the result.
- C** **People work for change to learn and improve. Correct.**
The excerpt says progress comes from learning, so people work for change to learn and improve.
- D** **People work for change because fame is the goal.**
Unsupported claim with no evidence trap. The passage gives no evidence that fame is the goal.

