

# Drawing Conclusions

## worksheets

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read each passage and choose the sentence that concludes the story!

1. Nick stayed home from school, even though there was a play rehearsal that day.

This probably means that:

- ☐ It is summer vacation.
- ☐ Nick is sick.



2. The firemen jumped on the firetruck, and the driver turned on the siren as the firetruck left the station.

This probably means that:

- ☐ There is a fire somewhere.
- ☐ It is time for the firemen to go home.



3. Paulina took her homework and a pencil out of her backpack.

This probably means that:

- ☐ Paulina is going out to play.
- ☐ Paulina is going to do her homework.



# Drawing Conclusions Activities Reading

**Sharon Hull**



## **Drawing Conclusions Activities Reading:**

*Drawing Conclusions (Reading Level 2.0-3.5) | Short Passages | Activities* MJ Owen, 2022-05-09 Reading Skills Activities Reading Comprehension Drawing Conclusions Improve Overall Reading Comprehension with Targeted Specific Skill Practice Focusing on one comprehension skill at a time gives students the opportunity to master that skill and improve their general reading and comprehension skills Drawing Conclusions Being able to draw a conclusion is a higher level comprehension skill It can be confusing A conclusion is not something that is directly stated in a story Students must conclude something based on reading the details of a story Introduce students to the concept of drawing a conclusion by explaining that this means making a decision about something you have read based on information in the story Conclusions can fill in the meaning of a story Skill Specific Activities There are 15 high interest short stories in this selection that include a variety of fiction and non fiction topics The follow up questions guide students to draw a conclusion based on specific details in the story Each story is numbered instead of having a title The last question for each story asks the students to give the story a title This important activity helps to determine the student's level of understanding the story's main idea Visual Lesson Each story has an engaging illustration designed to bring the story to life and help capture the interest of reluctant readers To help sharpen inference skills students can be asked to use the illustration to predict what the story is about Teaching Opportunities These targeted activities are great for one on one intervention small groups of students at multiple skill levels or whole class participation Activities can be used for remediation review and transition classes Details Each short story is between 140 and 160 words and is written at a 2.0 to 3.5 reading level according to the Flesch Kincaid Readability Scale The interest level is grades 4 and up Contents Include 15 high interest short stories 15 pages of skill specific questions focusing on Drawing a Conclusion Answer Key

*Drawing Conclusions (Reading Level 3-4.5) | Short Passages | Practice Activities* MJ Owen, 2022-05-09 Reading Skills Activities Reading Comprehension Draw Conclusions Improve Overall Reading Comprehension with Targeted Specific Skill Practice Focusing on one comprehension skill at a time gives students the opportunity to master that skill and improve their general reading and comprehension skills Drawing Conclusions Being able to draw a conclusion is a higher level comprehension skill It can be confusing A conclusion is not something that is directly stated in a story Students must conclude something based on reading the details of a story Introduce students to the concept of drawing a conclusion by explaining that this means making a decision about something you have read based on information in the story Conclusions can fill in the meaning of a story Skill Specific Activities There are 15 high interest short stories in this selection include a variety of fiction and non fiction topics The follow up questions guide students to Draw Conclusions Each story is numbered instead of having a title The last question for each story asks the students to give the story a title This important activity helps to determine the student's level of understanding the story's main idea Visual Lesson Each story has an engaging illustration designed to bring the story to life and help capture the interest of reluctant

readers To help sharpen inference skills students can be asked to use the illustration to predict what the story is about Teaching Opportunities These targeted activities are great for one on one intervention small groups of students at multiple skill levels or whole class participation Can be used for remediation review and transition classes Details Each short story is between 140 and 160 words and is written at a 3 0 to 4 5 reading level according to the Flesch Kincaid Readability Scale The interest level is grades 4 and up Contents Include 15 high interest short stories 15 pages of skill specific questions focusing on Drawing Conclusions Answer Key [Collaborative Strategies for Teaching Reading Comprehension](#) Judi Moreillon,2007-02-26 Presents a collection of collaborative strategies for classroom teachers and librarians designed to help improve students reading comprehension **Reading Comprehension: Using Graphic Organizers to Draw Conclusions** Brenda Rollins,2013-05-01 This is the chapter slice Using Graphic Organizers to Draw Conclusions from the full lesson plan Reading Comprehension A child s ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom s Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy *Drawing Conclusions* Cindy Barden,2002-09-01 This packet provides teachers and parents with a wide variety of activities to use at home or in the classroom to enhance your reading program The activities have been selected to provide opportunities for students to develop their critical thinking skills by answering what will happen next in a sequence of events differentiating between real and make believe and more A list of comprehension skills for all grade levels is included and a variety of assessment rubrics helps you track progress in achieving those skills Answer key is included **Reading Comprehension Gr. 5-8** Brenda Rollins,2009-09-01 A child s ability to read and comprehend the written word is his touchstone to success in school and in life Designed to teach the reading skills that are basic to reading fluency our resource emphasizes the primary building blocks of reading acquisition Start off by identifying the main idea of a passage Find out how details will point to the most important part of a story Then use graphic organizers to help identify context clues Find out what questions to ask before drawing conclusions Gather all the facts and prior knowledge to help Learn all about making inferences and how clues from the text and your own knowledge and experiences will tell you what the author is trying to say Discover the differences between facts and opinions Learning to read between the lines will help with comprehension Finally discover transition words as you learn about sequencing Aligned

to your State Standards and written to Bloom s Taxonomy reproducible writing tasks crossword word search comprehension quiz and answer key are also included      **Drawing Conclusions and Inferences** Kathleen Knoblock,Renée Yates,2000 Provides activities that teach basic reading skills For teachers or parents To be used as workbooks or reproduced for the classroom      *Reading Comprehension: Using Graphic Organizers for Sequencing* Brenda Rollins,2013-05-01 This is the chapter slice Using Graphic Organizers for Sequencing from the full lesson plan Reading Comprehension A child s ability to read and comprehend the written word is his touchstone to success in school and in life The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations Reading is the most essential communication skill in our society For this reason the author has given emphasis to many of the primary building blocks of reading acquisition such as using context clues determining main idea and understanding inferences Reading Comprehension emphasize important concepts and appear throughout this series Definitions of important terms and many opportunities to practice the skills being taught also make this book user friendly and easy to understand In addition the objectives used in this book are structured using Bloom s Taxonomy of Learning to ensure educational appropriateness All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy      Reading Skills Check List and Activities, Sixth Level Walter Burke Barbe,1976      **Strategies for Culturally and Linguistically Responsive Teaching and Learning** Hollie, Sharroky,2017-03-01 Provide teachers with concrete strategies to support instruction for students with culturally and linguistically diverse backgrounds Incorporate the tools and tips in this resource into daily instruction to educate students of diverse backgrounds Educators will learn to examine all aspects of teaching practices in order to be successful in educating all students to the expectation of today s standards Use this professional resource to build an understanding of the significance of teaching practices the classroom environment and assignments in regards to the increasingly diverse student populations      The Teaching of Reading Harry Grove Wheat,1923

**Learning Activities for Reading** Selma E. Herr,1977      **Drawing Conclusions and Inferences (Gr. 4-5)** ECS Learning Systems, Incorporated,Suzanne Kamala Mammen,Kimberly Kaufmann,2004 Provides activities for learning reinforcing and applying reasoning skills that enhance reading comprehension and composition For teachers or parents To be used as a workbook or reproduced for the classroom      **Strategies for Culturally and Linguistically Responsive Teaching and Learning ebook** Sharroky Hollie,2015-04-01 Provide teachers with concrete strategies to support instruction for students with culturally and linguistically diverse backgrounds Incorporate the tools and tips in this resource into daily instruction to educate students of diverse backgrounds      **Reading Strategies and Activities for the Social Studies Classroom** ,2005 Offers reading strategies and student activities for world history American history geography government civics Cover      **Teaching Reading to Black Adolescent Males** Alfred W. Tatum,2023-10-10 The racial achievement gap in literacy is one of the most difficult issues in education today and nowhere does it manifest itself more perniciously than in

the case of black adolescent males Approaching the problem from the inside author Alfred Tatum brings together his various experiences as a black male student middle school teacher working with struggling black male readers reading specialist in an urban elementary school and staff developer in classrooms across the nation His book Teaching Reading to Black Adolescent Males Closing the Achievement Gap addresses the adolescent shift black males face and the societal experiences unique to them that can hinder academic progress With an authentic and honest voice Tatum bridges the connections among theory instruction and professional development to create a roadmap for better literacy achievement He presents practical suggestions for providing reading strategy instruction and assessment that is explicit meaningful and culturally responsive as well as guidelines for selecting and discussing nonfiction and fiction texts with black males The author s first hand insights provide middle school and high school teachers reading specialists and administrators with new perspectives to help schools move collectively toward the essential goal of literacy achievement for all

### **Making Comprehension Connections**

Sharon Hull,2008-03-03 Here s a fun and easy way to help learners understand and remember comprehension strategies Making Comprehension Connections Look Listen and Link effectively combines the senses for greater academic success by providing everything the brain needs for comprehension and memory retention visual verbal auditory and kinesthetic input This easy to follow program provides colorful and simple icons in the form of posters that help learners remember concepts without the help of words It also provides learners with multiple ways to remember and understand the comprehension skills and strategies using songs and other active learning experiences Audio of all songs are included in the ZIP file and provided in print form in the Teacher s Guide and on transparencies The included ZIP file also contains all the reproducibles and a professional development video that shows how to implement the lessons This resource is correlated to the Common Core State Standards

*Contributions to Education* ,1928

Great Teaching with Graphic Organizers Patti Drapeau,1998

Designed to exercise a particular thinking skill each of these adorable learning tools will help students learn to think write and plan Teach cause and effect with the Spider and the Caterpillar ignite creative thinking with the Turtle and much more Sample lessons reveal how to use graphic organizers in language arts science social studies and math

### **The Teachers**

**Journal and Abstract** ,1927

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