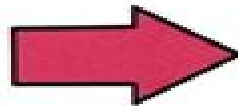


# Draw CONCLUSIONS

Readers draw conclusions by piecing together inferences made while reading to come up with a bigger understanding.

**Inferences**



**Conclusion**



- Readers use their background knowledge, along with clues from the text to make many inferences while reading.
- They take multiple clues and inferences made while reading in order to draw conclusions.
- Conclusions that readers can come to are judgements about the characters, setting, or events in a story.

**EXAMPLE:**

**Inferences**

I think Ani is caring when she brings her friend work she missed while she was sick.



I think Ani is trustworthy when she keeps Leslie's secret.



My guess is that if any of Ani's friends needed her she would be there to help.

**Conclusion**

These events and inferences make me think Ani must be a really loyal friend.

# Drawing Conclusions In Reading

**Sandra Baker, Educational Insights**



## **Drawing Conclusions In 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 Focus on Drawing Conclusions and Making Inferences Curriculum Associates Staff,2005-01-01

**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

**Drawing Conclusions (Reading for Comprehension Series).** ,1999 Drawing Conclusions Sandra Baker,1978 50 graded reading paragraphs levels 2 through 6 with multiple choice questions which require that the student draw conclusions from the paragraph

**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

Roadmap to 5th Grade Reading, Virginia Edition Stephanie Reents,Princeton Review (Firm),2002 If Students Need to Know It It's in This Book This book develops the English and reading comprehension skills of fifth graders It builds skills that will help them succeed in school and on the Virginia Standards of Learning Assessments Why The Princeton Review We have more than twenty years of experience helping students master the skills needed to excel on standardized tests Each year we help more than 2 million students score higher and earn better grades We Know the Virginia Standards of Learning SOL Assessments Our experts at The Princeton Review have analyzed the Virginia SOL English Reading Literature and Research Assessment and this book provides the most up to date thoroughly researched practice possible We break down the test into individual skills to familiarize students with the test's structure while increasing their overall skill level We Get Results We know what it takes to succeed in the classroom and on tests This book includes strategies that are proven to improve student performance We provide content review based on Virginia standards and objectives detailed lessons complete with skill specific activities two complete practice Virginia SOL English Reading Literature and Research Assessments For more information about our other test preparation products for school and home call 1 800 REVIEW 2 or visit k12.princetonreview.com

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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** ,2002 Cards to help students develop a critical reading comprehension skill

*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

**Drawing Conclusions** Richard A. Boning,1976     **Reading Skills** Frank Schaffer,1977     *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     *Read & Comprehend* Gail Aemmer,1985 Designed to provide practice in grades five and six in the skills of reading and drawing conclusions

*Reading Comprehension: Drawing Conclusions* Brenda Rollins,2013-05-01 This is the chapter slice Drawing 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      *Focus on Drawing Conclusions and Making Inferences*, 2006      Promote Reading Gains with Differentiated Instruction: Ready-to-Use Lessons for Grades 3-5 Laura Robb, 2024-02-13 Accelerate learning gains using differentiated instruction This professional teaching resource supports educators with easy to use lessons that strengthen students reading skills This book provides teachers with 36 lessons that support differentiated instruction in grades 3 4 and 5 The lessons focus on four advanced reading skills visualize infer draw conclusions and compare contrast Written by literacy experts and authors Laura Robb Tim Rasinski and David Harrison this book offer useful lessons and reading strategies that meet students diverse reading needs The first part of this resource provides helpful information that supports the ready to implement lessons in the second part These lessons create opportunities for individual and collective growth by reading discussing and writing about poems and texts Build key literacy skills such as comprehension critical thinking vocabulary building and word study with this teacher resource      **Master Reading Big Book Gr. 5-8** Brenda Rollins, 2010-01-01 Become a master reader and advance your understanding of the written word with our Reading Skills 3 book BUNDLE Students begin by gaining an understanding of the written text with Reading Comprehension Learn the basics of reading fluency with main idea context clues and drawing conclusions Students will then engage in the tools to understanding elementary level literature with Literary Devices Examine the fundamental devices that make up any story including setting plot and theme Finally students will gain the ability to not only understand what they have read but how to build upon that knowledge independently with Critical Thinking Students explore the tools that lead to excellent critical thinking skills such as independent thinking making inferences and problem solving Each concept is paired with hands on graphic organizers and comprehension activities 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** Sandra Baker, Educational Insights, 1978 50 graded reading paragraphs levels 2 through 6 with multiple choice questions which require that the student draw conclusions from the paragraph

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