

MAKING INFERENCES

- BROCHURE -

What's Included:

- ☒ Example
- ☒ Brochure Template
- ☒ Teacher Directions





Teacher Directions

Making Inferences Brochure



Objective:

Students will use clues from the text and their own background knowledge to make logical inferences and support their thinking with evidence.

1 Read the Text

Read the story aloud or have students read independently or with a partner. Pause at meaningful points where students can stop and think about what is happening.



2 Introduce Making Inferences

Review that an inference is something readers figure out by combining text clues with what they already know.



3 Complete the Brochure

Students fill in each section of the brochure.

- **Clues from the Text:** Record important details from the story.
- **What I Already Know:** Write background knowledge that connects to the clues.
- **My Inference:** Explain what they think is happening or what they have figured out.
- **Evidence to Support My Inference:** Cite details from the text that support their thinking.



4 Assemble the Brochure

Cut out the cover page and glue it to the front panel of the folded brochure. Fold the inside page into thirds to create the finished brochure.



5 Share Thinking

Invite students to share one inference and explain how the clues and their background knowledge helped them reach their conclusion.



Teacher Tips

- Model one example together before students begin independently.
- Remind students that different inferences can be correct if they are supported with evidence.
- Encourage students to explain how they reached their inference, not just what they inferred.
- Display completed brochures on a bulletin board titled "Reading Between the Lines!" or "Inference Experts."

Materials

- ☐ Story or passage
- ☐ Brochure pages
- ☐ Scissors
- ☐ Glue
- ☐ Crayons or colored pencils
- ☐ Pencil



Time



30-40 minutes

4. EVIDENCE TO SUPPORT MY INFERENCE

What evidence from the text supports my inference?



David does things even after his mom tells him not to. His mom says "No, David!" many times because she wants him to stop. David looks happy when he's not supposed to do things.

WHAT CAN I INFER?



Good readers look for clues and use what they know!

1. CLUES FROM THE TEXT

What clues did the author give me?



David always does things he's not supposed to do. He gets into trouble a lot. His mom is always telling him "No, David!"

2. WHAT I ALREADY KNOW

What do I already know that can help?



I know that when people don't listen or make bad choices, they can get in trouble. I have had to make good choices before even when I didn't want to.

3. MY INFERENCE

What do I think is happening?



I think David knows he's doing the wrong things, but he does them anyway. I think his mom loves him and just wants him to make better choices.

3. MY INFERENCE

What do I think is happening?



2. WHAT I ALREADY KNOW

What do I already know
that can help?



1. CLUES FROM THE TEXT

What clues did the author give
me?



4. EVIDENCE TO SUPPORT MY INFERENCE

What evidence from the text
supports my inference?



WHAT CAN I INFER?



Good readers look for
clues and use what
they know!