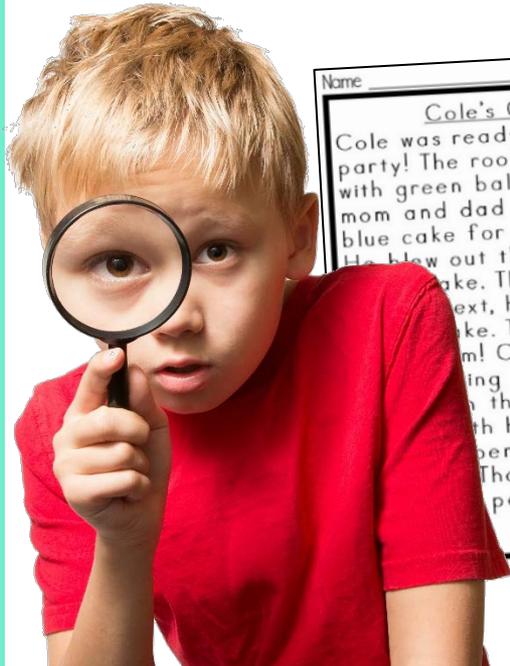


INFERENCE READING PASSAGES

with three differentiated levels



Name _____ Tier 3

Cole's Cake
Cole was ready for the party! The room was filled with green balloons. His mom and dad got him a blue cake for the party. He blew out the candles on his cake. Then, he made a wish. Next, he cut a slice of the cake. The cake was so good! Cole grinned. He picked up a slice of the cake. When he opened his presents, he said, "Thank you," to his pals.

What can you infer from this story?
Cite at least two clues from the text to support your answer.

Name _____

Cole's Cake
Cole blew out the candles on his cake. He made a wish. Then, he cut a slice of the cake. The cake was sweet. Yum! Cole grinned. Last, he opened his presents. "Thank you," he said to his pals.



Underline clues from the text that support your answer to Part B.

Name _____ Tier 2

Cole's Cake
Cole blew out the candles on his cake. His mom and dad got him a blue cake for the party. He made a wish. Then, he cut a slice of the cake. The cake was sweet. Yum! Cole grinned. Last, he opened his presents. "Thank you," he said to his pals.



A: How does Cole feel?

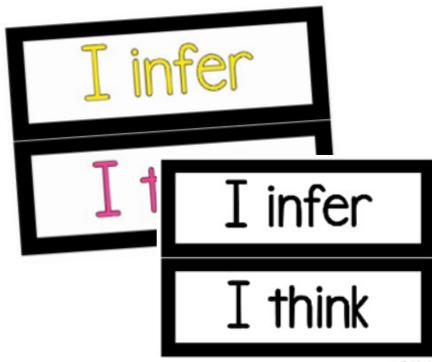
Underline evidence from the text to support your answer to Part A.

B: What day is it?
Support your answer with clues from the text.

IDEAS FOR USING THIS PACK

- small groups
- literacy groups
- guided reading
- intervention time
- RTI
- tutoring
- literacy centers
- homework
- special intervention instruction
- first and second grade readers
- struggling third grade readers
- advanced kindergarten

USING THIS PACK



Post and use the thinking stems at the small group table and your whole group meeting area. Thinking stems promote participation and classroom discussion by providing a model for your students to start their thought. Students can also refer to the thinking stems when they respond to writing throughout the passages.



Post and utilize the character emotion anchor chart. Every passage contains a "How does _____ feel?" inference question. Students can refer to the anchor chart for scaffolding and support.

Name: _____ Tier 1	
<p>Jim's First Day</p> <p>Jim looked down the long hall. He felt like he was walking in circles. "Where is my class?" he asked himself. Then, he saw the office. He walked in to ask for help.</p> 	<p>A: How does Jim feel?</p> <p>_____</p> <p>_____</p> <p>B: What is Jim's problem?</p> <p>_____</p> <p>_____</p> <p>Underline clues from the text that support your answer to Part B.</p>

Name: _____ Tier 2	
<p>Jim's First Day</p> <p>It was Jim's first day. He walked in and looked down the long hall. He felt like he was walking in circles. "Where is my class?" he asked himself. He went past the art room and the lunch room. Then, he saw the office. He walked in to ask for some help.</p> 	<p>A: How does Jim feel?</p> <p>_____</p> <p>_____</p> <p>Underline evidence from the text to support your answer to Part A.</p> <p>B: What is Jim's problem?</p> <p>Support your answer with clues from the text.</p> <p>_____</p> <p>_____</p>

Name: _____ Tier 3	
<p>Jim's First Day</p> <p>It was Jim's first day. He did not like being the new kid. He took a deep breath and stepped inside. Jim looked down the long hallway. He roamed around and around the halls. He felt like he was walking in circles. "Where is my classroom?" he asked himself. He was starting to panic. His heart was racing. He went past the art room and the lunch room. Finally, he saw the office. He walked in to ask for some help. The principal smiled and waved him over to his desk.</p>	<p>What can you infer from this story?</p> <p>Give at least two clues from the text to support your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Choose from one of three tiered passages per story for each small group. Each tier builds in complexity with increasing text and written response expectations. Tier 1 contains a short amount of text and greater picture support. Tier 3 contains no picture support and an open ended inference question that requires two citations of textual evidence.

ONE STORY = 3 DIFFERENTIATED SMALL GROUPS & EQUAL ACCESS TO CONTENT AND CLASSROOM CONVERSATION!

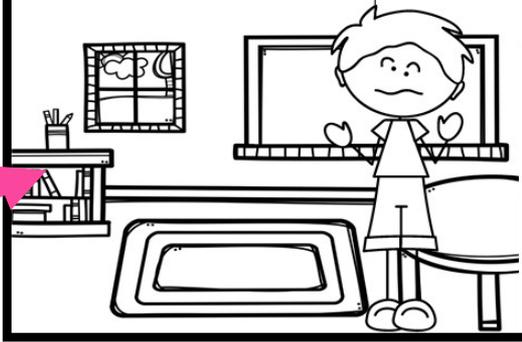
TIER I:

Short,
manageable
amount of text

Tier I written
response is
short and to the
point. Students
can answer the
inference
question in one
complete
sentence.

Name _____ Tier I

Jim's First Day
Jim looked down the long hall. He felt like he was walking in circles. "Where is my class?" he asked himself. Then, he saw the office. He walked in to ask for help.



A: How does Jim feel?

B: What is Jim's problem?

Underline clues from the text that support your answer to Part B.

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Tier I contains a
lot of picture
support to help
students make
inferences
about the story.

Students
underline the
clues in the
text to support
their inference.

TIER 2:

Tier 2's text length is longer and contains more textual evidence.

Tier 2 contains one simple written response inference and a more complex response question.

Name _____

Tier 2

Jim's First Day

It was Jim's first day. He walked in and looked down the long hall. He felt like he was walking in circles. "Where is my class?" he asked himself. He went past the art room and the lunch room. Then, he saw the office. He walked in to ask for some help.



A: How does Jim feel?

Underline evidence from the text to support your answer to Part A.

B: What is Jim's problem?

Support your answer with clues from the text.

Tier 2 contains less picture support than Tier 1. Students need to use more of the text's details to make an inference.

Students underline the clues in the text to support their inference in Part A but must defend their inference in Part B with a clue from the text.

A Bad Day

Dane spent all day on his picture for art. Then, he saw his little sister. Dane yelled at her. His face was red.



A: What did Dane's sister do?

B: How does Dane feel?

Underline clues from the text that support your answer to Part B.



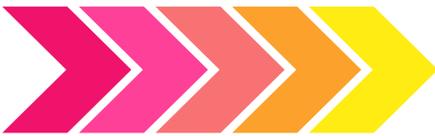
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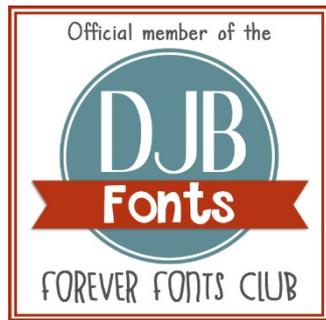
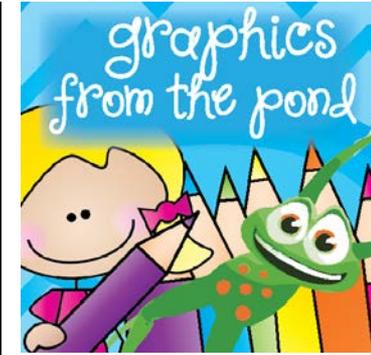
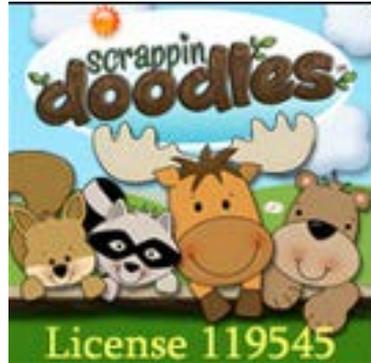


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