**Inferring Meaning to Increase Reading Comprehension**

**Strong Evidence 7-9**

* Student use the context to infer meaning of unfamiliar words and concepts in guided reading books.
* Student demonstrates active inferential thinking to determine meaning of multiple words using context by recording on think sheet the following: identification of unknown words, the inferred meaning, clues used to uncover meaning, and using the word correctly in a sentence showing understanding of meaning.
* Student uses inferring to interpret the deeper meaning of language.
* Student will demonstrate active inferential thinking to interpret figurative language by recording multiple examples on think sheet including text from guided reading books that has figurative meaning, what he/she thinks and supports for ideas.
* Student uses text evidence to infer big ideas and themes.
* Student demonstrates active inferential thinking to infer big ideas and themes.
  + Student differentiates between plot and theme and uses evidence from text to support multiple themes. Ideas are recorded on Evidence from Text/Theme think sheet.

**Some Evidence 4-6**

* Student use the context to infer meaning of unfamiliar words and concepts in guided reading books.
* Student demonstrates active inferential thinking to determine meaning of one to two words using context by recording on think sheet the following: identification of unknown words, the inferred meaning, clues used to uncover meaning, and using the words correctly in sentences showing understanding of meaning.
* Student uses inferring to interpret the deeper meaning of language.
* Student will demonstrate active inferential thinking to identify and interpret figurative language by recording one to two examples on think sheet including text from guided reading books that has figurative meaning, that he/she thinks and supports for ideas.
* Student uses text evidence to infer big ideas and themes.
* Student demonstrates active inferential thinking to infer big ideas and themes.
  + Student differentiates between plot and theme and uses evidence from text to support one theme themes. Ideas are recorded on Evidence from Text/Theme think sheet.

**Little Evidence 0-3**

* Student shows little evidence of using the context to infer meaning of unfamiliar words and concepts in guided reading books.
* Student demonstrates active inferential thinking to determine meaning of only one word using context by recording on think sheet the following: identification of unknown words, the inferred meaning, clues used to uncover meaning, and using the words correctly in sentences showing understanding of meaning.
* Student shows little evidence of using inferring to interpret the deeper meaning of language.
* Student requires support to identify figurative language and interpret it.
* Student uses text evidence to infer plot, but does not move on to theme.
* Student demonstrates active inferential thinking to infer big ideas and themes.