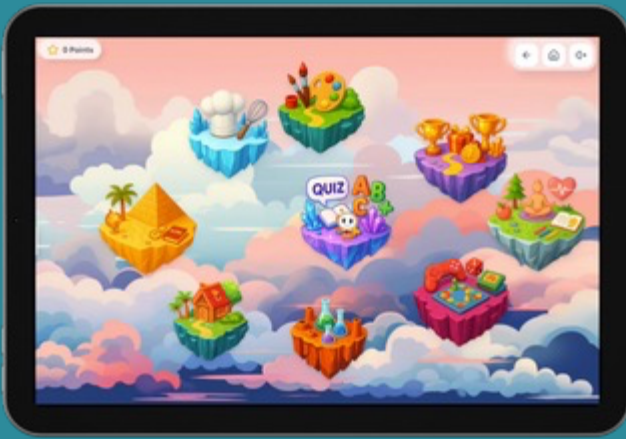


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Comprehension - Inferencing Year 3

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Inferencing Toolkit



Read between the lines.

Text clues

+

What I know

+

Evidence

=

Inference

Look for clues



- words and phrases
- character actions
- dialogue
- feelings
- setting details
- what changes

Ask yourself



What is the author suggesting?



What clues support my thinking?



Does my inference make sense?



Good readers explain their thinking with evidence.



Inference Trail



Roll, move and answer.

Explain the clue that helped you.



1

Text Clues

What words, actions or details helped you?



3

Evidence

Point to the clue that proves it.



2

Prior Knowledge

What do you already know that helps?



4

Inference

What is the author suggesting?





Clue

Match-Up



Match each clue to the best inference. Then explain the evidence.



Clue Cards

1



Sam kept looking at the gate and smiling whenever a car slowed down.

2



The classroom went silent when the principal stepped into the room.

3



Ella zipped her jacket and rubbed her hands together.

4



A wet umbrella dripped beside the front door.

5



Noah read the note twice, then jumped up and cheered.

6



The dog hid under the table when thunder rumbled.



Inference Cards

A

A visitor is expected.

B

The class may be in trouble or surprised.

C

It is cold.

D

Someone has come inside from rain.

E

Noah received good news.

F

The dog is frightened by the storm.



Evidence I used: _____





Name: _____

Evidence Equation



★ Read each clue. Write what you infer and the evidence that helped you.



Text clues + what I know + evidence = inference

1

The sports field was empty.
Ben held his muddy shoe and
stared at the dark clouds.

I infer: _____

Evidence: _____



2

Ava whispered, "Please do not
wake the baby," and slowly
closed the door.

I infer: _____

Evidence: _____

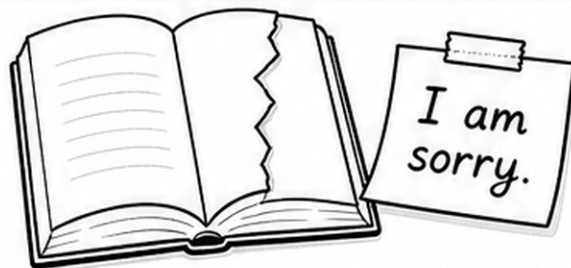


3

The library book had a torn
page and a note that said,
"I am sorry."

I infer: _____

Evidence: _____

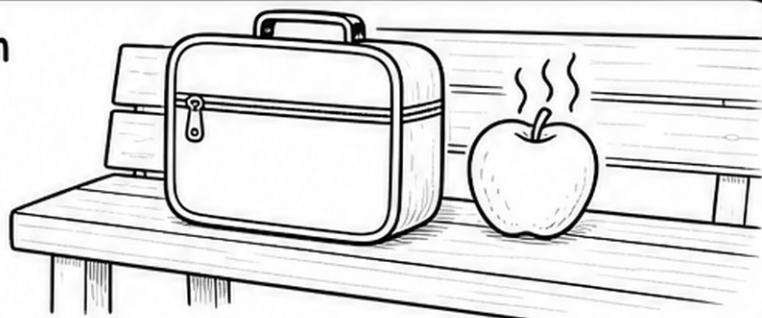


4

A lunchbox sat unopened on
the bench. The apple inside
was warm.

I infer: _____

Evidence: _____



One clue I used well today was: _____



Evidence Equation



★ Read each clue. Write what you infer and the evidence that helped you.



Text clues + what I know + evidence = inference

- 1** The sports field was empty.
Ben held his muddy shoe and
stared at the dark clouds.

I infer: Ben's game or training may be cancelled.

Evidence: empty field, muddy shoe, dark clouds.



- 2** Ava whispered, "Please do not
wake the baby," and slowly
closed the door.

I infer: Ava is being careful near a sleeping baby.

Evidence: she whispered and closed the door slowly.



- 3** The library book had a torn
page and a note that said,
"I am sorry."

I infer: Someone damaged the library book by accident.

Evidence: torn page and a note saying I am sorry.



- 4** A lunchbox sat unopened on
the bench. The apple inside
was warm.

I infer: The lunchbox was left there for a long time.

Evidence: it is unopened and the apple is warm.



One clue I used well today was: Sample clue: dark clouds.



Name: _____

Character Feeling Detective



★ Read each moment. Infer how the character is feeling and explain the clue.



A feeling inference should be supported by evidence.

- 1** Priya gripped the party invitation and bounced on her toes. "Is it time to leave yet?" she asked for the third time.



Feeling I infer: _____

Best clue: _____

- 2** Liam stared at the cracked model bridge on his desk. He swallowed hard when the teacher walked over.



Feeling I infer: _____

Best clue: _____

- 3** Zara noticed that Max had no pencil. She slid her last sharpened pencil across the table and said, "You can use mine."



Feeling I infer: _____

Best clue: _____



Choose one answer above. Explain your thinking in a full sentence.

I infer this because _____



Character Feeling Detective



★ Read each moment. Infer how the character is feeling and explain the clue.



A feeling inference should be supported by evidence.

1

Priya gripped the party invitation and bounced on her toes. "Is it time to leave yet?" she asked for the third time.

Feeling I infer: excited or eager

Best clue: bounced on her toes and kept asking to leave.



2

Liam stared at the cracked model bridge on his desk. He swallowed hard when the teacher walked over.

Feeling I infer: worried or nervous

Best clue: stared at the cracked bridge and swallowed hard.



3

Zara noticed that Max had no pencil. She slid her last sharpened pencil across the table and said, "You can use mine."

Feeling I infer: kind or helpful

Best clue: gave Max her last pencil.



Choose one answer above. Explain your thinking in a full sentence.

I infer this because I infer Priya is excited because she is bouncing and asking if it is time to leave.





What Is the Author Suggesting?



Name: _____

★ Read each short text. Work out what the author is hinting at.



Authors do not always say everything directly.

- 1** Mina placed her finished poster behind a stack of books. When Dad walked in, she quickly stood in front of the shelf and smiled.



What is the author suggesting? _____

Which clue helped you? _____

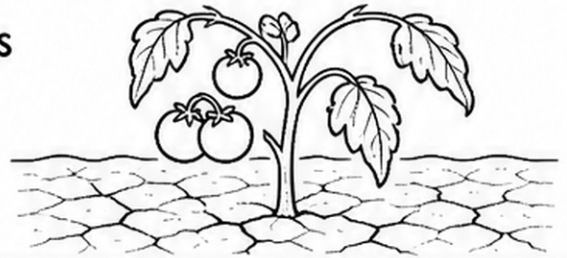
- 2** The classroom clock ticked loudly. Kai tapped his pencil, checked the door and packed his bag before the bell rang.



What is the author suggesting? _____

Which clue helped you? _____

- 3** The garden soil was cracked. The leaves on the tomato plant curled at the edges.



What is the author suggesting? _____

Which clue helped you? _____

CHALLENGE!

Write one sentence where the reader must infer something.

My sentence: _____



What Is the Author Suggesting?

Name: **ANSWERS**



★ Read each short text. Work out what the author is hinting at.



Authors do not always say everything directly.

- 1** Mina placed her finished poster behind a stack of books. When Dad walked in, she quickly stood in front of the shelf and smiled.



What is the author suggesting? Mina is hiding the poster as a surprise.

Which clue helped you? she put it behind books and stood in front of it.

- 2** The classroom clock ticked loudly. Kai tapped his pencil, checked the door and packed his bag before the bell rang.



What is the author suggesting? Kai is waiting impatiently to leave.

Which clue helped you? tapping, checking the door, packed before the bell.

- 3** The garden soil was cracked. The leaves on the tomato plant curled at the edges.



What is the author suggesting? The tomato plant needs water.

Which clue helped you? cracked soil and curled leaves.

CHALLENGE!

Write one sentence where the reader must infer something.

My sentence: The dog sat by the empty bowl and looked up at Mia.



Name: _____

Mood Clue Search

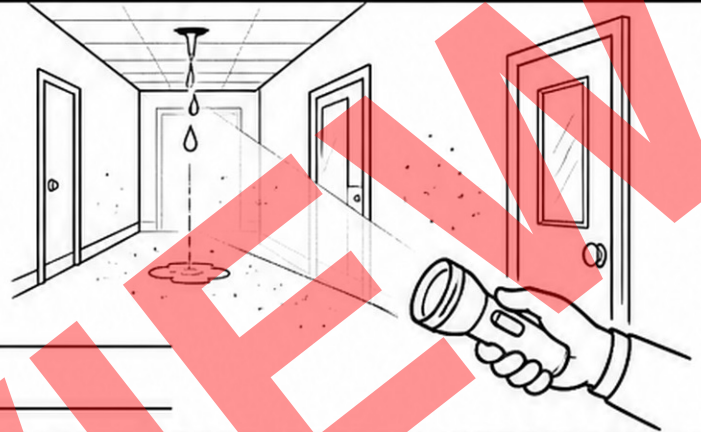


★ Read each setting. Infer the mood and circle the strongest clue.



Mood is the feeling an author creates for the reader.

- 1** The hallway was silent except for a slow drip somewhere in the dark. Dust floated in the torchlight.



Mood I infer: _____

Strongest clue: _____

silent

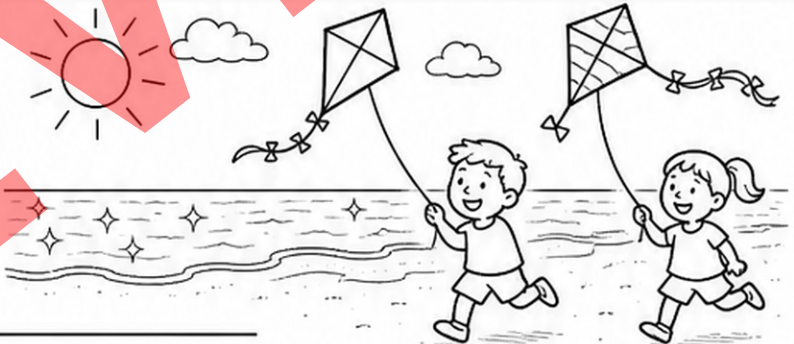
slow drip

in the dark

dust floated

torchlight

- 2** Sunlight sparkled on the water, Children laughed as bright kites dipped and swooped above the sand.



Mood I infer: _____

Strongest clue: _____

sunlight sparkled

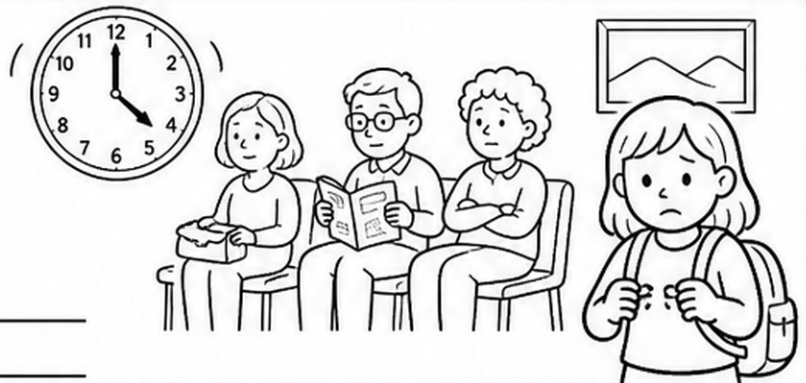
children laughed

bright kites

dipped and swooped

above the sand

- 3** The waiting room chairs were full. The clock ticked loudly while Jada twisted the strap of her backpack.



Mood I infer: _____

Strongest clue: _____

chairs were full

clock ticked loudly

twisted the strap

Jada waited

her backpack

CHALLENGE!

Add one detail that would make a setting feel calm.

My calm detail: _____



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Mood Clue Search

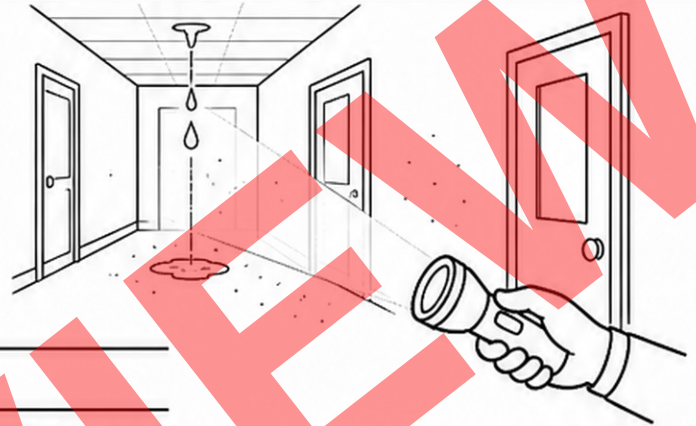


★ Read each setting. Infer the mood and circle the strongest clue.



Mood is the feeling an author creates for the reader.

- 1** The hallway was silent except for a slow drip somewhere in the dark. Dust floated in the torchlight.



Mood I infer: **spooky or tense**

Strongest clue: **in the dark**

silent

slow drip

in the dark

dust floated

torchlight

- 2** Sunlight sparkled on the water, Children laughed as bright kites dipped and swooped above the sand.



Mood I infer: **cheerful or playful**

Strongest clue: **children laughed**

sunlight sparkled

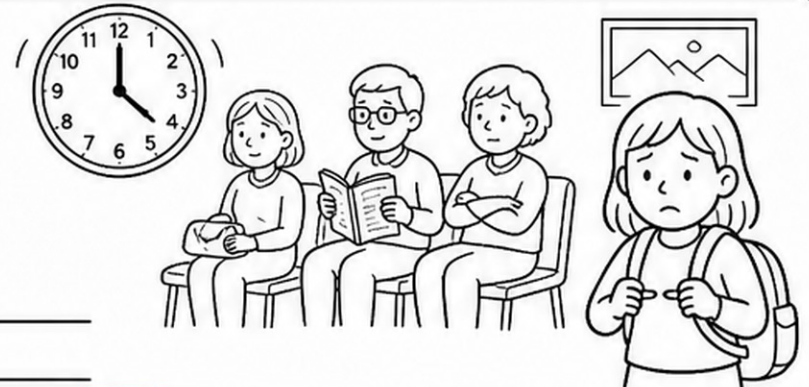
children laughed

bright kites

dipped and swooped

above the sand

- 3** The waiting room chairs were full. The clock ticked loudly while Jada twisted the strap of her backpack.



Mood I infer: **nervous or worried**

Strongest clue: **twisted the strap**

chairs were full

clock ticked loudly

twisted the strap

Jada waited

her backpack

CHALLENGE!

Add one detail that would make a setting feel calm.

My calm detail: **soft music played in the quiet room.**





Picture Clue Detective



Name: _____

☆ Look at the picture and read the caption. Use both kinds of clues.



Picture clues + text clues can work together.

1

Caption:

Sienna stood outside Room 3B holding a timetable. She took a deep breath before knocking.

What can you infer? _____

Picture clue: _____

Text clue: _____



2

Caption:

The recipe page was open and the bench was dusted with flour. Oscar checked the oven timer again.

What can you infer? _____

Picture clue: _____

Text clue: _____



Which clue type helped you more today?

Picture clues / Text clues / Both

Why? _____



Picture Clue Detective

Name: **ANSWERS**



☆ Look at the picture and read the caption. Use both kinds of clues.

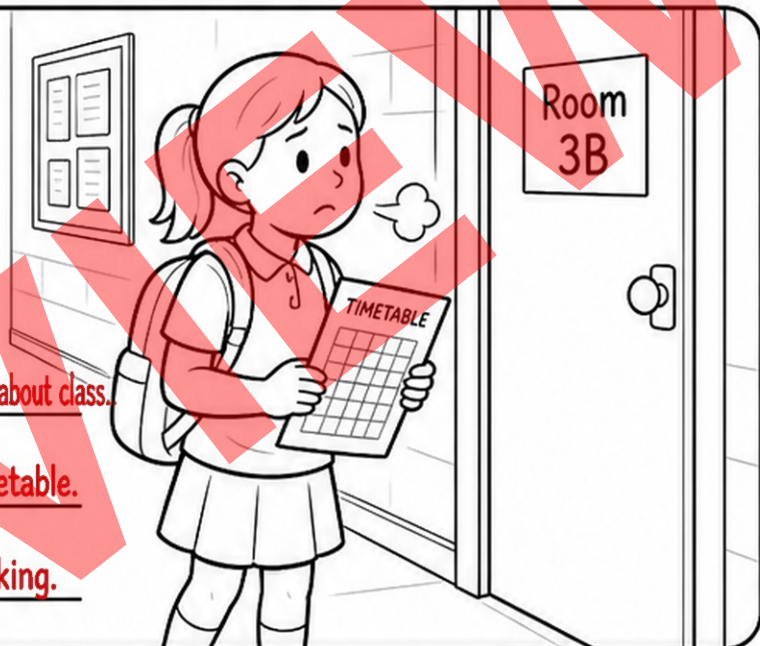


Picture clues + text clues can work together.

1

Caption:

Sienna stood outside Room 3B holding a timetable. She took a deep breath before knocking.



What can you infer? Sienna may be new or nervous about class.

Picture clue: she is outside Room 3B with a timetable.

Text clue: she took a deep breath before knocking.

2

Caption:

The recipe page was open and the bench was dusted with flour. Oscar checked the oven timer again.



What can you infer? Oscar is baking and waiting for food to finish.

Picture clue: oven, recipe, flour and mixing bowl.

Text clue: recipe page was open and he checked the timer.



Which clue type helped you more today?

Picture clues / Text clues / **Both**

Why? The picture and words gave different clues.



Name: _____

Inference Fix-Up



★ Choose the inference that is best supported by the evidence.



A strong inference matches the clues.

- 1** The cupboard doors were open. Flour covered the bench. Mia held a wooden spoon and asked, "How much sugar did you add?"

Circle the best inference:

- ☐ A. Mia is baking or cooking.
☐ B. Mia is looking for her shoes.
☐ C. Mia is going swimming.

Evidence: _____



- 2** At lunchtime, Omar sat at a table by himself. He looked at the soccer game outside but stayed in his seat.

Circle the best inference:

- ☐ A. Omar dislikes sport.
☐ B. Omar may want to join but feels unsure.
☐ C. Omar forgot his lunch.

Evidence: _____



- 3** The note said rehearsal started at 8. Ruby packed her tap shoes and practised one last step in the hallway.

Circle the best inference:

- ☐ A. Ruby has dance rehearsal.
☐ B. Ruby is late for a bus.
☐ C. Ruby is cleaning her room.

Evidence: _____



Weak inference: The teacher is angry.

Better inference with evidence: _____





Inference Fix-Up



★ Choose the inference that is best supported by the evidence.



A strong inference matches the clues.

1

The cupboard doors were open. Flour covered the bench. Mia held a wooden spoon and asked, "How much sugar did you add?"

Circle the best inference:

- ☒ A. Mia is baking or cooking.
- ☐ B. Mia is looking for her shoes.
- ☐ C. Mia is going swimming.

Evidence: flour, open cupboards and wooden spoon.

**2**

At lunchtime, Omar sat at a table by himself. He looked at the soccer game outside but stayed in his seat.

Circle the best inference:

- ☐ A. Omar dislikes sport.
- ☒ B. Omar may want to join but feels unsure.
- ☐ C. Omar forgot his lunch.

Evidence: he looked at the soccer game but stayed alone.

**3**

The note said rehearsal started at 8. Ruby packed her tap shoes and practised one last step in the hallway.

Circle the best inference:

- ☒ A. Ruby has dance rehearsal.
- ☐ B. Ruby is late for a bus.
- ☐ C. Ruby is cleaning her room.

Evidence: rehearsal note, tap shoes and practising a step.



Weak inference: The teacher is angry.

Better inference with evidence: The teacher may be serious or worried if the text gives clues.



Assessment: Inference Investigation

Name: _____

★ Read the scenario. Make inferences and support them with evidence.

The Blue Paint Clue

After recess, the art table was covered in tiny blue dots. The lid of the blue paint was loose. A trail of blue fingerprints led from the sink to Leo's desk. Leo kept both hands in his pockets when Ms Patel asked who had used the paint.



- 1 What do you infer happened? _____

- 2 List two clues that support your inference.
Clue 1: _____
Clue 2: _____
- 3 Why might Leo keep his hands in his pockets? _____

- 4 Is your inference certain? Explain why or why not.

- 5 Write one strong inference sentence using because.
I infer _____ because _____

Self-check

☐

I used text clues.

☐

I explained my thinking.

☐

I checked that my inference made sense.

Assessment: Inference Investigation

★ Read the scenario. Make inferences and support them with evidence.

The Blue Paint Clue

After recess, the art table was covered in tiny blue dots. The lid of the blue paint was loose. A trail of blue fingerprints led from the sink to Leo's desk. Leo kept both hands in his pockets when Ms Patel asked who had used the paint.



- 1 What do you infer happened? Leo probably used or spilled the blue paint.
- 2 List two clues that support your inference.
 Clue 1: blue fingerprints led to Leo's desk.
 Clue 2: Leo kept both hands in his pockets.
- 3 Why might Leo keep his hands in his pockets? He might be hiding paint on his hands.
- 4 Is your inference certain? Explain why or why not.
It is not certain, but the evidence strongly suggests Leo used the paint.
- 5 Write one strong inference sentence using because.
 I infer Leo used the blue paint because the fingerprints led to his desk and he hid his hands.

Self-check



I used text clues.



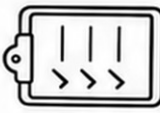
I explained my thinking.



I checked that my inference made sense.



Comprehension - Inferencing Year 3 Rubric

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Identifies clues 	Finds few or unrelated clues.	Finds simple clues with support.	Finds relevant text or picture clues.	Selects strong clues independently.	Chooses precise clues and explains why they matter.
2. Makes inferences 	Makes guesses with little link to the text.	Makes simple inferences with prompting.	Makes sensible inferences from clues.	Makes clear, well-supported inferences.	Makes thoughtful inferences that show deeper meaning.
3. Uses evidence 	Gives little or no evidence.	Gives one clue but may not explain it.	Uses evidence to support thinking.	Uses evidence clearly and accurately.	Combines evidence and prior knowledge effectively.
4. Explains reasoning 	Explanations are unclear or incomplete.	Gives a brief explanation with support.	Explains inference using because or similar language.	Explains reasoning in complete, clear sentences.	Explains reasoning thoroughly and considers alternatives.
5. Checks understanding 	Rarely checks if inference makes sense.	Checks ideas when reminded.	Checks that inference matches the clues.	Adjusts thinking when evidence changes.	Reflects on certainty and uses evidence carefully.

Comprehension - Inferencing

Year 3





What Is Inferencing?

Inferencing means working out ideas the author does not say directly.

Good readers read between the lines.





Use The Formula

Text clues + what I know + evidence = inference.

Each part helps your thinking make sense.





Text Clues

Look for words, actions, dialogue, feelings, setting details and changes.

Small clues can reveal big meanings.





Prior Knowledge

Prior knowledge is what you already know from life, learning and other texts.
It helps you connect clues to meaning.





Evidence Matters

Evidence is the clue that proves your inference.
Strong answers explain which clue helped you.





Infer Character Feelings

Ask: What did the character say or do?

What feeling matches those clues?





Infer Author Suggestions

Authors often hint at ideas instead of stating them.

Ask: What is the author suggesting?





Infer Mood

Mood is the feeling a setting creates for the reader.
Words like silent, bright, crowded or stormy can be clues.





Check Your Inference

Ask: Does my inference match the clues?
Could another answer also make sense?





Example Clues

The sports field was empty.

Ben held his muddy shoe and stared at the dark clouds.

What can you infer?





Example Inference

Ben's game or training may be cancelled.

Evidence: the empty field, muddy shoe and dark clouds.





Explain With Because

Use a sentence frame:

I infer _____ because the text says _____.





Your Turn

Read carefully.

Find the clues.

Use what you know.

Explain your inference with evidence.





Well Done!



Comprehension - Inferencing

Quiz

Year 3





Question 1

What is an inference?

- A. copying every word
- B. working out an idea using clues
- C. reading only the title
- D. asking someone else

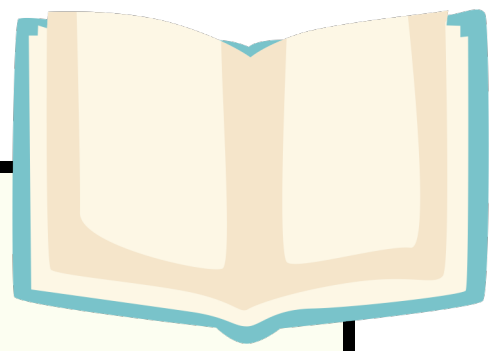




Answer 1

B. working out an idea using clues





Question 2

True or false?

Authors always explain every idea directly.





Answer 2

False.

Authors often leave ideas for readers to infer.





Question 3

Name two things readers use to make an inference.





Answer 3

Sample answer:
text clues and prior knowledge.





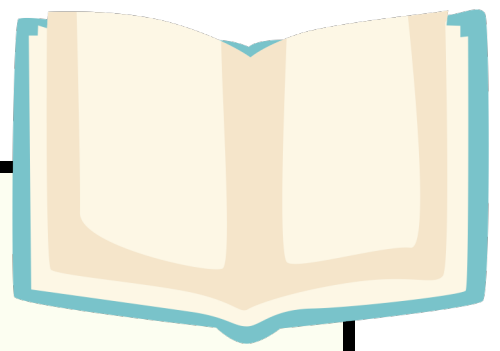
Question 4

A character slams a door and speaks in a sharp voice.

What feeling might you infer?

- A. angry
- B. sleepy
- C. hungry
- D. calm





Answer 4

A. angry





Question 5

Why is evidence important when we infer?





Answer 5

Evidence supports and explains our thinking.





Question 6

True or false?

Two readers can make different inferences if both use evidence.





Answer 6

True.

More than one inference can make sense when evidence supports it.





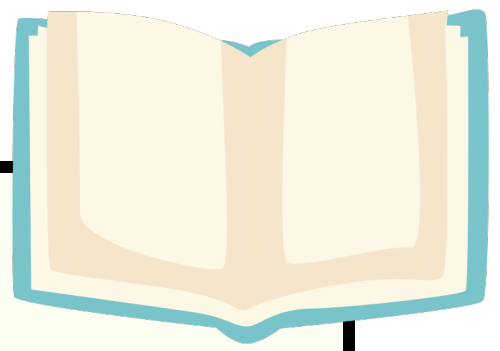
Question 7

The room was dark, silent and full of creaking sounds.

What mood is suggested?

- A. cheerful
- B. tense
- C. silly
- D. calm





Answer 7

B. tense





Question 8

What sentence starter helps explain an inference?





Answer 8

Sample answer:
I infer this because...





Question 9

Which is the strongest text clue?

- A. I think it is raining.
- B. The umbrella dripped by the door.
- C. The page has five lines.
- D. My friend said so.





Answer q

B. The umbrella dripped by the door.





Question 10

True or false?

A strong inference should match the clues in the text.





Answer 10

True.

A strong inference matches the clues.





Well Done!

