Name & Surname: _____ Class: _____ Date: _____

Reading Between the Lines



Make inferences and use evidence.

About 50 minutes Level ★★★☆☆

Inference and Evidence

An **inference** is a smart conclusion you reach by joining **clues** in the text with what you already know. It is not a wild guess. You must support it with **evidence** from the words on the page.

- Clue in the text + your background knowledge + logic = inference
- Strong answer = point + short quotation + explanation of what it shows
- Weak answer = guessing, copying too much, or ignoring the text



Task A

Example done for you

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Unscramble each keyword. Use the clue to help you remember it.

N C E I E N F R E — A conclusion from clues and logic, not a guess

INFERENCE

C N E V I E E D — A quotation or detail that proves your idea

U C L E — A small hint hidden in the text

T P D C E I R — Say what might happen next using clues

L I P N X A E — Give clear reasons for your answer

Key words

inference: a logical conclusion from clues

clue: a small hint in words or actions

fact: something that can be checked as true

evidence: proof from the text, often a quotation

background knowledge: what you already know from life

opinion: what someone thinks or feels

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Whose View Matters

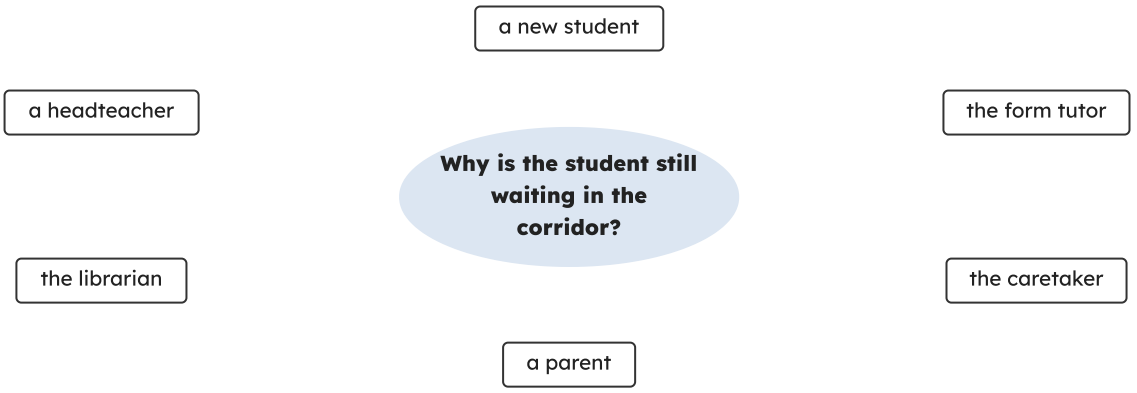
Read the corridor text and see it from different viewpoints.

After School Corridor

1. The last lesson had ended ten minutes earlier, and the long school corridor was almost empty. The lights at the far end were **flickering**, and a cold draught moved under the classroom doors. A rucksack lay on its side outside the science lab, with three heavy textbooks spilling out across the floor. Nobody had stopped to pick it up, and the corridor felt unusually quiet for that time of day.
2. A student stood a few steps away from the bag, with their coat half on and one shoelace undone. They kept **glancing** towards the main entrance doors and then back at the round clock above the lockers. Their hands twisted the strap of a mobile phone case round and round. They breathed out loudly through their nose and shifted their weight from one foot to the other.
3. Further down the corridor, the caretaker pushed a wide mop in slow, tired lines across the lino. A teacher leaned out of a classroom doorway, holding a pile of marked exercise books and calling out, Hurry up, the late bus will leave without you! The student did not answer, but bent down, zipped the rucksack shut, and then stood up again to wait.
4. Suddenly the main entrance doors banged open and a gust of cold, wet air rushed in. Two friends ran inside, laughing and shaking the rain from their hoods and sleeves. The waiting student looked up, smiled widely for the first time, grabbed the rucksack, and ran to meet them. Their shoes left damp prints on the clean floor the caretaker had just mopped.

Task B

Read the passage paragraphs 1 to 4. Choose one viewpoint and write what that person would infer about the waiting student, with evidence.



I am thinking of... from the viewpoint of...

.....

I think... (describe the topic from your viewpoint)

.....

.....

.....

A question I have from this viewpoint is...

.....

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Fact or Opinion

Sort facts from opinions and rank the best evidence.

⚖ Task C

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Tick whether each statement is a fact or an opinion. Then explain for one how you can tell.

Statement	Fact	Opinion
An inference is a conclusion based on clues and logic.		
The best stories always have surprise endings.		
A quotation copies the exact words of the author.		
Making inferences is more fun than finding facts.		
Background knowledge can help you understand a clue.		
Everyone finds waiting alone scary.		

How can you tell that one of them is an opinion?

.....

.....

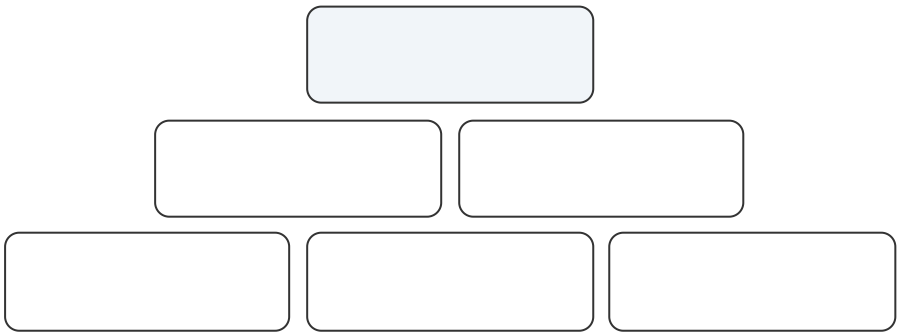
⚠ Task D

Rank these types of support from strongest to weakest for an inference answer. Then explain your top choice.

rank evidence for an inference from most to least important

a short exact quotation | a detail about actions or behaviour | a link between the clue and your knowledge | a long copied paragraph | a personal feeling with no clue | a guess about another book

Most important



Why did you put your top choice at the top?

.....

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Solve The Mystery

Use clues in the story to make careful inferences.

Task E

/3

Read the story and answer using evidence from it.

It was 4.15 pm at the bus stop near the school. A student sat on a low wall with a school bag on their knees, staring down the empty road. The bus was already twenty minutes late. Rain had started, and the student's jacket was zipped to the top with the hood up. They took out a mobile phone, stared at the blank screen, sighed, and put it away again. When a car **splashed** past, they jumped up quickly, then sat back down when it did not stop. They kept re-reading the same damp bus **timetable**, holding it carefully so it would not tear.

1. **What can you infer about the weather? Give evidence.**
   I infer it is raining because...

2. **How is the student probably feeling? Support with evidence.**
   The student seems... because...

3. **Why did the student jump up when a car passed? Explain your thinking.**
   They jumped up because they thought...

Reading Between the Lines

↑↓ Task F

Example done for you

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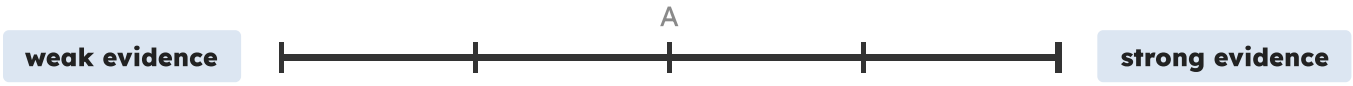
Place each letter on the line according to strength of evidence for the inference that the student is anxiously waiting.



- **A** ~~stared at blank phone and sighed~~
- **B** sat on a low wall
- **C** jacket zipped up with hood up
- **D** jumped up then sat down again
- **E** kept re-reading the damp timetable

How did I do?

Circle a face for each line.

I can make an inference using clues and logic.	☹	😐	☺
I can support my ideas with evidence from the text.	☹	😐	☺
I can explain the difference between fact and opinion.	☹	😐	☺

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Answer sheet: Reading Between the Lines

Task A

1. INFERENCE
2. EVIDENCE
3. CLUE
4. PREDICT
5. EXPLAIN

Task B

Answers will vary.

Task C

1. Fact
2. Opinion
3. Fact
4. Opinion
5. Fact
6. Opinion

Task D

Answers will vary.

Task E

1. It is raining and wet. Evidence: rain had started, hood up, car splashed past, timetable now damp.
2. Worried, frustrated and impatient. Evidence: sighing at blank phone, staring down road, jumping up then sitting down, re-reading timetable.
3. They hoped it was the bus or a lift. Evidence: they jumped up quickly then sat back down when it did not stop.

Task F

From weak evidence to strong evidence: B, C, A, D, E

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