Making Inferences

Passage 1: The Empty Lunchbox

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Lena opened her lunchbox and looked inside. It was empty. She blinked and checked again, but there was nothing there. No sandwich. No fruit. No snack.

She slowly closed the lid and looked around the classroom. Other students were opening their lunches and talking with friends. Lena stayed quiet and kept her lunchbox on her desk.

Her teacher walked by and noticed Lena sitting still. Lena gave a small smile, but she did not say anything. She kept her hands in her lap and looked down at her desk.

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Name: ..... Date: .....

Questions: The Empty Lunchbox

Answer the Questions

Multiple Choice

1. Why did Lena stay quiet at her desk?
A. She was tired from class
B. She had no food in her lunchbox
C. She was waiting for her friend
D. She did not like talking at lunch

2. How did Lena probably feel?
A. Excited and happy
B. Angry at her teacher
C. Sad and uncomfortable
D. Proud of her lunch

3. What can you infer about Lena's smile?
A. It showed she was very happy
B. It was a way to hide her feelings
C. It meant she wanted to laugh
D. It showed she was joking

Short Answer

4. What clues tell you Lena did not have lunch?

_____

_____

_____

5. Why didn't Lena tell anyone right away?

_____

_____

_____

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Making Inferences – Grade 3 | Passage 1: The Empty Lunchbox

Multiple Choice

1. B
2. C
3. B

Short Answer (Sample Answers)

4. The lunchbox was empty, and she stayed quiet while others were eating.
5. She may have felt shy or embarrassed and did not want others to know.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from actions, dialogue, and character behavior.

Focus Skill:

Students use text evidence and background knowledge to understand feelings and situations that are not directly stated.

Teaching Tips:

- Ask students: “What do we see?” vs. “What do we know?”
- Highlight clues: empty lunchbox, quiet behavior, small smile
- Encourage students to explain their thinking using evidence

Extension Activity:

Have students write one sentence about what might happen next and explain why.

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Making Inferences

Passage 2: Footprints in the Hallway

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Ethan walked down the hallway and stopped. There were muddy footprints on the floor. They started near the door and went all the way down the hall.

He looked outside through the window. The ground was wet, and it had rained earlier that morning.

Ethan glanced at his shoes. They were clean. He looked around and saw a boy at the end of the hallway with wet, dirty shoes. The boy quickly turned and walked away.

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Name: ..... Date: .....

Questions: Footprints in the Hallway

Answer the Questions

Multiple Choice

1. Who most likely made the muddy footprints?
A. Ethan in the hallway
B. A teacher near the door
C. A student with clean shoes
D. A boy with wet, dirty shoes

2. Why were there muddy footprints in the hallway?
A. Someone spilled water inside
B. Someone walked in with muddy shoes
C. The floor was just cleaned
D. Students were playing a game in the hallway during class time

3. What can you infer about the boy at the end of the hallway?
A. He may want to avoid trouble
B. He was waiting for his friend
C. He wanted to clean the floor
D. He was looking for his class

Short Answer

4. What clues tell you who made the footprints?

_____

_____

_____

5. Why did the boy walk away quickly?

_____

_____

_____

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Making Inferences – Grade 3 | Passage 2: Footprints in the Hallway

Multiple Choice

1. D
2. B
3. A

Short Answer (Sample Answers)

4. The footprints were muddy, it rained earlier, and the boy had wet, dirty shoes.
5. He may have been worried about getting in trouble or being noticed.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from actions, setting, and character behavior.

Focus Skill:

Students use text evidence and background knowledge to figure out what is not directly stated.

Teaching Tips:

- Ask: “What clues do we see?”
- Highlight: muddy footprints, wet ground, dirty shoes
- Guide students to connect clues to logical conclusions

Extension Activity:

Have students explain what might happen next and why.

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Passage 3: The Broken Pencil

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Mia looked down at her desk. Her pencil was broken in half. She picked up the pieces and pressed her lips together.

She glanced at the floor and saw a chair pushed back. Her notebook was slightly out of place. Mia slowly looked up at the boy sitting next to her. He was looking away and tapping his fingers on the desk.

Mia held the broken pencil in her hand. She did not say anything, but her eyes stayed on the boy for a moment.

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Name: ..... Date: .....

Questions: The Broken Pencil

Answer the Questions

Multiple Choice

1. What most likely happened to Mia's pencil?

A. Someone broke it by accident
B. Mia dropped it on the floor
C. The teacher took it away
D. It broke inside her bag

2. What can you infer about the boy next to Mia?

A. He is helping Mia
B. He is reading quietly
C. He may have caused the problem
D. He is asking a question

3. Why did Mia keep looking at the boy?

A. She wanted to share her pencil
B. She was asking for help
C. She was ready to leave class
D. She thought he knew what happened

Short Answer

4. What clues tell you what happened to the pencil?

_____

_____

_____

5. Why didn't Mia say anything right away?

_____

_____

_____

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Making Inferences – Grade 3 | Passage 3: The Broken Pencil

Multiple Choice

1. A
2. C
3. D

Short Answer (Sample Answers)

4. The chair was pushed back, her notebook moved, and the boy looked away and tapped his fingers.
5. She may have felt unsure, shy, or did not want to accuse someone without proof.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from actions and character behavior.

Focus Skill:

Students use text evidence and background knowledge to understand what is not directly stated.

Teaching Tips:

- Ask: "What clues show something happened?"
- Highlight: broken pencil, moved items, boy's behavior
- Guide students to connect behavior with possible causes

Extension Activity:

Have students explain what Mia could say next and why.

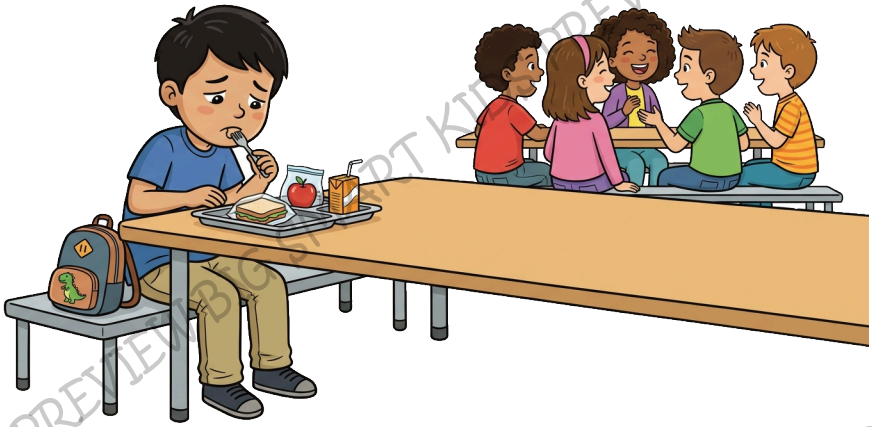
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Passage 4: No One Sat Next to Him

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Ryan sat at the end of the lunch table. He opened his lunch and took a small bite. He looked around, but no one was sitting next to him.

Across the table, a group of students were laughing and talking. Ryan stayed quiet and kept his eyes on his food.

Earlier that morning, Ryan had grabbed a ball during recess and did not give it back when others asked. Now, he sat alone, slowly eating his lunch.

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Name: ..... Date: .....

Questions

Passage 4: No One Sat Next to Him

Answer the Questions

Multiple Choice

1. Why was Ryan sitting alone?

A. Other students did not want to sit with him
B. He wanted a quiet place to eat
C. He was waiting for a teacher
D. He finished lunch early

2. What can you infer about Ryan's classmates?

A. They were planning a game
B. They were looking for a seat
C. They may be upset with Ryan
D. They wanted to share food

3. How did Ryan probably feel during lunch?

A. Lonely and uncomfortable
B. Excited and happy
C. Proud of his lunch
D. Ready to leave

Short Answer

4. What clues tell you why Ryan was alone?

_____

_____

_____

5. What might Ryan do next to fix the situation?

_____

_____

_____

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Making Inferences – Grade 3 | Passage 4: No One Sat Next to Him

Multiple Choice

1. A
2. C
3. A

Short Answer (Sample Answers)

4. He did not give the ball back earlier, and no one sat next to him at lunch.
5. He might apologize or try to be kind so others will sit with him again.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from actions and social behavior.

Focus Skill:

Students use text evidence and background knowledge to understand cause and effect in social situations.

Teaching Tips:

- Ask: "What happened earlier?"
- Highlight: not sharing the ball, sitting alone
- Help students connect actions with consequences

Extension Activity:

Have students write one sentence about what Ryan should say to his classmates.

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Passage 5: A Smile That Didn't Last

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Sofia walked into the classroom and smiled when she saw her friends. She waved and sat down at her desk.

A few minutes later, she opened her bag and looked inside. Her smile slowly faded. She checked again, moving her books around, but then she stopped.

Sofia looked at the board and then down at her desk. She stayed quiet and did not raise her hand when the teacher began the lesson.

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Name: ..... Date: .....

Questions

Passage 5: A Smile That Didn't Last

Answer the Questions

Multiple Choice

1. Why did Sofia's smile fade?

A. She was tired from the morning
B. She could not find something in her bag
C. She did not like the lesson
D. She wanted to go home

2. What can you infer about Sofia's situation?

A. She finished her work early
B. She was talking to friends
C. She may have forgotten something important
D. She was waiting for help

3. Why did Sofia stay quiet during the lesson?

A. She was feeling sleepy
B. She did not hear the teacher
C. She was thinking about recess
D. She felt worried or unsure

Short Answer

4. What clues show that something was wrong?

_____

_____

_____

5. What might Sofia do next?

_____

_____

_____

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Making Inferences – Grade 3 | Passage 5: A Smile That Didn't Last

Multiple Choice

1. B
2. C
3. D

Short Answer (Sample Answers)

4. Her smile faded, she searched her bag, and she stayed quiet during the lesson.
5. She might ask the teacher for help or try to solve the problem.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:
Students practice making inferences using clues from emotions and actions.

Focus Skill:
Students use text evidence and background knowledge to understand feelings and situations not directly stated.

Teaching Tips:

- Ask: "What changed in Sofia's behavior?"
- Highlight: smile fading, searching bag, staying quiet
- Guide students to connect emotions with possible causes

Extension Activity:
Have students write what Sofia might be missing and explain their thinking.

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Passage 6: The Wet Backpack

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Noah picked up his backpack and frowned. The bottom of it was wet. He touched it and quickly pulled his hand back.

He looked around the classroom. Near his desk, there was a water bottle lying on its side. A small puddle had formed on the floor.

Noah opened his backpack and saw his papers were damp. He sighed and looked at the water bottle again.

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Name: ..... Date: .....

Questions

Passage 6: The Wet Backpack

Answer the Questions

Multiple Choice

1. Why was Noah's backpack wet?

A. Water spilled onto it

B. He left it outside

C. It was raining inside

D. He washed it at home

2. What can you infer about the water bottle?

A. It was empty and clean

B. It belonged to the teacher

C. It was placed carefully

D. It may have caused the spill

3. How did Noah probably feel?

A. Excited and proud

B. Upset or frustrated

C. Ready to play outside

D. Happy about his work

Short Answer

4. What clues explain why the backpack was wet?

5. What might Noah do next?

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Making Inferences – Grade 3 | Passage 6: The Wet Backpack

Multiple Choice

1. A
2. D
3. B

Short Answer (Sample Answers)

4. The water bottle was on its side, there was a puddle, and the backpack was wet.
5. He might clean it up or ask for help.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from cause-and-effect situations.

Focus Skill:

Students use text evidence and background knowledge to figure out what happened.

Teaching Tips:

- Ask: “What caused the problem?”
- Highlight: water bottle, puddle, wet backpack
- Help students connect clues to a clear cause

Extension Activity:

Have students write one sentence explaining how the problem could be prevented.

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Passage 7: The Crumpled Note

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Lily opened her desk and found a small piece of paper inside. It was crumpled and folded many times.

She carefully opened it and read the words. Her face changed, and she quickly looked around the room. Then she folded the note again and held it tightly in her hand.

Lily did not talk to anyone for the rest of the class. She kept the note in her pocket and stayed very quiet.

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Name: ..... Date: .....

Questions

Passage 7: The Crumpled Note

Answer the Questions

Multiple Choice

1. Why did Lily's face change after reading the note?

A. The note made her feel something strong

B. The note was very long

C. The note had pictures on it

D. The note was hard to read

2. What can you infer about the note?

A. It was a homework paper

B. It was a drawing from class

C. It may have had a personal message

D. It was a list of supplies

3. Why did Lily stay quiet after reading the note?

A. She was tired from class

B. She wanted to leave early

C. She was thinking about lunch

D. She felt worried or unsure

Short Answer

4. What clues show the note was important to Lily?

5. What might Lily do next?

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Making Inferences – Grade 3 | Passage 7: The Crumpled Note

Multiple Choice

1. A
2. C
3. D

Short Answer (Sample Answers)

4. Her face changed, she looked around, and she held the note tightly.
5. She might talk to a teacher or keep thinking about the message.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from emotions and character reactions.

Focus Skill:

Students use text evidence and background knowledge to understand hidden meaning.

Teaching Tips:

- Ask: "What changed after she read the note?"
- Highlight: face change, holding note tightly, staying quiet
- Guide students to connect actions with feelings

Extension Activity:

Have students write what the note might say and explain their reasoning.

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Passage 8: Too Quiet at Recess

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Emma stepped outside for recess and stopped. The playground was quiet. No one was running or playing.

She looked toward the swings. They were still. The slide was empty. A few students stood near the door, waiting.

Emma looked up at the sky. Dark clouds were moving in, and the wind began to blow. She pulled her jacket closer and walked back toward the building.

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Name: ..... Date: .....

Questions

Passage 8: Too Quiet at Recess

Answer the Questions

Multiple Choice

1. Why was the playground quiet?

A. Students were still in class and had not come out yet
B. Students were waiting because of the weather
C. Students were playing inside
D. Students finished recess early

2. What can you infer about the weather?

A. It may be getting stormy
B. It is very hot outside
C. It is a sunny day
D. It is cold and snowy

3. Why did Emma walk back toward the building?

A. She wanted to talk to friends
B. She forgot something inside
C. She thought recess might be ending
D. She wanted to use the playground

Short Answer

4. What clues show why no one was playing?

_____

_____

_____

5. What might happen next?

_____

_____

_____

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Making Inferences – Grade 3 | Passage 8: Too Quiet at Recess

Multiple Choice

1. B
2. A
3. C

Short Answer (Sample Answers)

4. The playground was empty, students were waiting, and dark clouds were coming.
5. It might start raining, and students may stay inside.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from setting and environment.

Focus Skill:

Students use text evidence and background knowledge to understand situations that are not directly stated.

Teaching Tips:

- Ask: "What do you notice about the playground?"
- Highlight: quiet area, waiting students, dark clouds
- Guide students to connect setting clues to likely events

Extension Activity:

Have students write what the weather might be like and explain their reasoning.

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Passage 9: The Closed Door

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Ava walked down the hallway and stopped in front of a classroom. The door was closed, and she could hear voices inside.

She leaned a little closer and listened. The voices were low, and no one opened the door. Ava looked at the clock and then back at the door.

She took a step back and held her books tighter. Then she stood quietly, waiting in the hallway.

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Name: ..... Date: .....

Questions

Passage 9: The Closed Door

Answer the Questions

Multiple Choice

1. Why didn't Ava go into the classroom?
A. She forgot her books
B. The door was closed and class had started
C. She wanted to stay in the hallway
D. She was looking for a friend

2. What can you infer about what was happening inside?
A. Students were leaving class
B. The room was empty
C. A lesson was already in progress
D. Students were playing a game

3. Why did Ava stay in the hallway?
A. She was feeling tired
B. She wanted to talk to someone
C. She was waiting for recess
D. She did not want to interrupt

Short Answer

4. What clues show that class had already started?

_____

_____

_____

5. What might Ava do next?

_____

_____

_____

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Making Inferences – Grade 3 | Passage 9: The Closed Door

Multiple Choice

1. B
2. C
3. D

Short Answer (Sample Answers)

4. The door was closed, voices were inside, and Ava checked the time.
5. She might wait for the teacher or knock on the door.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:

Students practice making inferences using clues from setting and behavior.

Focus Skill:

Students use text evidence and background knowledge to understand situations not directly stated.

Teaching Tips:

- Ask: "What clues show what is happening inside?"
- Highlight: closed door, voices, checking the clock
- Guide students to connect clues to classroom routines

Extension Activity:

Have students write what Ava should do next and explain why.

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Passage 10: The Missing Homework

Grade 3 | Reading Comprehension

DIRECTIONS: Read the story carefully. Use clues from the text and what you already know to answer the questions.

Read the Passage



Leo opened his folder and froze. His homework was not there. He quickly flipped through the pages again, but it was still missing.

He looked down at his desk and then into his backpack. His books were there, but the homework was gone. Leo pressed his lips together and sat very still.

When the teacher asked for the homework, Leo looked at his desk and did not raise his hand. He stayed quiet and avoided looking up.

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Name: ..... Date: .....

Questions

Passage 10: The Missing Homework

Answer the Questions

Multiple Choice

1. Why did Leo freeze when he opened his folder?

A. He was ready to leave
B. He wanted to show his work
C. He finished his work early
D. He could not find his homework

2. What can you infer about Leo's situation?

A. He shared his homework
B. He finished it at school
C. He may have forgotten or lost it
D. He gave it to a friend

3. Why did Leo stay quiet when the teacher asked?

A. He felt worried or embarrassed
B. He wanted to wait
C. He was thinking about lunch
D. He was feeling tired

Short Answer

4. What clues show that Leo did not have his homework?

5. What might Leo do next?

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Making Inferences – Grade 3 | Passage 10: The Missing Homework

Multiple Choice

1. D
2. C
3. A

Short Answer (Sample Answers)

4. He checked his folder and backpack, froze, and did not raise his hand.
5. He might tell the teacher the truth or ask for help.

TEACHER GUIDE | Making Inferences Instructional Support

Objective:
Students practice making inferences using clues from actions and emotional responses.

Focus Skill:
Students use text evidence and background knowledge to understand situations not directly stated.

Teaching Tips:

- Ask: "What clues show Leo's problem?"
- Highlight: searching folder, staying still, not raising hand
- Guide students to connect actions with feelings

Extension Activity:
Have students write what Leo should say to the teacher and explain why.

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