

S.A.V.E.

Student Learning



Stimulating • Accessible • Valued • Engaging

**Resources
that aim to
increase
ENGAGEMENT**

**Our mission is to
SAVE students from
disengaging by
empowering
educators.**



**By downloading and using this
resource, you join our mission to
engage every student.**

**This resource is an example
of leveled student-choice
driven question stems.
These allow students to
have **ACCESSIBLE** learning.**

**For info on how to use
these materials to engage,
read our **TeachHeath Blogs**.**

INFERENCES

Quick and easier to answer. Lots of evidence available.



LEVEL 1

- A. What event surprised you in this chapter?
- B. Was the event expected? Why or why not?
- C. What is the effect of (event)?
- D. How does (event) affect (character)?
- E. How does (event) change things in the story?
- F. Which event in the story reveals the plot/problem?

A bit more challenging to answer. Evidence may be hard to find.



LEVEL 2

- A. How does (event) effect the story?
- B. How does (event) change something about (character's) personality?
- C. How does (event) change or alter the point of view of (character)?
- D. In your opinion, what is the most important event in this chapter? Why?
- E. What would happen if (event) did not take place in this chapter?

The most challenging to answer. Evidence is difficult to find.



LEVEL 3

- A. Describe how (event) is similar to an event in your life.
- B. Describe how (event) is similar to something from a different book.
- C. What do you think (event) adds to the meaning of the text?
- D. How does (event) add to the author's message of this chapter?
- E. Do you feel that (event) progresses the story? Why or why not?

CHARACTER Inferences

LEVEL 1

- A. How does (character) feel about (topic)? Why?
- B. How does (character) feel about (character)? Why?
- C. How is (character) important to the story? Why?
- D. Why does (character) do (action)? Why?
- E. How does (character) differ than (character)?
- F. Why does (character) make the decision to _____?
- G. Would you be friends with (character)? Why?

LEVEL 2

- A. Choose a word that you think best describes (character). Explain your choice.
- B. What do you think (character) will do in the next chapter?
- C. Choose a word that describes (character) in this chapter. Use details from the story to explain your thinking.
- D. What do you predict would happen if (character) didn't do (action)?
- E. What does (character) represent?
- F. What do you find odd about (character)'s actions?
- G. Discuss how characters in this chapter differ in their point of view of something.

LEVEL 3

- A. How does (character) change their views in this chapter?
- B. How does (character) change their personality in this chapter?
- C. How would (character) feel if (name an event you think will happen later in this story) and why?
- D. Who do you know in your life does (character) remind you of and why?
- E. What do you not like about (character)'s personality? Why?
- F. If you were the author, what change would you make about (character) in this chapter?
- G. What would you say to (character) at this part of the story if you met him/her?

AUTHOR INFERENCES

LEVEL 1

- A. Why do you think the author made the decision to have (event) happen?
- B. Why did the author write the text (chapter or whole novel)?
- C. What point or message is the author conveying in this chapter?
- D. Why did the author decide to include (character) in this chapter?

LEVEL 2

- A. Do you agree with the author's creative decision to (event)?
- B. If you were the author, what would you change in this chapter?
- C. After reading this chapter, choose a word that best describes the author. Explain your thinking.
- D. What comments would you have to say to this author about this chapter?

LEVEL 3

- A. You have 3 questions to ask the author about this chapter. What 3 questions do you ask?
- B. Focus on this chapter, is the author successful or unsuccessful?
- C. What would you suggest to the author about changing his/her story?

EVENT INFERENCES

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- E. How does (event) change things in the story?
- F. Which event in the story reveals the plot/problem?

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- A. How does (event) effect the story?
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- D. In your opinion, what is the most important event in this chapter? Why?
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LEVEL 3

- A. Describe how (event) is similar to an event in your life.
- B. Describe how (event) is similar to something from a different book.
- C. What do you think (event) adds to the meaning of the text?
- D. How does (event) add to the author's message of this chapter?
- E. Do you feel that (event) progresses the story? Why or why not?



**Some things to
remember about**

INFERENCES

- **Inferences take time and thinking.**
- **Inferences are not right or wrong as long as you support your thinking.**
- **We need to add clues to what we already know or have read before this text.**
- **There can be more than one correct answer as long as you have evidence to support it.**
- **We need to be able to support inferences with experiences AND evidence from the text.**

INFERENCES



An inference is a prediction, guess, or claim (opinion) that is made about a character, author or event. This 'guess' needs evidence. The more evidence you give, the stronger your inference becomes.

Questions to ask yourself during

INFERENCES

discussions:



- **What is my inference?**
- **What information did I use to make my inference?**
- **How good was my thinking? How do I know?**
- **Did I change my thinking or do I need to change my thinking?**
- **How did this inference help me to make more inferences in the future?**

We CAN
We MUST
We WILL



We will **SAVE** the disengaged.

Visit our website for more resources,
ideas, and info on strengthening
engagement.

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Teachheath.com