

**Fifth Grade**  
**Finding Word Meaning In Context**  
**Drawing Conclusions/Making Inferences**

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They build strategies to “fix” problems in their understanding, as problems arise. Research shows that explicit instruction will help students become independent in monitoring their own comprehension. Comprehension monitoring instruction teaches students to; be aware of what they **do** understand, and use appropriate strategies to resolve problems in comprehension. The fifth grade students have been working with two comprehension strategies...**Finding Word Meaning In Context and Drawing Conclusions/Making Inferences.**

Sometimes when you read, you find a word whose meaning you do not know. Often you can tell the meaning of a word by the way it is used in a sentence. This is called **finding word meaning in context**. When you are trying to figure out an unfamiliar word, you can look at its function in the sentence, or at the meaning of the sentence as a whole. The students are learning that context clues are often in the sentence where the unknown word appears. They can also be found in the sentences before and after the word. When you are alert to context clues, and figure out meanings as you read, you will increase your speed as well as your comprehension.

**Making inferences and drawing conclusions** are skills that develop over time. These skills require children to put together various pieces of information and rely on good word knowledge. You can make an inference when you use clues from the story to figure out something that the author doesn't tell you. Inferences are what we figure out based on experience. Helping a child understand when information is implied (not directly stated) will improve his/her skill in making inferences and drawing conclusions. The students are learning to pay close attention to details in a reading passage. When looking closely at these details they are able to figure out information that is not clearly stated or explained. In addition to looking closely at the details, the students draw on information/experiences from their own lives to make inferences and draw conclusions.