

Comprehension of Texts: Strategies for Digging Deeper

This worksheet gives you practice with strategies like inferring, summarizing, making connections, and spotting bias, all of which help you understand texts more fully ([Knowledge](#), [Understanding](#)). You will also practice telling the difference between what a text states directly and what it only implies ([Knowledge](#), [Understanding](#)).

Exercises

1. Match the strategy to its description.

Draw a line from each strategy in Column A to the matching description in Column B.

Column A	Column B
1. Inferring	A. Combining ideas in a text with what you already know to build new understanding
2. Summarizing	B. Using clues in the text to figure out something the author did not say directly
3. Synthesizing	C. Retelling the main ideas of a text in a shorter form
4. Making connections	D. Linking an idea in a text to your own life, another text, or something happening in the world

([Knowledge](#), [Knowledge](#), [Skills](#))

2. Read the short passage. Then answer the questions.

Maya stared at the cracked screen of her tablet and shoved it to the bottom of her backpack. When her little brother asked if he could borrow it for his homework, she snapped, "No! Just leave me alone." At dinner, she barely touched her food.

a) What can you infer about how Maya is feeling? Use a clue from the text to support your answer.

b) Is Maya's feeling stated directly in the text, or is it implied? Circle one: **Stated / Implied**

c) What context clue helped you figure out your answer to (a)? Circle one:

- A) A word or phrase
- B) A punctuation mark
- C) Dialogue
- D) A picture or diagram

([Knowledge](#), [Skills](#), [Understanding](#))

3. Summarize and connect.

Think of a short story, chapter book, or article you have read recently.

a) In two sentences, summarize the main idea and one piece of supporting evidence.

b) Write one text-to-self, text-to-text, or text-to-world connection you can make with it. Name which type of connection it is.

([Knowledge](#), [Skills](#))

4. Stated or inferred? Circle the correct answer for each statement.

A class read a story about a boy named Dev who plants a garden after his grandmother moves away. The story never says Dev misses his grandmother, but it describes him planting the same flowers she used to grow.

- a) Dev misses his grandmother. **Stated / Inferred**
- b) Dev plants flowers. **Stated / Inferred**
- c) The flowers are the same ones his grandmother grew. **Stated / Inferred**
- d) Dev feels a connection to his grandmother through the garden. **Stated / Inferred**

([Knowledge](#), [Skills](#))

5. Perspective and bias.

Read the two sentences below, written by two students describing the same school fundraiser.

Student A: "The bake sale raised money for new library books, and everyone had fun picking out treats."

Student B: "The bake sale was too crowded and the good treats sold out before I got there."

- a) How are these two perspectives different?
- b) What might explain why their perspectives are different? Circle one:
 - A) Passage of time
 - B) Experience
 - C) New information
 - D) Context
- c) Does either sentence show bias (favouring one view unfairly)? Explain your answer in one sentence.

([Knowledge](#), [Skills](#))

6. Predicting and revising.

You are reading a mystery story. On page 3, a character finds a torn note with the words "meet me at the old pier" written on it. You predict that the note was left by the main character's missing friend.

On page 10, you learn the note was actually written by the villain to trick the main character.

- a) Was your prediction on page 3 confirmed or revised by the new information?
- b) Why is it useful to revise a prediction instead of sticking with your first guess?

([Skills](#))

Answer key

- 1. 1-B, 2-C, 3-A, 4-D
- 2. a) Accept answers noting Maya seems upset, sad, or angry, supported by a text clue such as snapping at her brother or not eating dinner; b) Implied; c) C) Dialogue (or A, if student cites the

word "snapped")

3. Answers will vary; check for a clear main idea, one piece of supporting evidence, and a named connection type.
4. a) Inferred; b) Stated; c) Stated; d) Inferred
5. a) Student A focuses on the fundraiser's purpose and fun, while Student B focuses on crowding and missing out on treats; b) B) Experience; c) Accept reasoned answers, for example neither shows unfair bias, they simply describe different experiences
6. a) Revised; b) Accept answers noting that new information can show a first guess was wrong, and revising helps the reader understand the story correctly