At a Glance
Drawing conclusions about people, events, situations, and conditions such as
• the effects of a character’s decisions
• a leader’s effectiveness
• a law
• an economic system

Differentiated Instruction
Lesson 1: Allow struggling students time to re-read the material, looking for evidence.
Lesson 2: Advanced students should be able to identify a topic, review the facts and details, and draw a conclusion on their own.

Optional Graphic Organizer
You can use an alternative graphic organizer to help students plan their paper.

THEESIS CHART

<table>
<thead>
<tr>
<th>Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
</tbody>
</table>

LESSON 1 SUPPORT FOR READING
Step-by-Step Strategy
1. After students have finished a selected reading, identify a topic and a question about it. The question should be one that students can answer by drawing a conclusion from evidence.
2. Display the Conclusions Chart for the students to see, and ask them to answer the question. Accept any reasonable conclusion from volunteers and enter it in the conclusions box.
3. Ask students to skim the reading material again, looking for evidence—facts and details—to support the conclusion. As volunteers offer facts and details, list them in the evidence boxes.
4. Then ask students to evaluate the evidence to see whether each piece actually leads to the conclusion. Ask them to revise the conclusion’s wording if necessary.

LESSON 2 SUPPORT FOR WRITING
Step-by-Step Strategy
1. Using a topic from students’ reading, fill in the evidence boxes of the graphic organizer and ask students to brainstorm a conclusion for you to enter in the bottom box.
2. In a discussion, work with students to evaluate the evidence to determine whether it actually leads to the stated conclusion. Revise the wording of the conclusion as necessary.
3. Ask students to write a paper using the conclusion as the thesis, or big idea, and the evidence to support that idea.
4. Give them the following format for their assignment.
   • Introduce the topic and the thesis in the first paragraph.
   • Write at least two or three body paragraphs identifying the evidence and explaining its connection to the thesis.
   • End with a concluding paragraph that summarizes the evidence and restates the conclusion.