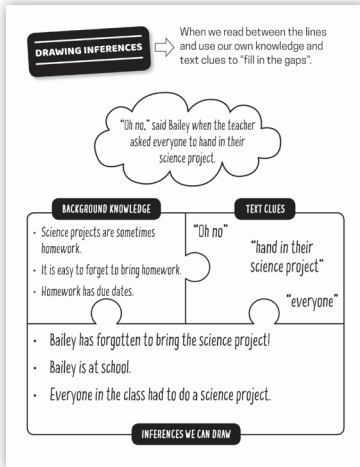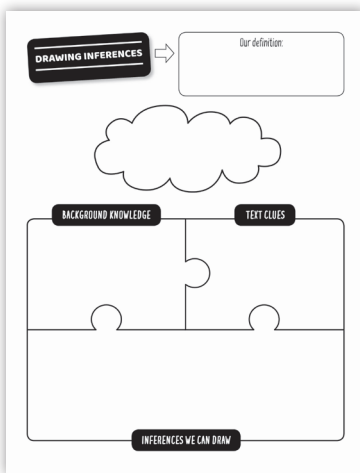# DRAWING INFERENCES

ANCHOR CHARTS

Save and print this PDF, then enlarge the charts for your classroom wall. Follow the instructions below to complete the charts with your students.

USING THE COMPLETED ANCHOR CHART:

- Read the strategy name aloud and have students think, pair, share about their understanding of the strategy.
- Read (or have a student read) the definition aloud.
- Discuss with students that an inference is "reading between the lines" of a text. It is something that the author is saying through clues in the text.
- Discuss that our own knowledge helps to make inferences. Point out the background knowledge in the left puzzle piece.
- Discuss that text clues can help us to draw inferences. Go through the text clues in the right puzzle piece and why they might help to draw inferences.
- Model with a think-aloud how combining the background knowledge and text clues help to draw each inference in the bottom puzzle piece.
- Discuss how using background knowledge and text clues help to fill in gaps that aren't "written" but can be inferred to gain better understanding.
- Hang the chart visibly in the classroom.

COMPLETING THE EMPTY ANCHOR CHART:

- Read the strategy name aloud and have students think, pair, share about their understanding of the strategy.
- Work with students to define "Drawing Inferences" then write the definition in the top box.
- Have a paragraph prepared for students to infer from. Write it in the cloud.
- Discuss that our own knowledge helps to make inferences. As a group, discuss any background knowledge about the sentence and write any ideas in the left puzzle piece.
- Discuss that text clues can help us to draw inferences. Ask students to find text clues and write them down in the right puzzle piece.
- Explain that our knowledge and text clues fit together like a puzzle to help us infer from the text.
- Encourage students to use background knowledge and text clues to draw inferences for the last puzzle piece.
- Discuss how using background knowledge and text clues help to fill in gaps that aren't "written" but can be inferred to gain better understanding.
- Hang the chart visibly in the classroom.

SUPPORT:

- Students do the thinking, teacher guides discussion and transcribes onto the chart.
- Use large text: Write in large letters for students to read clearly on the wall.
- Use color: Too many bright colors can be distracting, so aim for deeper tones that are easier to see from a distance.
- Images: Use simple icons and images.
- Keep charts as neat and uncluttered as possible so as not to distract from the content.

DRAWING INFERENCES ➡ When we read between the lines and use our own knowledge and text clues to "fill in the gaps".

"Oh no," said Bailey when the teacher asked everyone to hand in their science project.

BACKGROUND KNOWLEDGE

- Science projects are sometimes homework.
- It is easy to forget to bring homework.
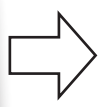- Homework has due dates.

TEXT CLUES

"Oh no"

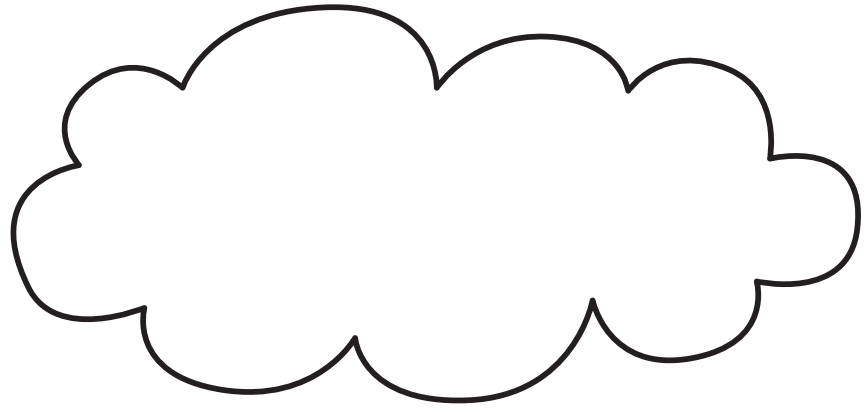"hand in their science project"

"everyone"

INFERENCES WE CAN DRAW

- Bailey has forgotten to bring the science project!
- Bailey is at school.
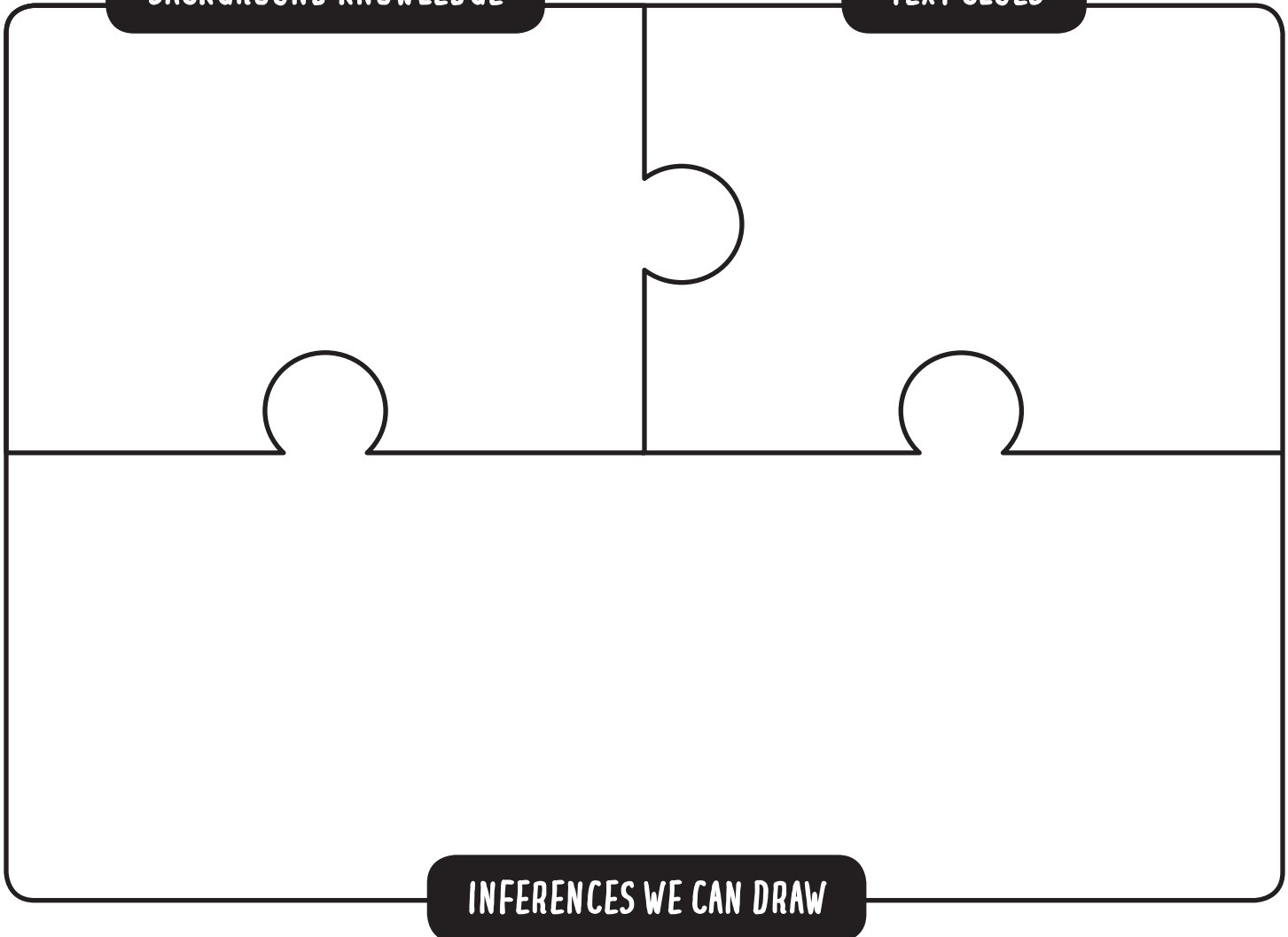- Everyone in the class had to do a science project.

DRAWING INFERENCES

Our definition:

BACKGROUND KNOWLEDGE

TEXT CLUES

INFERENCES WE CAN DRAW