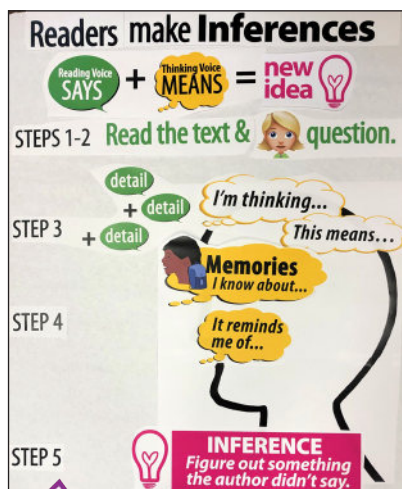


Infer despite a lack of background knowledge



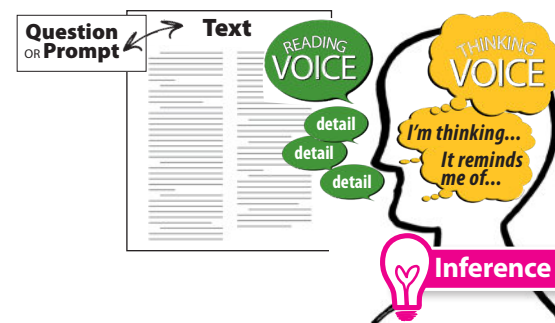
ANCHOR CHART

Recognize the inference process is complex.

Introduce the 5-step inference process.



- STEP 1 Read/View the text.
- STEP 2 Read the question.
- STEP 3 List relevant details.
- STEP 4 Put details together.
- STEP 5 Determine what they mean.



Diagnose possible reader struggle points.



Provides a wild answer or guess.

Overwhelmed with what to think about and where to start.

Lacks background knowledge.

Rx Build a classroom climate that revolves around evidence.

- Follow every inferential question with *How do you know?*
- Exaggerate returning to the text to look for clues.
- Introduce the Scooby Doo principle.
- Prompt readers when their inferences are off track.
- Remain neutral when students offer text evidence.
- Require multiple details per answer.
- Require multiple details per answer from the same student.

SECRET SITE RESOURCES



Remain neutral when asking *How do you know?*



Prompt readers when their inferences are off track.



READER STRUGGLE POINT

Overwhelmed with where to start & what to think about.

Identify relevant text details.



Determine relevance based on the question.

- Clarify the answer isn't in the text— but there are clues.
- Understand that details are relevant when they support the question.
- Determine the *type* of details that will be helpful.



NOW IT'S YOUR TURN



VOCABULARY & WORD STUDY
Session 4 | Functional Vocabulary



Recognize the types of details to look for.

- If the question is about..., then look for...



Identify "relevant" textual details per reading standard.



Define *evidence* versus just a *detail*.

RI 2. What is the main idea?

Broad topic
+
Repeated details

- Repeated words
- Synonyms
- Similar phrases
- Related details
- Pronouns

Topic + What about it

RI 2. What is the theme?

Character details

- His response to the problem
- Good and bad decisions
- Relationships with others
- How he changed

Lesson topic + Why it's important

RI 3. Identify a character trait.

Character details

- Words
- Thoughts
- Gestures
- Body language
- Reactions
- Actions

Think about consistent behaviors throughout.

RI 4. What does __ mean?

Look **INSIDE** (roots) & **OUTSIDE** (content)

- Visuals/Text features
- Examples
- Synonyms
- Antonyms
- Function/Purpose
- Description

Make a prediction. Read on to confirm or adjust.

RI 5. How is the text structured?

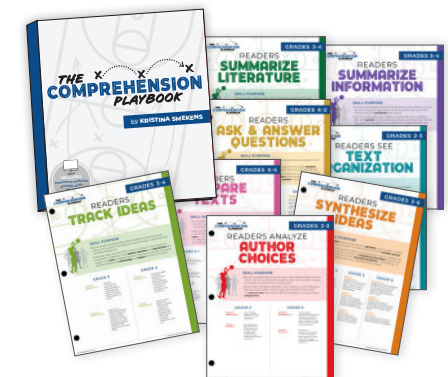
Visible tools

- Text features

Invisible tools

- Transitions
- Relationship of info in paragraph before &/or after

Choose from 1 of the 6 types.



- Session 1 | Summarize Literature
- Session 2 | Track Ideas
- Session 3 | Text Structure
- Session 4 | Perspective & Point of View
- Session 5 | Compare-Contrast





READER STRUGGLE POINT

Lacks background knowledge on the topic.

Activate more than text-to-self connections.

Rx Visualize the details.

- Read slowly, adding each detail into an imaginary scene.
- Consider the tone, mood, vibe, or connotation associated with the details.



Put the details together.

- I'm picturing...
- I suppose you could say...
- I'm predicting that...
- This (detail) makes me feel...
- I'm thinking it feels like when...
- It makes me wonder if...

Rx Identify relationships between details.

- Consider what the individual details have in common.
- Find a connection among them.
- Look for similarities or patterns among the details.



Put the details together.

- These go together because...
- These are all about...
- When this happens, so does...
- With this comes...
- These are all signs of...
- It has something to do with...



SECRET SITE RESOURCE

Activate background knowledge when inferring.



NOW IT'S YOUR TURN

The sun shone all summer and fall. Not a drop of rain fell. When winter came, the storehouse was empty. Thus, they raided the Algonquians' food, causing them to become bitter enemies. People ate their horses, dogs, cats, and even rats. They resorted to boiling their boots, belts, and every scrap of leather to make broth. People wandered about in the woods in search of snakes or edible roots. Most of them never returned to the settlement.

Adapted from *You Wouldn't Want to Be an American Colonist!*

What is the problem?

The Filipinos originally used this object as a hunting weapon. It consisted of a large disk of wood or stone around which twine had been wrapped. The weapon was hurled, and the twine snared an animal by the legs. In the 1920s, American Donald Duncan saw this object when he was visiting the Philippines. Scaling down the size of the device, he transformed it into a toy and was selling them in the United States by the thousands.

Adapted from *The Kid Who Invented the Popsicle*

What is the invention?



What job does he do?



What job do they do?



READER TREATMENT

Provide routine practice and patience.

Focus on the inference process— not right answers.

- Start with visuals and short, simple texts.



SECRET SITE RESOURCE

Motivate readers to dive into the text.

- Don't expect answers before students collect details.

STEP 1: Read/View the text.

STEP 2: Read the question/prompt. *(Ask the question to drive students back into the text.)*

STEP 3: List relevant details.

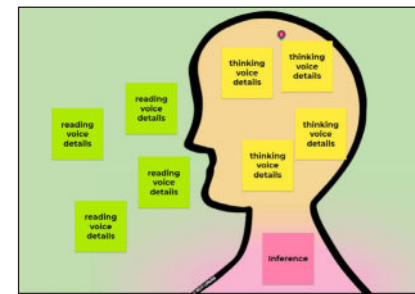
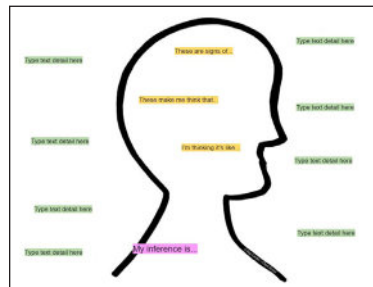
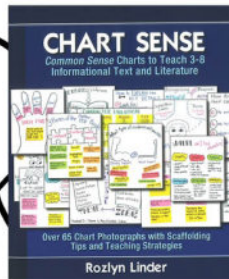
STEP 4: Make mini-inferences. *(Ask the question, causing students to put thoughts together.)*

STEP 5: Determine what they mean. *(Ask the question, expecting the inference with evidence.)*

- Require readers to show their work.

Print and laminate 8" x 11" Silhouette Heads to create individual whiteboards.

SECRET SITE RESOURCES



ANCHOR CHART



Readers make Inferences

Reading Voice SAYS + Thinking Voice MEANS = new idea

STEPS 1-2 Read the text & question.

STEP 3 Helpful detail + detail + detail

I'm thinking... This means...

STEP 4 Memories I know about... I'm picturing

These go together. It reminds me of...

These are about...

STEP 5 This makes me feel...

INFERENCE Figure out something the author didn't say.

Download interactive Silhouette Heads in various formats— PDF, Google Doc, Google Slide, and Jamboard.