

Grades 6–8 Reading: Making Inferences



Learning Objective/Standard/ Outcomes/Skills

TEKS

- [§110.24. Grade 8: 5F](#)
Make inferences and use evidence to support understanding.

Common Core

- [CCSS.ELA-LITERACY.RL.7.1](#)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Question/Enduring Understanding

How does literature mirror life? Why does that matter?

We make inferences every day.

Learning to make inferences from our reading can help us build life skills of inference in other subject areas and social interactions.

Entry Point/Hook

As a whole class, look at a series of photographs (awkward family photos, funny pictures) and ask students:

- What do you know based on what you see?
- What can we tell about this image? Now, how do you know that?

This is inferencing.

[Helping All Learners: Entry Points](#)

What kind of differentiated experience will I utilize?

Note: You will use CogAT data to inform the differentiation decisions. *Options for all three relative strengths are offered in the strategies playlist.*

PLC Question 3:
I will guide students who seem stuck by offering some hint questions to support.

Content

Do I want to focus on skills and concepts today, allowing freedom and flexibility in the specific materials or details?

Process

Do I want to vary how my students manipulate new content so the learning is memorable and engaging?

Product

Do I want to allow students the freedom and flexibility to showcase their learning in a format that makes sense to them?

Entry Points

Narrative entry points:
Read a couple of short poems and make inferences about what you have read. What do you know and why?

PLC Question 4:

I will offer them some tougher poetry, charts, or comic strips for their inferencing practice.

Transfer, Meaning Making, Acquisition

All students are working with inferencing in ways that are comfortable for them, scaffolding with other prior understandings.

Logical-Quantitative

entry points: Examine charts and graphs and make inferences about trends and implications from data.

Experiential entry points:

Look at a few comic strips and make inferences.

All students should tackle questions:
What do I know based on what is here? How do I know it?

Reflection on Learning

All students will read the same passage and make inferences. Then they will share their inference with a thought partner. Then the whole class will work together to discuss inferences and evidence from the passage. What questions do students still have about making inferences? About what inferencing means? About how to find text evidence?



PLC: professional learning community.

