

Making Inferences Graphic Organizer

Inference-making is a valuable comprehension skill for readers of all ages. It requires students to combine clues from the text with their own background knowledge in order to make connections and understand the story. This organizer could be used at home or in the classroom. In the first box, students write a piece of textual evidence that they will use to support their inference. In the second box, they write the extratextual knowledge they are using to make their claim. In the final box, they write their completed inference.

For example, consider the following sentences:

“Dezjane dropped her tray in the cafeteria. It made a loud noise, and everyone looked. Dezjane turned bright red and covered her eyes.”

A student reading these sentences might make the inference that Dezjane felt embarrassed. The phrase “Dezjane turned bright red” is textual evidence that supports this inference, especially when paired with the background knowledge that people often blush, or turn red, when they feel embarrassed.

Additional Resources

For an example of how this graphic organizer might be used in the home, see our previous blog post [“Making Inferences”](#) by Tracy Donohue.

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