

Comprehension Strategy: *Inferring*

Dear Families,

Over the past few weeks we've discussed the comprehension term, "Inferring". As you know, authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to "read between the lines"—by making inferences that combine information in the text with their schema. We came up with this equation:

Schema + Evidence = Solid Inference



We were shown an old worn out t-shirt and we made inferences as to "Who Wears This Shirt"? We used our schema to make inferences about the t-shirt. We supported our inferences with evidence we found on the t-shirt.

We took a look at magazine clippings from Miss Appel's house that she cut apart. We used our schema and evidence on the magazine clippings to make inferences as to what the ad is trying to sell and why. *If you have any ads at home for us to look at, please send them in!*

This week we listened to the song, "Cat's in the Cradle" by Harry Chapin. We used our schema to slowly uncover that a father didn't have time for his child because he was working so much. When he retired and had the time, his son was unable to spend time with him because of work and *his* on kids. Second graders seemed to really enjoy using their schema and evidence to make inferences about this song...*If you know of any other songs for us to listen to (that are appropriate) send them in!*

Since the beginning of the school year, we've learned that readers sometimes **create mental images** in their brains, sometimes they **make connections** (to other texts, to the world, and to self), and sometimes **make inferences**. Our brains can switch from one strategy to the other as we are reading. Good readers learn to use multiple strategies! We will continue to use these strategies throughout the remainder of the school year and we will learn about "determining importance, asking questions, and synthesizing".

Happy Reading,

Miss Appel