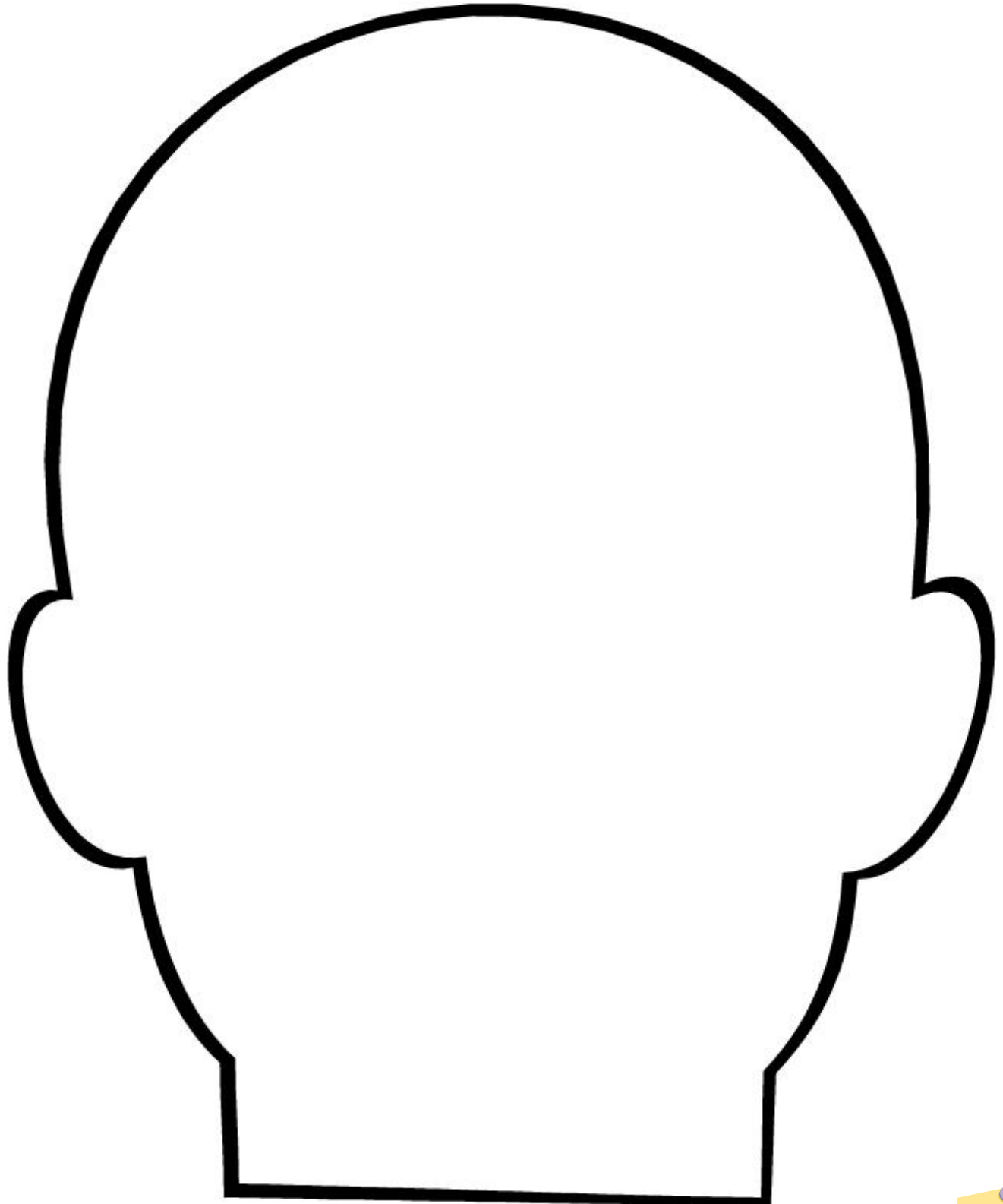


# My Background Knowledge

I know a lot about ...



### Making Inferences Graphic Organizer

Title: \_\_\_\_\_  
CPQ: \_\_\_\_\_

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)

# In the Text

It says it  
right here. I can see those  
words.



# In My Head

I have to use clues  
from the text and my  
background knowledge...



The **AUTHOR** says  
it **DIRECTLY**.

I have to make an  
**INFERENCE**.

# Foreshadowing and Predicting

Text: \_\_\_\_\_

**Foreshadowing:** Small details or clues in text that will have significant meaning as the story progresses.

Summary of Foreshadowing Clues in the Text (text evidence)	Prediction	Validation or Revision of Prediction

# Extended Anticipation Guide (Making Inferences & Predictions)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

**Before Reading:** Briefly scan the assigned text. Then read the statements and select either agree or disagree. Write a prediction about what you expect to learn from reading the text.

**After Reading:** Reflect on the choices you made prior to reading. Provide an explanation using text evidence to support whether the choice you made prior to reading was correct or incorrect. Write a brief summary/reflection about what you learned after reading the text including the misconceptions you had prior to reading.

BEFORE READING		AFTER READING	
Agree	Disagree	Statement	Why was my choice correct? Why was my choice incorrect?

## Extended Anticipation Guide (Making Inferences & Predictions)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

### BEFORE READING PREDICTION:

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### AFTER READING REFLECTION:

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Adapted from: Kelley, M.J., & Clausen-Grace, N. (2007). Laying the Foundation for the Metacognitive Teaching Framework. In *Comprehension Shouldn't Be Silent* (pp. 22-41). Newark, DE: International Reading Association. Duffelmeyer, F. A. & Baum, D. B. (1992, May). The extended anticipation guide revisited. *Journal of Reading, 35*(8), 645-656. <http://www.jstor.org/stable/40032158>

# Descriptive Text Organizer

Title: \_\_\_\_\_ Topic: \_\_\_\_\_

Important Details:

Important Details:

Important Details:

Important Details:

Main Idea:

Main Idea:

Main Idea:

Main Idea:

Summary:

## Descriptive Texts

Descriptive texts are written to describe an object, person, place, event or idea.

### Signs of Descriptive Text

- Specific characteristics or features are described or explained (size, shape, location, color, etc.).
- Descriptive adjectives are used throughout the text.
- Details are provided to help the reader visualize the topic.
- Examples are often provided (for instance, such as, an example, to illustrate, to demonstrate).
- The topic word or a synonym for the topic is often repeated.

### Guiding Questions

- **Topic:** What specific topic, person, idea, or thing is being described or explained? (One-two words.)
- **Important Details:** How is the topic being described or explained? (What is it, what does it look like, what does it do, what happens, etc.)
- **Main Idea:** What features or characteristics are important to remember or understand about the topic being described? (One sentence.)
- **Summary:** What are the main ideas and important details that are necessary to include? How will you state them in your own words following the structure of the text? (As concisely as possible.)

# Descriptive Text Organizer

Title:

Topic:

Important Details:

Important Details:

Important Details:

Important Details:

Main Idea:

Main Idea:

Main Idea:

Main Idea:

Summary:



# Determining Importance Toolbox



- Scan the text, notice text features & structure
- Use background knowledge
- Make predictions
- Set a purpose for reading



- Look for a main idea statement
- Look for repeated words or phrases
- Use text features:
  - Table of Contents
  - Titles, headings and subheadings
  - Font (**colored**, *italics*, **bold**)
  - Graphics (e.g. photos, diagrams, maps, etc.)
  - Captions and labels
  - Definitions and pronunciation guide
- Chunk the text
- Use text structure



- Reread, discuss and identify main ideas