

What is an inference?

- It is the ability to combine what is read with what the reader already knows about the subject/topic
- It is what the reader already knows about a subject and they combine it with what the author says in the text
- It is reading between the lines
- It is creating personal meaning from text
- It can be a conclusion drawn after considering what is read in relation to one's beliefs, knowledge, and experience (prior knowledge)
- It is not necessarily stated explicitly in the text
- It implies that readers actively search for, or are aware of, implicit meaning
- Personal inferences are revised based on the inferences and interpretations of other readers

Why do we need to know how to make an inference?

- It helps us make sense and comprehend text
- Because an author doesn't always put everything in writing; you will need to know how to infer in order to fully understand a text
- Authors assume you know how to infer
- Learn to draw conclusions from text
- Create dynamic interpretations that are adapted as we continue to read
- Because they combine prior knowledge and explicitly stated information from the text (author's words) to answer the questions the readers has
- To make critical or analytical judgments about what is read

How can you help your students identify an inference?

- Ask them to access their prior knowledge, what they already know about the topic
- Combine prior knowledge with what the author says in the text
- Prior Knowledge + Author's Words= Inference

WASL Questions related to Inference:

LC03 WASL Stem Questions

Multiple Choice Stems (1 Point)

What does the author mean when he/she says "_____"
in paragraph ____ of the story/selection/poem?

Based on the information in the story/selection/poem,
what inference/assumption can the reader make about
_____?

Based on the information in the story/selection/poem,
what do you predict (character) will do now that (cite
circumstances at end of story)?

Based on the information in the story/selection/poem,
what will most likely happen to (character) after (cite
circumstances at the end of the story/selection/poem)?

How did (character) most likely react to _____?

Short answer stems (2 Points)

What is the most likely reason that (character) (action)?
Provide **two** details from the story/selection/poem in your answer.

Based on the information in the story/selection/poem, predict what will most likely happen if (character)(action)? Provide information from the story/selection/poem to support your prediction.

What will (character) do now that (cite circumstances at end of story/selection/poem)? Support your prediction with information from the story/selection/poem

Based on the information in the story/selection/poem, what inference/assumption can you make about (event/theme/character)? Include information from the story/selection/poem to support your inference/assumption.

Explain how _____ was important to the author/poet/character. Use two details from the story/selection/poem to support your answer.

Teacher's Guide- Inference

Day One

Lesson Steps

Materials needed-

6th grade- a melon baller

7th grade- garlic press

8th grade- apple corer

Anticipatory Set- Show the item and have the students make an inference about what it is used for.

Focus question- I would like you to guess what this tool is and what it is used for...

Other possible questions-

- What is its shape?
- What does it look like you would do with this?
- How would someone hold it?

Relay to the kids they have just used inferences to figure out what the tool is used for, their guesses were based on prior knowledge (maybe one of the student's grandmas uses a melon baller every July 4th when she makes her fruit salad) and deductive reasoning based on what the tool looks like

If students can't make a correct inference introduce the item that is used with the tool (i.e., show an apple with an apple corer, etc...)

I Do/We Do-

- Put up Inference PP on InFocus click through to slide 2
- For the first three bullets teacher models inferencing using the think aloud strategy. For example- for the first sentence, Sue blew out the candles and got presents, the teacher would think aloud pointing out how the author words mention presents and candles. The teacher's prior knowledge is that candles and presents are a part of birthday parties; therefore, Sue must be at birthday party- that is the teacher's inference. **Use the chart/ho "Types of Inference Skills Readers Make"** -The teacher will reference the inferences to these types of inferential skills; Teacher also needs to look at HO ***"Comments Teachers Can Make To Help Students Make Certain Types Of Inferences"***
- Continue the think aloud for two more sentences. Then on the fourth bullet, John went running into the street without looking, have the students join in and help the teacher make inferences.
- HO this ditto ("Types of Inference Skills Readers make") to students and show PP slide3 at the same time. Show how you used these to help make inferences in the first few sentences.
- Pull up slide 4 and have students in pairs share inferences with each other for each sentence on the slide, make sure they are basing their inferences on

evidence from the sentence. **Have them use the HO "Types of Inferences Readers Make"**

- Have a few students share out with the class their inferences on a couple of the sentences

8th grade- Put up laundry passage, slide 5

7th grade- Put up movie passage, slide 6

6th grade- Put up An Ocean Scare, slide 7

- *See attached pages for example on how to find inferences in a passage. The 7th grade passage is used as an example to follow.*

- Read the passage to the students and handout Inference Starter worksheet (mention that inferences usually start with these words)
- Follow the questions listed in the PP note section, model the inferences you make using one of the inference starters
- Go through slides 8,9, and 10 discussing inference definition and why we need to know inferences

- Introduce the inference formula using slide 11
- In addition, show the formula posters, mention that yellow equals PK (prior knowledge) + blue AW (author's words) = green Inference

Key point- In order to make an accurate inference you need PK+ AW just like in order to make green you need blue + yellow.

- Introduce the Harris Burdick book to begin practice, slide 12, read notes on PP, model with GO the boy/girl picture, make sure you write directly on the laminated formula (see cheat sheet for possible answers). For the second picture (man with chair), verbally talk this one through using the formula so kids don't get bored
- Pair students up and pass out one picture with text (these are in your folder) and blank inference graphic organizer, students complete GO and share with class

You Do-

- Materials needed: The grade level appropriate paragraphs and an inference formula handout for each student, and the rubric.
- Handout the paragraphs to the students and have them read and mark/code the paragraphs looking for inference clues (PK, AW) ***See attached documents titled "You Do" Inference, a page for each grade level.***
- Have them INDEPENDENTLY fill out the formula for each paragraph

- Have the students turn them in to you and provide ***"Formative" feedback*** to them on this assignment prior to having them demonstrate their learning in the " You Show" section that follows.

You Show-

- Materials needed: an inference formula per student and the grade level appropriate story:
 - 6th - Amanda
 - 7th - Candlestick Park
 - 8th - The Talking Earth
- Handout the stories to the students and have them read and mark/code the stories looking for inference clues (PK, AW)
- Have them INDEPENDENTLY fill out the formula for each story and check their work with the rubric.
- Collect them, score them, and use these "Summative" scores as a grade in your EGP if desired.
- Can use Inference Rubric

ADDITIONAL ACTIVITIES

1. page 165 "When Kids Can't Read" Beers: It Say-I Say strategy
2. Put the list of "Types of Inferences Skilled Readers Make" on a large poster or chart paper and hang in room as an artifact. Also, have each student have a copy of this poster and the questions teachers can ask for their notebooks (artifact). Refer to these lists often.
3. At least once a day while directly teaching inference (then perhaps once a week), read aloud a short passage and use the Think Aloud strategy to make inferences. Have students decide type(s) of inferences you are making (they use the poster or their list in their notebook). Passages can be the first couple of paragraphs from a selection in your lit. book, novel, science or ss textbook, or a magazine. *Two Minute Mysteries* by Donald Sobol and *Five Minute Mysteries* by Ken Weber are also good sources. Seven minutes is suggested for these activities.
4. Remind students that author's do not expect readers to create inferences out of nothing. Authors provide information (AW); readers use that information in a variety of ways to create their own internal text. READERS INFER and AUTHORS IMPLY. For example: *Sam ate the food on her plate without slowing down between bites.* The literal

information we have is that someone named Sam ate all the food on her plate and did not slow down between bites. The author ***implied*** that Sam is a female by using the pronoun *her*. The reader ***inferred*** that she was hungry because she did not slow down while she ate. Now add the following sentence: *Her bus would be arriving in about two minutes*. The reader revised his/her original inference based on the new information. Perhaps instead of being hungry, she was in a hurry.
(formulating and revising inferences)

5. Cut out some cartoons from the newspaper and put them onto a transparency or use your Infocus. Read them aloud and then "Think Aloud" the inferences you make that allow you to find the cartoon funny. Now let the students cut out cartoons and follow the same procedure above with them. This activity allows the teacher to connect the concept of "PRIOR KNOWLEDGE" being a necessary skill to draw upon in order to understand the cartoons.
6. Show students signs (or bumper stickers) and have them write down their inferences that come from reading these captions. Have students refer to the list of "Types of Inferences Skilled Readers Use" and identify the types of inferences they are making. Below are some examples to use with your students:

A mom puts this sign on her teenaged son's bedroom door:

Enter at your own risk. An unknown bacteria is said to be growing.

In the football team's locker room:
I am your coach, not your mother.

At the vet's office:
Puddles are for jumping over, not walking through!

Bumper sticker on a highway patrolman's car:
Don't slow down on my account. But if you don't, it will probably hurt your account.

At the library:
Check it out-Really!