Elements of Understanding

Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions

PowerPoint Presentation

Making Inferences & Predictions

texasread1ng — CHILDREN'S LEARNING INSTITUTE

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Developed by …

CHILDREN'S LEARNING INSTITUTE™

texasread1ng

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Making Inferences & Predictions

" Inferring is the bedrock of comprehension, not only in reading. We infer in many realms. Our life clicks along more smoothly if we can read the world as well as text. Inferring is about reading faces, reading body language, reading expressions, and reading tone as well as reading text."

(Harvey & Goudvis, 2000, p. 105)

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Goals

- Clarify the importance of making inferences and predictions

- Explore inferences and predictions

- Plan and practice a strategy introduction lesson for making inferences and predictions

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Why Should We Teach
MAKING INFERENCES & PREDICTIONS?

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Why Teach Making Inferences & Predictions?

"We are turning out lots of superficial readers. They look and sound competent. They read smoothly and retell what they've read with some detail, but they are unable to go further."

(Routman, 2003, pp. 117-118)

"A substantial body of research shows that poor comprehenders … have difficulty making inferences that require interpretation or integration of text."

(Fletcher, Lyon, Fuchs, & Barnes, 2007, p. 190)

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching to Make it Happen

Why Teach Making Inferences & Predictions?

When we infer, we create a personal meaning from the text. We combine what we read with relevant background knowledge to create a meaning that is not explicitly stated in the text.
Good "readers actively search for, are aware of, implicit meaning."

(Keene & Zimmermann, 1997, p. 162)

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching to Make it Happen

Why Teach Making Inferences & Predictions?

Students are expected to:

K.4A: predict what might happen next in text based on the cover, title, and illustrations

1.4A: confirm prediction about what will happen next in the text by "reading the part that tells"

2.3A; 3.2A: use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions

K.6-10; 1.7-11 & 1.13-14; 2.6-11 & 2.13-14; 3.5-10 & 3.12-14:
Students analyze/understand, make inferences, and draw conclusions … and provide evidence from the text to support their understanding

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching to Make it Happen

Why Teach Making Inferences & Predictions?

Horizontal Alignment Planning Guide (HAPG)   EXAMPLES

℗ MATH.3.6A: Identify and extend whole-number and geometric patterns to make predictions and solve problems, including determining the missing number/term.

℗ SCI.3.2C: Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.

℗ SS.2.17E: Interpret print, oral, and visual materials by identifying the main idea, making predictions, and comparing and contrasting information in the materials.

℗ SCI.2.7A: Observe … predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement.

℗ ELA.1.RC.D / SLA.1.RC.D: Make inferences about text and use textual evidence to support understanding.

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching to Make it Happen

Why Teach Making Inferences & Predictions?
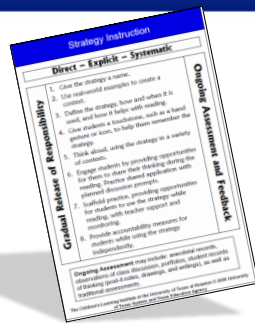
TAKS Question Stems for Making Inferences & Predictions
• How does (character) feel?
• In paragraph _____ the word _____ means …?
• What does (character) learn?
• Why is it important to know that _____?
• What can the reader tell about _____ from information in this article?
• Which statement best shows _____?

Spanish TAKS Question Stems for Making Inferences & Predictions
• Según el párrafo _____, el lector puede concluir que _____ era _____.
• ¿Por qué quiere _____ (hacer) _____?
• ¿Cuál oración del artículo muestra al lector por qué el autor _____?

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
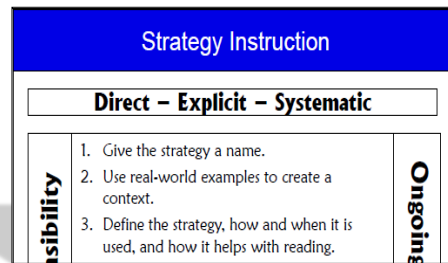Making Inferences & Predictions:
Coaching to Make it Happen

How Should We Teach
MAKING INFERENCES?

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching to Make it Happen

Making Inferences

"In fourth grade, I asked my teacher to show me how she figured out a difficult ending. She smiled and said, "Cris, you need to read between the lines." I skipped happily back to my seat, thinking I had been given privileged information. I opened my book only to find to my disappointment that between the lines was just white space."

(Tovani, 2000, p. 98)

How Should We Teach Making Inferences?

When children are explicitly taught inferential skills, "the enjoyment of the task of reading is enhanced and is therefore more likely to be undertaken readily, even by pupils who may have initially found reading difficult."

(McGee & Johnson, 2003, p. 49)

Cognitive Strategy Routine

Introducing the Strategy (Steps 1-3)

Strategy Instruction

Direct – Explicit – Systematic

1. Give the strategy a name.
2. Use real-world examples to create a context.
3. Define the strategy, how and when it is used, and how it helps with reading.

Introducing the Strategy (Steps 1-3)

"Today, I want to show you how I infer. I'm going to pause as I read and I'll share my inferences. Inferences are really important and great readers make them all the time. An inference is something a reader knows from reading, but the author doesn't include it in the book. It helps you understand the story more deeply and helps make books mean something very personal to you."

(Keene & Zimmermann, 2007, p. 148)

The Teacher is Key

"Children's difficulties on inference-related items often correlate to teachers' lack of clarity about what good inference instruction looks like … if we're not sure how to describe inference, our instruction tend to be less explicit, less frequent, and less than memorable."
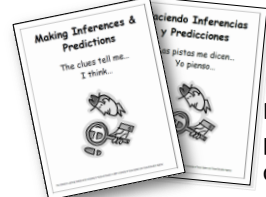
(Keene & Zimmermann, 2007, p. 148)

Touchstones (Step 4)

Provide students with a hand motion that signals "Making Inferences & Predictions"
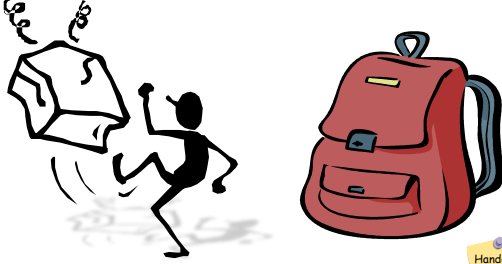

Display strategy posters in the classroom

Handouts

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Anchor Lesson (steps 2 & 4)

Handouts # 1a + 1b

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

What will you do for your anchor lesson?

Think

Turn

Talk

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Planning With Your Core Program

You Do:

1. Use the planning card to plan the first 4 steps of your introduction to making inferences and predictions.

2. Practice the first four steps of your introductory lesson.

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Making Inferences (Step 5)

Explicitly think aloud the relationships between text clues, background knowledge, and our inferences

Clues from the Text + Background Knowledge = Inference

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Making Inferences

Inferring includes:

- Determining meanings of unknown words
- Making predictions
- Answering our questions when the answers are not in the text
- Creating interpretations and synthesizing information

(Miller, 2002)

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Making Inferences (Step 5)

Carefully choose texts and preview to determine areas where we must infer to understand

Think Aloud Making Inferences (Step 5)

They have had a WM day before

She's excited about WM day

She's looking forward to WM day – keeps checking her WM – it's the best one!

Planning With Your Core Program

You Do:
Look at the story you will be using for instruction next week. Select 2-3 pages of text. Track your thinking. Try to be aware of the inferences you make while reading.

1. Use the planning card to assist you in planning a think-aloud lesson. In your planning include:
   - A CPQ for the 2-3 pages of selected text
   - Two places to model making inferences
   - Optional: One place for students to Think-Turn-Talk

2. Practice your think-aloud, modeling the inferences you make while reading

Scaffolding Student Practice (Step 6)

Frog and Toad Are Friends — Story and pictures by ARNOLD LOBEL

Sapo y Sepo son amigos — Arnold Lobel

Handout # 3

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Spring

Frog ran up the path
to Toad's house.
He knocked on the front door.
There was no answer.
"Toad, Toad," shouted Frog,
"wake up. It is spring!"

"Blah," said a voice
from inside the house.

"Toad! Toad!" cried Frog.

Primavera

Sapo subió corriendo por el sendero
a la casa de Sepo.
Llamó a la puerta.
Nadie contestó.
—Sepo, Sepo, —gritó Sapo—,
despierta. ¡Ha llegado
la primavera!
—Bah —dijo una voz
dentro de la casa.
—¡Sepo! ¡Sepo! —gritó Sapo—.
¡Brilla el sol!

6

"The sun is shining!
The snow is melting. Wake up!"

"I am not here," said the voice.

La nieve se está derritiendo.
¡Despierta!
—Yo no estoy —dijo la voz.

7

Making Inferences Planner Title: _Frog and Toad Are Friends_

P. #	Statement	Text Clues	Background Knowledge
4	Frog ran up the path to Toad's house. ☑ In the text (explicit) ☐ In my head (inference)		
4	Frog is very excited that spring has arrived. ☐ In the text (explicit) ☑ In my head (inference)	• ran up the path • shouted • exclamation • says it's spring	• when someone runs and shouts they are usually excited • when authors use exclamation marks it's to show the reader that something exciting is happening
5	"I am not here," said the voice. ☑ In the text (explicit) ☐ In my head (inference)		
5	Toad does not want to wake up. ☐ In the text (explicit) ☑ In my head (inference)	• he didn't answer • "blah" • I am not here	• my children don't answer when I call them to wake up and they don't want to • when someone doesn't want to be bothered they say that they are not there

Modified from Sherri Fricker, Elk Island Public School

Handout # 4

We Do

Frog walked into the house.
It was dark.
All the shutters were closed.
"Toad, where are you?" called Frog.

"Go away," said the voice
from a corner of the room.
Toad was lying in bed.

Sapo entró en la casa.
Estaba oscuro.
Todas las contraventanas
estaban cerradas.
—Sepo, ¿dónde estás?
—lo llamó Sapo.
—Vete —dijo la voz

8

He had pulled all the covers
over his head.
Frog pushed Toad out of bed.
He pushed him out of the house
and onto the front porch.

Toad blinked in the bright sun.
"Help!" said Toad.
"I cannot see anything."

desde una esquina de la habitación.
Sepo estaba en la cama.
Se había echado las mantas
por encima de la cabeza. Sapo
sacó a Sepo de la cama empujándolo.
Lo sacó de la casa empujándolo
hasta el porche de entrada.
Sepo parpadeó por el brillo del sol.

9

Your Turn!

Read pages **10 & 11** of *Frog and Toad Are Friends*.

With a partner, record 2 explicit and 2 inferential statements on the planning sheet.

Handout #5

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Fading the Scaffold

- Orally provide inferential statements
- Weave inferential questions into instruction
- Provide opportunities for students to Think-Turn-Talk about the inferences they make

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Tips and Tricks (Steps 6 & 7)

Ask Think-Turn-Talk questions that require students to make inferences.

"Think about the inference you need to make in order to answer this question:

Why did Goldilocks …"

How did Juno feel …"

How does Mrs. Duck …"

Why are the trees …"

?

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Tips and Tricks (Steps 6 & 7)

"What makes you think that?"

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Your Turn

Think about the inferences you need to make in order to answer this question:

What do you learn about the children?

Handout #6

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

What do you learn about the children?

Think

Turn

Talk

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Tips and Tricks (Steps 6 & 7)

- Use pictures to help make inferences
  - Wordless picture books
  - Internet slide shows
  - Student work
  - Cartoons

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Student Work

Nintendo DS
Picto Chat

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Tips and Tricks (Steps 6 & 7)

- Use pictures to help make inferences
  - Wordless picture books
  - Internet slide shows
  - Student work
  - Cartoons
  - Jokes
- Use music
- Use graphic organizers

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

1 CPQ: Why is this funny?

Wise Words from a Child:
"When your mom is mad at your dad, don't let her brush your hair!"

(Phil Callaway, 2005)

2 Clues from the Text + Background Knowledge = **Inference**

3 What other strategies did you use while reading this joke? Use your blue Strategy Routine Card to help you reflect on your thinking. List the strategies below.

Handout #7

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

How Should We Teach

MAKING PREDICTIONS?

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

Making Inferences & Predictions

- Inference: "A logical conclusion based on background knowledge and clues in the text. Inferences are not explicitly confirmed in the text."

- Prediction: "A logical guess based on the facts. It is either confirmed or disproved by the text."

(Tovani, 2000, p. 105)

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension

Making Inferences & Predictions:
Coaching to Make it Happen

## How Should We Teach Making Predictions?

Encouraging students to make predictions has been successful in increasing interest in and memory of what has been read. This is true however, only if predictions are explicitly compared to the ideas in the text during reading. Verifying predictions may be just as important as making the actual prediction.

(Duke & Pearson, 2002)

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching – Make it Happen

How Should We Teach Making Predictions?
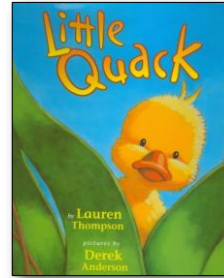
Elements of Understanding
Making Inferences & Predictions:

What might this book be about?

Elem
Deeper In
erences Predictions:
Coaching – Make it Happen

Tips and Tricks

- Make predictions worthwhile – not just part of the routine.
  - Ask yourself, "Will making predictions support students' comprehension of this text?
- Predict at the "just right" spot in the text
- Reinforce that predictions must be logical
  - Ask "Why do you think that?"
  - Don't make assumptions about student background knowledge
- Don't always model "right" predictions
- Read to verify or modify predictions

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching – Make it Happen

How will you teach predicting to your students?

Think

Turn

Talk

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching – Make it Happen

Making Inferences & Predictions With
EXPOSITORY TEXT

Elements of Understanding
Deeper Instruction in Reading and Listening Comprehension
Making Inferences & Predictions:
Coaching – Make it Happen

Making Inferences & Predictions

¿Qué pasa cuando sopla el viento?

What Happens When Wind Blows?

Sometimes there is no wind at all. Other times it's tugging at your clothes and messing up your hair.

Yet it can blow steadily from one direction for weeks and weeks.

We Do

Dust Storms

Strong winds can lift dust up from the ground. Sometimes, in the afternoon, it seems like it is nighttime.

Teacher Reflective Journal

Making Inferences & Predictions

"What I like in a good author isn't what he says, but what he whispers."

~ Logan P. Smith