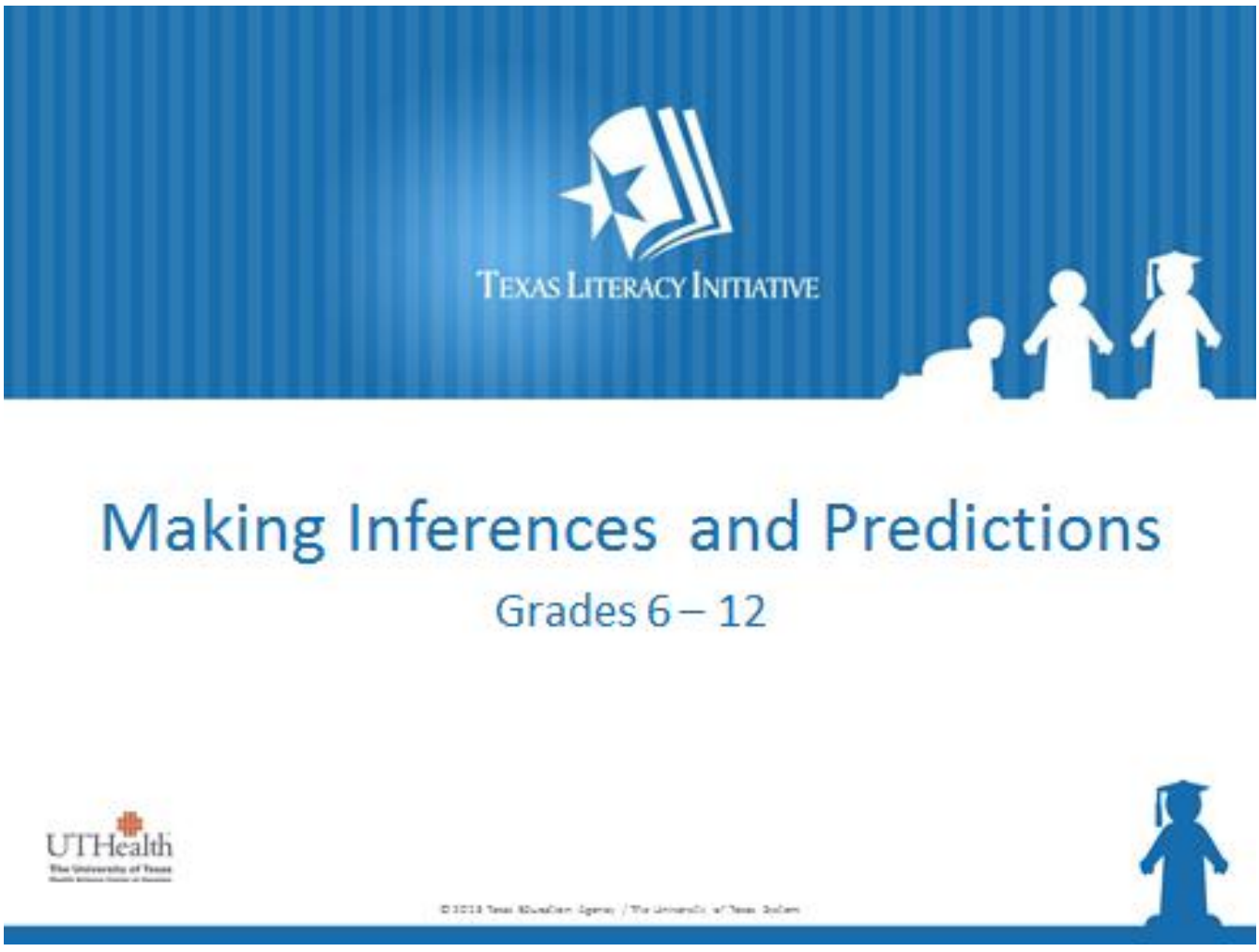
PowerPoint Handout



TEXAS LITERACY INITIATIVE

Making Inferences and Predictions

Grades 6 – 12

UTHealth

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TEXAS LITERACY INITIATIVE

" 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)

TEXAS LITERACY INITIATIVE

Goals for This Training

- Clarify what Making Inferences and Predictions includes.
- Recognize the importance of teaching Making Inferences and Predictions.
- Practice a routine for planning and teaching Making Inferences and Predictions.
- Understand how to teach Making Inferences and Predictions across disciplines.

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TEXAS LITERACY INITIATIVE

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What Is

MAKING INFERENCES and PREDICTIONS?

TEXAS LITERACY INITIATIVE

Making Inferences and 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)

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TEXAS LITERACY INITIATIVE

Making Inferences and Predictions

- Assumption: "A fact or statement taken for granted. Assumptions may or may not be based on facts or information and may or may not be correct."
- Opinion: "A belief or conclusion that isn't necessarily based on facts or information. It can be informed or ridiculous, because it is based on what one thinks instead of what is proven by facts to be true."

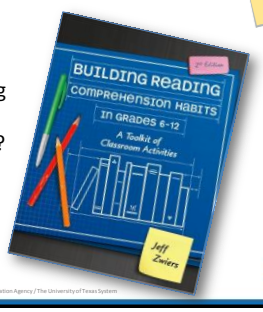
(Tovani, 2000, p. 105)

TEXAS LITERACY INITIATIVE

Building Reading Comprehension Habits in Grades 6-12

Handout 1

CPQ: What do you learn about inferring and predicting from reading the excerpt?



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TEXAS LITERACY INITIATIVE

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)

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Handout 2

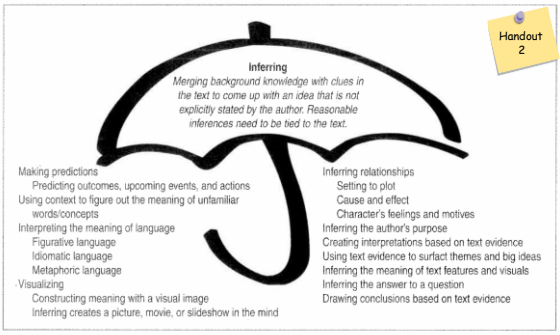

Figure 9.2 The Inferring Umbrella

(Harvey & Goudvis, 2007, p. 132)

TEXAS LITERACY INITIATIVE

Why Should We Teach

MAKING INFERENCES and PREDICTIONS?

TEXAS LITERACY INITIATIVE

Why Should We Teach Making Inferences?

"I can diagram a sentence to death. I know the meaning of every literary term there is, but I don't understand how that's supposed to help me. I wish teachers would spend more time showing us how to understand hard books. Instead, they assign chapters for us to read along with a bunch of questions, and then they send us on an endless search for when literary devices are used. That makes me hate the book.

My friends don't even read the book. They use SparkNotes to answer the questions. In a way, they're learning how to cheat, they're not learning how to understand hard books."

~ Emily, 8th grade Pre-AP

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Why Should We Teach Making Inferences?

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, or are aware of, implicit meaning."

(Keene & Zimmermann, 1997, p. 162)

TEXAS LITERACY INITIATIVE

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)

TEXAS LITERACY INITIATIVE

Why Should We Teach Making Inferences and Predictions?

English Language Arts: Reading

Students analyze, make inferences and draw conclusions about…

- Theme and genre in different cultural and contemporary contexts.
- The structure and elements of poetry, drama, and fiction.
- The varied structural patterns and features of literary nonfiction.
- How an author's sensory language creates imagery in literary texts.
- The author's purpose in cultural, historical, and contemporary contexts.
- Expository text, persuasive text.

…and provide evidence from the text to support their understanding/analysis.

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Why Should We Teach Making Inferences and Predictions?

Fig. 19

Reading/Comprehension Skills

Students are expected to… make complex inferences about text and use textual evidence to support understanding.

TEXAS LITERACY INITIATIVE

Why Should We Teach Making Inferences and Predictions?

- **Environmental Systems** (c)(2)(I)… make inferences and predict trends from data;
- **Integrated Physics and Chemistry** (c)(3)(C) draw inferences based on data related to promotional materials for products and services;
- **Social Studies, Grades 6&7** (b)(21)(B) analyze information by… predictions, and drawing inferences and conclusions;
- **Algebra I** (b)(1)(E) interpret and make decisions, predictions, and critical judgments from functional relationships.
- **Algebra I** (b)(2)(C) interpret situations in terms of given graphs…

TEXAS LITERACY INITIATIVE

Why Should We Teach Making Inferences and Predictions?

ELPS Reading 4(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs;

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Why Should We Teach Making Inferences and Predictions?

Think about your data.

- What does your data indicate regarding our students' ability to make inferences and predictions?

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TEXAS LITERACY INITIATIVE

How Should We Teach

MAKING INFERENCES and PREDICTIONS?

TEXAS LITERACY INITIATIVE

Dear George,

I gave you after-school detention one day for mouthing off to me. I thought I had done such a good job of setting up the premise for the story we read—a great mountain-climbing adventure called "Top Man"—and then had read most of it aloud to the class. You, along with everyone else, were supposed to read the rest of it on your own and then, that night for homework, answer one question: Who was the top man? The next day, when I asked who you thought the top man was, you just shrugged. I asked what the shrug meant. "I don't know," you replied. "You don't know the answer to the question or you don't know why you shrugged?" I pressed. "The question. It didn't say who was the top man." "You're supposed to make an inference, George, you know, inferencing. That's how you answer the question. Make an inference." You stared at me for a moment, then said, "No, I guess I don't know. Don't you think if I did know, I'd just do it and get you off my back? Jeez."

Obviously, George, twenty-three years ago, it took much less for me to send a kid to detention. Honestly, though, I think I gave you detention because your answer was just too honest. I backed you into a corner and then punished you when you defended yourself. If I was so good at making inferences, I wonder why it took me so long to figure that one out?

(Beers, 2003, p. 61)

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TEXAS LITERACY INITIATIVE

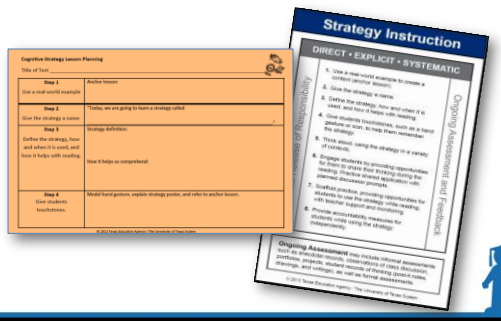
The Teacher Is Key

"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 tends to be less explicit, less frequent, and less than memorable."

(Keene & Zimmermann, 2007, p. 148)

TEXAS LITERACY INITIATIVE

Cognitive Strategy Routine



TEXAS LITERACY INITIATIVE

Use a Real-World Example (Step 1)

- An anchor lesson is a real-world example used to create context for a cognitive strategy.
- We refer to the anchor lesson to remind students of the cognitive strategy.

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TEXAS LITERACY INITIATIVE

Anchor Lesson for Making Inferences & Predictions

TEXAS LITERACY INITIATIVE

Use a Real-World Example (Step 1)

"Remember when we looked through the purse and used the clues in the purse and our background knowledge to figure out who owned the purse?"

Record what you will say for Step 1 on your orange Cognitive Strategy Routine Lesson Planning Card.

TEXAS LITERACY INITIATIVE

Strategy Instruction

DIRECT • EXPLICIT • SYSTEMATIC

Responsibility

1. Use a real-world example to create a context (anchor lesson).
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.

Ongoing Asses

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TEXAS LITERACY INITIATIVE

Give the Strategy a Name (Step 2)

"Today, we're going to talk about a strategy called Making Inferences and Predictions."

Record what you will say for Step 2 on your orange Cognitive Strategy Routine Lesson Planning Card.

TEXAS LITERACY INITIATIVE

Define the Strategy (Step 3)

"An inference is when we combine our background knowledge along with information in the text to understand what the author is not telling us directly. An inference about future information is a prediction. When we make inferences, it helps us understand text more fully."

TEXAS LITERACY INITIATIVE

"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)

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TEXAS LITERACY INITIATIVE

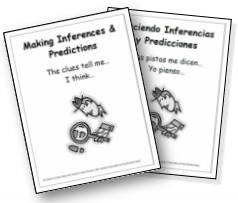
Define the Strategy (Step 3)

Record what you will say for Step 3 on your orange Cognitive Strategy Routine Lesson Planning Card.

TEXAS LITERACY INITIATIVE

Give Students Touchstones (Step 4)

You may choose to provide students with a hand motion that signals "Making Inferences and Predictions."



Display strategy posters in the classroom.

TEXAS LITERACY INITIATIVE

Give Students Touchstones (Step 4)

Touchstones: Explain the strategy poster and refer to the anchor lesson.

"When I make an inference, I will show you by pointing to the poster. Look at the detective on our poster. He is searching for clues in the text and using his background knowledge to make an inference. We made inferences when we tried to figure out to whom the purple purse belonged."

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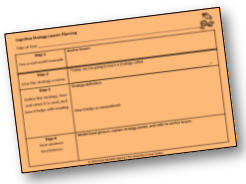
TEXAS LITERACY INITIATIVE

Give Students Touchstones (Step 4)

Record what you will say for Step 4 on your orange Cognitive Strategy Routine Lesson Planning Card.



TEXAS LITERACY INITIATIVE

Think-Aloud (Step 5)

A think-aloud is a way to provide *instruction* rather than just give *instructions"* (Daniels & Zemelman, 2004, p. 238).

Students who struggle with reading "in general do not possess knowledge of strategies and often are not aware of when and how to apply the knowledge they do possess" (Duffy et al., 1987, p. 348).

TEXAS LITERACY INITIATIVE

Cognitive Strategy Lesson Planning Card (Side 2)

Step 5 is where we SHOW students how we use the strategy while reading.

We plan a Comprehension Purpose Question (CPQ), as well as places to model thinking-aloud for students.

Step 5 will differ with each lesson. We transfer the sticky notes from the planning card and place them on the text.

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TEXAS LITERACY INITIATIVE

Think-Aloud (Step 5)

TEXAS LITERACY INITIATIVE

Making Inferences Graphic Organizer

Graphic organizers can help struggling students to focus "attention on the text while they read or help them organize the incoming information contained in the text" (Almasi, 2003, p. 92).

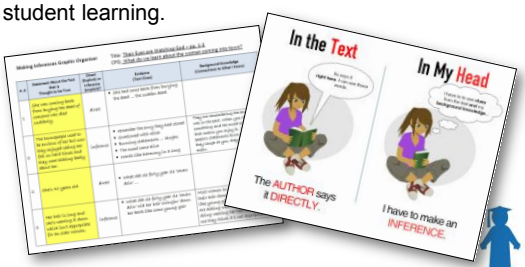
This type of activity helps students to actively think about the text while they are reading. This particular organizer helps students to "explore a text by using text-explicit and text-implicit thinking processes… It is a child-centered strategy that allows the teacher to guide children both to the ideas in the text and to the processes involved in getting those ideas" (Searfoss & Readence, 1994, pp. 246-248).

TEXAS LITERACY INITIATIVE

Think-Aloud (Step 5)

Handout 3

Use scaffolds to support student learning.



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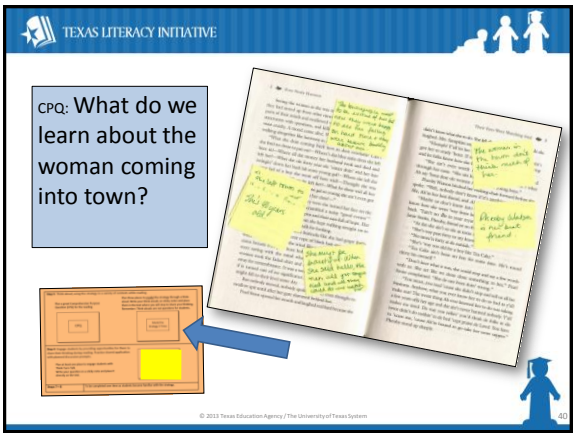

Making Inferences Graphic Organizer

Title: Their Eyes Were Watching God – pp. 1-3

CPQ: What do we learn about the woman coming into town?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
1	She was coming back from burying the dead - someone who died suddenly.	direct	• She had come back from burying the dead... the sudden dead.	
2	The townspeople used to be envious of her, but now they enjoyed seeing her fall on hard times.	inference	• Remember the envy they had stored. • Swallowed with relish. • Burning statements... laughs. • The mood comes alive. • Coming back in dem overhalls? • Where's that blue satin dress?	They are remembering the envy, so it was in the past. When you relish something and the mood comes alive, it means you enjoy it. When people's statements burn and they laugh at you, they are being mean. She's dressed like she is poor.
2	She's 40 years old.	direct	• What dat ole forty year ole 'oman doin'...	
2	Her hair is long and she's wearing it down, which isn't appropriate for an older woman.	inference	• What dat ole forty year ole 'oman doin' wid her hair awlaugin' down her back lak some young gal?	Most women in their 40s don't wear their hair down (which means long) like young girls. The fact they are asking what she thinks she's doing wearing her hair like that, tells me they think it's not appropriate.
2	She left the town to marry a poor, younger man, but that didn't work out.	inference	• Where she left dat young lad of a boy she went off here wid? • Thought she was going to marry? • What he done wid all her money? • Why she don't stay in her class?	It says she left with a younger man and she thought she was going to marry him. Now she is alone and it seems like her money is gone. Class is like lower and middle class. She didn't stay in her class, which tells me he was poor compared to her.
2	She was higher class compared to the rest of the townspeople.	inference	• Remember the envy they had stored. • Where's that blue satin dress? • Where all dat money... • Why she don't stay in her class?	People are jealous of others when they have less than them. It sounds like she had money and used to dress nice. Since they talk about her staying in her class, it makes me think she's in a different class than all of them as well.

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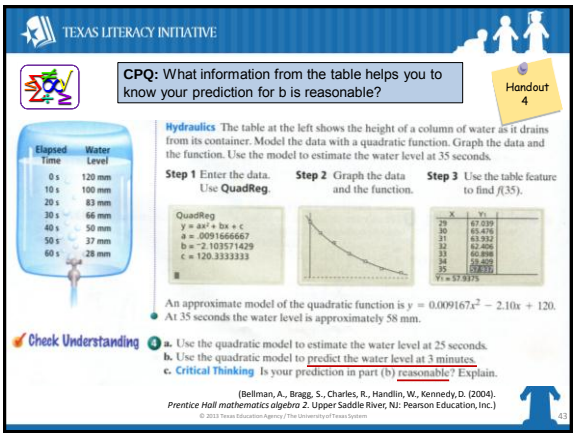

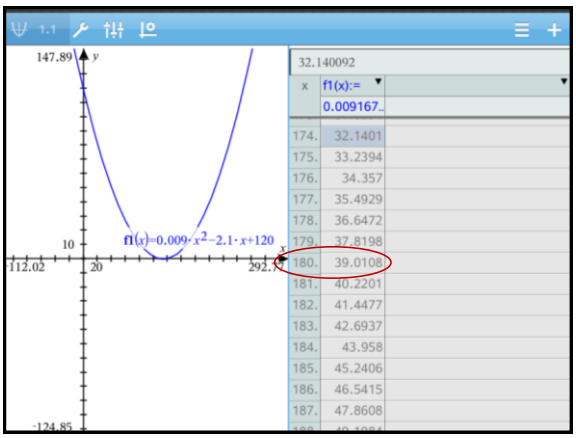

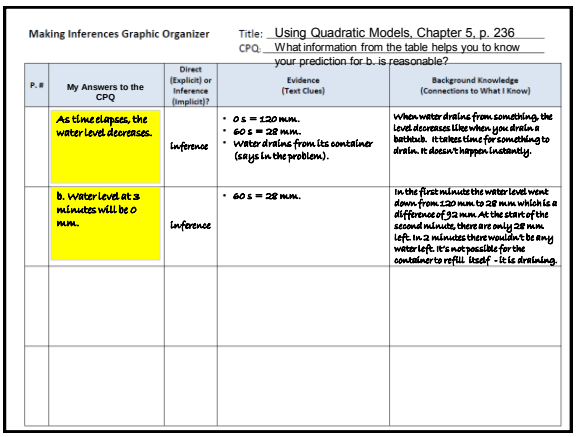

Making Inferences Graphic Organizer

Title: Using Quadratic Models, Chapter 5, p. 236

CPQ: What information from the table helps you to know your prediction for b. is reasonable?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
	As time elapses, the water level decreases.	Inference	• 0 s = 120 mm. • 60 s = 28 mm. • Water draining from its container (says in the problem).	When water drains from something, the level decreases like when you drain a bathtub. It takes time for something to drain. It doesn't happen instantly.
	b. Water level at 3 minutes will be 0 mm.	Inference	• 60 s = 28 mm.	In the first minute the water level went down from 120 mm to 28 mm which is a difference of 92 mm. At the start of the second minute, there are only 28 mm left. In 2 minutes there wouldn't be any water left. It's not possible for the container to refill itself - it is draining.

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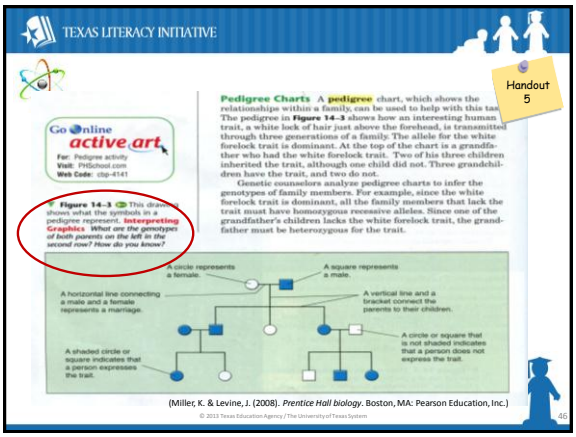
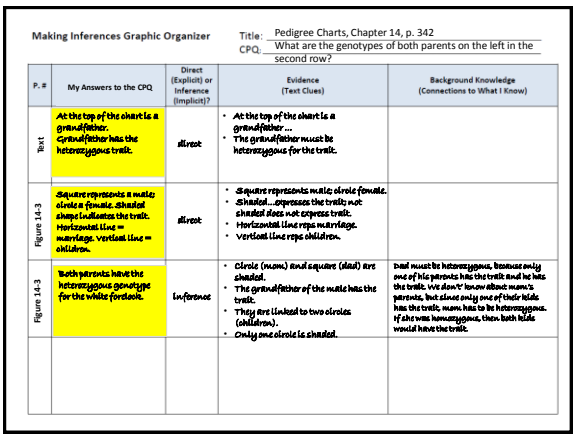
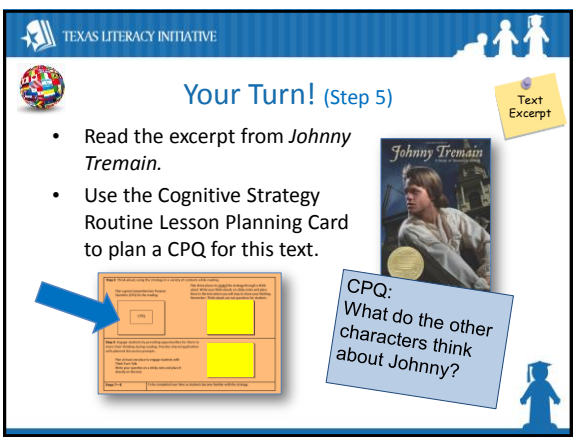




Making Inferences Graphic Organizer

Title: Pedigree Charts, Chapter 14, p. 342
CPQ: What are the genotypes of both parents on the left in the second row?

P. #	My Answers to the CPQ	Direct (Explicit) or Inference (Implicit)?	Evidence (Text Clues)	Background Knowledge (Connections to What I Know)
Text	At the top of the chart is a grandfather. Grandfather has the heterozygous trait.	direct	• At the top of the chart is a grandfather… • The grandfather must be heterozygous for the trait.	
Figure 14-3	Square represents a male; circle a female. Shaded symbolizes the trait. Horizontal line = marriage. Vertical line = children.	direct	• Square represents male; circle female. • Shaded…expresses the trait; not shaded does not express trait. • Horizontal line reps marriage. • Vertical line reps children.	
Figure 14-3	Both parents have the heterozygous genotype for the white forelock.	inference	• Circle (mom) and square (dad) are shaded. • The grandfather of the male has the trait. • They are linked to two circles (children). • Only one circle is shaded.	Dad must be heterozygous, because only one of his parents has the trait and he has the trait. We don't know about mom's parents, but since only one of their kids has the trait, mom has to be heterozygous. If she was homozygous, then both kids would have the trait.



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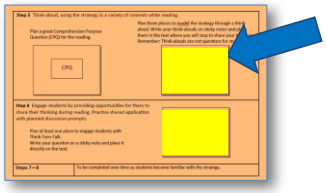
TEXAS LITERACY INITIATIVE

Your Turn! (Step 5)

- Use the Think-Aloud sticky notes to record the first three statements you will stop to think-aloud for students.



TEXAS LITERACY INITIATIVE

Your Turn! (Step 5)

Handout 6

- Place your sticky notes on Handout 6 (blank graphic organizer).
- To ensure that you lesson is clear and explicit, plan what you will say to students. Record the text evidence and/or background knowledge you relied on to make the statement.

TEXAS LITERACY INITIATIVE

Practice Your Think-Aloud Lesson

- Place your sticky notes back in the text where you will stop and think-aloud for students. Now read the excerpt.
  a. Stop and share aloud the statement on the sticky note.
  b. Place the sticky note on a blank organizer as you would when modeling for students.
  c. Share out loud and record the appropriate information on the graphic organizer (refer to the organizer you created when planning as a guide).
  d. Tell students whether your statement is directly stated in the text or if you made an inference.
- Continue reading until you reach your next stop.
- Repeat a–d.

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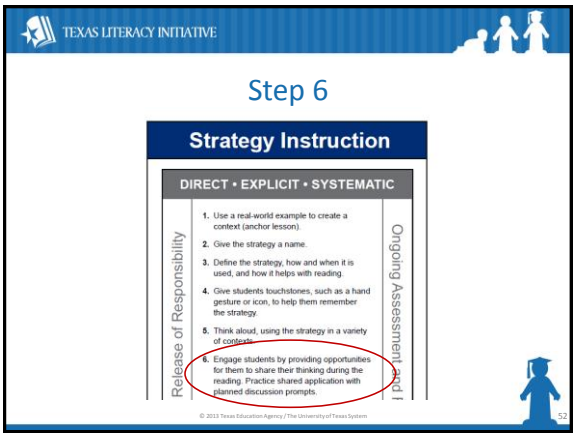

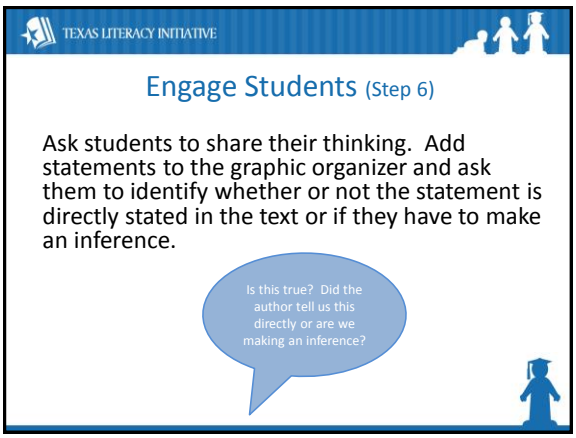

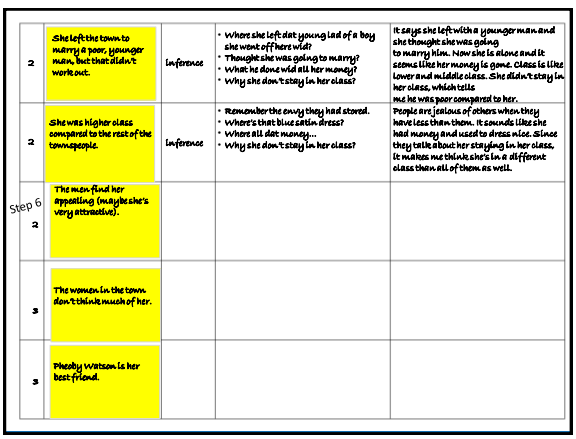

2	She left the town to marry a poor, younger man, but that didn't work out.	inference	• Where she left dat young lad of a boy she went off here wid? • Thought she was going to marry? • What he done wid all her money? • Why she don't stay in her class?	It says she left with a younger man and she thought she was going to marry him. Now she is alone and it seems like her money is gone. Class is like lower and middle class. She didn't stay in her class, which tells me he was poor compared to her.
2	She was higher class compared to the rest of the town people.	inference	• Remember the envy they had stored. • Where's that blue satin dress? • Where all dat money... • Why she don't stay in her class?	People are jealous of others when they have less than them. It sounds like she had money and used to dress nice. Since they talk about her staying in her class, it makes me think she's in a different class than all of them as well.
2	The men find her appealing (maybe she's very attractive).			
3	The women in the town don't think much of her.			
3	Possibly Watson is her best friend.			

Step 6

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TEXAS LITERACY INITIATIVE

Engage Students (Step 6)

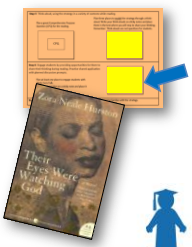
"Discussion plays a key role in supporting the development of students' understanding of text. It is through the interaction – or the transaction – of ideas, language, and perspective that comprehension is developed" (Israel & Duffy, 2009, p. 523).

TEXAS LITERACY INITIATIVE

Engage Students (Step 6)

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

- "How did Janie feel about her discovery and why did she feel that way?"
- "Why is Nanny pushing so hard for Janie to get married?"
- "What are you inferring now?"
- "What do you think might happen?"



TEXAS LITERACY INITIATIVE

Creating a Safe Environment

"If we encourage and celebrate changes in thinking, rather than 'correct' responses, reading improves … We want to encourage our students to go back into the text to validate their thinking. We want … them to know that they can review the text and change their thinking" (Sibberson and Szymusiak, 2003, p. 124).

"Constant penalties for being wrong, as well as an overemphasis on correctness, grades, and being right, undermine the climate of safety that … readers need to take risks and grow" (Zemelman, Daniels, & Hyde, 2012, p. 107).

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TEXAS LITERACY INITIATIVE

Scaffold Practice (Step 7)

"Today, we are going to read a well-known poem called, *Invictus*. As you work to understand the poem, record the inferences you are making on sticky notes. You will share your inferences with your group. Be prepared to explain why you think what you do."

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TEXAS LITERACY INITIATIVE

Provide Accountability Measures (Step 8)

"After reading the excerpt today, I would like you to write your response to the CPQ. In your writing, explain what you learned about the character and her motivations. Be sure to provide text evidence and background knowledge to support your thinking."

TEXAS LITERACY INITIATIVE

Provide Accountability Measures (Step 8)

"Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they respond to a text in writing (writing personal reactions, analyzing and interpreting the text)…"

(Graham & Hebert, 2010, p. 5)

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TEXAS LITERACY INITIATIVE

Cognitive Strategy Routine

How might using the Cognitive Strategy Routine as an approach to teaching Making Inferences and Predictions support the students with whom you work?

Think

Turn

Talk

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TEXAS LITERACY INITIATIVE

Teaching Making Inferences and Predictions

FADING THE SCAFFOLD

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TEXAS LITERACY INITIATIVE

Annotating the Text

- "Annotating text is one of the most common comprehension-enhancing strategies used by proficient readers (Daniels & Steineke, 2011, p. 41).
- "When students capture their thinking while reading, they are more likely to return to texts, participate in discussion and have an easier time starting writing assignments. They also use their marked text to review and study" (Tovani, 2004).

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TEXAS LITERACY INITIATIVE

Annotating the Text

- "The concept of holding and making thinking is new to a lot of students because they've been taught that it's the teacher's job to ask the questions, and the student's job to answer them" (p. 68).
- "Merely underlining text is not enough. Thinking about the text must accompany the underlining" (p.69).
- "I have to teach students how to show their thinking again and again. It doesn't miraculously happen because I've assigned it" (p. 69).

(Tovani, 2004)

TEXAS LITERACY INITIATIVE

Annotating the Text

- Select small, complex pieces of text to model annotating text for students.
- Project the text so it is large enough for all students to see.
- Set the CPQ for the reading.
- Read the text aloud, stopping to underline the key information and place sticky notes explaining your thinking in the margin of the text.
- Clearly explain why you underlined what you did and what you are thinking.

TEXAS LITERACY INITIATIVE

Annotating the Text

Text Excerpt

The Gettysburg Address, 1863
Abraham Lincoln

CPQ: What is Lincoln saying in this speech?

87 years ago (1776 when ation of was signed) ginning of our nation.

Fourscore and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty and the proposition that "all men are created equal."

The country was founded on the idea that all men are created equally. At the time of this speech, Lincoln was looking to abolish slavery.

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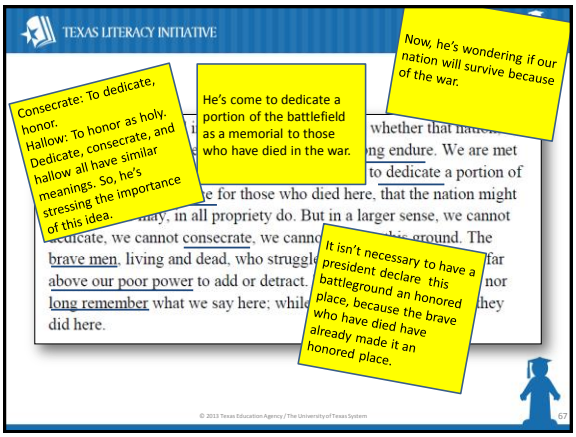

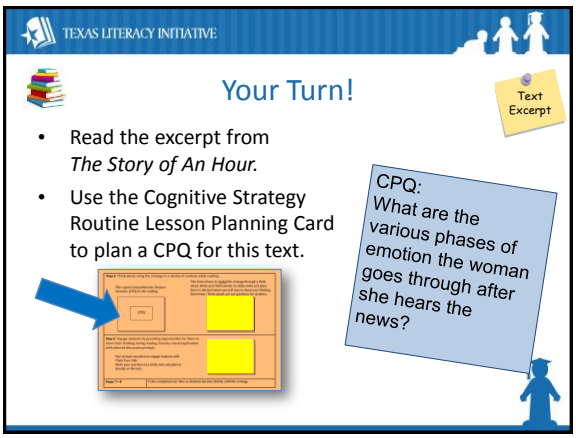

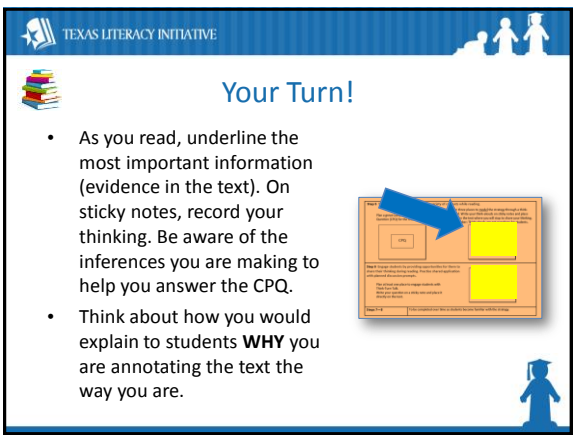

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TEXAS LITERACY INITIATIVE

Annotating the Text

- After we model multiple times for students, we can annotate text together (Step 6).
- Gradually, we release responsibly so students are able to successfully annotate complex chunks of texts independently (Step 8), increasing their ability to make inferences and predictions while reading.

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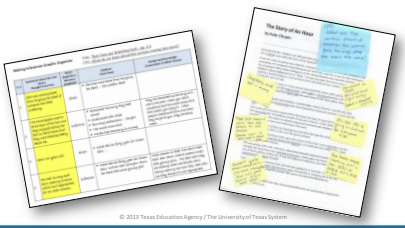
TEXAS LITERACY INITIATIVE

Teaching Making Inferences

- Graphic Organizers – highly supportive.
- Annotating Text – less supportive.



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TEXAS LITERACY INITIATIVE

Reflecting On the Training

- How might you implement the approaches for teaching Making Inferences and Predictions in your classroom?
- How might this type of instruction help your students?

Think

Turn

Talk

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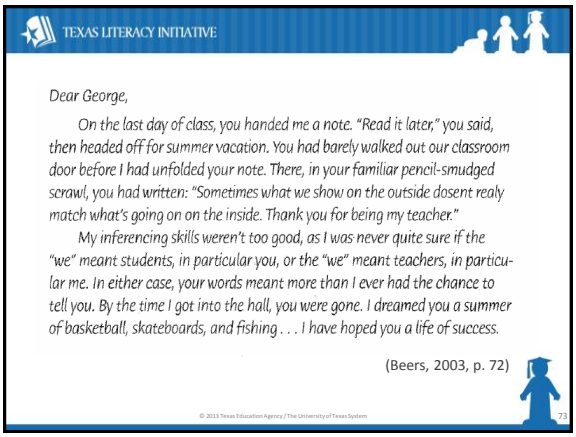

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