Making Inferences & Predictions

PowerPoint Presentation
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)

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

Why Should We Teach

MAKING INFERENCE & PREDICTIONS?
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)

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)

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

Horizontal Alignment Planning Guide (HAPG)

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.

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

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 ____?

How Should We Teach MAKING INFERENCES?
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

“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)

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.

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

Anchor Lesson (Steps 2 & 4)

What will you do for your anchor lesson?

Think

Turn

Talk

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.

Making Inferences (Step 5)

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

Clues from the Text + Background Knowledge = Inference

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)
Making Inferences (Step 5)

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

Think Aloud Making Inferences (Step 5)

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.
**Making Inferences & Predictions: Scaffolding Student Practice (Step 6)**

**Handout #3**

**Spring**

Frog ran up the path to Toad’s house.
He knocked on the front door.
There was no answer.
“Frog, Toad,” shouted Frog.
“Wake up. It is spring!”

“Blah,” said a voice from inside the house.

“Frog! Toad!” cried Frog.

**Primavera**

Se sos obíb corriendo por el sendero
a la casa de Toad.
Llamó a la puerta.
Nadie contestó.

—Se, Se—síntié Seo—
‗despierta. Ha llegado
la primavera!‘

—Bah, —dijo una voz
dentro de la casa.

—¡Seó! Seo! —grito Seo—
¡Bella el sol!“

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**Making Inferences Planner**

| **Title:** Frog and Toad Are Friends |
| **Course:** |
| **Unit:** |
| **Lesson:** |

| **Objective:** |
| **Text:** |
| **Inference:** |

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**Handout #4**

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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.

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

Tips and Tricks (Steps 6 & 7)

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

“What makes you think that?”

Think about the inferences 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 …

Your Turn

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

What do you learn about the children?
**Tips and Tricks (Steps 6 & 7)**

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

**Student Work**

![Image of a Nintendo DS with Picto Chat]

**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)

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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)

**How Should We Teach Making Predictions?**

**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

**How will you teach predicting to your students?**

**EXPOSITORY TEXT**

**What might this book be about?**

- **Think**
- **Turn**
- **Talk**

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“What I like in a good author isn’t what he says, but what he whispers.”

- Logan P. Smith