# What is inferencing?

- Inferential thinking is a complex skill that requires readers to merge their prior knowledge with clues from the text to draw conclusions, predict an outcome, and find emerging themes.

# INFERRING

Merging background knowledge with text clues to come up with an idea that is not explicitly stated by the author

Making predictions

    Predicting outcomes, upcoming events

Using context to figure out the meaning

    of unfamiliar words/concepts

Inferring relationships

    Setting to plot

    Cause and Effect

    Character's feelings and motives

Visualizing

    Inferring with a mind picture

Drawing conclusions

Surfacing themes

Getting the gist

Inferring the authors' purpose

Reading between the lines

Relating text to life/text/world

# **Why** teach inferencing?

- Helping students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making inferences.

- Inference is a complex skill that can be taught through explicit instruction.

- Inferring requires higher order thinking skills, which makes it a difficult skill for many students.

# **How** to teach inferencing?

Provide explicit instruction and encourage students to…

- find clues in the text to get answers.

- add those clues to prior knowledge.

- realize there may be more than one correct answer.

- support inferences with evidence from the text.

# Instructional Strategies

- QAR: Question Answer Relationships
- It Says – I Say – And So

# QAR – Question Answer Relationships

Categorize questions according to how to find the answers using the 4 types of questions below:

- **Right There Questions**: Answers can be found in the text. Often the words used in the question are the same words found in the text.

- **Think and Search Questions**: Answers are gathered from several parts of the text and put together to make meaning.

- **Author and You**: The answer is not directly stated in the text. These questions are based on information provided in the text but the student is required to relate it to their own experience.

- **On My Own**: These questions do not require the student to have read the passage but prior knowledge is needed to answer the question.

# QAR – Question Answer Relationships

| Sample QARs for *Frog and Toad Together* by A. Lobel | | | |
|---|---|---|---|
| Right There | Think and Search | Author and You | On My Own |
| Who is the friend Toad goes to visit? | What caused Toad to forget what was on his list? | What do you think of Toad's list? | What would you do if you lost something and couldn't find it? |

ncsc

National Center and State Collaborative

# Teaching QAR

- Explain to students that there are four types of questions they will encounter. Define each type of question and give an example (see previous slides).

- Read a short passage aloud to your students.

- After reading, model how you determine the type of questions.

- Show students how to find information to answer the questions (i.e., in the text, from your own experiences, etc.).

# It Says – I Say – And So

- Visual scaffold that helps students organize their thinking about the text.

| It Says | I Say | And So |
|---------|-------|--------|
| • Information from the text | • What you already know | • Combine what the text says with what you know to make an inference. |

# It Says – I Say – And So

- Introduce the strategy using a familiar text such as *The Three Bears*.

- Model the strategy and think aloud as you determine the categories.

| It Says | I Say | And So |
|---|---|---|
| • Goldilocks sat down in the baby chair but she's not a baby. | • Baby chairs are for babies so it's too small for Goldilocks. | • And so she is too big for the chair and she breaks it. |

ncsc
National Center and State Collaborative

# **Your Turn!**

Now ask yourself:

- What is inferencing?

- What are some effective ways to teach students to make inferences when reading a text?

# Check for Understanding

- What is inferencing?
  - When readers merge their prior knowledge with clues from the text to draw conclusions, predict an outcome, and find emerging themes.
- What are some effective ways to teach students to make inferences when reading a text?
  - QAR
  - It Says – I Say – And So

  *** *Keep in mind there are numerous effective teaching strategies but we just highlighted two here. We encourage you to continue exploring other possible strategies.*