



START HERE

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INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - Before, During, After graphic organizer
- Handout - Metacognition Reflection questions
- Handout - Rubric
- Bulletin Board Poster
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)

Want to download
or edit a specific file?

Click the links on
the next page!

Instructions

What's in this
PDF

What's NOT
in this PDF



Print this PDF

(it has all of the handouts)

File Table of Contents

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan	PDF	one-click copy
Lesson	Slideshow	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Video of slideshow	Inferring	YouTube	link
Handouts	Before, During, After (Graphic organizer you can use with any text)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Metacognition (Reflection questions)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Rubric	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
Bulletin Board	Poster (8.5 x 11 page with reading strategy pro tips)	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Online version	<ul style="list-style-type: none">• TpT currently only allows one Easel by TpT document to be attached to a product.• All of the handouts are in this single file.• Delete the pages you don't need before assigning your file to students.• Use the one-click copy link (on the right) multiple times to create different versions.	Easel by TpT	one-click copy

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

Google Slides

Powerpoint

Video

Google Docs

Word

Easel by TpT



Links to files

INFERRING


Inferring is a comprehension strategy we use to figure out what the text is really saying, even though it doesn't actually say it like this. We infer all the time in real life. Someone might say one thing, but their body language might tell us a different message.

An inference is something that isn't directly stated in the text. It's a **new** understanding that you make based on something written down and your own ideas, **knowledge**, and life experiences.

Title of today's text: _____

Works with
any text

INFERRING



1. **Figure out what the text is really saying** even though it doesn't say it like this.


Evidence from the text

 +

your thinking

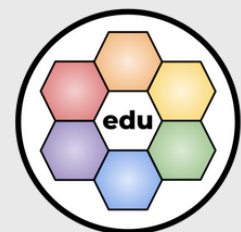
 =

an inference
2. **Your inference cannot be directly in the text.** It has to be something new that you figured out *based* on the text.
3. Use **Somebody Wanted But So** to think about the text and make inferences.
4. Use **It says, I say, And so** to explain your inference.

 **R₁** Reading for **MEANING**
comprehension strategy

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page 1



Graphic Organizer

Before Reading

Before you read the article, look at the title and any illustrations. Let's turn our minds-on and activate any prior knowledge before we read. Use the **Somebody Wanted But So** graphic organizer to figure out something about the text. Then use the **It Says, I Say, And So** graphic organizer to develop your inference.

- 1. Write down the title of the article

- 2. Based on the title, create a Somebody Wanted But So.

Somebody	Wanted	But	So

- 3. Explain your inference using an It says, I say, And so...

It Says (Evidence in text)	I Say (Stuff I know / my thinking)	And So... (Inference)

STOP and CHECK!

☐ I have ☐ evidence from the text ☐ my own thinking ☐ an inference

☐ My inference is not directly stated in the text (so far.)

Before
Reading

page 2



During Reading

Use the **Inferring** strategy as you read. Stop after every heading or paragraph to make an inference. When you fill out this page, you can start in any box and fill out with either graphic organizer first. Make sure your inference is not stated directly in the text.

1. Based on the text, create a Somebody Wanted But So.

Somebody	Wanted	But	So

2. Explain your inference using an It says, I say, And so...

It Says (Evidence in text)	I Say (Stuff I know / my thinking)	And So... (Inference)

STOP and CHECK!

- ☐ I have ☐ evidence from the text ☐ my own thinking ☐ an inference
- ☐ My inference is not directly stated in the text (so far.)
- ☐ I stopped after every heading or paragraph to make an inference.

During
Reading

page 3



After Reading

Now that you have read the entire article, let's look at the big picture. (It's like looking back at the entire forest, instead of individual trees in the forest.)

1. Based on the entire text, create a Somebody Wanted But So.

Somebody	Wanted	But	So

2. Explain your inference using an It says, I say, And so...

It Says (Evidence in text)	I Say (Stuff I know / my thinking)	And So... (Inference)

STOP and CHECK!

- ☐ I have evidence from the text (It Says)
- ☐ I explain what I know and how I figured out what the text really means (I say)
- ☐ I proved my inference (And so...)
- ☐ My inference is not directly stated anywhere in the entire text.

After
Reading

page 4



METACOGNITION


Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- ☐ Noticing what we think about as we read.
- ☐ Using specific strategies to help us think as we read.
- ☐ Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

INFERRING



1. Figure out what the text is really saying even though it doesn't say it like this.


Evidence from the text

 +

your thinking

 =

an inference
2. Your inference cannot be directly in the text. It has to be something new that you figured out based on the text.
3. Use *Somebody Wanted But So* to think about the text and make inferences.
4. Use *It says, I say, And so* to explain your inference.

 **R₁** Reading for **MEANING**
comprehension strategy

1. Describe something you figured out about the meaning of the article by using the strategy **INFERRING**. (Share an ah-ha moment)

2. Explain how **INFERRING** helped you to figure out this ah-ha moment.

3. How could you modify this **INFERRING** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

Self Reflection



Rubric - Inferring

Everyone will have different inferences because everyone has different life experiences. What we're looking for is how well supported your inference is by **evidence from the text**. We're also looking to see how well you ***explain your thinking*** that led you to your inference.

	Level 4	Level 3	Level 2	Level 1
R1. Reading for Meaning	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	Your inference is supported by strong evidence from the text. You explained your thinking and background knowledge well. It's a very insightful inference that shows you really get the article.	Your inference makes sense and you have good evidence from the text. You explained your thinking and background knowledge.	Your inference is a little confusing because... ... there isn't enough evidence to support this idea or there are irrelevant details. ... you haven't explained your thinking enough to justify this idea.	I'm not sure how you came up with this inference. There's not enough evidence from the text or there are too many irrelevant details.

	Level 4	Level 3	Level 2	Level 1
R4. REFLECTING on reading skills and strategies	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	You very clearly explain how you used this strategy with strong support.	You explained how you used this strategy and you have good support.	How you used this strategy is a little bit confusing because there's not enough support or there are irrelevant details.	It doesn't seem like you used this strategy based on what is given here. There's not enough support or there are too many irrelevant details.

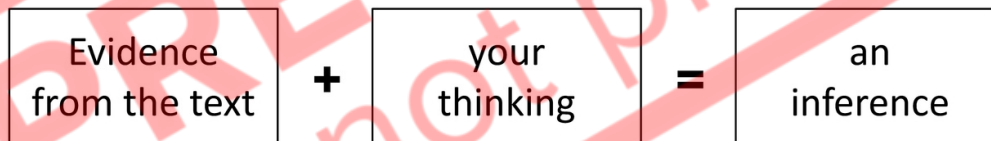


INFERRING



Use as
reference

1. **Figure out what the text is really saying** even though it doesn't say it like this.



2. **Your inference cannot be directly in the text.** It has to be something new that you figured out *based* on the text.
3. Use ***Somebody Wanted But So*** to think about the text and make inferences.
4. Use ***It says, I say, And so*** to explain your inference.



Reading for **MEANING**
comprehension strategy

Inferring - Poster

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Bulletin Board Poster



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Reading Strategy

INFERRING

version: v2022-06-30

LESSON PLAN (130 min - 170 min)

Lesson on INFERRING (real-life example) - 45 min

- [Introduction \(slides 1-7\) - 5 min](#)
- [Real life example of Inferring \(slides 8-13\) - 40 minutes](#)

45

Lesson on INFERRING reading example - 55 min

- [4 TIPS to using INFERRING \(slides 14-22\) - 20 minutes](#)
- [Practice - Modelled Reading \(slides 25-46\) - 15 minutes](#)
- [More Practice - Whole Class \(slides 35-44\) - 15 minutes](#)
- [Recap the strategy \(slides 45\) - 5 minutes](#)
- [OPTIONAL Big Picture \(slide 46-63\)](#)

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Independent Practice - 40-80 min

- [Review Independent Reading Handout package - 5 min](#)
- [Hand out article and clarify instructions - 5 min](#)
- [Students read article / complete inferring handouts - 30 min](#)
- [\(Optional\): discussion questions \(if any\) from text - 20 min](#)
- [\(Optional\) Metacognition - 20 min](#)

40

MATERIALS

- Slideshow (file 3)
- Inferring handout (file 4a)
- Metacognition handout (file 4b)
- Rubric (file 4c)
- Article to read while using this strategy - **NOT PROVIDED**
 - Use a novel / textbook that you are studying in class.
 - Use an [Educircles 21st Century Learning Article](#)

page 1

Materials
you need

Inferring - Lesson Plan - Page 1 of 18

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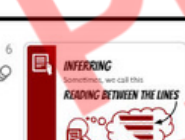



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Lesson Plan

Detailed Script

Introduction to Active Reading and Comprehension Strategy (slides 1-7) - 5 min

	<p>Before we get into this lesson, you should know that we are going to be doing some active reading.</p> <ul style="list-style-type: none">• This means that we think about the text as we read. Your brain needs to be ENGAGED.• We are actively reading (instead of passively reading.)• Let's try to use a Growth Mindset here: If we work hard and do certain things, we can get better at reading.
	<p>Comprehension strategies are tricks and things we can do to help us figure out the meaning of a text.</p>
	
	<p>Today, we're going to be talking about a comprehension strategy called inferring.</p> <ul style="list-style-type: none">• Sometimes, people call it inferencing or Making Inferences.• The goal of inferring is to figure out what the text is really saying even though the author doesn't actually say it directly.
	
	<p>Some people call this reading between the lines.</p> <ul style="list-style-type: none">• That doesn't mean we're literally reading invisible words between the printed lines of text in a book.• Reading between the lines is an expression that means we look for clues and hints in what's written to figure out a hidden meaning or what's really going on.
	




Real life example of Inferring (slides 8-13) - 40 minutes

	<p>We make inferences all the time. When we read a book, chat with a stranger, watch the news or text with our friends.</p> <p>Watch this video and explain what is really going on here. https://youtu.be/T2JFG9pYa3g</p> <p>Note this video link only shows the text chat. It doesn't include example answers like this: https://youtu.be/qw0cd4VNpc4?t=226</p>
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Inferring - Lesson Plan - Page 2 of 18
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<p>9</p> 	<p>Did you figure out what happened even though the text didn't say it explicitly? That's called inferring.</p> <p>Inferring is when you</p> <ul style="list-style-type: none"> • take evidence from the text, and... • you add your own thinking... • to figure out what's really going on. <p>Let's have a closer look at this text message thread in the video.</p>
<p>10</p> 	<p>Screenshot #1 - Question: what do you notice?</p> <ul style="list-style-type: none"> • The text message is from today. • The person with the Blue text messages says, "Want to hang out?" • The message was read today this morning at 10:33 AM • The person with the Grey text messages says, "Sure" but then right away says, "Wait, I can't sorry," • Then the Blue person just says "K" • We know that the message was delivered but hasn't been read by the Grey person yet. <p>Question: what do you think is happening here?</p> <ul style="list-style-type: none"> • It looks like the blue person wants to hang out but the grey person can't. • Maybe, the grey person's really busy and can't hang out right now, but why would they say "sure" first? • Maybe they forgot they had something else they had to do?
<p>11</p> 	<p>Screenshot #2 - Question: what do you notice?</p> <ul style="list-style-type: none"> • It's from yesterday afternoon at 2:40 PM • the blue person asks the grey person if they want to FaceTime, and the grey person says "sorry I'm a little busy." • the blue person right away says, "that's fine" • at the bottom, we can see today's message from Screenshot #1 where the Blue Person is asking if the grey person wants to hang out. <p>Question: what do you think is happening here?</p> <ul style="list-style-type: none"> • I wonder if the blue person really is okay with it. Maybe they just automatically said, "that's fine" kind of how when we




	<p>see people we say, "how are you?" and the other person automatically says, "good, how about you?" but that doesn't mean they're actually fine.</p> <ul style="list-style-type: none">• Maybe the blue person's bored and just wants to hang out. <p>But I also see up at the top it says BFF as the contact name</p> <ul style="list-style-type: none">• I know that no one's name actually has the initials BFF• So probably when the Blue Person was putting their friend's phone number into their contacts, instead of putting their friend's first name and last name, they put in BFF as the first name because they're really good friends.• The BFF has to be the person in grey. Because the person on the right is the person who owns the phone, so it's like we're pretending to be the Blue Person texting our BFF. <p>It's been twice where the best friend said they were too busy</p> <ul style="list-style-type: none">• This seems odd if they're really best friends.• Maybe the blue person thinks the grey person is their BFF but the friendship is one sided?
	<p>Screenshot #3 - Question: what do you notice?</p> <ul style="list-style-type: none">• We can see it's from Friday,• So "yesterday" that must've been Saturday,• And "today" must be Sunday <p>Okay, so back on Friday in the afternoon around 1 in the afternoon</p> <ul style="list-style-type: none">• Blue person asks if they can come over• Grey person right away says, my mom says no• The blue person asks if the grey person want to hang out at their place.• no response for about an hour and then the grey person says sorry can't. <p>Question: what do you think is happening here?</p> <ul style="list-style-type: none">• With these three screenshots together, I know this blue person's asking a lot of times if the Grey person want to hang out and the Grey person keeps saying no.• Maybe the blue person is getting tired of asking or feeling brushed aside because normally, they write a short sentence, but on screenshot #1, it was just a one letter answer: K.






	<ul style="list-style-type: none">• We also don't really know what's going on with this Grey person and why they said no.• They said their mom said no, but if these people are in College, maybe the Grey person doesn't live with their mom, so then that might be an obvious line about not wanting to hang out?• Or maybe, this Grey person is in grade 8 and their mom really doesn't want them to hang out with the Blue person.
	<p>Screenshot #4 - Question: what do you notice?</p> <ul style="list-style-type: none">• This is from Thursday and it's the start of all of this drama.• This is the day before screenshot #3• the Grey person is starting the conversation this time and asking the Blue person if they want to hang out after dinner.• the blue person right away says sure and suggests going to the mall and the Grey person responds right away with "K see you soon"• I know the grey person said it right away because there's no date stamped in the text chat. <p>Question: what do you think is happening here?</p> <ul style="list-style-type: none">• The conversation on Thursday is different from the other screenshots because it's going back and forth so now it looks like they're actually friends as opposed to the next 3 days where it's just the Blue person asking to hang out.• That makes me wonder what's going on?• It's Thursday night in the evening. Did something happen? <p>And depending on student life experiences, personal knowledge and age, there will be different ideas about what happened Thursday night.</p>

4 TIPS to using INFERRING (slides 14-22) - 20 minutes

	Let's look at a couple of pro tips to think about when we are inferring
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<p>15</p>  <p>INFERRING PRO TIP #1: Figure out what the text is really saying even though it doesn't say it like this in the writing.</p>	<p>Pro tip #1 Figure out what the text is really saying even though it doesn't actually say it like this in the writing.</p> <ul style="list-style-type: none"> • That means, we look for evidence from the text and we combine it with own thinking and together that makes an inference. It's kind of like a formula: • evidence + thinking = inference. <p>NOTE: when we say find evidence in the text, we really mean find evidence or clues in whatever we're talking about.</p> <p>Sometimes we're talking about "texts" as in "text messages", but usually we mean finding evidence and looking for clues in:</p> <ul style="list-style-type: none"> • what a person says to us, • a paragraph that an author wrote in a book, • a lyric in a song, • a line in a movie, etc.
<p>16</p>  <p>INFERRING PRO TIP #2: Your inference cannot be directly stated in the text. It has to be something new that you figured out based on the text.</p>	<p>Pro tip #2 Your inference cannot be directly stated in the text.</p> <p>If your inference is literally, directly written in the book, then</p> <ul style="list-style-type: none"> • it's a direct message from the author • It's not an implied message that you figured out <i>based</i> on what the author wrote.
<p>17</p>  <p>INFERRING PRO TIP #3: Use Somebody Wanted But So to think about the text and to help you make inferences.</p>	<p>Pro tip #3 Use Somebody Wanted But So to say something about the text. You need all 4 parts:</p> <ul style="list-style-type: none"> • Figure out a character from the text. • Figure out what they wanted (or didn't want.) • Figure out what went wrong or what an obstacle was, • and figure out what the person did as a result.

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18		Let's look at some examples from our text message activity.
19		<ul style="list-style-type: none"> • The Blue person • wanted to hang out with the Grey person, • but the Grey person was busy • so the Blue person felt sad and ditched.
20		<p>Here's another example:</p> <ul style="list-style-type: none"> • The grey person • didn't want to hang out with the blue person, • but they also didn't want to hurt the blue person's feelings by saying it to their face, • so the grey person just lied and said they were busy or came up with another excuse. <p>SWBS can also be about someone who just mentioned in passing.</p> <ul style="list-style-type: none"> • the mom • didn't want their kid (the grey person) to hang out with Blue, • but the grey person really wanted to hang out with their BFF • so mom said no, you can't hang out with the blue person.
21		Pro tip #4 Use the classic strategy "It says, I say, and so" to help you explain your inference or come up with a new understanding.
22		<p>For example,</p> <ul style="list-style-type: none"> • it says on screenshot #1 K and it also says BFF which is the contact name at the top • I say K is a really short answer for the blue person because we know the blue person normally writes out complete words and sentences. I also know that if I'm feeling a little emotional, I don't really say much either. • And so maybe the blue person is feeling rejected because their BFF doesn't like them anymore.

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Here's another example,

- the blue person in the text on screenshot #3 says can I come over and the grey person says my mom says no, and this happened on Friday at 1:18 PM
- I say that we normally have school at this time in the afternoon unless it's summer and mom said no pretty quickly, so she must be nearby. The grey person wouldn't have had time to text her and then respond to the Blue person because there was no timestamp between messages. The Blue person asked the question and right away the Grey person says their mom says no,
- And so maybe this text conversation took place during summer holidays. Or maybe it's during the school year and the Grey person is sick at home and Mom works from home... but that's probably not it because Friday afternoon, wouldn't the Blue person be in class? They wouldn't ask to come over to the Grey person's house.





Another example of and it says, I say and so is

- It says on screenshot #4, the Grey person asks the Blue person on Thursday at 7:46 PM to see if they want to hang out after dinner.... And then the next message is made the next day on Friday at 1:18 PM when the Blue Person asks if they can come over
- I say the Grey person started texting first on Thursday and in the other 3 screenshots, the Blue person starts the conversation first? So on Thursday, it looks like they're friends because the conversation goes back and forth. Is the mall even open at night? Did they even go to the mall?
- And so maybe something happened Thursday night and now the Grey person is mad. Or maybe the Grey person and the Blue person did something and got in trouble, so now the Grey person is grounded by their mom.




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Practice - Modelled Reading (slides 25-46) - 15 minutes




25		Here's the beginning of an informational text. The title says "Building bridges over dinner and a hockey game" Let's use the strategy "Inferring" as we read the article.
26		Let's make an inference. Not sure where to start? <ul style="list-style-type: none">• Either you come up with a "Somebody Wanted But So" to say something about the text...• Or come up with an "It says, I say and so" to figure out something new.
27		Let's start with It says, I say, and so - For example, <ul style="list-style-type: none">• it says building bridges,• I say you build a bridge to get from one side of a river to the other side• and so this doesn't make sense. Like, how do you even physically go over dinner and a hockey game? You can't build bridges over people's houses...
28		It's important to remember that our first inferences may not be right. At this point we're just trying to make reasonable guesses based on the clues we have so far. If something doesn't make sense, look for more clues in the text or try a different idea. Ok, so let's try to make another It Says, I Say, And So... <ul style="list-style-type: none">• I say that you eat dinner, you play hockey, and sometimes you can have family friends over for dinner• and so maybe you're building bridges (like some sort of popsicle stick craft or building activity). I don't know – maybe it's like family board game night and you're trying to build a tower, and this is over dinner and the hockey game is on the TV in the background.• To back this up with evidence from the text, it says building bridges over dinner.



	<p>When you do an It says, I say, And so...</p> <ul style="list-style-type: none">• You can start in any box. You don't have to go in order.• You can also change your thinking as you get more information.• Remember, we've only read the title of this article so far.
<p>29</p> 	<p>Pro tip #1 is about figuring out what the text is really saying even though it doesn't say it like this.</p> <p>Remember that "evidence from the text" + "your own thinking" = "an inference"</p> <ul style="list-style-type: none">• We need clues from the text - so in this example, "over dinner"• and we combine that with our own thinking like: we know that we eat dinner and we know that we've had family friends over for dinner before.• And so this is where the inference comes up - like maybe something happened during family board game night
<p>30</p> 	<p>Pro tip #2 is about checking to make sure your inference isn't already directly stated in the text.</p> <ul style="list-style-type: none">• It has to be something new that you figured out based on what's written in the text. <p>So let's double check our thinking here.</p> <ul style="list-style-type: none">• What we've read so far doesn't say anything about family board game night, so we're good.
<p>31</p> 	<p>Pro Tip #3: Let's go back and do a Somebody Wanted But So to think about this text</p> <ul style="list-style-type: none">• Some friends• wanted to hang out and have dinner,• but it was during Covid 19 lockdown• so, they can't hang out.








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<p>32</p> 	<p>PRO TIP #1: An inference is when we figure out what the text is really saying even though it doesn't say it like this</p> <p>Let's check our thinking...</p> <ul style="list-style-type: none"> • we have evidence from the text: "building bridges over dinner" • we combined that with our own thinking and ideas. Covid-19 is fresh in my mind so maybe this has something to do with physical distancing restrictions. I can't hang out with my friends like I used to during Covid-19. • TEACHER PRO TIP: Remind students we don't write down our thinking in a Somebody Wanted But So - we do that in an It Says, I Say, So. A SWBS is just to get us going... <p>So, we're coming up with some inferences and figuring out some possibilities about what is going on in this informational text, even though the author doesn't come out and tell us this.</p>
<p>33</p> 	<p>PRO TIP #2: We also need to check to make sure our inference isn't directly in the text. It has to be something we figured out based on clues in the way it was written. So in this example,</p> <ul style="list-style-type: none"> • it doesn't say anything in the title about friends wanting to hang out • and it also doesn't say anything about Covid 19 <p>So these are both inferences.</p>
<p>34</p> 	<p>BE CAREFUL:</p> <p>Just because we infer something doesn't mean we're right. Strong inferences are supported by lots of strong evidence from text.</p> <ul style="list-style-type: none"> • this text may have nothing to do with Covid 19 • this text may not even be about friends. <p>As we read,</p> <ul style="list-style-type: none"> • actively look for more clues and evidence from the text to either support our inference or to challenge them. • If the text doesn't go on to talk about Covid-19, then change our inferences based on the new information



More Practice - Whole Class Shared Reading (slides 35-44) - 15 minutes

<div>35</div> <div></div> <div>36</div> <div></div>	<p>More practice - your turn</p> <p>PK Subban has been helping to build bridges between police officers and disadvantaged youth by creating opportunities for the two groups to hang out with each other in positive ways</p> <p>Question: What are 2 strategies to help us make an inference?</p> <ul style="list-style-type: none">• Either Somebody wanted but so• or it says I say and so
<div>37</div> <div></div>	<p>Let's start with an "It says, I say and so"</p> <ul style="list-style-type: none">• Create your own "it says I say and so" statement about this paragraph that we just read.• Remember, you can start in any box. <p>Students create their own It Says, I Say, And So</p>
<div>38</div> <div></div> <div>39</div> <div></div> <div>40</div> <div></div> <div>41</div> <div></div>	<p>Okay, now that you've come up with an "it says I say and so", let's figure out what the text is really saying even though it's not obvious.</p> <p>Question: What's the formula for an inference? What do we need when we make an inference?</p> <ul style="list-style-type: none">• evidence from the text• plus your own thinking• equals an inference <p>Let's double check our work right now:</p> <ul style="list-style-type: none">• Do you have a small quote or a phrase for your "It Says."• Does this phrase come directly from the text.• Did you explain what you already know from your life experience or did you explain what you think?• Finally, did you figure out something implied, even though the text doesn't explicitly come out and say it like this. In other words, did you make an inference?

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42

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Question: What do we do to double check our inference?

- Make sure our inference is not directly in the text
- It has to be something new that we figured out based on the text

Double check right now to make sure your inference isn't directly stated in the text.

44

Be careful!

Remember that as we read, we're looking for more clues from the text to support or refute our inferences here.

Here's the next paragraph.

- Is there anything here that supports the inferences you made earlier?
- Is there anything here that suggests a different idea, especially when you combine it with things that we read earlier in the article?

Subban plays defence for the New Jersey Devils. Every home game, he hosts four guests to a nice dinner and great seats to watch his team play hockey. He's a great host and chats with his guests before and after the game right.

Discuss with students:

- What new information did we learn?
- Does this new information:
 - Support your original inference? Is there more that you can add to your original inference?
 - Go against your original inference? What could you change your inference to that uses information from the text we see so far...

Recap the strategy (slides 45) - 5 minutes

45

Let's review inferring as a reading comprehension strategy.

1. Figure out what the text is really saying even though it doesn't come out and say it like this. Remember:





evidence from the text + your own thinking = an inference.



	<p>2. Your inference cannot be directly in the text. It has to be something new that you figured out based on the text - so something implied by the text.</p> <p>3. Use the strategy Somebody Wanted But So to help you say something about the text.</p> <p>4. Use the strategy, It says I say And so to figure out something new.</p> <p>Although it's not mentioned, it's a good idea to try to make an inference after every paragraph or header.</p>
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OPTIONAL Big Picture: Reading for Meaning / 21st Century Learning (slide 46-63)


Explaining the big picture helps **some** students to puzzle together how their learning fits together. Ultimately, the goal is to give students strategies (to become stronger readers) and transferable life skills (to help them become successful at school, and at life.)

<p>46</p> 	<p>Reading for meaning is just part of the many strategies and skills that we need when we read.</p> <ul style="list-style-type: none">• R1: Reading for Meaning (Comprehension strategies)• R2: Understanding FORM and STYLE• R3: Reading with Fluency (Decoding strategies)• R4: Reflecting on reading skills and strategies (Metacognition)
<p>58</p>  <p>59</p>  <p>60</p> 	<p>We don't know what tomorrow will look like! Reading and understanding the implications of things is an important skill to help us survive and thrive in today's changing world.</p> <p>One thing that will help us get through today's reading challenges and tomorrow's tough obstacles is our character.</p> <p>One way to work on character is to try to shift into a growth mindset. This means putting in the work, trying different strategies when we get stuck, and learning from our mistakes.</p> <p>So, struggling through a text, reading for deeper meaning and reflecting on the strategies we use is an opportunity for us to develop character.</p>



Independent Practice
Review Independent Reading Handout package - 5 min

45



INFERRING

1. Inferencing is the process of using clues from the text to figure out what the author is really saying. It is like being a detective.

2. Inferencing is a skill that you can learn and use to become a better reader.

3. Inferencing is a skill that you can use to understand what the author is really saying.

4. Inferencing is a skill that you can use to understand what the author is really saying.

5. Inferencing is a skill that you can use to understand what the author is really saying.

We suggest leaving slide 45 up so that students have a visual reminder of the strategy.

MARKING CONNECTIONS

1. Marking connections is a strategy that you can use to understand what the author is really saying.

2. Marking connections is a strategy that you can use to understand what the author is really saying.

3. Marking connections is a strategy that you can use to understand what the author is really saying.

4. Marking connections is a strategy that you can use to understand what the author is really saying.

5. Marking connections is a strategy that you can use to understand what the author is really saying.

Before Reading

1. Before reading, you should think about what you already know about the topic.

2. Before reading, you should think about what you already know about the topic.

3. Before reading, you should think about what you already know about the topic.

4. Before reading, you should think about what you already know about the topic.

5. Before reading, you should think about what you already know about the topic.

During Reading

1. During reading, you should think about what you are learning from the text.

2. During reading, you should think about what you are learning from the text.

3. During reading, you should think about what you are learning from the text.

4. During reading, you should think about what you are learning from the text.

5. During reading, you should think about what you are learning from the text.

After Reading

1. After reading, you should think about what you have learned from the text.

2. After reading, you should think about what you have learned from the text.

3. After reading, you should think about what you have learned from the text.

4. After reading, you should think about what you have learned from the text.

5. After reading, you should think about what you have learned from the text.

Hand out the Inferring package before handing out the article

- Discuss how the Inferring package breaks down the strategy into separate questions
- Notice how there is
 - a page for BEFORE READING questions,
 - a page for DURING READING questions, and
 - a page for AFTER READING questions.
- Notice how there is a self-checklist on each page so students can check that they are doing the strategy and thinking as they read.

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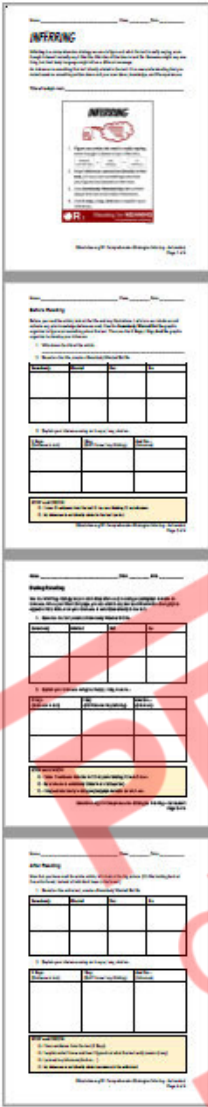
Hand out article and clarify instructions - 5 min

	<p>Handout the article for today's reading (not provided).</p> <ul style="list-style-type: none">• You can use one of the Educircles 21st Century Articles (separate lesson package)• you can use a text that students are reading in class. <p>If your students are reading a textbook, there may be discussion questions at the end of the section.</p> <p>(If your students are reading one of our 21st-century learning articles, there are discussion questions at the end of the article.)</p> <ul style="list-style-type: none">• Point out to students that although there may be questions that go along with the text that students are reading, right now the focus of the lesson is on reading strategies.• In other words, do the inferring handout first, and then answer the discussion questions from the text.• Let's see if inferring before you read the article, as we read the article, and after we read the article helps us to gain a better understanding of the topic.• If you use this comprehension strategy well, you will probably have an easier time answering the discussion questions at the end of the text you are reading today.
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Students read article / Complete Inferring Handout package - 30 min



There are many ways to structure this part of the lesson:

- Students can work independently
- You could construct guided reading groups.
 - FYI: The [21st century learning articles](#) have the same information written at three different reading levels.
 - The body paragraphs are numbered to match information between the reading levels.
- Students could work together in partners or small groups to complete the handout.
 - It's important that whatever inference a student makes, they use one of the two graphic organizers to explain their idea.
 - Group members can help double check that their partner had a strong inference:
 - The evidence their partner cited really proves the inference.
 - There is lots of support from the text for this inference
 - They use **Somebody Wanted But So** and **It Says, I Say, And So**.
 - This is a great opportunity for teachers to collect anecdotal observation notes to help out with assessment and evaluation.
- Finally, if you use this strategy many times in class, you could have students work independently and use this handout for assessment and evaluation purposes.
 - Rubric included at end.

Students answer discussion questions (if any) from the text they read - 20 min

After students have finished the Inferring handouts, then they can answer the discussion questions in today's text.

Hopefully, using this strategy to encourage active thinking (as they read the text) will help students to answer the discussion questions about the text.



(Optional) Metacognition - 20 min

NAME _____ DATE _____

METACOGNITION

Metacognition is an awareness and understanding of one's own thought processes. It is the ability to think about one's thinking.

How do we use metacognition to become stronger readers?

1. Noticing what we think about as we read.

2. Using specific strategies to help us think as we read.

3. Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

Describe something you figured out about the meaning of the article by using the strategy **INFERRING**. (Share an ah-ha moment)

Explain how **INFERRING** helped you to figure out this ah-ha moment.

How could you modify this **INFERRING** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

Examples of 30 Comprehension Strategies (©2010) - by Edmentum

After students have finished both the Inferring handout and the discussion questions from today's text, have students do some metacognition

This gives students an opportunity to reflect on how this reading strategy/thinking process work for them

Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- Noticing what we think about as we read.
- Using specific strategies to help us think as we read.
- Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

Pro teaching Tip:

- This could be done as a whole class conversation.
- You could also have students do this on the handout for them to keep in the student portfolio or for you to use as assessment data.

Metacognition Discussion questions:

- Describe something you figured out about the meaning of the article by using the strategy **INFERRING**. (Share an ah-ha moment)
- Explain how **INFERRING** helped you to figure out this ah-ha moment.
- How could you modify this **INFERRING** strategy to work better for you? What rule / tip would you change, modify, delete, or add?



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- Strategies, Effort, Optimize, Tinker
- From Mental Health Crisis to Teacher-preneur
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MINDSET

If you liked this resource, you would probably like

- [Growth Mindset \(6 Cs\) Social and Emotional Learning bundle](#)
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- [Reading for Meaning Comprehension Strategies](#)



Inferring - START HERE - Page 3 of 5

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [Inferring](#)
- How to update (or know if you need to update): [HELP \(Inferring\)](#).

SINGLE PDF FILE update 2022-06-30

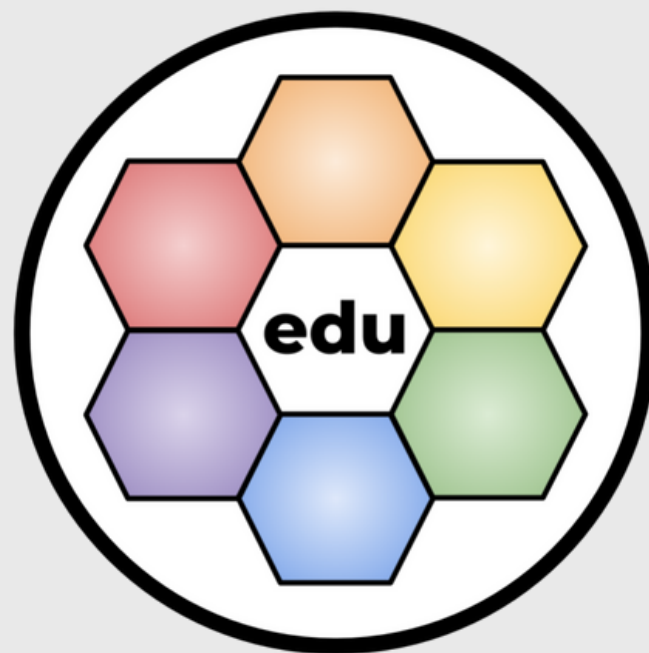
1. This product has been relaunched as a TpT digital download PDF product.
<https://links.educircles.org/tpt/inferring>
2. The original product was a TpT Google Drive product and will be archived.
<https://www.teacherspayteachers.com/Product/How-to-Make-Strong-Inferences-5745329>
3. If you purchased the original Google Drive product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version** (Easel by TpT)
- **NO CHANGES to content**
- Other changes
 - Simplified file names using descriptive words (handout, slideshow).
 - Combined all handouts into a single PDF to print

Version 1.0: Initial release of **Inferring** July 6, 2020





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