

Inferring

"Reading between the lines" to understand implied information from background knowledge and clues from the text. (This definition is a compilation of definitions from *In a Reading State of Mind* by Fisher, Frey and Lapp. *Guided Reading* by Fountas and Pinnell, and Cris Tovani's work.)

Teaching ideas

Read stories that contain unknown words. Model how to use ones, schema, picture or context clues, or other sources to determine the meanings of these words (Miller, p. 107). Emphasize rereading slowly to gain as much information from the text as possible. Dr. Seuss books are great resources to use when teaching this strategy!

Stop at key points during your shared reading and ask students to predict what they think will happen next. Model how to use specific parts of the text to support your thinking. Confirm/contradict predictions as you go (Miller, p. 109).

Delete words from poetry and model how to use clues from the text to conclude/infer what the poem is about (Miller, p. 114). In the example below, the words "ring," "ding," and "dong" should help students conclude that the poem is about a bell.

Christmas _____
I'm a little Christmas _____
When I sing, you hear me ring _____
Ding, dong, ding, dong

Play the "Inferring Game" as described in "The CAFE Book" by Boushey and Moser on p. 100. It involves making statements such as "Your dad stomps into the living room, turns off the TV, and frowns at you." Write the clues on the board that help the class understand what is happening. Have them turn to a partner and tell them what they think the statement means.

Question/Clarify

This strategy helps readers monitor their reading to determine if they are understanding it or not. (Boushey, Moser p. 160).

Teaching ideas

Choose a thought provoking story to read during shared reading time. Generate a list of questions that come to mind before you begin reading. Stop part way through and add to the list. Finally, record the questions that surface after reading the story. This is to teach students that good readers ask questions before, during, and after reading (Miller, p. 125).

Look at the list of questions that your class creates. Help them understand that the answers to our questions sometimes can be found in the text, by inferring, or by using an outside source (Miller, p. 128).

Teach students to place a sticky note on the page in their book that provokes a question, or create "I Wonder Books" for children to record their questions in and refer back to during share time.

Lesson Components

1. *Modeling reading behavior*
2. *Think aloud*-teacher and students create anchor chart to make thinking visible.
3. *Guided practice*-students turn to a partner and practice the skill you are teaching.
4. *Independent practice*-students can work independently or in pairs and practice the reading strategy.
5. *Time to share/reflect/respond*-Gather the class back together for students to talk about how they used the strategy.

*Helpful hint: Debbie Miller encourages us to prepare our lessons in advance by marking the places in the text with a sticky note that best illustrate our teaching points. We should think about what we will say and how exactly we will say it.



Resources

- *Reading with Meaning-Teaching Comprehension in the Primary Grades* by Debbie Miller
- *The CAFE Book-Engaging all Students in Daily Literacy Assessment + Instruction* by Gail Boushey and Joan Moser



Inferring Question/Clarify

Teaching Ideas

Grantsburg Elementary School