Inference reading comprehension pdf

Learn about indirect characterization with this printable worksheet on making inferences and understanding character traits. This classroom activity is great for students looking to practice their reading and inferencing skills. Download and print for use both at home or in the classroom. Making an inference involves using what you know to make a guess about what you don't know or reading between the lines. Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable. Helping students make texts memorable will help them gain more personal pleasure from reading, read the text more critically, and remember and apply what they have read. Why Is It Important? Researchers have confirmed that thoughtful, active, proficient readers are metacognitive; they think about their own thinking during reading. They can identify when and why the meaning of the text is unclear to them and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text (Duffy et al. 1987). Proficient readers use their prior knowledge and textual information to draw conclusions, make critical judgments, and form unique interpretations from text. Inferences may occur in the form of conclusions, predictions, or new ideas (Anderson and Pearson, 1984). How Can You Make It Happen? Introduce this strategy by modeling it for students, starting with everyday examples, moving to listening activities, and then to text examples. Tell students that good readers make inferences to understand what they are reading. Emphasize that they will bring their own knowledge of events to the text, so each inference may be unique. For example, you may want to introduce making inferences with an example such as the following. You got to school this morning and you couldn't find a lesson plan. You were reading it over while having breakfast, so you probably left it on your kitchen table. Point out that you are making an inference based upon the fact that you know you were working on your lesson plan at home. Discuss situations in which students don't have all of the information and have to make logical guesses, such as figuring out what someone is trying to say, figuring out what is happening in a movie, or figuring who the singer is on the radio. They may need practice identifying the inferences they make in every day life. Another way to introduce this strategy is to use pictures from a magazine or book cover, and cover a part of the picture. Ask about what is happening in the picture, what the picture is advertising, or what the story will be about. Think aloud as you make connections between the facts and your prior knowledge, using phrases such as, "The picture looks like...I know that..." Next, have students respond to questions about new pictures, citing their reasons for their inferences. Have them cite reasons that are facts along with reason that come from their prior knowledge. Then, model how good readers make inferences while reading. They use ideas from the book and add their own ideas to them. Read this short passage to students: The young woman walked a bit hesitantly towards the famous cozy Italian restaurant. She did not believe the excuse her parents gave her for having to meet her at the restaurant instead of at their house. To make matters worse, she was a bit grumpy because she was still catching up on the sleep that she lost during exam time. She noticed some cars that looked familiar in the parking lot. As soon as she walked through the door, she heard, "Surprise!" Now read it again and when you make an inference, tell students about it and describe how you make the inferences. You may say something such as: The text says: She did not believe the excuse her parents gave her.I know: Sometimes if people play practical jokes, others don't believe everything they say. Maybe her parents played practical jokes. The text says: She was a bit grumpy because she was still catching up on the sleep that she lost during exam time.I know: I know exams are usually given in school, so she is probably in high school or college. The text says: She noticed some cars that looked familiar in the parking lot. As soon as she walked through the door, she heard, "Surprise!"I know: If the cars are familiar, that means people she knows are in the restaurant. This makes me change my inference. If her parents wanted to meet her at the restaurant, and other people she knows are there, maybe it's a surprise party. By modeling your thought process, students can see how you took the information from the text, along with what you knew already and your own ideas, to make inferences. Point out which facts came from the text and which came from your background knowledge. Then put them all together to make the inference that it might be a surprise party. To make the process more explicit, use a graphic organizer to record students' answers. Ask students to record the facts that are stated in the text, along with their background knowledge. Have students keep in mind that they can change or modify their inferences as they read. Point out that they were able to make an inference based on their knowledge of surprise parties. Have students practice this strategy and use a graphic organizer while reading text.How Can You Stretch Students' Thinking? Allow students to share a wide range of interpretations when reading fiction. Make sure the classroom is a safe and non-critical place for students to share their background knowledge, keeping in mind that there may be as many different interpretations as there are students. Use a variety of genres to practice making inferences. When students read non-fiction, there are fewer inferences or interpretations that are usually made from the text. Discuss how the inferences and conclusions are different when reading science articles, poetry, novels, or historical documents. Have students practice justifying their interpretations, being explicit about which parts of the text they used to gain facts, and the background knowledge they used to make the inference. Challenge students by having them write a paragraph including facts and inferred facts. Have them exchange their paragraphs and make inferences based on the information in the paragraphs. Ask each student to complete a graphic organizer for their peer's story, and have them discuss their inferences and how they arrived at them. For younger students, you may generate some questions about a text as a group, place students in pairs, and have pairs work together to fill out the graphic organizer. When Can You Use It? Reading: Have students read a newspaper editorial. Have them infer at least two things that were not explicitly stated by the author. Then have students draw a conclusion about the topic. Ask students to make inferences and draw conclusions from a particular novel you are reading in class. Have students make inferences about where or when a photograph was taken. Provide photographs of unfamiliar geographic areas, buildings, or landscapes. Writing: Have students write a paragraph that describes something they are familiar with — an object, a situation, a place — without explicitly stating what it is. Pair students and have them exchange their papers and infer what their partner's paragraph is describing. Have them list the inferences that led them to their conclusion. Lesson Plans Animals Should Definitely Not Wear Clothing This lesson is designed to teach primary students to make inferences as a reading comprehension strategy. In this lesson, students will draw on their prior knowledge and use the information from the pictures in the book to articulate (verbalize) the inference the author is making in the text. This is the first of a set of lessons designed to teach students how to make inferences. Too Many Tamales This lesson is designed to help primary students establish the skill of making inferences. In this lesson, students draw on their prior knowledge and use the information from the text to make inferences. This is the second of a set of lessons designed to teach students how to make inferences. Why Mosquitoes Buzz in People's Ears This lesson is designed to expand primary students' skill of making inferences. In this lesson, students will draw on their prior knowledge and use the information from the text to make inferences. This is the third of a set of lessons designed to teach students how to make inferences. For English-learners, readers of different ability levels, or students needing extra support: Riddles are one way to practice inferential thinking skills because successful readers make guesses based on what they read and what they already know. The object of this online riddle game is to infer what is being described by the clues you read. See this inference riddle game › BrainPop Jr. offers several activities for teaching inference, and they offer resources for teachers and parents. See inference activities › Math The Math Standards from the National Council of Teachers of Mathematics (NCTM) identify standards for PreK-12 students that include developing and evaluating inferences and predictions that are based on data. For young students, the standards specifically state the following: Pre-K–2 Expectations: In pre-K through grade 2, all students should discuss events related to students' experiences as “likely” or “unlikely.” Grades 3–5 Expectations: In grades 3–5, all students should propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions. Science Science teachers spend time helping students develop their observation skills. Inferring and observing are closely related, but they are not identical. Observation is what one sees, inference is an assumption of what one has seen. Observation can be said to be a factual description, and inference is an explanation to the collected data. It's not a guess. If an observation can be termed as a close watch of the world around you through the senses, then inference can be termed as an interpretation of facts that has been observed. Teachers can start out providing simple observations: As you're working to develop these skills, encourage your students to incorporate their scientific vocabulary into their statements. “From what I observe on the grass, I infer that…” Learn more about how to use inference, and other science process skills, to help students understand our water resources. More on science process skills › This strategy guide from Seeds of Science introduces an approach for teaching about how scientists use evidence to make inferences. The guide includes an introductory section about how scientists use evidence to make inferences, a general overview of how to use this strategy with many science texts, and a plan for teaching how scientists gather evidence to make inferences. See teaching inference strategy guide › This lesson from ReadWriteThink uses science to engage students in the process of making inferences. First, students work through a series of activities about making inferences. Then they read a booklet of descriptions of a series of mystery objects that are placed under a microscope. Finally, they look through each microscope and use the formula of schema + text clues = inference to make their own inferences about the identity of each mystery object. See science lesson plan › Social Studies In this Teacher Guide from the National Portrait Gallery at the Smithsonian, students use clues in a portrait to infer things about George Washington and his life. They work to identify visual clues the artist used, they compare various portraits of George Washington, and discuss the importance of the different portraits as visual records. See teacher guide › Often, inferring is introduced to students by using familiar symbols, activities, and environments from which they automatically draw inferences or make predictions (an inference about the future). For example, suppose you are about to begin a unit on the Great Depression. You might have students view a picture of the exterior of a mansion and then of a soup line. Then, through questioning, students focus on details, making inferences about the people who live in both places, their socioeconomic status, the kinds of food they eat, the kinds of activities they pursue. Parents can help to build these skills at home. For ideas to share with parents, see our Growing Readers tip sheet, Making Inferences and Drawing Conclusions (in English and Spanish). Learn more about inferring, predicting, and other metacognitive strategies in the article Key Comprehension Strategies to Teach. Learn more about strengthening reading comprehension in our self-paced module Reading 101: Comprehension.

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