



# Make an Inference in 5 Steps

KRISTINA SMEKENS, SMEKENS EDUCATION SOLUTIONS, INC.

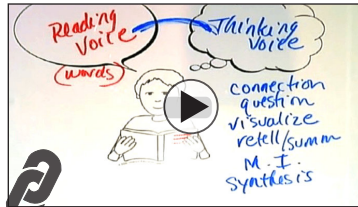
EMAIL | [kristina@smekenseducation.com](mailto:kristina@smekenseducation.com) WEBSITE | [www.SmekensEducation.com](http://www.SmekensEducation.com)

## STANDARDS EXPECTATIONS



Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

[www.SmekensEducation.com](http://www.SmekensEducation.com)



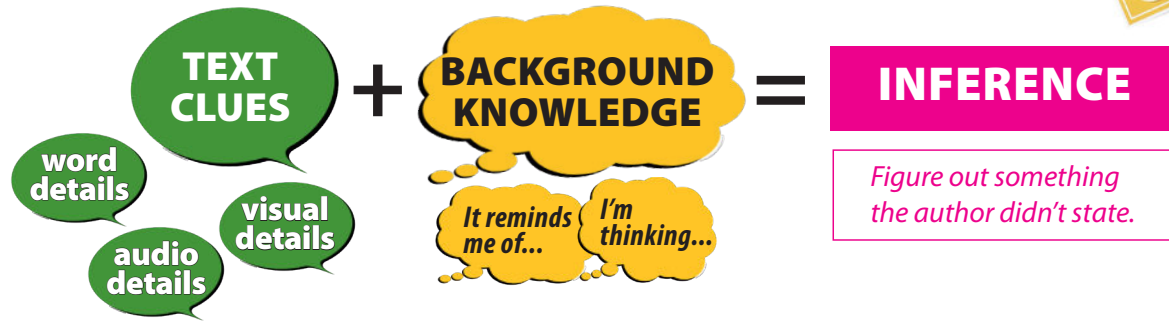
Introduce the Reading Voice and Thinking Voice.



Follow 5 steps to make an inference.

## Define an inference explicitly.

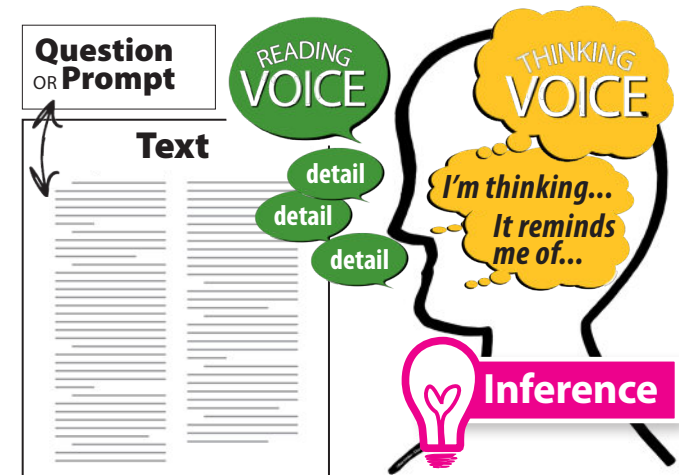
Introduce inferring as a process using the Reading & Thinking Voices.



Readers make **Inferences**

says + means = new idea

1. Read the text.
2. Read the question.
3. List relevant text details.
4. Put thoughts together.
  - When this happens so does...
  - I'm thinking...
  - These are signs of...
  - This reminds me of...
5. Determine what they mean.



## MAKE AN INFERENCE | Apply the 5-step process.

STEP 1 Read/View the text.

STEP 2 Read the question.

STEP 3 List relevant details.

STEP 4 Put thoughts together.

STEP 5 Determine what they mean.

### Text A

People crowd to enter the open door. They rush to find a seat. Many are left to stand when all the seats are taken. The vehicle jerks forward at a high velocity, causing the standers to lurch. They tighten their grips on the straps hanging from the ceiling. Although it's daytime, the view out the windows is pitch black. Only lights inside the vehicle keep it from being totally dark.

*Where does this scene take place?*



### Respond to “wild guessers” with the Scooby-Doo strategy.

- *That surprises me. Tell me more about it.*
- *I see why you might say that, but...*
- *I agree, but look at page \_\_\_ where...*
- *I'm confused about something. Let's look back at what the author said.*

[www.SmekensEducation.com](http://www.SmekensEducation.com)



Prompt readers when their inferences are off track.

# MAKE AN INFERENCE | Define *relevant* text details.

## Determine relevance based on the question.

Clarify the answer isn't in the text—  
but there are clues to be found.

Understand that details are relevant  
when they support the question.



Determine the type of details that will be helpful.  
*If the question is about..., then look for...*

**RL 2. What is the theme?**

**Character details**

- His response to the problem
- Good and bad decisions
- Relationships with others
- How he changed

Lesson topic + Why it's important

**RL 3. Identify a character trait.**

**Character details**

- Words
- Thoughts
- Gestures
- Body language
- Reactions
- Actions

Think about consistent behaviors throughout.

**RI 4. What does \_\_ mean?**

**Look INSIDE (roots) & OUTSIDE (content)**

- Visuals/Text features
- Examples
- Synonyms
- Antonyms
- Function/Purpose
- Description

Make a prediction. Read on to confirm or adjust.

**RI 2. What is the main idea?**

**Broad topic + Repeated details**

- Repeated words
- Synonyms
- Similar phrases
- Related details
- Pronouns

Topic + What about it

## Recognize that all comprehension standards require inferring.

**R1** Inferences & Evidence

### KEY IDEAS & TEXTUAL DETAILS

**R2** Main Idea & Theme

**R3** Relationships & Development

### CRAFT & STRUCTURE

**R4** Words & Phrases

**R5** Text Structure & Organization

**R6** Purpose, Perspective, & Point of View

### INTEGRATION OF KNOWLEDGE & IDEAS

**R7** Media Literacy

**R8** Argument & Evaluation

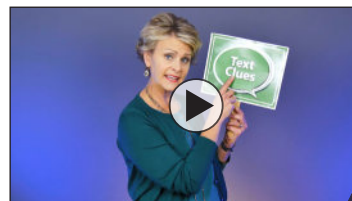
**R9** Text-to-Text Comparisons

**R10** Text Variety & Range

[www.SmekensEducation.com](http://www.SmekensEducation.com)



Define evidence versus just a detail.



Identify "relevant" textual details per reading standard.

[www.SmekensEducation.com](http://www.SmekensEducation.com)



Tie every comprehension lesson to the *Inference Silhouette*.

# MAKE AN INFERENCE | Look beyond text-to-self connections.

## Visualize the details.

- Read slowly, adding each detail into an imaginary scene.
- Consider the tone, mood, vibe, or connotation associated with the details.



### Put the details together.

- I'm picturing...
- I suppose you could say...
- I'm predicting that...
- This (detail) makes me feel...
- I'm thinking it feels like when...
- It makes me wonder if...



## Text B

The sun shone all summer and fall. Not a drop of rain fell. When winter came, the storehouse was empty. Thus, the Colonists raided the Algonquians' food, causing them to become bitter enemies. People ate their horses, dogs, cats, and even rats. The Colonists resorted to boiling their boots, belts, and every scrap of leather to make broth. People wandered about in the woods in search of snakes or edible roots. Most of them never returned to the settlement.

*What is the problem?*



## Identify relationships between details.

- Consider what the individual details have in common.
- Find a connection among them.
- Look for similarities or patterns among the details.

### Put the details together.

- These go together because...
- These are all about...
- When this happens, so does...
- With this comes...
- These are all signs of...
- It has something to do with...



## Text C

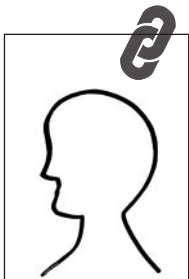


*What job does he do?*



## Require readers to show their work.

Print and laminate 8" x 11" Silhouette Heads to create individual whiteboards.



## Focus on the inference process— not right answers.

- STEP 1 **Read/View the text.**
- STEP 2 **Read the question.** ... to drive students back into the text.
- STEP 3 **List relevant details.**
- STEP 4 Repeat the question, causing students to **Put thoughts together.**
- STEP 5 Repeat the question calling on students to **Determine what they mean.**

[www.SmekensEducation.com](http://www.SmekensEducation.com)



Activate background knowledge when inferring.



# CompCON

A COMPREHENSION CONFERENCE FOR K-12 EDUCATORS

## WHAT YOU WILL GET



### DAY 1

Learn to teach essential comprehension skills.



### DAY 2

Map out a year of skills, texts, and writing.



**JUNE 28-29:**  
**FRENCH LICK, IN**



**JULY 12-13:**  
**SHIPSHEWANA, IN**



**JUNE 21-22 or JULY 19-20:**  
**VIRTUAL CONFERENCES**

**The CompCON Kit**  
Kit & prizes valued at over **\$140!**



**The Comprehension Playbook**

The road map for teaching reading comprehension

**Lifetime access to digital resources**



**REGISTER NOW!**

**ONLINE:** [www.SmekensEducation.com](http://www.SmekensEducation.com)  
**PHONE:** (888) 376-0448

