READER THINKING

Teach inferring in 5 steps

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Make the reading process concrete and visible.

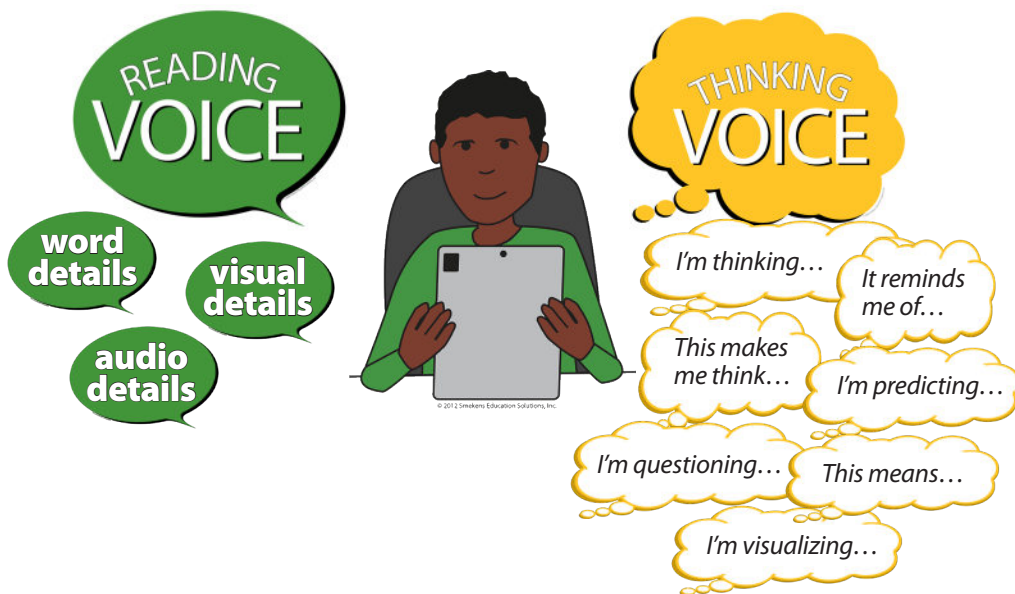### Readers have conversations in their heads.

Reveal the *Reading Voice*.　　　　Reveal the *Thinking Voice*.

Model *Stop and Say Something.*

RELEVANT RESOURCE

SECRET SITE RESOURCE

Introduce the *Reading Voice* and *Thinking Voice*.

ANCHOR CHARTS

GRADES K-2　　　　　　　GRADES 3-12

SPIN-OFF SESSIONS

CONTENT-AREA READING	COMPREHENSION STANDARDS
Session 5 Digital texts	Session 1 | Summarize literature
	Session 2 | Track ideas
	Session 3 | Text structure
	Session 4 | Perspective & point of view
	Session 5 | Compare-contrast

Introduce the inferring process.

Readers use both voices to make an inference.

TEXT CLUES (word details · visual details) **+** **BACKGROUND KNOWLEDGE** (It reminds me of... · I'm thinking...) **=** **INFERENCE**

Figure out something the author didn't state.
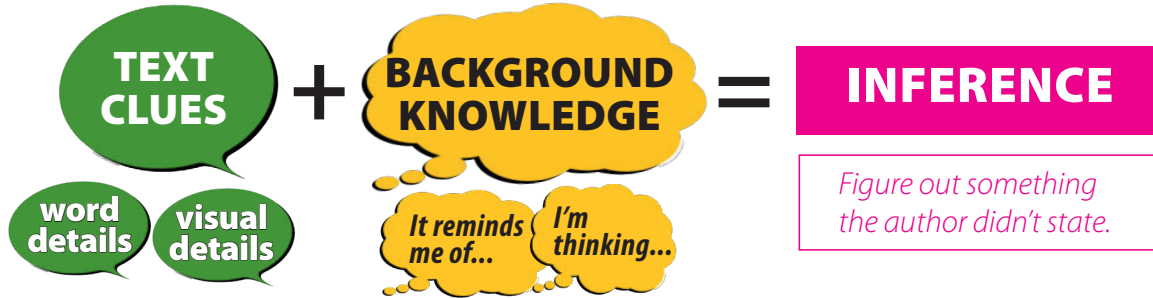
Embed the reader voices within the 5-step process.

Question Prompt

Text

READING VOICE

THINKING VOICE

detail · detail · detail

I'm thinking...
It reminds me of...

Inference

STEP 1 — **Read/View the text.**

STEP 2 — **Read the question.**

STEP 3 — **List relevant details.**

STEP 4 — **Put details together.**
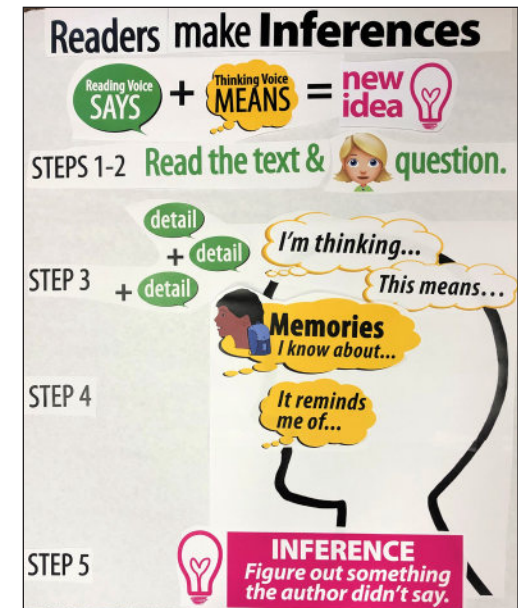
STEP 5 — **Determine what they mean.**
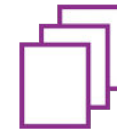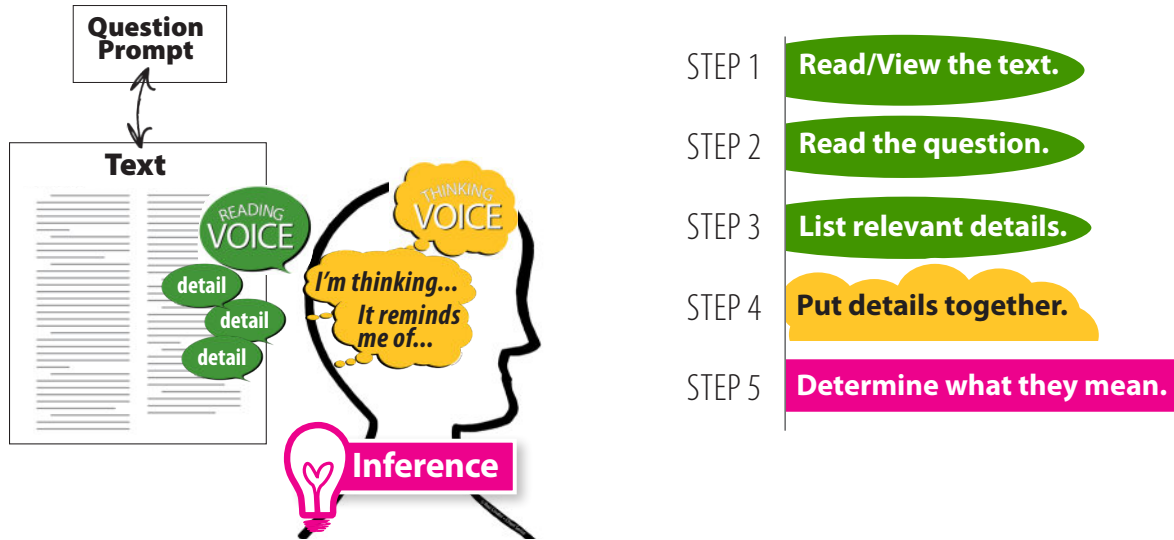
STANDARDS EXPECTATIONS

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.

SPIN-OFF SESSION

TEXT-BASED RESPONSES | Session 3
Constructed responses

Readers make **Inferences**

Reading Voice **SAYS** + Thinking Voice **MEANS** = **new idea**

STEPS 1-2 **Read the text &** question.

STEP 3 — detail + detail + detail — I'm thinking... This means...

Memories *I know about...*

STEP 4 — *It reminds me of...*

STEP 5 — **INFERENCE** *Figure out something the author didn't say.*

ANCHOR CHART

SECRET SITE RESOURCE

Follow 5 steps to make an inference.

NOW IT'S YOUR TURN

Visual text

What decision did this man make?

Print text

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?

Audio text
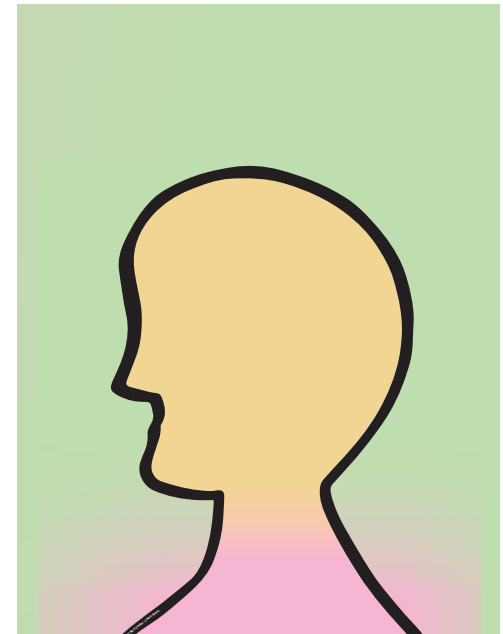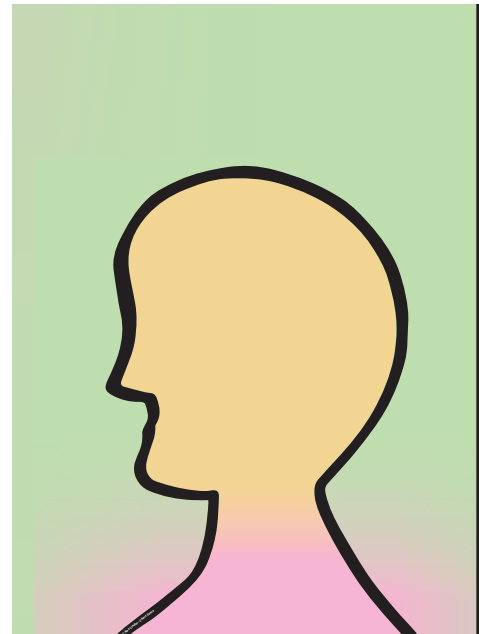
"Little Things are Big," Jesús Colón

What is the speaker contemplating as he is about to get off the subway?

Video text

What secret does the dog want the man to keep?

Recognize that all comprehension standards require the reader to infer.

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

SPIN-OFF SESSIONS

READER THINKING
Session 4 | Background knowledge

TEXT-BASED RESPONSES
Session 3 | Constructed responses

Require readers to show their work.
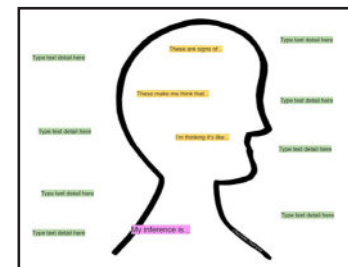
SECRET SITE RESOURCES

Tie every comprehension lesson to the *Inference Silhouette.*

How do you draw the *Silhouette Head* on chart paper?

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

Download interactive *Silhouette Heads* in various formats—PDF, Google Doc, Google Slide, and Jamboard.