Comprehension

INFER AND SUPPORT WITH EVIDENCE

UNDERSTAND	**Definition**	When reading, we figure out what the author is saying even though it might not be explicit. Using our background knowledge, clues from the text, illustrations and other text structures, we make a supported guess about the meaning of the text.
	When to teach this strategy	**If you see readers who . . .** • guess what is happening without looking for clues in the text. • make basic assumptions about text without thinking about what they already know. • respond to comprehension conversations with surface-level information.
PREPARE	**Why we teach it**	Not all authors tell the reader everything they want us to know in a selection. Readers need to learn to be detectives by looking for clues or evidence in the text to figure out the meaning of the selection.
	Secret to success	Think about what you already know, and use clues from the text, illustrations, and captions to figure out or guess what is happening.
TEACH	**How we teach it**	To make an inference, we think about the clues the author gives us about what we already know, and then make a guess about what is happening. *In this story, the author uses words and pictures to give us clues about the characters. These clues give us an idea of what the characters are feeling, but without telling us directly. Listen as I read the first part and explain how I use the strategy* Infer and Support with Evidence. *I think I will be able to tell a lot about the character in the story from what she says, how she acts, and how she looks in the pictures. I will record my inferences and the evidence that supports them on chart paper.* Begin reading and stop to point out an inference or two you are making. Continue reading another page or two, stopping to infer and provide evidence. *Later today I will read more and see what else we can learn about this character.* *Readers can learn about characters based on what they do and say. Even though the author did not tell us information directly about the characters in the story, we were able to infer by using our background knowledge and clues from the text as evidence to support those inferences. Whenever you read, remember to use the strategy* Infer and Support with Evidence. *Use evidence in the text to back up your inferences.*
		Suggested language: • What clues do the pictures give us about what is happening? • What kinds of clues did you use—pictures, words, or background knowledge? • What background knowledge do you already have?
SUPPORT	**Instructional Pivots**	**Possible ways to differentiate instruction:** • When readers make unsubstantiated inferences, ask them to articulate the clues they find or the evidence from the text. • To help readers slow down and think about what they know and the clues they are reading, have them write their clues or evidence on a sticky note. • If students lack enough background knowledge to make effective inferences, show them how to use connections to build an inference from even small bits of the background knowledge they do have. • If readers continue to struggle after exhausting all other strategies to access background knowledge, fill in the blanks for them with supportive information, so they can still successfully experience the inferential process. Reconsider materials, setting, instruction, and cognitive processes.
	Partner Strategies	These strategies may provide support before, during, and after teaching this strategy: • *Check for Understanding; Monitor and Self-Correct* • *Use Prior Knowledge to Predict and Connect with Text* • *Ask Questions Throughout the Reading Process*