



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Is That What You Mean?

Making Inferences – The “Big” Challenge in Fiction and Non-Fiction

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This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.






Welcome!

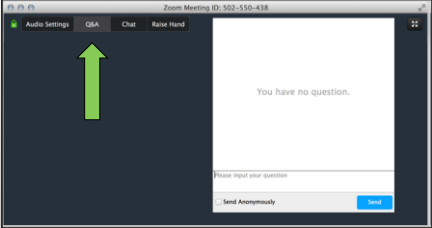
*This Webinar is being recorded and will be posted in the
IPDAE Webinar Archive.*

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Webinar **Tips to Remember**

- If you have question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.


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Objectives

Participants will . . .

- Identify different types of inferences in fiction and non-fiction
- Investigate strategies for the classroom
- Share resources and ideas



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What does it mean to infer?



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Webinar Tips to Remember


Really?
The comparison is hardly flattering.



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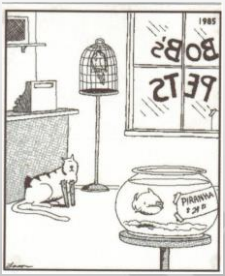
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Taking Inference to the GED® Test


Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.

**Primarily measured on the GED® test with informational texts.*



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Taking Inference to the GED® Test


What to look for in student work – R.8.6

The student can

- identify explicit premises and assumptions inherent to an argument in a text.
- identify implicit premises and assumptions inherent to an argument in a text.
- explain what, if any, of an author’s biases and assumptions are observable within a text.
- make judgments on whether any implicit premises or assumptions of an argument are justified (fully or partially) by evidence that is explicitly provided in the text.

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Taking Inference to the GED® Test


R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided. Primarily measured with informational texts.

SSP.1 a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.

AS.1.a: Cite specific textual evidence to support inferences, conclusions, or analyses of technical texts.

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Taking Inference to the GED® Test


Where do we see inferences needed on the test?

- Constructed responses – extended and short answer
- Fiction and nonfiction texts through technology-enhanced items
- Graphics

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**MAKING INFERENCES:
THE SKILL**

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What is inference?

Inferring—making inferences—is often described as making a logical guess or "reading between the lines." Making an inference is a lot like the chemical process of forming a chemical compound—when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading. (Zweirs, 2005).

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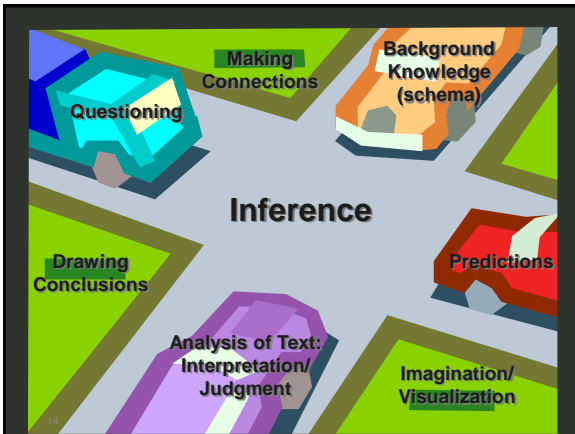
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***The answers you get from
reading depend upon the
questions you pose.***

- Margaret Atwood

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**Why do students struggle with
making inferences?**

- Inferential questions are not answered directly in the text. Students need to go beyond the text which means using higher-level thinking skills.
- Making inferences relies on what it says in the text plus the reader's background knowledge. Many of our reluctant readers do not have the sufficient background knowledge to be able to make the inferences asked for in the text.

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How do effective readers make inferences?

They use:

- Word/text clues
- Picture clues
- Define unknown words
- Look for emotion (feelings)
- Use what they already know
- Look for explanations for events
- ASK themselves questions!



| | |
|------------------------|--------------------------|
| What do you know? | What clues did you find? |
| What can you conclude? | What can you infer? |

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How do you make inferences?

| | | | | |
|--|---|--|---|--|
| Combine Clues | + | Draw From Experience | = | Logical Conclusion |
|  | |  | |  |
| Content | | Schema | | Inference |

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Taking Inference to the GED® Test

**MAKING INFERENCES:
THE STRATEGIES**

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Strategies for Making Inferences


- Step 1: Gather clues and reading "between the lines."
- Step 2: Reaching conclusions based evidence and reasoning (does it make sense?)

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Teach Inferences from Simple to Complex

 Inference = Finding the Clues

| From Simple to | | | Complex | | |
|--------------------------|--------|-----------|------------------|--|--|
| Pictures/ Advertis-ments | Comics | Sentences | Short paragraphs | Longer, more intricate passages – fiction/ mysteries | Longer, more intricate passages - nonfiction |

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Starting with Photographs

Asking Questions of Photographs

| Prompts | Answers |
|---|---------|
| What do I see? (What do you observe? What else?) | |
| What does it remind me of? (Another image? A personal experience?) | |
| What is the artist's purpose? (To Analyze? Persuade? Express? Document? Entertain?) | |
| So what? (Why does it matter? What is the significance?) | |


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Starting with Photographs

- What do you observe in this picture?
- What does it remind you of?
- What is the photographer's purpose?
- What inferences can you make based on what you see in this picture?




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Starting with Photographs

- What do you observe in this picture?
- What does it remind you of?
- What is the photographer's purpose?
- What inferences can you make based on what you see in this picture?



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Teaching Inferences with Advertisements

HOW

CREATIVE STRATEGY + MEDIA STRATEGY

EMOTION + TECHNIQUE


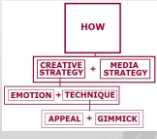
APPEAL + GIMMICK



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Teaching Inferences with Advertisements

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Teaching with Comics




Sample Questions

1. Why do you think that John thinks he knows where the cheese puffs went?
2. Why does Jon ask Garfield to show him his paws?
3. What does Garfield mean when he says, "The perfect crime"?

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Teaching with Comics



Sample Questions

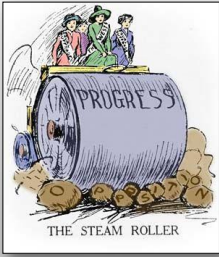
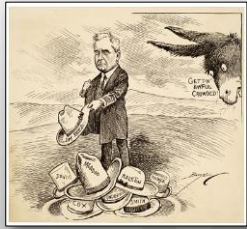
1. What do you see?
2. What do you know about excuses on not having your homework done?
3. What does the student mean when he says, "I ate my homework."?

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Teaching Inference with Editorial Cartoons

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Making Inferences about Characters


RLA - Candidate Name

Question 1 of 12

Answer Explanation

page 1 page 2 page 3 page 4

Excerpt from *Anne of Green Gables*
by L. M. Montgomery



1. Marilla came bristling forward as Matthew opened the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long braids of red hair and the eager, luminous eyes, she stopped short in amazement.

2. "Matthew Cuthbert, who's that?" she exclaimed. "Where is the boy?"

3. "There wasn't any boy," said Matthew wretchedly. "There was only her."

In this excerpt, Anne asks Marilla to call her "Candella." What does this request reveal about Anne?

- ☐ A. She tries to make her life more interesting.
- ☐ B. She wishes she could fit in better with her peers.
- ☐ C. She feels confused about her own past.
- ☐ D. She hesitates to share personal details.

Previous Next

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Making Inferences about Characters

| | |
|---------------------------|-----------------------------------|
| Facts About the Character | What the Character Says |
| Character's Name | |
| Character's Actions | Character's Thoughts and Feelings |

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Making Inferences about **Characters**

Fiction/Literary

- What does the character do?
- What does the character say or think?
- How do others feel about the character?
- How does the character change?
- What is the conflict that is expressed?
- What is the author's theme or point of view?

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Making Inferences about **Characters**

Broken Promises


From the story, how would you describe the wife's feelings for her husband?

| | |
|---------------------------|-----------------------------------|
| Facts About the Character | What the Character Says |
| Character's Name | Character's Thoughts and Feelings |
| Character's Actions | |


- What does the character do?
- What does the character say or think?
- How do others feel about the character?
- How does the character change?

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Who would you **cast**?



- Husband
- Wife
- Matthew
- Father
- Grandfather
- Cast of . . .

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It Says . . . I Say . . . And So

The excerpt below is from the U.S. Supreme Court decision in *Youngstown Sheet & Tube Company of al. v. Sawyer* (1952).

MR. JUSTICE BLACK delivered the opinion of the Court.

We are asked to decide whether the President was acting within his constitutional power when he issued an order directing the Secretary of Commerce to take possession of and operate most of the Nation's steel mills. . . .

The President's power, if any, to issue the order must stem either from an act of Congress or from the Constitution itself. . . .

[W]e cannot with faithfulness to our constitutional system hold that the Commander in Chief of the Armed Forces has the ultimate power as such to take possession of private property in order to keep labor disputes from stopping production. This is a job for the Nation's lawmakers, not for its military authorities.

This excerpt is taken from the public domain.

| Question | It Says | I Say | And So |
|-------------------------------------|---|--|--|
| What did the court want to prevent? | This is a job for the Nation's lawmakers, not for its military authorities. | The Constitution clearly shows a separation of power within the three branches of government with each branch having it's own job to do. | The court wanted to ensure that the President (commander in chief) did not interfere with the rights of the legislative branch in doing their job. |


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Using Internal Questions

What Happens When You Read?



While you read, your inside voice

- Makes guesses
- Finds connecting points
- Asks questions
- Makes predictions
- Personalizes the reading
- Uses background knowledge to interpret

Zimmerman and Hutchins, 2013

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Using Internal Questions

The Rallying Power of Recorded Music

Released in 1984, "We Are the World" became the fastest-climbing record of the decade. Four million copies were sold within six weeks. Profits from the record, produced by big-name entertainers who volunteered, went to the USA for Africa project. The marketplace success paled, however, next to the social impact. The record's message of the oneness of humankind inspired one of the most massive outpouring of donations to date. Americans pumped \$20 million into USA for Africa in the first six weeks the record was out. Within months, \$50 million in medical and financial support was en route to drought-stricken parts of Africa. "We Are the World," a single song, directly save lives.

The power of recorded music is not a recent phenomenon. In World War I, "Over There" and other records reflected an enthusiasm for American involvement in the war. Composers who felt strongly about the Vietnam War wrote songs that put their view on vinyl. "The Ballad of the Green Berets" cast American soldiers in a heroic vein. "An Okee from Muskogee" glorified blind patriotism. However, there were also numerous antiwar songs that showed non-support of the war.

Vivian, *The Media*

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Using Internal Questions

Internal Questions

- What does the title tell me?
- What background knowledge can I draw on to understand this passage?
- What message does the author want me to understand?
- What words helped me reach these conclusions?
- How can I explain these inferences to somebody else?

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Using Internal Questions

What can we correctly infer?

1. "We Are the World" was the best-selling song of all time.
2. "We Are the World" would not have been as popular of a song if the profits had not gone to a charitable cause.
3. Americans would not have contributed as much to the USA for Africa had "We Are the World" not been recorded.
4. "Over There" was a patriotic song supporting U.S. involvement in WWI.
5. During the Vietnam War, patriotic songs were more popular than antiwar songs.

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Summing It Up

Teach students to . . .

1. **Never lose sight of available information.** As much as possible, base your inferences on facts.
2. **Use background information and experience to help make inferences.** The more you know about a subject, the better your inferences are likely to be.
3. **Consider the alternatives.** Don't simply accept the first inference that comes to mind.

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Getting Started

RESOURCES




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Resources

Check out a couple of IPDAE resources for more on inferences . . .




- GED®/ABE Lesson Plans
 - Themes in Short Stories
 - Determining Meaning and Making Inferences
 - Interpreting Photographs: A First Step in Understanding Texts
- GED® Prep E-Training Modules
- More . . .

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2016-17

Now Happening . . .

- GED® Preparation Train the Trainer Workshops in RLA and Math
- Grab and Gos - **New** format and new content
- Ongoing Webinar Wednesdays

Coming soon . . .

- Workshops for ABE Instructional and Differentiated Instruction
- Virtual Workshops
- GED® E-Learning Modules – Science and Math
- **More** Webinar Wednesdays and Grab and Gos!



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