



Ready Reference Form

Goal: Comprehension		Strategy: Infer and Support with Evidence
Definition	Readers figure out what the author is saying even though it might not be written down. Using their background knowledge, clues from the text, illustrations, and captions, the reader makes meaning of the selection.	
Why Children Need This Strategy	Not all authors tell the reader everything they want you to know in the selection. Students learn to be detectives by looking for clues or evidence in the text to figure out the meaning of the selection.	
Secret to Success	There may be a bit of guessing involved when inferring. Readers will need to use everything they already know and clues from the text, illustrations, and captions to figure out or guess what is happening.	
How We Teach It	<p>As always, the most effective way we teach any strategy is by modeling our thinking out loud and labeling it for our students. One of our first lessons for inferring is the Inferring Game. For a full description of the lesson, see page 100.</p> <p>As students become more skilled with the game, we use a favorite picture book and start anchoring the practice they have had with inferring in statements as part of the Inferring Game, our read-alouds, and their own books.</p>	
Troubleshooting	<p>At times students make wild inferences and we wonder how to move them to grounding their thinking in meaning by taking them back to articulating the clues they find or the evidence. We slow students down by asking them to write their clues or evidence on a sticky note. During our small-group meetings and individual conferences, we monitor their progress.</p> <p>For an example of a small-group strategy lesson using this strategy, see page 100.</p>	