

# Reading Between the Lines: Practical Ways to Teach Students HOW to Infer

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## Comprehension Levels

**Level 3:** Readers evaluate and make critical judgments about their readings. They express opinion rather than fact, and apply the knowledge gained from the text in other situations.

**Level 2:** Readers deal with and understand the writer's ideas. They make generalizations about text, understand the writer's purpose, and anticipate and predict outcomes.

**Level 1:** Readers supply answers based on information directly stated in the text.

## Inferring Thinking Stems

- My \_\_\_\_\_ is ...
- Maybe ...
- It could be that ...
- Perhaps ...
- This could mean ...
- I predict ...
- I infer ...

from *Comprehension Connections: Bridges to Strategic Reading* by Tanny McGregor (2007; Heinemann Publishers)

## Concrete Experience

Inference	Evidence

**Music and Art**

**Nursery Rhymes**

**Comics**

**Bumper Stickers**

**Short Passages**

**Picture Books**

**Syntax Surgery**

<p>Sue blew out the candles on her cake and got presents.</p> <p><i>What special event is likely happening?</i></p>	<p>Mary plays her flute for two hours every day.</p> <p><i>If Mary continues this, what will probably happen to her ability to play the flute?</i></p>
<p>The boat drifted in the middle of the lake.</p> <p><i>What might have caused this to happen?</i></p>	<p>John ran into the street without looking.</p> <p><i>What could possibly happen to John if he continues to do this?</i></p>
<p>Rasheeta was the star pitcher, but she had a broken finger.</p> <p><i>How is Rasheeta likely feeling?</i></p>	<p>When I woke up, there were branches and leaves all over the yard.</p> <p><i>What has probably happened?</i></p>
<p>We screamed when our team made another homerun.</p> <p><i>Where is this probably taking place?</i></p>	<p>I forgot to set my alarm clock last night.</p> <p><i>What might have happened as a result of this?</i></p>
<p>Yesterday we cleaned out our desks and took everything home.</p> <p><i>What is the likely setting – when and where?</i></p>	<p>Everyone stopped when the referee blew the whistle.</p> <p><i>Why did everyone most likely stop?</i></p>

He put down \$20.00 at the window. The woman behind the window gave \$4.00 back to him. The person next to him gave him \$8.00, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn and a soda.

1. How many characters are in this selection?
2. What is the relationship between these characters?
3. What is the setting of this selection?
4. Why are the characters in this setting?

## Professional Resources

***Comprehension Connections: Bridges to Strategic Reading*** by Tanny McGregor. Portsmouth, NH: Heinemann. 2008.

***Comprehension from the Ground Up*** by Sharon Taberski. Portsmouth, NH: Heinemann. 2011.

***Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*** by Valerie Ellery. Newark, DE: International Reading Association. 2009.

***A Practical Guide to Reciprocal Teaching*** by Shira Lubliner. Bothell, WA: Wright Group. 2001.

***Reading Essentials*** by Regie Routman. Portsmouth, NH: Heinemann. 2003.

***Spotlight on Comprehension: Building a Literacy of Thoughtfulness*** by Linda Hoyt. Portsmouth, NH: Heinemann. 2005.

***Strategies That Work: Teaching Comprehension for Understanding and Engagement*** by Stephanie Harvey and Anne Goudvis. Portland, Maine: Stenhouse. 2007.

***Teaching for Comprehending and Fluency*** by Irene C. Fountas and Gay Su Pinnell. Portsmouth, NH: Heinemann. 2006.

***When Kids Can't Read: What Teachers Can Do*** by Kylene Beers. Portsmouth, NH: Heinemann. 2003.