

Making Inferences

Grade 6-8 Reading

Learning Objectives

By the end of this lesson, students will be able to:

- Students will be able to define and identify inferences in texts.
- Students will be able to use context clues to make inferences.
- Students will be able to use **quantitative reasoning skills** to make inferences.
- Students will be able to use **nonverbal reasoning skills** to model and demonstrate making inferences.
- Students will be able to use **verbal reasoning skills** to explain their inferences.

Materials Needed

- Texts with inference questions (fiction and non-fiction)
- Graphic organizers (optional)
- Whiteboard and markers

Procedure

Introduction

1. Begin the lesson by defining what an inference is and why it is important in reading comprehension.
2. Ask students to share examples of situations in which they have made inferences.
3. Review the concept of making inferences as using evidence from the text and prior knowledge to draw conclusions.
4. Introduce the importance of making inferences in reading comprehension.

Teaching

5. Model how to make inferences based on a short passage.
6. Provide examples of passages on the whiteboard and guide students through the process of making inferences.
7. Have students practice making inferences in small groups or pairs.

Guided Practice

8. Provide students with short passages and have them practice making inferences.
9. Circulate around the room to provide support and feedback as students work on the passages.



Independent Practice

10. Ask students to work in pairs or small groups to make inferences based on the context clues they identified.
11. Use this opportunity to differentiate instruction according to how students learn best:
 - a. **Nonverbal:** Provide students with a visual text, such as a picture or diagram, and ask them to make inferences about the information presented.
 - b. **Quantitative:** Provide students with a graphic organizer and ask them to make inferences about the data presented.
 - c. **Verbal:** Provide students with questions related to making inferences. Allow students to work individually or in pairs to answer the questions. Review the answers as a class and discuss any areas of difficulty.

Closure

12. Ask students to share one inference they made today and how they arrived at that conclusion.
13. Summarize the key concepts of the lesson and provide students with an opportunity to ask any questions they may have.
14. To shore up mastery, give students an at-bat by employing their cognitive strength:
 - a. **Verbal:** Have students explain how they made their inferences using textual evidence.
 - b. **Quantitative:** Have students create their own graphs or charts and write inference questions based on the data presented.
 - c. **Nonverbal:** Have students create a visual representation of a text and ask their classmates to make inferences about the information presented.

Assessment

- Observation of student participation and understanding during guided and independent practice
- Review of completed passages and graphic organizers
- Review of explanations given by students in the verbal domain for their inferences.

Extension Activities

- Provide students with more challenging texts and inference questions.
- Have students write their own texts with inference questions for their classmates to solve.
- Encourage students to practice making inferences in their independent reading.

