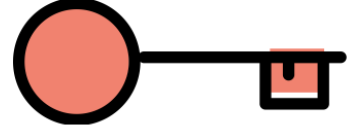


4 Steps to teach Inferencing



A Visible Literacy Series



The goal of this infographic is to share a process that develops ELs' inferencing skills.

Research says

The "What"

Because academic language is less contextualized than social language, it requires more time and support to develop (Cummins, 1991).



The "Why"

Inferencing is a core academic skill that all students, including ELs, need to master in order to achieve academic success (Morzano, 2010).

The "Benefit"

Teaching inferencing skills develops ELs' critical thinking skills. ELs will be better prepared to think deeply in other classes.

Research also suggests that ELs who taught academic language perform better well on standardized assessments (Short, Echevarria, Richards-Tutor, 2011).



The Process

1 Question

The teacher produces an inferential question that does not have an explicit answer but one that can be supported by the text.



2 Find Evidence

ELs re-read the text to find specific evidence that can help answer the question.



3 Evidence Says

ELs now gather the details from the text they selected in Step 2.



4 I Say

Students create an opinion or claim that can be supported using the details from the text.



I did not create this process but rather modified it from a similar structure taught by Kylene Beers in her book *When Kids Can't Read, What Teachers Can Do*.

Closing Thought

1. ELs can learn academic skills.
2. Inferencing is an essential academic skill and life skill.
3. Structures and scaffolds can be used to teach ELs to acquire academic skills.



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Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.

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Marzano, R. (2010). Teaching inference. *Educational Leadership*, 67(7), 80-01. Available online at <http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx>.

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363–380.