

Materials:

- Familiar realistic fiction text that has not been read in its entirety
- *Inferring Thinking Stems* anchor chart (Appendix A)
- Three-column chart on chart paper
- Teacher’s and students’ reader’s notebooks

Note: Prior to this lesson, you may want to mark the section you have chosen and write what you want to say as you think aloud onto sticky notes placed in the book as a reminder.

Purpose: *Thoughtful readers integrate text evidence with prior knowledge to make inferences.*

TEKS: 3.8, 4.6, 5.6, Figure 19D

Connection:

- *connect today’s work with our ongoing work*
- *explicitly state my teaching point*

Praise students for the great thinking that they’ve been doing about realistic fiction. Review the idea that thoughtful readers can make connections between what they already know and what’s happening with the characters and events to help them better understand the story. Inform students they will continue to explore combining their connections with the words on the page to make inferences about the story.

Teach:

- *restate my teaching point*
- *tell a personal or class story linked to teaching point*
- *think aloud & point out things for students to notice*

Explain to students that authors don’t tell their readers *everything* that they want them to know about a story because it would be very boring for the reader. Use the example of a new video game that they have never seen before. Ask students if they would rather sit and listen to someone tell them about the game or whether they would rather get a chance to actually play it.

Help students to understand the idea that authors want their readers to experience the story, not just listen to it being told. In order to truly *experience* a story, thoughtful readers must make inferences as they read. Remind students that making inferences means using the words on the page *and* what the reader already knows about the world to figure out what the author wants the reader to know but isn’t just telling them. In a sense, the author leaves little clues around for the reader to notice and pick up along the way.

Prepare the students by labeling the 3-column chart with the headings *What It Says/What I Know/My Solid Inference* similar to the chart that follows. Read aloud a short portion from a familiar piece of realistic fiction. Stop and think aloud about the most important parts that the author has shared. Write these down under the *What It Says* column on your anchor chart. Point out to students that this information comes from the *pages* of the book. Then stop to ponder what you already know about the world around you. What does this information remind you of? Record this under the *What I Know* column of your chart. Explain that this information already exists inside the reader’s brain and is called your schema. Now, let students know that you will be doing some deep powerful thinking about what the author might want you to know but isn’t telling you. As you begin to integrate the text evidence with your schema state your inference, thinking aloud about the steps you took in your mind. Consider the text evidence in terms of what you know and record your inference in the *My Solid Inference* column of the chart.

What It Says (Text Evidence)	What I Know (Schema)	My Solid Inference (Conclusion)

Active Engagement:

- *involve students by asking them to turn and talk*
- *listen, observe, and coach active involvement*
- *share an example of what you heard or observed*

Read another short portion of the text aloud to students. Have them turn to their partner and discuss what it says, what they know, and what they infer. Walk around and listen in on partnerships. After a few minutes, bring class attention back to the whole group and share some exemplars from discussions overheard and add them to the chart.

Link:

- *restate the teaching point*
- *explain how the learning can be used in the future*

Remind students that authors provide lots of clues in their stories to help thoughtful readers make solid inferences. They don’t tell everything directly through the words that they put on each page. Invite students to make inferences during their independent reading. Students should be taking some type of notes as they read. Refer to the sticky note and reader’s notebook options shown below.

Sticky Note Option:

On this page, the words say _____.
This makes me think about _____ so
I infer _____.

Reader’s Notebook Option:

What It Says (Text Evidence)	What I Know (Schema)	My Solid Inference (Conclusion)

Possible Conference Questions:

- How’s it going?
- What are you noticing as a reader today?
- What kinds of clues are you noticing that the author gives the reader in your story? What do you think the author wants the reader to know?
- How does combining the author’s words with what you already know help you as a reader?