Inference
# Reading Strategies — Inference

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  Introduce inference as a powerful strategy for creating deeper meaning and enriching the reading experience.

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Created in collaboration with Education Development Center Inc. (www.edc.org).

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INTRODUCTION

Inference

“Inferential thinking occurs when text clues merge with the reader’s prior knowledge and questions to point toward a conclusion about an underlying theme or idea in the text.”¹ (Harvey & Goudvis, 2000) When learners read inferentially, they are involved with the text at a higher level — reflecting on information, making judgments, and drawing conclusions in response to what they are reading. When readers infer meaning they become more personally engaged with and connected to the deeper meaning of the text, resulting in enhanced understanding and increased learning and retention.

Expected Outcomes

After completing the Inference lesson set, learners will be able to:

• Make predictions before and during reading
• Draw conclusions based on information — or clues — in a text and/or graphic
• Use implicit information in graphics and text to create meaning
• Use background knowledge and questioning strategies to make personal connections to new information

Sample IEP Goals

Learners will be able to:

• Demonstrate reading comprehension — the learner will respond to ____ questions in an outline with ____% accuracy by using a compensatory reading-skill strategy to identify facts from text and pictures(s) and to make inferences.
• Demonstrate reading comprehension and written expressive skills – given an outline template and selected text and picture(s), the learner will make ____ predictions and/or inference notes that are clearly related to a reading objective question with ____% accuracy.

To further customize IEP goals to meet individual learner needs:

• Indicate the specific level of text that will be provided to the learner (e.g., grade-level text, text written at a specific readability level, text supported by text-to-speech).
• Indicate the type of assistive technology that is required to meet the goals.

Tips for setting up Read:OutLoud 6 computer stations

• Be sure Read:OutLoud 6 is on each computer
• Provide headphones for learners who need the text read aloud for additional support.
• Assign learners to specific computers to ensure they have access to their files.

Text Examples
The examples in the lessons come from a variety of sources, including books from Start-to-Finish® Library and Start-to-Finish® Core Content, published by Don Johnston Incorporated.

We have provided text that allows you to teach and model the use of the Inference reading strategies included here. All text used in the lessons is provided at the back of this lesson set. Photocopy the pages for overheads if needed.

Where eText files for the lessons are located on your computer
When Read:OutLoud 6 is installed, the eText files are automatically installed in a Reading Strategies folder within the Read:OutLoud eText folder. This makes them easily accessible during the lessons. If you don’t see the folder right away, scroll down until you see it.

The eText files, as installed, are located
Windows: C:\My Documents\ReadOutLoud eText\Reading Strategies
Macintosh: Documents\ReadOutLoud eText\Reading Strategies

You may relocate these files to another location. If you do that, navigate to that location when instructed to open eText in the lessons.

Pre-made Outline Templates
Customized outline templates have been supplied for use with the lessons. They include an advanced feature that to help learners work independently—imbedded instructions called “locked text.” As the name implies, the locked text cannot be changed within the lessons. Outline templates with locked text are created in the Teacher Central section of Read:OutLoud 6. See the complete documentation for information.

Writing help with Co:Writer® (optional)
If you have Co:Writer installed on your computers, learners may use it for any writing tasks in these lessons. For more information about Co:Writer, the industry standard for word prediction software, contact Don Johnston Incorporated.
INTRODUCTION

How to Teach Strategy Use

Read:OutLoud 6 Reading Strategy lessons follow this proven series of explicit instruction steps:

1. **Direct Explanation**
   Teacher explains a key learning strategy to learners. When learners understand why a strategy is important and what it is intended to do, they are motivated to learn and consistently use that strategy.

2. **Modeling**
   Teacher models the strategy to give learners clear examples of how and when that strategy is used in real-world learning.

3. **Guided Practice**
   Learners try the strategy while being guided by the teacher.

4. **Sharing**
   Learners apply the strategy independently, with the teacher assessing learner needs and providing support as indicated. As the learner gains more and more mastery, the teacher’s involvement becomes less and less.

5. **Reflection**
   Learners organize and share their learning with peers.

6. **Application**
   Learners take time to reflect on their learning (what they learned as well as how strategies helped them) and to plan how they will continue to learn more about their topic.

Set Program Goals

Success with any new instructional program or approach requires careful planning of the implementation. Here is a tool to help you set the overall goals for your program and outline your overall plan for implementing the program in your school. Be clear and specific. Share this with your entire team and revisit the goals often.

Overall Reading Comprehension Goals
(Example: Learners will learn inference strategies by 5th grade.)

Grades/Classrooms/Learners Targeted:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Duration: Amt of Time</th>
<th>Frequency: Times/Week</th>
<th>Strategy (Sequencing, Note Taking, Inference)</th>
<th>Location: Class or Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 5 — Miss Carson</td>
<td>6 weeks</td>
<td>3 times/week</td>
<td>Inference</td>
<td>East Wing Computer Lab</td>
</tr>
</tbody>
</table>

✓ Introduce the goals to your team and allow for discussion
✓ Post the goals in staff meeting rooms
✓ Examine goals during staff training
✓ Review goals during regular staff meeting times
✓ Use the goals during your assessment of the program and implementation
✓ Tie goals to school and district improvement plans
✓ Tie goals to your particular learners’ needs
INTRODUCTION

Research Related to Read:OutLoud 6 Reading Comprehension Strategy Lessons

Read:OutLoud 6 Reading Comprehension Strategy Lessons are designed to show how Read:OutLoud 6 can effectively be used in conjunction with research-based reading strategy and comprehension instruction elements to improve learners' comprehension of both narrative and expository text. Educational research over the past decade has resulted in a number of research-based findings and recommendations. The Read:OutLoud 6 Sequencing, Note Taking, and Inference Lessons and Templates apply many of these findings and recommendations as outlined below.

Read:OutLoud 6 Reading Comprehension Strategy Lessons facilitate strategy instruction.

RESEARCH SAYS:
Strategy Instruction Improves Comprehension

- Struggling readers who are given cognitive strategy instruction show significant reading comprehension improvement over students trained with conventional reading instruction methods (Dole, Brown & Trathen, 1996).
- There is good evidence that struggling readers can improve reading comprehension skills by learning the strategies of proficient readers and putting them into practice (Dermody, 1988).
- The level of evidence is “Strong” indicating that it is important for teachers to “provide direct and explicit comprehension strategy instruction” (Kamil et. al., 2008).
- Dole, Brown & Trathen (1996) found that learning and applying strategies has more significant impact with at-risk students taking comprehension tests than other traditional methods including: (1) following instructional guides in the basal reading program and (2) teaching story content (key vocabulary, concepts and related ideas). In addition, they found good evidence that strategy instruction has long-term effects and shows learning transfer in self-directed strategy use.

Read:OutLoud 6 Reading Comprehension Strategy Lessons apply direct and explicit instruction to the teaching of comprehension strategies.

RESEARCH SAYS:
Direct and Explicit Comprehension Strategy Instruction is Most Effective in Increasing Comprehension

- In his report, Improving Adolescent Literacy, Kamil et. al. (2007) state that the level of scientific evidence is “strong” to indicate that it is important to “…provide direct and explicit comprehension strategy instruction” and make the following recommendations for carrying this out in the classroom:
  - careful selection of the text to use when introducing and practicing a new strategy to ensure the text is appropriate to the reading level of students
  - application of the strategy across a variety of text types
  - use of lesson plans that support direct and explicit instruction to teach learners how to use strategies
  - an appropriate level of guided practice using strategies
  - discussion about use of comprehension strategies as they are being taught and learned
Read:OutLoud 6 Reading Comprehension Strategy Lessons instruct learners in the use of individual comprehension strategies in conjunction with one or more additional strategies.

RESEARCH SAYS:
Multiple Strategy Instruction Improves Comprehension

- There is very strong empirical, scientific evidence that the instruction of more than one strategy in a natural context leads to the acquisition and use of reading comprehension strategies and transfer to standardized comprehension tests. Multiple strategy instruction facilitates comprehension as evidenced by performance on tasks that involve memory, summarizing, and identification of main ideas. (Trabasso & Bouchard, 2002, p. 184)
- The National Reading Panel (2000) found that “when used in combination, comprehension strategies produce general gains on standardized comprehension tests.”

Read:OutLoud 6 Reading Comprehension Strategy Lessons incorporate comprehension and instructional strategies supported by scientific research.

RESEARCH SAYS:
Some Reading and Instructional Strategies are More Effective Than Others

- The National Reading Panel (2000) outlined eight kinds of instruction that “...offered a firm scientific basis for concluding that they improve comprehension.” The Read:OutLoud 6 Reading Comprehension Strategy Lessons address six of them.
## Instruction that Improves Comprehension

### Story structure
When successfully comprehending informational text, proficient readers address the text’s overall organizational structure while being cognizant of the internal structure of ideas (Anderson & Armbruster, 1984).
When students are guided through a text’s underlying structure, they improve their understanding and retention of key ideas (Ogle & Blachowicz, 2002).

### Comprehension monitoring
“Readers who were trained in comprehension monitoring improved on the detection of text inconsistencies, on memory for text, and on standardized reading comprehension tests” (Trabasso & Bouchard, 2002).

### Graphic and semantic organizers
“Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of the students to remember what they read and may transfer, in general, to better comprehension and achievement in Social Studies and Science content areas” (National Reading Panel, 2000).

### Question answering
“…may best be used as a part of multiple strategy packages where the teacher uses questions to guide and monitor readers’ comprehension” (National Reading Panel, 2000).
“…instruction of question answering leads to an improvement in memory for what was read, in answering questions after reading passages, and in strategies for finding answers” (Trabasso & Bouchard, 2002).

### Cooperative learning
“Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion, and increases reading comprehension” (National Reading Panel, 2000).

### Multiple-strategy teaching
Multiple-strategy teaching “…is the most promising for use in classroom instruction where teachers and readers interact over texts” (National Reading Panel, 2000).

### Read:OutLoud 6
Reading Comprehension Strategy Lessons Include:

- The Sequencing Lesson provides an effective example of using text structure to increase comprehension
- Teacher/student comprehension – monitoring discussion and reflection included in all lessons
- Outline and graphic map provided in Read:OutLoud 6
- Question answering is a component in all lessons, and is particularly important in facilitating higher-level thinking within the Inference lessons
- Learning Pair/Small Group Activities included in all lessons
- Lessons include instruction in individual AND multiple strategy use

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**Introduction**

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The Reading Next Report (2004) offers nine key research-supported elements related to instructional improvements “designed to improve adolescent literacy achievement in Middle and High Schools.” Six of these elements are addressed in the Read:OutLoud 6 Reading Comprehension Strategy Lessons.

<table>
<thead>
<tr>
<th>Instruction that Improves Comprehension</th>
<th>Read:OutLoud 6 Reading Comprehension Strategy Lessons Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct, explicit instruction</strong></td>
<td>Lessons designed as direct, explicit strategy instruction</td>
</tr>
<tr>
<td>See research offered earlier in this document.</td>
<td></td>
</tr>
<tr>
<td><strong>Effective instructional principles embedded in content</strong></td>
<td>All lessons incorporate a variety of content area topics and text structures in strategy instruction, guided and independent practice.</td>
</tr>
<tr>
<td>By embedding instructional principles in content, both language arts and content-area teachers not only teach an abstract skill, but an effective strategy that can be applied to a wide range of content-area materials to increase comprehension in multiple subject areas (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td><strong>Motivated and self-directed learning</strong></td>
<td>Lessons designed to maximize engagement and active learner participation by offering content selected from multiple subject areas and text structures.</td>
</tr>
<tr>
<td>In the Reading Next Report, Biancarosa &amp; Snow (2004) recommend that teachers “explain why they are teaching particular strategies and have students employ them in multiple contexts with texts from a variety of genres and subject areas.</td>
<td></td>
</tr>
<tr>
<td><strong>Text-based collaborative learning</strong></td>
<td>Learning Pair/Small Group Activities included in all lessons</td>
</tr>
<tr>
<td>“…when students work in small groups, they should not simply discuss a topic, but interact with each other around a text.” (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td><strong>A technology component</strong></td>
<td>eText and Strategy Templates included with every lesson</td>
</tr>
<tr>
<td>“As a tool, technology can help teachers provide needed supports for struggling readers, including instructional reinforcement and opportunities for guided practice” (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td><strong>Ongoing formative assessment of students</strong></td>
<td>Each lesson ends in a wrap-up discussion and activity to facilitate learner self-assessment and provide teacher(s) with opportunities for formative assessment that can effectively inform instruction</td>
</tr>
<tr>
<td>Formative assessments should be “…specifically designed to inform instruction on a very frequent basis so that adjustments in instruction can be made to ensure that students are on pace to reach mastery targets” (Biancarosa &amp; Snow, 2004).</td>
<td></td>
</tr>
<tr>
<td>“…there is evidence that encouraging high-quality discussion about texts… can have a positive impact on reading comprehension skills” and “provide teachers with an important window into students’ thinking” (Kamil et. al., 2008).</td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION

Sources


Purpose:

Introduce inference as a powerful strategy for creating deeper meaning and enriching the reading experience.

Teacher Instruction

• Activate background knowledge
• Model and think aloud
• Collaborative grouping — learning pairs

Learner Activity

• Reflect on explicit and implicit information in a picture and text
• Make inferences related to a picture and text
• Support inferences with evidence from background knowledge, a picture and text

Wrap Up Activity

• Review and Discuss
• Reflect

Inference Lesson 1

One night I went to sneak an apple from the kitchen. I heard someone coming, so I hid. It was Long John Silver and his friend, Israel Hands. They did not know that I was there. After I heard them talking, I knew that our ship was in trouble.
Inference Lesson 1

Teacher Instruction

Explain
- The meaning of every event, picture, experience, conversation or text is not always clear at first.
- We use clues and our own past experiences — or background knowledge — to draw conclusions about the unstated meaning of experiences, events, situations, conversations and/or text every day.
- This use of clues and background knowledge to make meaning of our world is called “inference.”

Model
Imagine you have just read in the newspaper that it will be 90 degrees today. Answer the following questions and note how you make inferences everyday.
- What kind of clothes would you wear?
- What season is it?
- What would be a good activity?
- Would you expect it to be a sunny or cloudy day?

Brainstorm
Write learners’ thoughts on the board or flip chart paper. Discuss clues that are used to infer meaning about:
- The world around us
- What we read (text)
- Keep the list to refer to in the next lessons.

Clues We Use to Infer Meaning

From the world around us:
- Facial expressions
- Body language
- Tone of voice
- Spoken words/conversations
- Sounds
- Smells

From text:
- Titles and headings
- Pictures
- Dialog
- Descriptions of how characters react to one another
- Reading “between the lines” to find implied information (clues) that lead us to reach a specific conclusion or make a prediction
Reading Objective

“Describe the two main characters from the book Treasure Island — Long John Silver and Jim Hawkins.”

Add eText

Add Outline

Introduce the Reading Objective

Learning to use inference to make meaning from text is an important strategy for understanding what we read.

Begin Inference Lesson 1

Using a projector:
- Launch Read:OutLoud 6
- Add eText (Inference Text 1 and 2.rtf)
- Add Outline (Strategy Inference-Lessons 1 & 2.opt)

(NOTE: This eText and outline will be used in both Lessons 1 & 2.)

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Explain the Task

Tell learners they will:
- Read text and view a picture from the book, Treasure Island.
- Make inferences from the text and picture to answer questions in the outline about the characters in the story.
- In this lesson make inferences about Long John Silver.
Provide Background Knowledge

Explain that the text is taken from the middle of *Treasure Island*. Tell learners a little about what happened in the beginning of the story.

- Treasure Island is a story about a boy (Jim Hawkins) who gets a treasure map from the chest of a dead pirate (Captain Flint).
- Jim Hawkins is the person who is telling the story (the narrator).
- Jim’s friend, Squire John, has rented a ship and hired Long John Silver to help them find the treasure.

Think Aloud

Point out the picture in the eText panel.

With learners, discuss and list the FACTS about what they see in the picture. For example:

- There are four men sitting around a table
- There is a fifth man watching them (bottom left corner of the picture)
- One of the men has a patch over his eye
- The four men at the table are all wearing hats
- The men have mean/angry looks on their faces
Inference Lesson 1

Inference

Point out that there is a note in the outline.
Explain that this note contains an inference about the people in the picture based on the facts and/or clues they found in the picture.
Read the note aloud. Click in the note itself.
Discuss:
- The reasons for this inference (what evidence is there from the picture?)
- Whether learners agree or disagree with the inference in the note.

Model
Ask learners to make another inference under, “What is he thinking?”
Remind learners that they must support their inference with evidence — or clues — from the picture.

Create New Note
Write the inference and supporting evidence in a new note.
Model
Explain that you are going to read the text below the picture to look for more clues about Long John Silver.

Speak
Tell learners that, as the text is read aloud, you are going to:
- Visually track the text on the screen.
- Look for clues about the characters in the story so that you can Describe Long John Silver.

Think Aloud
Tell learners that Long John Silver is:
- Talking to his friend, Israel Hands
- Not aware that Jim Hawkins was listening
- Saying something that made Jim think that their ship was in trouble.
Discuss inferences that could be made such as, “Long John is a very evil person, because he is planning on killing people and stealing the treasure.”

Model
Add a note to the outline below the yellow subtopic, “What kind of person is he?”
- In the note, write an inference with supporting evidence. For example: “Long John is a very evil person, because he is planning on killing people and stealing the treasure.”
Create New Notes: Have learners follow the steps you just completed to make, support and write down inferences in notes they will add to their outlines.

Open and Add to Inference Lesson 1
Direct learners to create their own lesson in Read:OutLoud 6.
  • Launch Read:OutLoud 6
  • Add eText (Inference Text 1 and 2.rtf)
  • Add outline (Strategy Inference-Lessons 1 & 2.opt)

Work in Pairs
Direct learners to work in learning pairs to:
  • Review the picture and re-read the text about Treasure Island.
  • Make inferences to answer questions about Long John Silver.
  • Add Notes to their outlines in which they will record their inferences along with evidence from the picture and/or text to support those inferences.

Save the Lesson
Have learners click Save on the toolbar to save their lesson.
Instruct learners to name their lesson: Inference Lessons 1&2 <LEARNER NAME>

Tip
Need to be reminded of how? Provide the Quick Card found at the back of this book.
Review and Discuss
Remind learners of the reading objective.

Review the subtopics and notes on the projected assignment.

Ask learners to share the notes they added to their outlines.

Discuss learners’ ideas. As a group, determine which inferences are/are not adequately supported by something in the picture or text.

Encourage learners to revise or add new notes to their outlines based on the group discussion.

Reflect
Ask learners to discuss:

• What kinds of clues helped them make meaningful inferences about Long John Silver?

Respond
Have learners think about the process they just completed.

Ask learners to explain how making inferences helped them make meaning, visualize and think about the story at a deeper level.

On flip chart paper, list learner responses. Post the list in a central location so you can refer to it throughout the next lessons.

Reading Objective
“Describe the two main characters from the book Treasure Island — Long John Silver and Jim Hawkins.”

Example

Using Inference to Make Meaning

• Inferring helps us “read between the lines”.
• Inferences help us stay more interested in a story.
• When I make inferences, I feel like I almost become part of the story.
• Inferring helps me combine what I read with what I already know.
Purpose:

Practice adding to and/or revising inferences based on information in a picture and text.

Teacher Instruction

- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity

- Reflect on explicit and implicit information in a picture and text
- Make inferences related to a picture and text
- Support inferences with evidence from background knowledge, a picture and text

Wrap Up Activity

- Review and Discuss
- Reflect

Inference Lesson 2

One night I went to sneak an apple from the kitchen. I heard someone coming, so I hid. It was Long John Silver and his friend, Israel Hands. They did not know that I was there. After I heard them talking, I knew that our ship was in trouble.

Inference Lessons 1 & 2 Learner1

- READING OBJECTIVE
  - Describe the two main...
  - Look at the picture and read the...
  - Write your thoughts in notes you...
  - Describe Long John Silver
  - What is he doing?
  - The big pirate with the red...
  - Long John seems to be...
  - Long John is trying to make...
  - What is he thinking?
  - The evil look on Long John...
  - What is he feeling?
  - I think Long John is feeling ...
  - What kind of a person is he?...
  - Long John Silver was not ...
  - Long John is a very evil...
  - Other inferences
  - Since Long John has a ...
  - For Lesson 2, re-read "Inference..."
TEACHER INSTRUCTION

Explain
Remind learners of the reading objective.

Introduce the Lesson
Tell learners that they will use information and make more inferences based on the picture and text from *Treasure Island*.

Background Knowledge
Review the list of *Clues We Use to Infer Meaning* that you made at the beginning of Lesson 1.

Ask learners to share any additional clues that they have thought of which might be used to help them infer meaning. Add learners’ ideas to the list.

Remind learners of the background knowledge about the story of *Treasure Island*.

- Treasure Island is a story about a boy (Jim Hawkins) who gets a treasure map from the chest of a dead pirate (Captain Flint).
- Jim Hawkins is the person who is telling the story (the narrator).
- Jim’s friend, Squire John, has rented a ship and hired Long John Silver to help them find the treasure.

Reading Objective
“Describe the two main characters from the book Treasure Island — Long John Silver and Jim Hawkins.”

Clues We Use to Infer Meaning

From the world around us:
- Facial expressions
- Body language
- Tone of voice
- Spoken words/conversations
- Sounds
- Smells

From text:
- Titles and headings
- Pictures
- Dialog
- Descriptions of how characters react to one another
- Reading “between the lines” to find implied information (clues) that lead us to reach a specific conclusion or make a prediction
Open File from Lesson 1

- Launch Read:OutLoud 6
- Click **Open** from the toolbar.
- Locate on your computer the file you saved at the end of Lesson 1

Inference Lessons 1&2

<LEARNER NAME>.djs
- Open the lesson

Using a projector, review the notes that you added to your outline in Lesson 1.

Explain the Task

Tell learners they will:
- Re-read/review the text and picture.
- Make inferences from the text and picture to answer the questions in the outline about Jim Hawkins.

Think Aloud

With learners, review the list of FACTS they saw in the picture. Then, ask learners:
- To focus on the character in the picture who they believe might be Jim Hawkins.
- To tell reasons for inferring he is Jim.
- To make an inference about what he is thinking.
- To support their inference with evidence — or clues — from the picture and from their own background knowledge and experiences.

For example: since Jim is hiding and listening to Long John and his friend plot his murder, Jim is probably feeling a strong sense of panic and fear!
Add a New Note
Record at least one learner inference and supporting evidence in a new note.

Speak
Use Speak to have the eText read aloud.

Remind learners that, as the text is read aloud, you are going to:
• Visually track the text on the screen.
• Pay attention to any information from which you can make inferences that will help you describe Jim Hawkins.

Add a New Note
Click the yellow subtopic “What is he thinking?” to select it. Click New Note on the toolbar. Type your inference and supporting evidence in the Note window. Click OK to close the Note window and add the note to your outline.

Speak
Click at the beginning of the text. Click Speak on the toolbar.
Think Aloud

Point out the sentence — “One night I went to sneak an apple from the kitchen.”

Discuss the inferences you might make based on this statement made by Jim Hawkins (the narrator). For example:

- Since Jim was sneaking an apple, he was probably hungry and didn’t have anything in his cabin to eat.
- Since Jim had to “sneak an apple,” I infer that Jim was someplace on the ship he wasn’t supposed to be.

Tell learners that you are going to add a new note below “What is he feeling?” because you have inferred that Jim is feeling hungry!

Add a New Note

Click the yellow subtopic “What is he feeling?” to select it. Click New Note on the toolbar.
Type your inference and supporting evidence in the Note window. Click OK to close the Note window and add the note to your outline.

Add a New Note

Below the yellow subtopic, “What is he feeling?” add a new note to record your inference.

Explain the Task

Tell learners they will:

- Re-read Inference Text 1 & 2.rtf
- Make inferences from the text to answer the questions in the outline about Jim Hawkins.
- Create notes, write their inferences with supporting evidence, and add them to their outlines.
LEARNER ACTIVITY

Create New Notes: Have learners follow the steps you just completed to make, support and write down inferences in notes they will add to their outlines.

Open and Add to Inference Lesson 1 & 2

- Launch Read:OutLoud 6
- Click Open on the toolbar
- Locate on your computer the file you saved at the end of Lesson 1 Inference Lessons 1&2 <LEARNER NAME>.djs
- Open the lesson

Work in Pairs

Direct learners to work in learning pairs to:
- Repeat the steps you just completed to add the new inference note to their outlines.
- Re-read the text.
- Make inferences to answer questions about Jim Hawkins.
- Add Notes to their outlines to record their inferences along with evidence from the picture and/or text to support those inferences.

Save the Lesson

Have learners click Save on the toolbar to save their Read:OutLoud 6 lesson.
**Reading Objective**

“Describe the two main characters from the book Treasure Island — Long John Silver and Jim Hawkins.”

**Using Inference to Make Meaning**

- Inferring helps us “read between the lines”.
- Inferences help us stay more interested in a story.
- When I make inferences, I feel like I almost become part of the story.
- Inferring helps me combine what I read with what I already know.

**WRAP UP ACTIVITY**

**Review and Reflect**

**Review and Discuss**
Remind learners of the reading objective. Review the outline on the projected assignment. Ask learners to share the notes they added to their outlines. Discuss learners’ ideas. As a group, determine which inferences are/are not adequately supported by something in the text. Encourage learners to revise or add new notes to their outlines based on the group discussion.

**Reflect**
Ask learners to discuss:
- What kinds of clues helped them make meaningful inferences about the characters in the story?

**Respond**
Have learners think about the process they just completed. Ask learners to explain any new thoughts they had about the ways that making inferences helped them make meaning, visualize and think about the story at a deeper level. Add their responses to the flip chart paper. Keep the list posted in a central location so you can refer to it throughout the next lessons.
Purpose:
Selectively highlight and make inferences based on important information to create deeper meaning of expository text.

Teacher Instruction
- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity
- Identify important information in expository text
- Reflect on explicit and implicit information in expository text
- Make inferences
- Support inferences with evidence from background knowledge and expository text

Wrap Up Activity
- Review and Discuss
- Reflect

Inference Lesson 3

The Civil War is sometimes called the battle of the Union Blue and the Confederate Gray.

Early in the war, uniforms were supplied by local and state governments. Different regiments in the same army were dressed in different styles or colors. This got confusing. At Bull
TEACHER INSTRUCTION

**Explain**
Briefly review the kinds of clues we can find in text that help us make inferences, allowing us to have a deeper understanding of that text. (Refer to the list you created in Lesson 1.)

**Introduce the Lesson and Reading Objective**
Tell learners that they will read several articles about the kinds of uniforms worn by soldiers during the American Civil War to help them answer the reading objective question: “What challenges did the soldiers in the Civil War face?”

Learners will:
- Read about the kinds of uniforms worn by soldiers of the North and the South during the American Civil War.
- Use selective highlighting to gather and organize important information into an outline.
- Make and record inferences about the challenges the soldiers in the Civil War faced related to the uniforms they wore.

Explain that learners will be completing this task over the course of two lessons.
Begin Inference Lesson 3
Using a projector, begin the lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Inference Text 3.rtf)
- Add Outline (Strategy Inference-Lessons 3 & 4.opt)

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Speak
Demonstrate how to have Read:OutLoud 6 read the eText.
Tell learners that, as the text is read aloud, you are going to:
- Visually track the text on the screen.
- Look for clues about what challenges soldiers faced during the Civil War.

Think Aloud
Point out that there is a subtopic and note in the outline on the right side of the page.
The subtopic represents an important idea from the text: “Different regiments in the same army were dressed in different styles or colors.”
Discuss:
- Reasons a reader might have identified this as important information related to the reading objective.
- Reasons the reader might have made the inference recorded in the note.
Model
Ask learners to brainstorm other inferences that might be made based on this information from the text.

Create New Note
Record the inference in a new note.

Model
Point out the sentence in the second paragraph: “At Bull Run, Union forces were attacked by Virginians in blue uniforms.”

Access and/or Build Background Knowledge
Review with learners that:
• Virginians were part of the Confederate (Southern) forces, and were the enemies of the Union soldiers.
• The Union soldiers generally wore blue
• The Confederate soldiers (including Virginians) generally wore grey or butternut.

Discuss
With learners, discuss inferences that could be made from this information. For example:
• Because the Virginians and Union soldiers were all wearing blue, there were probably cases where soldiers killed people who were on their own side.

Add a New Note
Click New Note on the toolbar. Type your inference and supporting evidence in the Note window. Click OK to close the Note window and add the note to your outline.
Inference Lesson 3

Inference

Model
Use the green bookmark to highlight “At Bull Run, Union forces were attacked by Virginians in blue uniforms” in the text and add it to the outline.

Create a Note
Create a new note below the subtopic you just added to your outline.

Record an inference related to the subtopic. For example: “Because the Virginians and Union soldiers were all wearing blue, there were probably cases where soldiers killed people who were on their own side in the war.”

Explain the Task
Tell learners they will now use the text to identify important information and, based on that information, make inferences to answer the reading objective question, “What challenges did the soldiers in the Civil War face?”

Add a New Note
Click New Note on the toolbar.
Type your inference and supporting evidence in the Note window.
Click OK to close the Note window and add the note to your outline.
**LEARNER ACTIVITY**

Identify important information and make inferences: Have learners follow the steps you just completed to identify important information, make and record inferences related to an expository text.

**Begin Inference Lesson 3 & 4**
Direct learners to begin their own lesson in Read:OutLoud 6.
- Launch Read:OutLoud 6
- Add eText (Inference Text 3.rtf)
- Add outline (Strategy Inference-Lessons 3 & 4.opt)

**Add New Subtopics and Inference Notes**
Have learners follow the steps you just completed to:
- Add the subtopic to their own outlines.
- Add an inference note below the subtopic.

**Work in Pairs**
Direct learners to work in learning pairs to:
- Review the text about Civil War Uniforms.
- Make inferences to answer the reading objective question.
- Add subtopics and Notes to their outlines to record important information and inferences.

**Save the Lesson**
Have learners click Save on the toolbar. Instruct learners to name their lesson:
Inference Lessons 3&4
<LEARNER NAME>

**Tip**
Need to be reminded of how? Provide the *Quick Card* found at the back of this book.

**Circulate around the classroom to provide assistance as needed.**
Inference Lesson 3

WRAP UP ACTIVITY
Review and Reflect

Reading Objective
To answer the question:
“What challenges did the soldiers in the Civil War face?”

Review and Discuss
Remind learners of the reading objective. Review the subtopics and notes on the projected assignment. Ask learners to share the subtopics and notes they added to their outlines. Discuss learners’ ideas. As a group, determine which important ideas and inferences are/are not appropriate to answering the reading objective question. Encourage learners to revise or add new notes to their outlines based on the group discussion.

Reflect
• What kinds of clues helped them to make meaningful inferences about the challenges soldiers faced during the Civil War?

Respond
Have learners think about the process they just completed. Ask learners to explain how making inferences helped them make meaning, visualize and think about the reading objective question at a deeper level. Add their responses to the flip chart paper. Keep the list posted in a central location so you can refer to it throughout the next lessons.

Example

Using Inference to Make Meaning
• Inferring helps us “read between the lines”.
• Inferences help us stay more interested in a story.
• When I make inferences, I feel like I almost become part of the story.
• Inferring helps me combine what I read with what I already know.
Inference Lesson 4

Purpose:
Selectively highlight and make inferences based on important information in multiple texts to create deeper meaning of expository text.

Teacher Instruction
• Activate background knowledge
• Model and think aloud
• Collaborative grouping — learning pairs

Learner Activity
• Identify important information in expository text
• Reflect on explicit and implicit information in expository text to make inferences
• Support inferences with evidence from background knowledge and expository text
• Make a short summary statement of inferences

Wrap Up Activity
• Review and Discuss
• Reflect

Inference Lesson 3 & 4

More About Civil War Uniforms

Uniforms were made of wool for both the Union and Confederate soldiers. Wool was strong, but it could be itchy and uncomfortable in warm weather. Even in high temperatures, soldiers wore their uniforms because it was not proper to appear in public in their shirt-sleeves. Soldiers wearing woolen uniforms commonly suffered heat stroke while fighting in hot weather.
**TEACHER INSTRUCTION**

**Explain**
Briefly review the kinds of clues we can find in text that help us make inferences, allowing us to have a deeper understanding of that text. (Refer to the list you created in Lesson 1.)

**Introduce the Lesson**
Remind learners of the reading objective question: “What challenges did the soldiers in the Civil War face?”
Tell learners that they will read a new article, “More About Civil War Uniforms,” to identify important information and make inferences to add to the outlines they began in Lesson 3.

**Open File from Lesson 3 with a Projector**
- Launch Read:OutLoud 6
- Click Open on the toolbar
- Locate on your computer the file you saved at the end of Lesson 3
- Inference Lessons 3&4
- <LEARNER NAME>.djs
- Open the lesson

**Reading Objective**
To answer the question:
“What challenges did the soldiers in the Civil War face?”
Add eText

Inference Lesson 4

Explain
You added new eText to your assignment in order to gather additional information and make more inferences.

Tip
Need to be reminded of how? Provide the Quick Card found at the back of this book.

Model
Use Speak to read the eText, “More about Civil War Uniforms.”

Tell learners that, as the text is read aloud, you are going to:
• Visually track the text on the screen.
• Pay attention to the important information and supporting details that will help you make inferences to answer the reading objective question.

Think Aloud
Locate the first important information in the text—“Uniforms were made of wool”.

Tell learners:
• This is a main idea
• There are supporting details such as:
  • Wool was strong
  • Could be itchy and uncomfortable in warm weather
Model
Use the green bookmark to highlight and add “Uniforms were made of wool” to the end of your outline.

Use the yellow bookmark to highlight and add the supporting details – “Wool was strong” and “could be itchy and uncomfortable in warm weather”.

Think Aloud
With learners, discuss inferences that could be made from this information.
For example:
- Since wool was strong, the uniforms probably lasted longer.

Add a New Note
Add a note below the yellow subtopic, “Wool was strong”.
Record an inference such as: “Since wool was strong, the uniforms probably lasted longer.”

Explain the Task
Tell learners they will now use the text to identify more important information and, based on that information, make inferences to answer the reading objective question, “What challenges did the soldiers in the Civil War face?”

Add a New Note
Click New Note on the toolbar.
Type your inference and supporting evidence in the Note window. Click OK to close the Note window and add the note to your outline.
LEARNER ACTIVITY

Identify important information and make inferences: Have learners follow the steps you just completed to identify important information, make and record inferences related to an expository text.

Open File from Lesson 3
- Launch Read:OutLoud 6
- Click Open on the toolbar
- Locate on your computer the file you saved at the end of Lesson 3
- Inference Lessons 3&4
- <LEARNER NAME>.djs
- Open the lesson
- Add a second eText (Inference Text 4.rtf)

Add New Subtopics and Note
Have learners follow the steps you just completed to:
- Add main idea and supporting detail subtopics to their own outlines.
- Add an inference note below the subtopic, "Wool was strong".

Work in Pairs
Direct learners to work in learning pairs to:
- Re-read the text, More About Civil War Uniforms.
- Make inferences to answer the reading objective question.
- Add subtopics and Notes to their outlines.

Save the Lesson
Have learners click Save on the toolbar to save their lesson.
WRAP UP ACTIVITY
Review and Reflect

Review and Discuss
Remind learners of the reading objective.

Review the subtopics and notes on the projected assignment.

Ask learners to share the subtopics and notes they added to their outlines.

Discuss learners’ ideas. As a group, determine which important ideas and inferences are/are not helpful in answering the reading objective question.

Encourage learners to revise or add new notes to their outlines based on the group discussion.

Reflect
Ask learners to discuss:

• What kinds of clues helped them make meaningful inferences about the challenges soldiers faced during the Civil War?

Reading Objective
To answer the question:

“What challenges did the soldiers in the Civil War face?”

Example

The fact that they needed so many uniforms could be because so many soldiers were getting killed and they needed new uniforms for new soldiers.

"Uniforms came apart after they had been worn just a few weeks."

It seems that some people made uniforms from cheap materials because they were more interested in making money than in winning the war.

"Uniforms were made of wool"

"Wool was strong."

Since wool was strong, the uniforms probably lasted longer.

"Could be itchy and uncomfortable in warm weather."

The itching could cause soldiers to be distracted during a battle.

"Suffered heat stroke while fighting in hot weather."

Soldiers could easily pass out in the middle of a battle. This could cause them to be killed or captured more easily.

Slide Bar
To achieve this view of the outline, click the Slide Bar icon in the toolbar.
Inference Lesson 4

As a group, create a summary statement about the challenges that Civil War soldiers faced because of the uniforms they wore. For example:

- Uniforms presented a challenge to the soldiers who fought in the Civil War for several reasons. Soldiers had uniforms that were either falling apart or too hot and itchy. They sometimes had no shoes. These things made it very hard to fight well.

- Another challenge soldiers faced is that the uniform colors were sometimes the same for Union and Confederate soldiers, so it was difficult to tell if you were killing a friend or an enemy.

In one or more Notes below the subtopic, “Summary,” write the summary statement you created. Discuss how and why making inferences has helped you understand the content of your text more deeply.

Using Inference to Make Meaning

- Inferring helps us “read between the lines”.
- Inferences help us stay more interested in a story.
- When I make inferences, I feel like I almost become part of the story.
- Inferring helps me combine what I read with what I already know.

Review and Discuss

Review the list of ways inferring helps you understand what you read more deeply.

Ask learners to explain how making inferences helped them make meaning, visualize and think about the reading objective question at a deeper level.

Add their responses to the list. Post the list in a central location so you can refer to it throughout the next lessons.
Purpose:
Selectively highlight and make inferences based on important information to create deeper meaning of narrative, nonfiction text.

Teacher Instruction
- Activate background knowledge
- Model and think aloud
- Collaborative grouping — learning pairs

Learner Activity
- Identify important information in text
- Reflect on explicit and implicit information in text
- Make inferences
- Support inferences with evidence from background knowledge and text

Wrap Up Activity
- Review and Discuss
- Reflect

Inference Lesson 5

Jane Goodall and the Chimpanzees of Gombe by Helen Sillett

A New Home in Gombe
Back in Nairobi, after the dig at Olduvai had come to an end, Louis kept talking with Jane about his idea.
“T’ve heard reports of chimpanzees roaming in the mountains on the eastern side of Lake Tanganyika near the Gombe Stream,” he explained. “I’ve been looking for the right...
Introduce the Lesson and Reading Objective

Tell learners that they will read a small section of a book about a scientist, Jane Goodall, to help them answer the reading objective question: “What characteristics made Jane Goodall successful in her study of the chimpanzees of Gombe, Africa?”

Explain that learners will:

- Read about Jane Goodall and the Chimpanzees of Gombe.
- Use selective highlighting to gather and organize important information and supporting details into an outline.
- Make and record inferences to answer the Reading Objective question.
Begin Inference Lesson 5

Using a projector:

- Launch Read:OutLoud 6
- Add eText (Inference Text 5.rtf)
- Add Outline (Strategy Inference-Lesson 5.opt)

Provide Background Knowledge

Explain that the text is taken from the middle of the story of Jane Goodall. In order for learners to make good inferences from this text, they need to know a little about what happened in the beginning of the story.

- Jane had a childhood dream of working with animals.
- When she was 26 years old, her childhood dream came true.
- Jane’s teacher and mentor, Louis Leakey, spent time working with Jane on an archaeological dig in Olduvai, Africa.
- Louis began talking to Jane about his search for a scientist to lead a very important expedition into Africa to study wild chimpanzees.

Tip

Need to be reminded of how? Provide the Quick Card found at the back of this book.
Model
Use Speak to read the eText aloud.
Tell learners that, as the text is read aloud, you are going to:
• Visually track the text on the screen.
• Look for clues

Explain
Remind learners that inferences don’t necessarily need to be correct. They simply need to be reasonable in light of the information they have.
Explain that some inferences will be confirmed by further reading, and others will not.
Point out that the real value of making inferences is that:
• It causes us to think more deeply about what we are reading.
• We read with greater purpose to confirm our inferences, which keeps us more interested in the text.

Think Aloud
Read the subtopic—“I’ve been looking for the right person to go to those mountains and study the chimps.” — and note aloud.
Discuss:
• Reasons a reader might have identified this as important information.

Add a New Note
Ask learners what other inferences could be made. Record an inference in a new note.

Speak
Click in the upper left corner of the eText panel.
Click Speak.

Add a New Note
Click New Note on the toolbar.
Type your inference and supporting evidence in the Note window.
Click OK to close the Note window and add the note to your outline.
Review and Model

- Point out that the third paragraph has the sentence: “Louis studied Jane’s face closely as he talked about the chimpanzee study.”
  Think of an inference for this statement. For example: “I think Louis studied Jane’s face because he was watching her to see if she showed excitement or interest in the study of the chimps in Africa.”
- Use the green bookmark to highlight “Louis studied Jane’s face closely as he talked about the chimpanzee study.”
- Create a new note below the subtopic you just added.
  Record an inference in the note. For example: “I think Louis studied Jane’s face because he was watching her to see if she showed excitement or interest in the study of the chimps in Africa.”

Explain the Task

Tell learners they will now use the text to identify important information and, based on that information, make inferences to answer the reading objective question, “What characteristics made Jane Goodall successful in her study of the chimpanzees of Gombe, Africa?”

Add a New Note

Click New Note on the toolbar.
Type your inference and supporting evidence in the Note window.
Click OK to close the Note window and add the note to your outline.
LEARNER ACTIVITY

Identify important information and make inferences: Have learners follow the steps you just completed to identify important information, make and record inferences related to an expository text.

Begin Inference Lesson 5
Direct learners to begin their own lesson in Read:OutLoud 6.
• Launch Read:OutLoud 6
• Add eText (Inference Text 5.rtf)
• Add Outline (Strategy Inference-Lesson 5.opt)

Create New Subtopics and Inference Notes
Have learners follow the steps you just completed to:
• Add the subtopic — “Louis studied Jane’s face closely as he talked about the chimpanzee study.”
• Add their own inference note below the subtopic.

Work in Pairs
Direct learners to work in learning pairs to:
• Re-read the text about Jane Goodall and the Chimpanzees of Gombe.
• Make inferences to answer the reading objective question.
• Add subtopics and Notes to their outlines.

Save the Lesson
Have learners click Save on the toolbar to save their lesson.
Instruct learners to name their lesson:
Inference Lessons 3&4
<LEARNER NAME>.djs

Need to be reminded of how? Provide the Quick Card found at the back of this book.

Circulate around the classroom to provide assistance as needed.
Inference Lesson 5

Reading Objective
To answer the question:

“What characteristics made Jane Goodall successful in her study of the chimpanzees of Gombe, Africa?”

Review and Discuss
Remind learners of the reading objective.
Review the subtopics and notes on the projected assignment.
Ask learners to share the subtopics and notes they added to their outlines.
Discuss learners’ ideas. As a group, determine which important ideas and inferences are/are not helpful in answering the reading objective question.
Encourage learners to revise or add new notes to their outlines based on the group discussion.

Reflect
Ask learners to discuss:
• What kinds of clues helped them make meaningful inferences about the characteristics that made Jane Goodall successful in her study of the chimpanzees of Gombe, Africa?

Respond
Have learners think about the process they just completed.
Ask learners to explain how making inferences helped them make meaning, visualize and think about the text and reading objective question at a deeper level.
Add their responses to the list.
Post the list in a central location so you can continue to refer to it throughout the school year.

Slide Bar
To achieve this view of the outline, click the Slide Bar icon in the toolbar.
Support Learner Success

Review reasons to use inference to create meaning from text.

Making inferences before, during and after reading helps us:
- “Read between the lines” to understand things the author meant but didn’t say.
- Use pictures and text to make predictions, come to conclusions and form opinions about what we are reading.
- Make personal connections to the text as we add our own thoughts, opinions and ideas to what the author wrote.
- Combine what we read with what we already know to create pictures of the character/setting/subject of the text in our minds.

Now that we are familiar with how to make inferences related to both fiction and non-fiction text, let’s think about the things we might think or say aloud that signal we are making an inference.

### Inference Signal Language

<table>
<thead>
<tr>
<th>Maybe…</th>
<th>I think that…</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict that…</td>
<td>I am guessing that…</td>
</tr>
<tr>
<td>I thought that’s what…</td>
<td>I’m surprised that…</td>
</tr>
<tr>
<td>I’ve come to the conclusion that…</td>
<td>I wouldn’t be surprised if…</td>
</tr>
<tr>
<td>That might mean that…</td>
<td>I’m convinced that…</td>
</tr>
<tr>
<td>I KNEW that…</td>
<td>That character is probably thinking…</td>
</tr>
<tr>
<td>This makes me feel…</td>
<td>I’m not sure, but I think this word means…</td>
</tr>
<tr>
<td>If I were…. I would…</td>
<td>This is (is not) like the time I…</td>
</tr>
<tr>
<td>In my opinion…</td>
<td></td>
</tr>
</tbody>
</table>

### Class Activity:

Have the group brainstorm words and phrases that might indicate they are making an inference. Record their ideas on the board or chart paper. Then, have learners look for this inference “signal language” as they read.
Extending Practice

You may use the format of ANY of these lessons to provide extended practice opportunities for your learners. Replace lesson eText with other Start-to-Finish or curriculum text from which you would like your learners to identify main ideas, supporting details and make inferences.

Additionally, you may use the generic outline templates (provided with these Inference lessons) to provide learners with a graphic organizer to guide them in identifying main ideas, supporting details and making inferences.

Here are examples of Reading Objectives that lend themselves to making inferences.

**Literature**

- What does the cover of the book tell you about the story inside?
- How did (character name) feel when (event description) happened?
- At the end of each chapter, predict what the main character(s) will do next. Support your predictions with evidence from the text.
- How is your life the same/different than the life of (character name) in (book title)?

**Science**

- Based on fossil evidence, describe the position you think the Tyrannosaurus rex occupied in the prehistoric food chain.
- What might be the results of cutting down the world’s rainforests?
- Review data showing average daily energy use per person in your country. Make inferences regarding ways that people might conserve energy in their everyday lives.
- How might the dumping of computers, cell phones, printers and televisions into landfills negatively impact the environment?
Here are examples of additional Reading Objectives that lend themselves to making inferences.

**Social Studies**

- What does the music of the 1950's (or other period in history) tell you about how people lived during that time period?
- What daily living challenges did the Corps of Discovery face as they traveled into the wilderness with Lewis & Clark?
- How does the availability of water impact the way that people live in various parts of the world?
- What impact did the ancient Romans have on the people and cultures they conquered?
Extending Practice

Have your learners follow these steps to use your own curriculum text:

Launch Read:OutLoud 6

Add eText: Tell your learners which eText to use from the list or instruct them to navigate to another location (browse) on the computer or network where the eText is located.

1. Launch Read:OutLoud 6

2. Insert eText

3. Look here for new eText.

4. Click Open.

Tip: If you want your learners to use information from the Internet (and you are connected to the Internet), simply use the Web tab. Direct learners to the web site you desire. If you want learners to save the web page with their work, select Capture Web Page from the Insert menu.
Extending Practice (continued)

5 Add Outline

6 Select the Outline

7 Click OK
Using Reading Strategies across the Curriculum

Use this chart to note strategy use observations or collaborate with content-area teachers and plan what reading comprehension strategy learners should use. Content-area teachers can use this chart to note learner observations. Collaborate again to plan next steps or actions to consider.

Strategy to use: ________________________________ Date: ________________  
(e.g., inference)

Strategy Teacher ________________________   Content-Area Teacher ___________________________

Content-Area: ________________________________  (e.g., Earth science)

Period: ___________________________   Location: ___________________________
(e.g., 7th period)   (e.g., science computer lab)

<table>
<thead>
<tr>
<th>Notes</th>
<th>Actions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers in working order?</td>
<td>Whole class</td>
</tr>
<tr>
<td>Software in working order?</td>
<td>Small group</td>
</tr>
<tr>
<td>Learners successes</td>
<td>Individual</td>
</tr>
<tr>
<td>Areas for Improvement</td>
<td></td>
</tr>
</tbody>
</table>

More strategy instruction needed?  
Check or Circle

More technology instruction needed?  
Check or Circle

More content-area instruction needed?  
Check or Circle
Differentiate Instruction

There are many ways that learners gain, express and engage in new information. Here is a list of ideas on how you can modify your instruction.

**Multiple Means of Representation/Modify Content**

Instead of only reading information, learners may improve their performance with other ways to gather information such as:

- Use photos and captions
- Use an audio book
- Watch a video
- Print a paper version of the material and use it alongside the electronic version
- Provide reading materials at different reading levels

**Multiple Means of Expression/Modify Product**

Instead of just using the completed outline in the assignments, some learners may improve their understanding of information with alternate methods such as:

- Expand notes into a presentation to be shared with the whole group
- Prepare a graphic timeline including dates, times and graphics
- Prepare a PowerPoint© (or other multimedia) presentation describing the sequence of events
- Perform an “on the spot” news report about the sequence of events leading up to the main event

**Multiple Means of Engagement/Modify Process**

Some learners may improve their performance by engaging with material in different ways such as:

- Let learners choose a new book or reading objective/question
- Find reading-level appropriate material related to the reading objective/question
- Creatively group learners for collaboration
- Pair academically strong learners with learners who are struggling
- Allow a learner to work quietly independently
- Print information into individual strips and have learners physically arrange notes into and within categories
One night I went to sneak an apple from the kitchen. I heard someone coming, so I hid. It was Long John Silver and his friend, Israel Hands. They did not know that I was there. After I heard them talking, I knew that our ship was in trouble.

Long John Silver was talking to his friend Israel Hands. “There have been some mean pirates. Some people say that Captain Bill Flint was the meanest pirate ever. But Long John Silver is the meanest pirate of all!”

Hands smiled. He looked at Silver and said, “So when do we do it?” When do we kill them?” Hands was getting excited now.

Silver thought for a moment. “First, we need Captain Smollett to find Treasure Island,” he said. “Then we dig up the treasure. After that, we kill the doctor, the captain, the squire, and that boy, Jim Hawkins.” Silver smiled and said, “Even old Bill Flint was afraid of me.”

The Civil War is sometimes called the battle of the Union Blue and the Confederate Gray.

Early in the war, uniforms were supplied by local and state governments. Different regiments in the same army were dressed in different styles or colors. This got confusing. At Bull Run, Union forces were attacked by Virginians in blue uniforms.

Later in the war, the Confederates ran out of gray dye. They used "butternut." This was a yellowish-brown dye made from butternut bark or walnut shells.

Confederate uniforms were usually torn and ragged. The south did not have enough material.

There weren't enough shoes either. Many soldiers had to march on hard roads in worn-out shoes or barefoot. The Battle of Gettysburg started when a group of Confederates tried to capture a supply of shoes. Southern troops used rags or straw instead of shoes.

Standard sizes were brought in to make uniforms in large numbers. The Union War Department gave uniform makers average sizes. This is how we have standard clothing sizes today.

Some people made uniforms from scraps of shredded wool. This was called "shoddy." These uniforms came apart after they had been worn just a few weeks. The word "shoddy" now means "poor quality."

Don Johnston Incorporated SOLO History eText CD "Civil War - Uniforms". Copyright © 2005.
More About Civil War Uniforms

Uniforms were made of wool for both the Union and Confederate soldiers. Wool was strong, but it could be itchy and uncomfortable in warm weather. Even in high temperatures, soldiers wore their uniforms because it was not proper to appear in public in their shirt-sleeves. Soldiers wearing woolen uniforms commonly suffered heat stroke while fighting in hot weather.

*Don Johnston Incorporated SOLO History eText CD "Civil War - Uniforms". Copyright © 2005.*
A New Home in Gombe

Back in Nairobi, after the dig at Olduvai had come to an end, Louis kept talking with Jane about his idea.

“I’ve heard reports of chimpanzees roaming in the mountains on the eastern side of Lake Tanganyika near the Gombe Stream,” he explained. “I’ve been looking for the right person to go to those mountains and study the chimps there. I really believe that chimps and the other great apes can tell us something about how our ancestors behaved.”

Louis studied Jane’s face closely as he talked about the chimpanzee study. “Of course, this person will have to be hard-working and brave. This person will have to be patient and observant. This person will have to love being away from human civilization, and be able to tolerate the hardships of being in the bush.” He paused and then said, “I don’t know how I will ever find such a person.”

Jane imagined that Louis was looking for a trained scientist to lead the chimpanzee study, so for many weeks she said nothing to him about how desperately she wanted to be the person to go to Lake Tanganyika. Finally, when Louis brought up the chimpanzees for what seemed like the twentieth time, Jane couldn’t help herself.

_I may have no scientific training and no college degree_, she thought to herself, _but I know I can do that study._

Text excerpts from Start-to-Finish Library “Jane Goodall and the Chimpanzees of Gombe” by Helen Sillett. Copyright © 2003.
Get IT!

1. Launch Read:OutLoud 6

2. Get eText
   - Add eText
   - OR
   - Open previous Read:OutLoud 6 file

3. Look here (or where your teacher tells you) for eText or your previous work

4. Click

Learn IT!

Create Outline

1. Get Outline

2. Find your Outline here

3. Click

Reorganize outline
Click and drag subtopics

Note: Look in the My Documents folder (Windows) or the Documents folder (Macintosh) to see ReadOutLoud eText.

Add to Outline

1. Highlight text He saw a huge wall of water

2. Click Bookmark
   - Green
   - Yellow
   - Red

3. Add note

Read IT!

Speak

Stop Speak

Quick Card
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**Print Your Work**

Click to automatically print

OR

1. Use Print from the File menu for print options

2. Select what options you want to print

3. Click Print

**Save Your Work**

1. Click Save

   Tip: Click Save every 10 minutes while you work

2. Type the name for your work

3. Click Save

**Use Co:Writer® (optional)**

1. Launch Co:Writer

2. Begin typing

   You see this or this

3. Select the word you want to use