

Strategy Guide: From Inferences to Evidence

Adapted from: *Inference: Teaching Students to Develop Hypotheses, Evaluate Evidence, and Draw Logical Conclusions* by ASCD authors Harvey F. Silver, R. Thomas Dewing, and Matthew J. Perini (2012).

Engaging students in curiosity is the beginning point in which we can teach them how to inference. Drawing inferences leads to the use of meaningful evidence that supports student ideas through well-designed strategy (Perini, 2012). Perini, et al., supports five phases for helping students develop and use inference skills to support their reading, writing, listening and speaking through an engaging process.

First, teachers must come up with well-designed inference strategy to get students curious about what the upcoming reading will be about, such as proposing a problem to solve or event to engage in.

Next, provide students with clues about the upcoming reading to encourage predictions about the main idea that later lead to inferences.

Finally, teach them how to develop and test hypotheses using inference strategies such as mining through data to solve a mystery or conduct investigations. Help students find information to support their hypotheses. Show them how the collection and refinement process works, and by explaining your own thinking through the evidence citing process.

Phase 1: Identify what students need to figure out: *What do I need to solve? What is the problem here? What seems to be the issue?*

Phase 2: Note information sources: teach grade-appropriate annotation and/or note-taking

Phase 3: formulate and refine hypothesis: *make predictions, guess at outcomes, determine what you want to learn*

Phase 4: encourage students to explain their thinking through synthesis tasks, examples, citing evidence

Phase 5: reflect on the process through class discussions, conferences and peer talk.

