**Inference Task**

Step 1: As a class, we have taken a note on inference, done a variety of full class, small group, and independent exercises in which you will explain the inferences that you must make to understand what you are reading, viewing, or hearing. Please review these items. \* Recall, inference fills in a gap, it does not leap into the future. Page 3 of this handout includes an exemplar.

Step 2: **Inquiry: When must you infer in your own life?**

Using the computer, find (or illustrate using words or images) and attach a time you must make an inference. **Please find something that represents your best ability and understanding.**

Class brainstorms possibilities:

|  |
| --- |
|  |

Step 3: Clearly explain your inference using this chart as per our practice in class.

|  |  |  |
| --- | --- | --- |
| It says | I say | And so |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| R | Level 1 | Level 2 | Level 3 | Level 4 |
| Illogical inference or no inference. | Limited: makes simple inferences. | Partial: makes simple, reasonable inferences. | Considerable:  Makes and logical inferences | Highly effective: makes and supports logical, insightful inferences. |
| Does not describe thinking or is unclear. | Limited support is there and or limited clarity. | Attempts to describe thinking with some support. Explanation could be more clear. | Explains thinking with support and is clear. | Articulates thinking with abundant support and clarity. |



|  |  |  |
| --- | --- | --- |
| It says | I say | And so |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| R | Level 1 | Level 2 | Level 3 | Level 4 |
| Illogical inference or no inference. | Limited: makes simple inferences. | Partial: makes simple, reasonable inferences. | Considerable:  Makes and logical inferences | Highly effective: makes and supports logical, insightful inferences. |
| Does not describe thinking or is unclear. | Limited support is there and or limited clarity. | Attempts to describe thinking with some support. Explanation could be more clear. | Explains thinking with support and is clear. | Articulates thinking with abundant support and clarity. |

**Step 4: Metacognition**

1. Rank your best (1) to worst (9) strategies including all of the terms: Define, predict, visualize, connect, question, determine importance, inference, synthesize, summarize.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |

When you are struggling to understand something, describe fully what do you really do to help yourself understand?

What kind of things are most difficult and the most easy for you to understand (be specific) and explain why that is so.