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Sincerely,
Karen Haag

Infer Double-Entry Style!

Students master Notice-Wonder very quickly. You've noticed how effective asking questions before reading and during reading in that Notice-Wonder style improves your reading groups no matter the format you use.

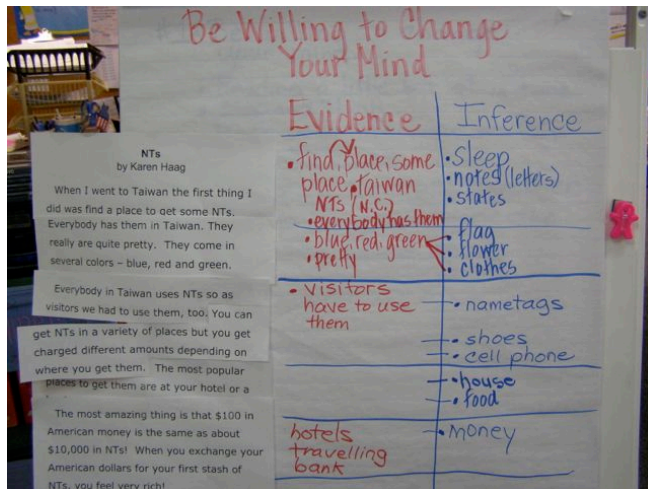
Once you move into your unit of inferring, introduce students to Notice-Infer double entries. Or, Notice-Infer - What I Found Out entries.

While students read, they write what they notice and what they infer. They bring the Notice-Infer DEJs to reading discussion groups and that's what they talk about. They search for evidence to support their claims. They wonder together if their inferences will turn out to be true. If the group is ready, ask them to record whether the inference did, indeed, turn out to be true in a third column, confirm or disconfirm:

Notice	Infer	Confirm or Disconfirm

Notice-Infer Minilesson

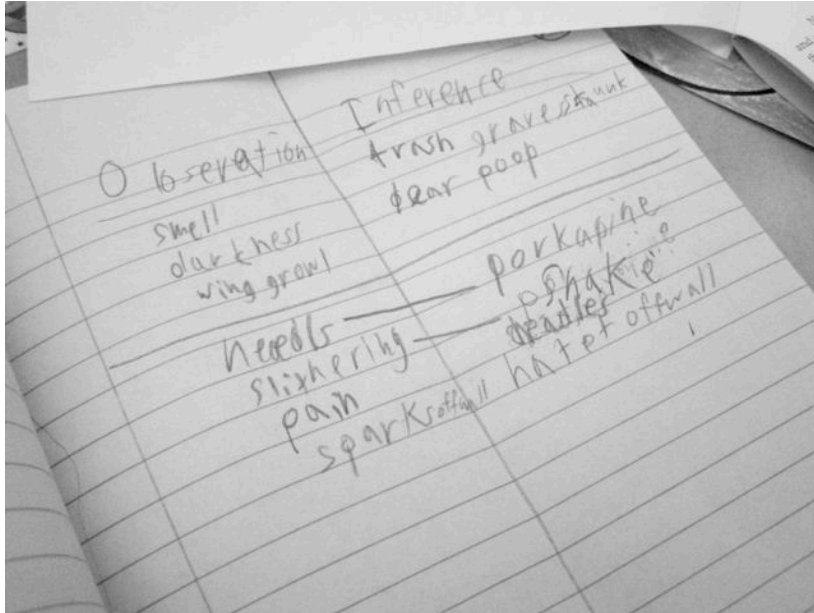
For this lesson, I typed the text and taped it - one chunk at a time - on the chart. We found evidence together (notice) and wrote the inferences we thought possible.



Making inferences has a puzzle-like feel to it. Once students realize that they can't be wrong, they take to making inferences readily. The key is for students to improve their ability to infer correctly by examining the evidence presented by the author closely as they read. In addition, the talk time is critical so students can bounce ideas off one another.

It's also important for students to understand that there is more room for inferring with fiction than nonfiction. In fiction, a good author is trying to lay clues for the reader, but would love for the reader to misread the clues so they are surprised in the end. In nonfiction, the author is trying to lay out clues very clearly so they reader understands the topic.

Then I sent the students out to do the same with their reading book.



Finally, we come back as a group to share our successes and challenges and brainstorm solutions to the challenges.