

CRITICAL QUESTIONING, SC STANDARDS AND THE INFERENCE STRATEGY: MEANINGFUL CONNECTIONS IN INCLUSIVE ENVIRONMENTS

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Brief Introduction



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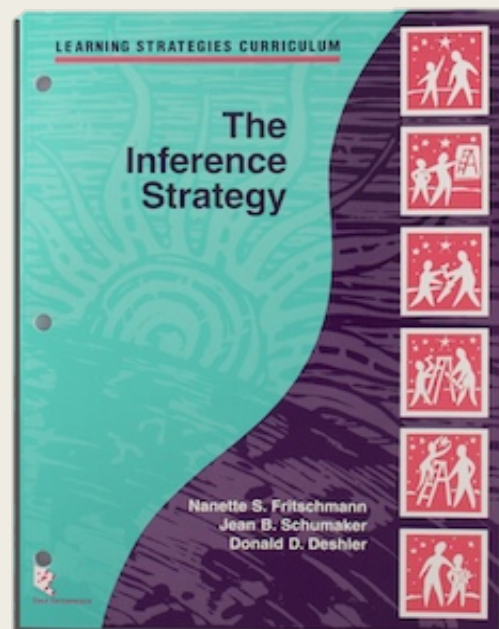


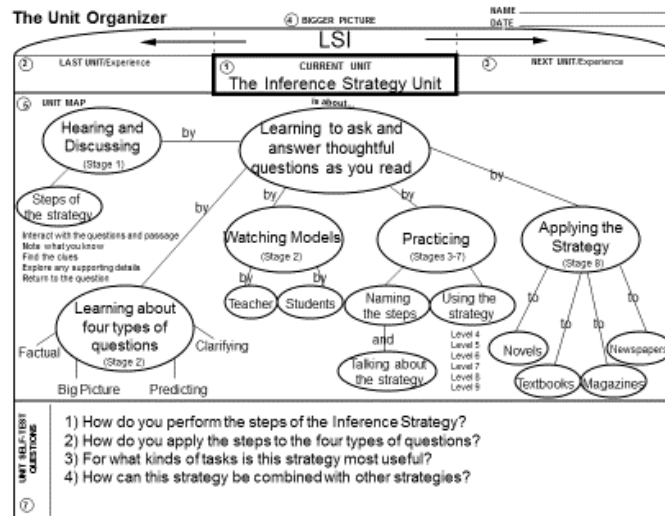
Presentation Outcomes

At the conclusion of our session, participants will be able to:

1. summarize the critical instructional components of The Inference Strategy.
2. identify the comprehension processes involved in ones ability to “infer meaning” with and without text.
3. briefly describe the relationships between improving students’ oral language development through critical questioning may simultaneously improve reading comprehension.
4. discuss important elements between language development and reading comprehension.
5. construct approaches (discuss ideas) to increase language development in their own teaching environment.

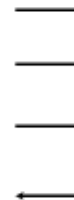
The Inference Strategy





Steps for the Inference Strategy

- Interact with the questions and the passage
- **N**ote what you know
- **F**ind the clues
- **E**xplore any supporting details
- **R**eturn to the question



TYPES OF QUESTIONS

- Factual Questions
- Think and Seek Questions
 - Big Picture Questions
 - Predicting Questions
 - Clarifying Questions

*It's not just about questions,
but comprehension
processes!!*

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Part 1 Determining Students' Skills

• Stage 1-Pretest

Sets the stage by providing info on students' current levels of:

discriminating types of questions

finding clues to respond correctly to comprehension questions

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Part 2

Teaching Students to Use the INFER Steps to Answer Questions

Stages 2 & 3

Describe and Model

Lesson 1 – Intro to the Inference Strategy

Lesson 2 – Factual Questions

Lesson 3 – Big Picture Questions

Lesson 4 – Predicting Questions

Lesson 5 – Clarifying Questions

Think and
Seek
Questions

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Part III

Determining Students' Progress

Stage 7-Posttest

Passage of about 400 words at the students grade level with 5-6 corresponding inferential questions

If score is < 80% do additional Advanced Practice

If score is > 80% proceed to Stage 8: Generalization

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<https://youtu.be/s8AF2nGZX9s>

Important Instructional Considerations

- The most successful teachers implementing The Inference Strategy seem to additionally focus on:
 - *building inference skills using read-alouds and targeting language skills supporting the more complex comprehension processes*
 - *comprehension monitoring*
 - *supplementing with high interest and **relevant** materials*
 - *integrating instruction to salient text and comprehension structures*

So I started thinking..... what if.....

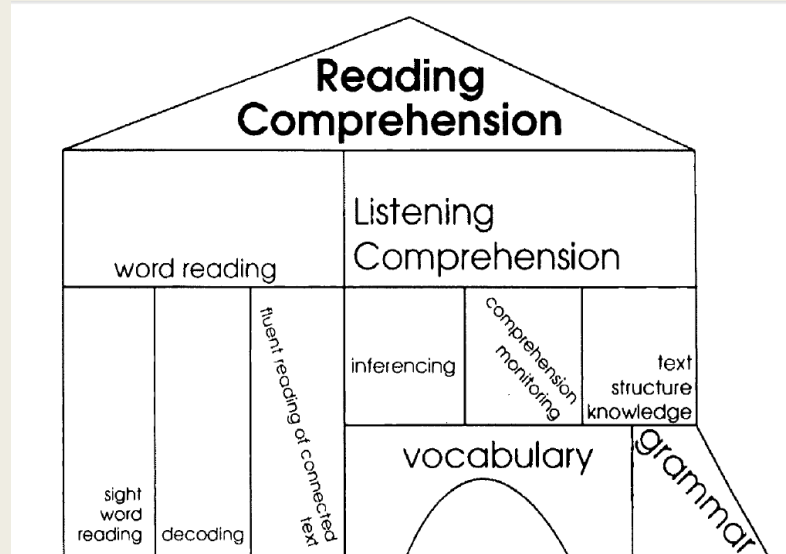


Reading Comprehension: Some Basics

(Catts, Hogan, & Adolf, 2005).

- Involves 2 primary processes
 1. *Decoding printed text*
 2. *Understanding language accessed through decoding processes*
- Once decoding is automatized, reading comprehension is largely dependent on one's skills in language comprehension
- Beyond decoding – the impact of language development on reading has been “**relatively**” ignored

Simple View of Reading (Gough & Tunmer, 1986)



Word reading and listening comprehension are independent skills, but contribute significantly to reading comprehension (Aaron, Joshi, & Williams, 1999).

Scarborough, 2001

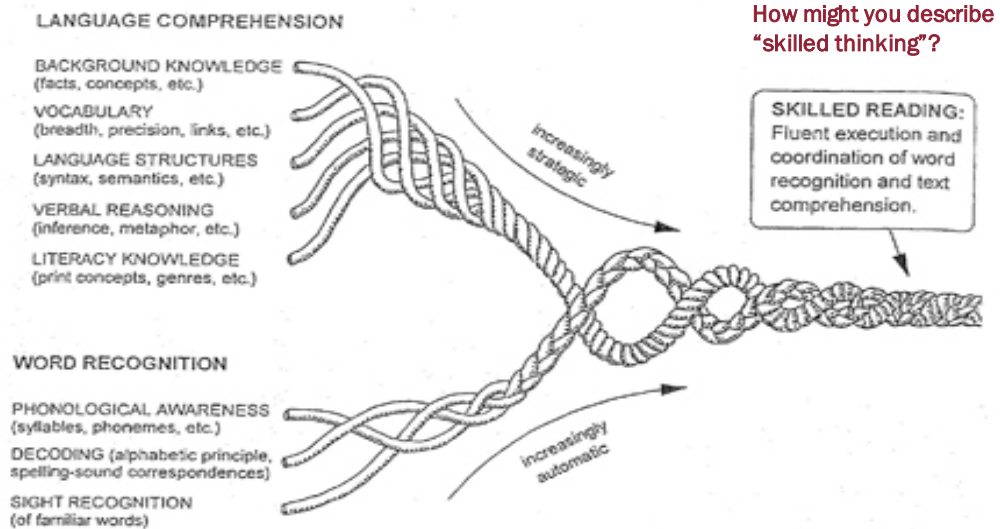


FIGURE 8.1. Illustration of the many strands that are woven together in skilled reading.

- It's understood that knowledge of vocabulary and grammar is critical (lower level)
- Creates a text base from which a reader constructs a mental representation (Kintsch and Kinstch, 2005)
- **Yes**-we should continue to focus on skills that improve text comprehension
- **Yes**-we should examine the empirical evidence that suggests **higher level language skills** of inferencing, comprehension monitoring, and use of text structure are **CRITICAL** to successful comprehension (Hogan, Bridges, Justice, & Cain, 2011)
- **These language skills are not exclusive to reading ability and can be developed across a lifetime - Trey's A-HA 😊**

Focus on “Inferencing”



- What are typical “inferences” that we target when teaching reading?
 -
 -
 -
 -
- Cohesive Inferences, Knowledge-based Inferences, and Evaluative Inferences (Bowyer-Crane & Snowling, 2005).



How can we use teacher directed questioning to facilitate language skills and intentionally connect it to reading instruction?

Determine which comprehension processes / language skills you may be targeting.

Consider the intentional questioning that is appropriate for the targeted processes/skills.

Choose the instructional techniques you may use.

Determine which appropriate materials you will use to support this instruction/interaction.

What books/passages/videos/experiences may helpful (narrative and informational) when building higher level language skills?

With Inference”ing”Research Supports:

- Inferential questioning
- Content highlighting
- Use of key/clue words
- Self-questioning training
- Graphic organizers

How can we help students to practice “inside their heads” what they practice “outside their heads”? How can we help students to transfer that thinking to text-based materials?

Developing Critical Questions to Promote Language Skills & Comprehension



The Inference Strategy, Comprehension and SC CCRS for ELA

*South Carolina
College- and Career-Ready Standards
for
English Language Arts 2015*



- Inquiry-Based Literacy Standards
- Reading-Literary Text Standards
- Reading Informational Text Standards
- Writing Standards
- Communication Standards

Fundamentals of Reading, Writing, and Communication

The Fundamentals of Reading, Writing, and Communication delineate the underlying assumptions of the processes students must use and integrate to become successful and proficient readers, writers, and communicators, regardless of their grade level or course placement. Through these processes, students apply strategies as they read, write, and communicate. As students use these processes with automaticity, they more successfully navigate new and more challenging content and tasks.

Teachers at all grade levels and in all disciplines should refer to the Fundamentals when determining what students use or neglect as they read, write, and communicate. Engagement increases as students take ownership of their learning through personal understanding and implementation of the reading, writing, and communication processes.

Source: South Carolina College and Career Ready Standards 2015

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