The goal of this infographic is to share a process that develops ELs’ inferencing skills.

Research Says

The “What”

Because academic language is less contextual than everyday language, it requires more time and support to develop (Cummins, 1991).

The “Why”

Inferencing is a core academic skill that all students, including ELs, need in order to achieve academic success (Maresca, 2016).

The “Benefit”

Teaching inferencing skills develops ELs critical thinking skills. ELs will be better prepared to think deeply in other classes.

Research also suggests that ELs who taught academic language perform better on high-stakes assessments (Short, Echevarria, Richards-Tedrow, 2015).

The Process

1. Question

The teacher produces an inferential question that does not have an explicit answer but can be supported by the text.

2. Find Evidence

ELs re-read the text to find specific evidence that can help answer the question.

3. Evidence Says

ELs now gather the details from the text they selected in Step 2.

4. I Say

Students create an opinion or claim that can be supported using the details from the text.

Closing Thought

1. ELs can learn academic skills.
2. Inferencing is an essential academic skill and life skill.
3. Structures and scaffolds can be used to teach ELs to acquire academic skills.

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