BACKGROUND

- Over one-third of U.S. students perform below a basic level on reading comprehension (NAEP, 2019).
- Inference making is the cornerstone of reading comprehension (McNamara, 2009; Oakhill & Cain, 2012).

THEORY

- The ability to draw inferences is a general skill: it is not specific to reading (Kendeou et al., 2008; Kendeou, 2015).
- Inference making can be facilitated using scaffolding and feedback (McMaster et al., 2012, 2014, 2015).
- Inference making can be facilitated across media types (Kendeou et al., 2005, 2014; van den Broek et al., 2009).

HOW IT WORKS

- Online, video-based tools that support K-2 students to:
  - Learn key academic vocabulary words
  - View age-appropriate nonfiction videos
  - Respond to inferential questions during video comprehension
  - Receive scaffolding and feedback for each question

  First Attempt
  Help Button
  Scaffolding & Feedback
  Second Attempt

- Aligned with the MTSS framework to support students across increasing levels of instruction.
  - In-house measure of inference-making (MIA)
  - Tier I inference-making instructional tool (ELCII)
  - Tier II inference-making targeted intervention tool (TeLCI)

EVIDENCE

- All students, on average, show improved inference making over time.

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Video demo