

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).



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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).

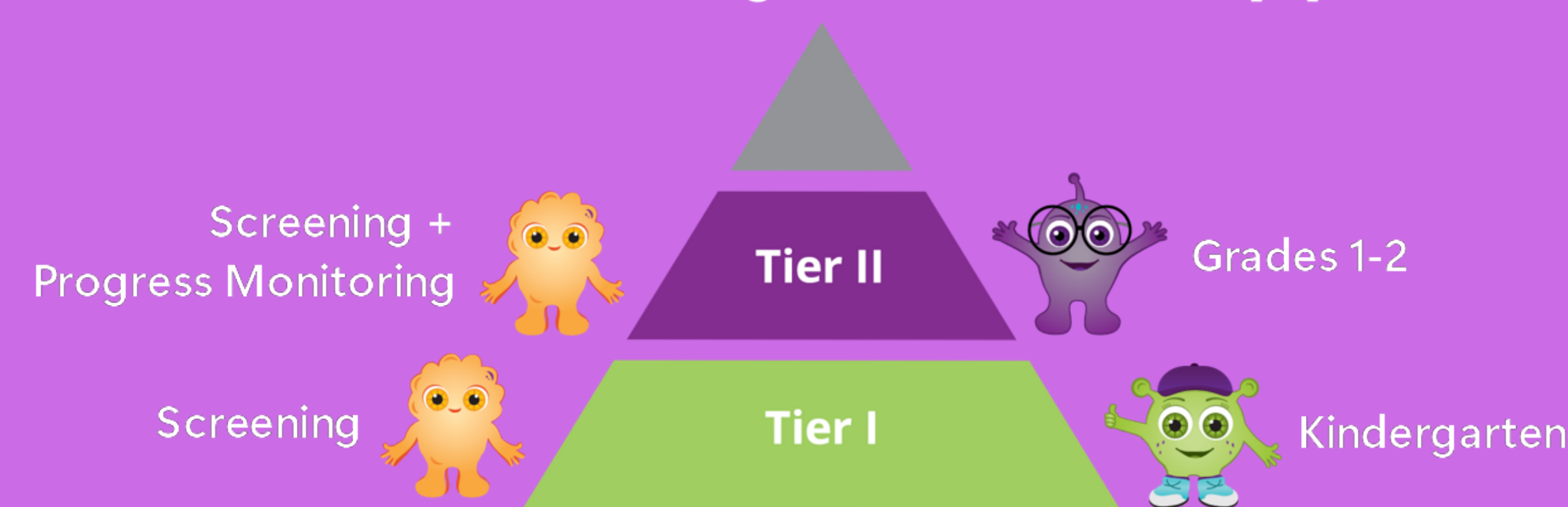
HOW IT WORKS

- 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



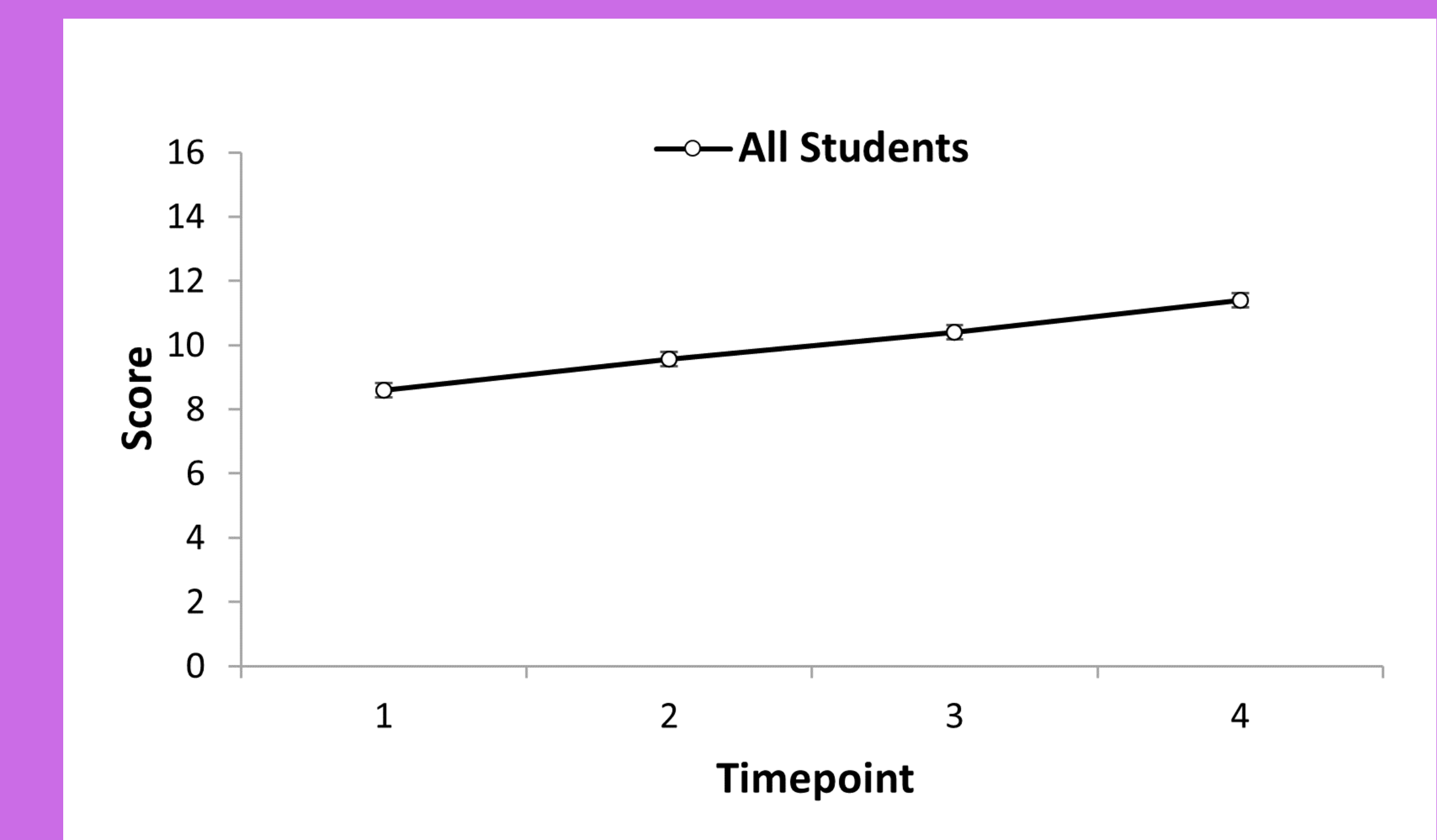
- Aligned with the MTSS framework to support students across increasing levels of instruction.
 - In-house measure of inference-making (**MIA**)
 - Tier I inference-making instructional tool (**ELCII**)
 - Tier II inference-making targeted intervention tool (**TeLCI**)

Multi-Tiered System of Supports

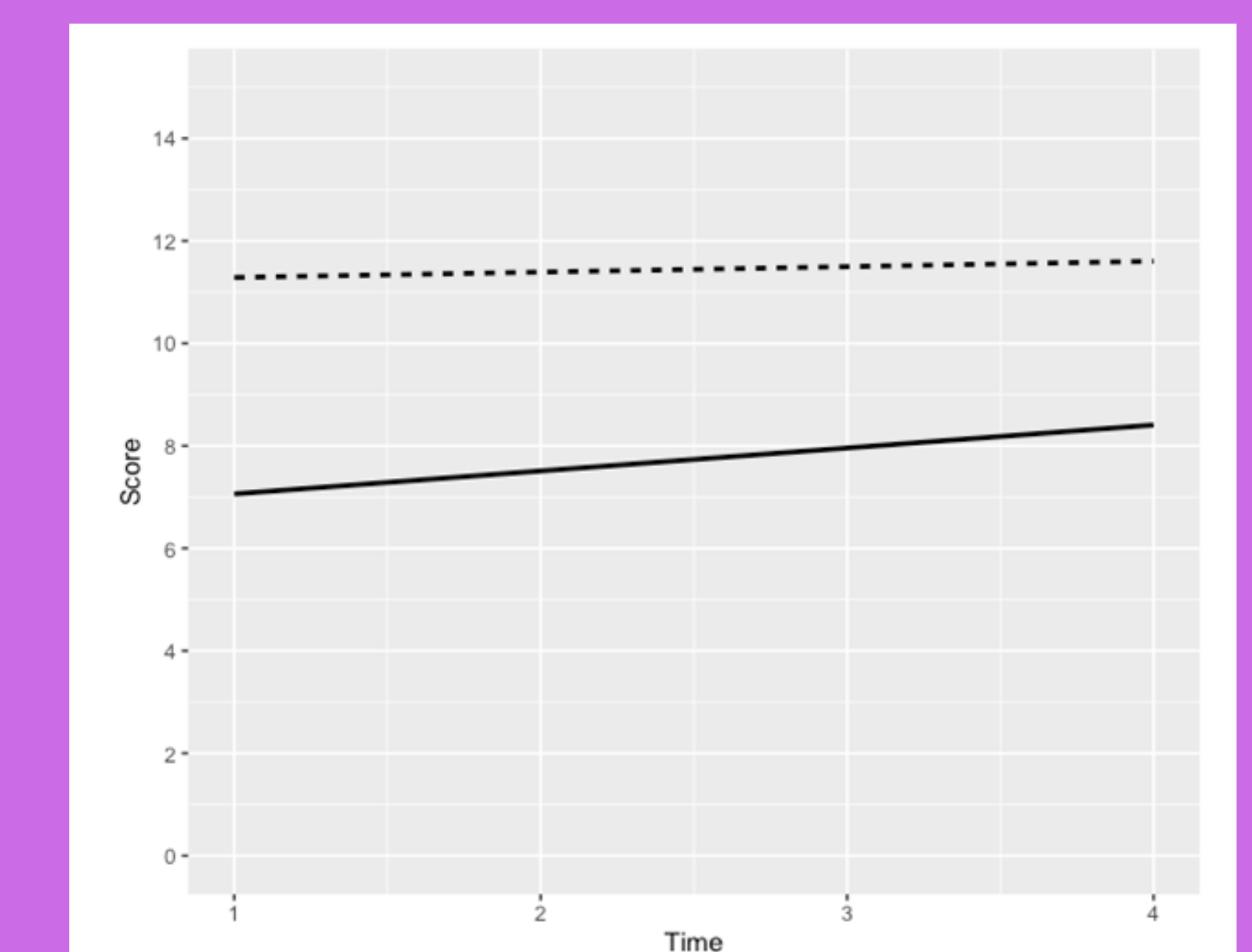
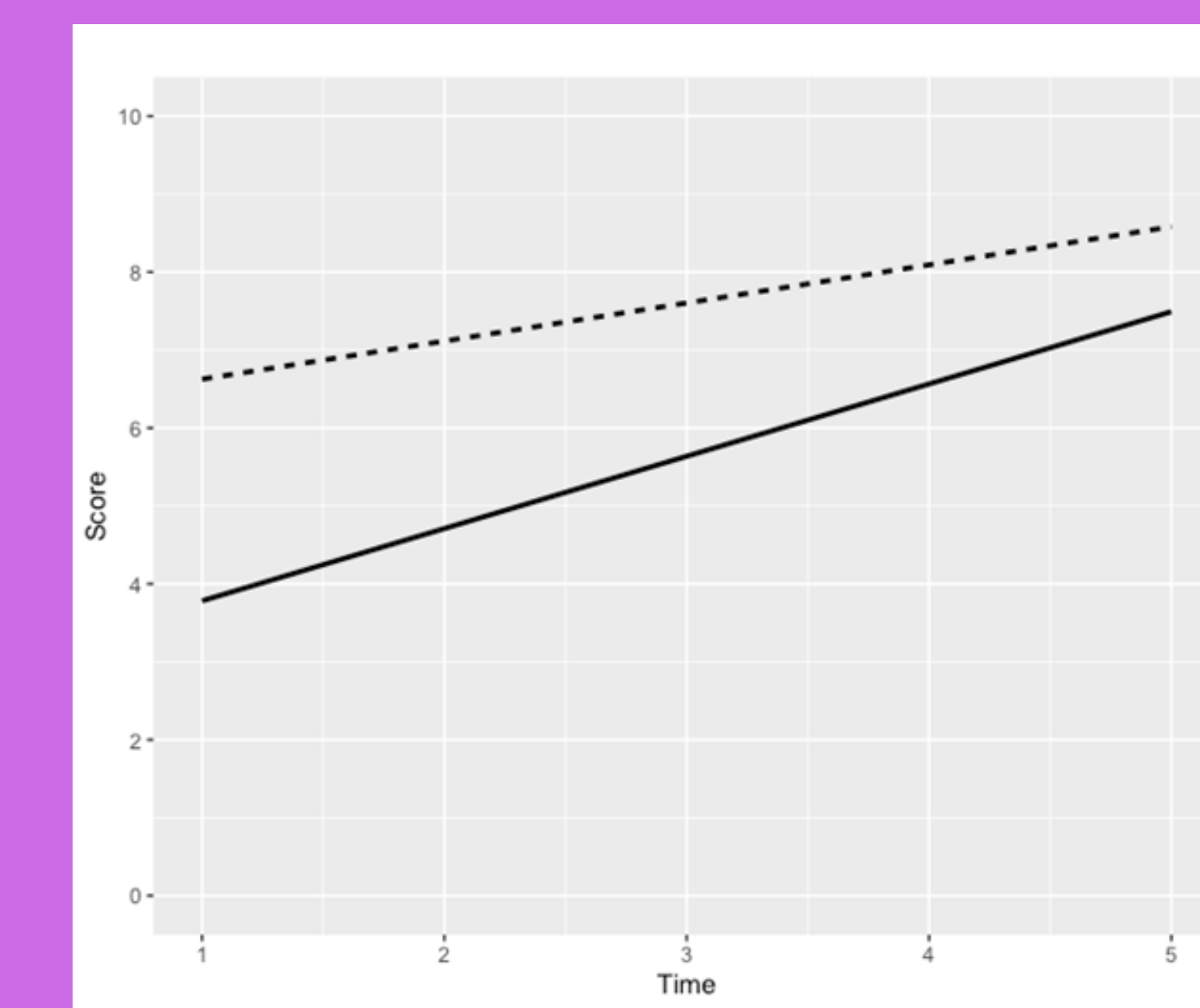
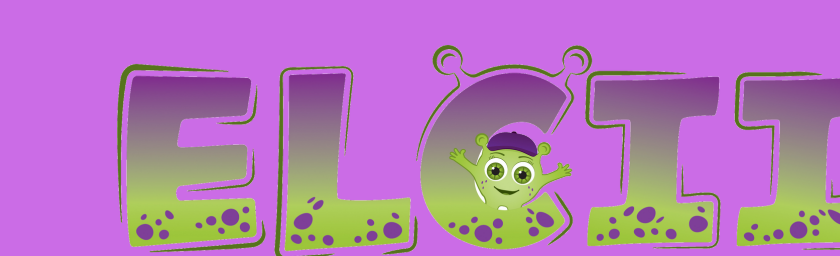


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EVIDENCE



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



The scaffolding and feedback is effective.

with scaffolding
 without scaffolding

