I'm not a bot

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The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. We've all been there at some point; a blank-faced student stares back at us in response to our question and states, "I don't know, teacher. It doesn't tell us in the story." Usually, this response has been rooted in an inferential question, but what exactly is an inference?(An) Inference can be defined as the process of drawing a conclusion based on the available evidence plus previous knowledge and experience. In teacher-speak, inference questions are the 'types of questions that involve reading between the lines.Students are required to make an educated guess, as the answer will not be stated explicitly. Students must use clues from the text and their experiences to draw a logical conclusion.Students begin the process of learning to read with simple decoding. From there, they work towards fully comprehending the text by learning to understand what has been said, not only through what is explicitly stated on the page but also through what the writer has implied. It is this ability to read what has been implied that the term inference refers to.For example, if we come across sentences such as:He placed his hand firmly on her back and ushered her hurriedly out the door. "Yes, yes, yes. I will call you soon to set up another meeting. I will!" George said, punctuating the end of his sentence with a firmly shut door."In this extract, the writer does not explicitly state that the man in the story wants to eliminate the person he is addressing. However, he implies this is the case through the action he describes. Reading this correctly is to infer. To imply is the throw, to infer is the catch.Teaching inference skills is fundamental to our student's development as critical thinkers. It is a higher-order skill that is essential for students to develop to afford them access to the deepest levels of comprehension.Having a finely tuned ability to infer also has important applications in other subject areas, particularly Math and Science. Given the centrality of pattern reading in these two subjects, it is no surprise that students will find these skills instrumental in prediction and evaluation.Being able to infer from clues develops in our students an appreciation of the importance of basing our opinions on identifiable evidence. The usefulness of this skill transcends the walls of the classroom. In the world beyond the school gates, the ability to infer will serve students well in their interactions with others on personal, social, and business levels.INFERENCE EXAMPLESExplore these examples of inferencing in action based on a simple statement alongside the justification for the inference. More inferences can be made from those stated, see if you can come up with any others.These examples can be used to encourage students to practice making inferences based on evidence from a text. Teachers can use these examples to guide students through the process of identifying clues, drawing conclusions and inferring.Tap into the power of imagery in your classroom to master INFERENCE as AUTHORS and CRITICAL THINKERS. (26 Reviews)This YEAR-LONG 500+ PAGE unit is packed with robust opportunities for your students to develop the critical skill of inference through fun imagery, powerful thinking tools, and graphic organizers.HOW IS INFERENCE TAUGHT?Learning to apply inference is not easy. For this reason, it is essential to make the process as explicit as possible for our students to gain a firm grasp of it. One effective means of teaching inference is to perform a kind of reverse engineering process. Begin by ensuring the students understand that:Our answers must be supported by cluesThese clues must be added to what we already knowMore than one correct answer is possible.Higher-level reading comprehension questions often ask students to draw on their powers of inference, especially in the why and how questions posed to students concerned with their thoughts and opinions.Often students infer answers without being aware they are engaged in inference. For this reason, draw attention to how they arrived at their answers. Ask them how they 'inferred' their answer. This means they must explain how they arrived at their answer without referencing explicit information in the text. Ask them further questions to prompt how they arrived at their answer.Encourage them to point to the clues and implicit information in the text that led them to their conclusion. Here, we are working to uncover the mysterious inference process by illuminating it."PREDICTING and INFERRING are often confused, but they are not interchangeable concepts.Predicting is the process of asking what might happen next based on what we already know from inside and outside the text. Inferring is more a process of enquiring as to what the author meant?Predicting focuses more on the WHAT whereas Inferring is more about the WHY" — LITERACYIDEAS.COMRead through these examples to clearly see the difference between a well-considered educated guess that doesn't jump to conclusions (an inference) as opposed to a hunch. (a prediction)Always keep an open mind when considering predictions and inferences, as quite commonly, they can arrive at the same outcome which is free.WHAT TO DO BEFORE, DURING, AND AFTER READINGTIPS FOR MAKING VALID INFERENCESLook for clues: When trying to make an inference, it's important to look for clues that will help you figure out what's going on. These could be things like a character's actions, what they say, or the story's setting.Connect the dots: Making an inference is like connecting the dots between the clues you find. It would be best to look for patterns and connections between different pieces of information to help you understand what's happening.Use your own experience: Sometimes, the best way to make an inference is to use your experience. If you're reading a story about a character going through a problem, you can think about a time when you or someone you know went through something similar.Consider different perspectives: Inferences require you to think about different perspectives. This means trying to see things from the point of view of other characters and thinking about how their experiences and beliefs might affect their decisions.Be flexible: Making reasonable inferences means being willing to change your mind as you get more information. It's important to be open to different explanations and interpretations of what's happening and to be willing to change your initial assumptions as you learn more.INFERENCE ACTIVITIES FOR TEACHERS and STUDENTSSetting riddles to solve is an excellent way for students to gain the necessary practice to hone their skills in inference. The stronger the students are, the more complex the riddle set can be – this makes for easy differentiation for various abilities. Developing this ability to solve riddles requires students to grow in confidence in reading for inference. Riddle-solving can be a great introductory activity on the subject of inference and can demonstrate to students how confident that they already have some understanding of how the concept works. READ SOME GREAT CLASSROOM RIDDLES HEREWe often urge our students to "Show, Don't Tell!" in their writing. As their writing skills improve, we want them to move away from describing the characters in their stories with long lists of adjectives in favor of revealing their ability to read inference, set them the task of identifying a character's traits in a story exclusively through the things they do and say. This excellent reading extension activity can be easily used as homework. Students can work through a story, recording the information in three columns entitled: Character, Trait, Evidence. Remind students they are looking for implicit evidence, not things the writer has stated explicitly in the narration.You can also bridge this reading activity into writing. Have students write short paragraphs about a personal experience. Tell them not to state any of the emotions they experienced explicitly. Instead, have them write details that help the reader understand how they felt.Have student volunteers share their writing and briefly discuss each piece. What details helped the reader to understand what the writer was going through? What other details could be added to the writing to enhance this?This activity works well as an extension of the previous Show, Don't Tell! In this exercise, students must translate a few inference examples into explicit statements. The examples of inference identified in the previous activity will serve well as the material here. This exercise helps students recognize precisely what is being implied in this often very subtle means of communication.For this activity, pop into the kindergarten library and grab yourself some picture books. Ignore the inevitable eye-rolls and moans of derision of the students in front of you and explain to them that you're going to give each of them a book, and they are going to 'read' the books to each other.Children's book illustrators are masters of inference. They tell stories through the skilful use of visual clues. Students must become a translator of these visual clues into words. Encourage stronger students to also translate the inference in the picture into their narration by avoiding explicitly stating things.You can also do a variation of this task by providing students with captionless photographs or pictures and asking them to tell the story of the picture. Students can compare and contrast their inferences for each picture.Authors have the luxury of writing endless chapters to paint pictures in our minds and tell a narrative. Film-makers do not have this luxury and are both bound by more restraints but given a more bottomless toolbox to tell a story. If you have ever listened to a director's commentary while watching a film, you will appreciate the effort a filmmaker makes to use inference in their craft.Everything included in a film is there for a purpose; the setting, background props, dialogue, and music are all calculated decisions used to build emotion and story. Sometimes what is left unsaid or unshown can also tell us more that what is actually in the film. Inference and film are a match made in heaven in the classroom and will provide your students with the analytical skills to watch films at a much deeper level.A WORD ON GUIDED READINGGuided reading works exceptionally well for teaching inference. Working with small groups of students at similar reading levels, you can effectively improve their ability to read a text for inference. In your guided reading groups:Discuss the importance of the title to the meaning of the textDiscuss and compare the different interpretations of the text by other group members and how they arrived at their interpretations.Discuss the motivations of characters in the stories and the relationships between those characters.Encourage students to explain how they arrived at their opinion by asking, 'How do you know?'Encourage students to activate prior knowledge through timely discussions.Be sure to offer opportunities for reading inference across a range of genres. While fictional stories offer the most significant number of opportunities to read for inference, other genres also offer opportunities. Expository texts, for example, promote opportunities for more conscious inference-making.You can significantly help students by modelling answers and by 'thinking aloud' to show your students how you arrived at your conclusions. When students are engaged in reading, often inference-generating questions that will propel them along the path. READ OUR COMPLETE GUIDE TO TEACHING GUIDED READING HEREThe art of inference is a skill, like most skills, that improves with practice. There will be ample opportunity to reinforce inference skills through the course of the average English lesson as students engage in discussion, complete comprehension exercises, study poetry etc. Even though inference skills will be regularly called upon in lessons that are not primarily focused on developing this skill, it is still essential that some discrete lessons focus primarily on inference. The inference is often complex for students to understand initially, especially for younger students. It can often slip just beyond their grasp due to its subtle nature. Begin with baby steps. Try to climb down the ladder of abstraction and peel back the layers to make the implicit explicit. With practice, students will soon be able to move beyond recognizing and reading inference in the works of others to incorporate it into their work.DOWNLOAD THIS FREE TEMPLATE HERETOP TIPS FOR TEACHING INFERENCE IN THE CLASSROOMWhen it comes to teaching inference, it's important to start with examples that ignite your students' imaginations. Choose texts or situations that are rich in detail and nuance, that can spark your students' curiosity and get them excited about the process of making inferences.One key to helping your students develop strong inference skills is to teach them to look closely at the details and evidence. Encourage your students to look closely at the details and evidence to support their inferences.Graphic organizers can be powerful tools for helping your students visualize and organize their thoughts as they make inferences. Consider using tools like T-charts, Venn diagrams, or concept maps to help your students see the connections between different pieces of evidence.Of course, the most crucial aspect of teaching inference is providing your students with plenty of opportunities to practice. Use a variety of engaging materials to give your students a chance to develop and refine their inference skills and encourage them to discuss their inferences with their peers.Finally, don't forget the importance of reflection and discussion. Please encourage your students to share their inferences with each other and to explore the different perspectives and interpretations that can arise from the same set of evidence. By fostering a culture of curiosity and reflection, you can help your students develop strong inference skills that will serve them well throughout their lives.USEFUL VIDEO FOR TEACHING INFERENCE Our intelligence offerings serve as the the last such Indian rebellion in the region. April 25 – A popular Chinese rebellion led by Li Zicheng sacks Beijing, prompting Chongzhen, the last emperor of the Ming dynasty, to commit suicide. Our intelligence offerings serve as the the last such Indian rebellion in the region. April 25 – A popular Chinese rebellion led by Li Zicheng sacks Beijing, prompting Chongzhen, the last emperor of the Ming dynasty, to commit suicide. May 6 – Johan Mauritius resigns as Governor of Brazil.[3] May 25 – Ming general Wu Sangui forms an alliance with the invading Manchus and opens the gates of the Great Wall of China at Shanhaiguan Pass, letting the Manchus through towards the capital Beijing. May 26 – Battle of Montijo: The Kingdom of Portugal is victorious over Habsburg Spain, in the first major action between the two nations during the Portuguese Restoration War. May 27 – Battle of Shanhai Pass: The Manchu Qing dynasty and Wu Sangui gain a decisive victory over Li Zicheng's Shun dynasty. June 3 – Li Zicheng proclaims himself emperor of China. June 6 – The invading Qing army, with the help of Ming general Wu Sangui, captures Beijing in China, marking the beginning of Manchu rule over China proper. June 11 – During the English Civil War, Prince Rupert and his men take Liverpool Castle.[5] Leicester is later reclaimed by Sir John Meldrum. July 1 – Torstenson War: Battle of Colberger Heide – The Dano-Norwegian and Swedish fleets fight a naval battle off the coast of Schleswig-Holstein. The battle is indecisive but represents a minor success for the Dano-Norwegian fleet. July 2 – English Civil War: Battle of Marston Moor – The Parliamentarians crush the Royalists in Yorkshire, ending Charles I's hold on the north of England.[6] September 1 – English Civil War: Battle of Tippermuir – Montrose defeats Lord Elcho's Covenanters, reviving the Royalist cause in Scotland. September 2 – English Civil War: Second Battle of Lostwithiel (in Cornwall) – Charles I and the Royalists gain their last major victory.[7] September 15 – Pope Innocent X succeeds Pope Urban VIII, becoming the 236th pope.[8] October 1 – The Jews of Mogilev, Polish–Lithuanian Commonwealth, are attacked during Tashlikh. November 8 – The Shunzhi Emperor, the second emperor of the Qing dynasty, is enthroned in Beijing after the collapse of the Ming dynasty as the first Qing emperor to rule over China proper. November 23 Battle of Jüterbog (December 3 New Style): Sweden's forces defeat those of the Holy Roman Empire. Areopagitica, an appeal for freedom of speech written by John Milton, is published in London. November – The Castle of Elvas in Portugal resists a 9-day siege by the Spanish during the Portuguese Restoration War. December 8 (December 18 New Style) – As Christina comes of age, she is made ruling queen of Sweden. December – Bubonic plague breaks out in Edinburgh (Scotland). A Spanish officer is murdered in St. Dominic's Church, Macau during mass by colonists loyal to Portugal during the Portuguese Restoration War. Sigismund's Column is erected in Warsaw to commemorate King Sigismund III Vasa, who moved the capital of Poland from Kraków to Warsaw in 1596. Philosopher René Descartes publishes Principia Philosophiae (Principles of Philosophy) in Amsterdam. The genre Ornindo is first performed in Venice (music by Francesco Cavalli, and libretto by Giovanni Faustini). The West India Company(which?) displays greater interest in profit than in colonization.[vague] Thomas Britton publishes English translation of Van Helmont's Ortus Medicinae.

Transylvania, promulgates the Edict of Torda, the first law of freedom of religion and of conscience in the World. 1568–1571: Morisco Revolt in Spain. 1568–1600: The Azuchi-Momoyama period in Japan. 1568: Hadiwijaya sent his adopted son and son in-law Sutawijaya, who would later become the first ruler of the Mataram dynasty of Indonesia, to kill Arya Penangsang. 1569: Rising of the North in England. 1569: Mercator 1569 world map published by Gerardus Mercator. 1569: The Polish-Lithuanian Commonwealth is created with the Union of Lublin which lasts until 1795. 1569: Peace treaty signed by Sultan Hairun of Ternate and Governor Lopez De Mesquita of Portugal. The Battle of Lepanto 1570: Ivan the Terrible, tsar of Russia, orders the massacre of inhabitants of Novgorod. 1570: Pope Pius V issues Regnans in Excelsis, a papal bull excommunicating all who obeyed Elizabeth I and calling on all Catholics to rebel against her. 1570: Sultan Hairun of Ternate (in present-day Indonesia) is killed by the Portuguese.[12] Babullah becomes the next Sultan. 1570: 20,000 inhabitants of Nicosia in Cyprus were massacred and every church, public building, and palace was looted. Cyprus fell to the Ottoman Turks the following year. 1571: Pope Pius V completes the Holy League as a united front against the Ottoman Turks, responding to the fall of Cyprus to the Ottomans. 1571: The Spanish-led Holy League navy destroys the Ottoman Empire navy at the Battle of Lepanto. 1571: Crimean Tatars attack and sack Moscow, burning everything but the Kremlin. 1571: American Indians kill Spanish missionaries in what would later be Jamestown, Virginia. 1571: Spanish conquistador Miguel López de Legazpi establishes Manila, Philippines as the capital of the Spanish East Indies. 1572: Brielle is taken from Habsburg Spain by Protestant Watergeuzen in the Capture of Brielle, in the Eighty Years' War. 1572: Spanish conquistadores apprehend the last Inca leader Tupak Amaru at Vilcabamba, Peru, and execute him in Cuzco. 1572: Jeanne d'Albret dies aged 43 and is succeeded by Henry of Navarre. 1572: Catherine de' Medici instigates the St. Bartholomew's Day massacre which takes the lives of Protestant leader Gaspard de Coligny and thousands of Huguenots. The violence spreads from Paris to other cities and the countryside. 1572: First edition of the epic The Lusiads of Luís Vaz de Camões, three years after the author returned from the East.[14] 1572: The 9 years old Taizi, Zhu Yijun ascended the throne of Ming dynasty, known as Wanli Emperor. 1573: After heavy losses on both sides the siege of Haarlem ends in a Spanish victory.St. Bartholomew's Day massacre of French Protestants 1574: in the Eighty Years' War the capital of Zeeland, Middelburg declares for the Protestants. 1574: After a siege of 4 months the siege of Leiden ends in a comprehensive Dutch rebel victory. 1575: Oda Nobunaga finally captures Nagashima fortress. 1575: Following a five-year war, the Ternateans under Sultan Babullah defeated the Portuguese. 1576: Tahmasp I, Safavid shah, dies. 1576: The Battle of Haidighati is fought between the ruler of Mewar, Maharana Pratap and the Mughal Empire's forces under Emperor Akbar led by Raja Man Singh. 1576: Sack of Antwerp by badly paid Spanish soldiers. 1577–1580: Francis Drake circles the world. 1577: Ki Ageng Pemanahan built his palace in Pasargede or Kotagede. 1578: King Sebastian of Portugal is killed at the Battle of Alcazarquivir. 1578: The Portuguese establish a fort on Tidore but the main centre for Portuguese activities in Maluku becomes Ambon.[12] 1578: Sonam Gyatso is conferred the title of Dalai Lama by Tumed Mongol ruler, Altan Khan. Recognised as the reincarnation of two previous Lamas, Sonam Gyatso becomes the third Dalai Lama in the lineage.[15] 1578: Governor-General Francisco de Sande officially declared war against Brunei in 1578, starting the Castilian War of 1578. 1579: The Union of Utrecht unifies the northern Netherlands, a foundation for the later Dutch Republic. 1579: The Union of Arras unifies the southern Netherlands, a foundation for the later states of the Spanish Netherlands, the Austrian Netherlands and Belgium.The Irish Gaelic chieftain's feast, from The Image of Ireland 1579: The British navigator Sir Francis Drake passes through Maluku and transit in Ternate on his circumnavigation of the world. The Portuguese establish a fort on Tidore but the main centre for Portuguese activities in Maluku becomes Ambon.[16] The fall of Spanish Armada 1580: Drake's royal reception after his attacks on Spanish possessions influences Philip II of Spain to build up the Spanish Armada. English ships in Spanish harbours are impounded. 1580: Spain unifies with Portugal under Philip II. The struggle for the throne of Portugal ends the Portuguese Empire. The Spanish and Portuguese crowns are united for 60 years, i.e. until 1640. 1580–1587: Nagasaki comes under control of the Jesuits. 1581: Dutch Act of Abjuration, declaring abjuring allegiance to Philip II of Spain. 1581: Bayinnaung dies at the age of 65. 1582: Oda Nobunaga commits seppuku during the Honnō-ji Incident coup by his general, Akechi Mitsuhide. 1582: Pope Gregory XIII issues the Gregorian calendar. The last day of the Julian calendar was Thursday, 4 October 1582 and this was followed by the first day of the Gregorian calendar, Friday, 15 October 1582 1582: Yermak Timofeyevich conquers the Siberia Khanate on behalf of the Stroganovs. 1583: Denmark builds the world's first theme park, Bakken. 1583: Death of Sultan Babullah of Ternate. 1584–1585: After the siege of Antwerp, many of its merchants flee to Amsterdam. According to Luc-Normand Tellier, "At its peak, between 1510 and 1557, Antwerp concentrated about 40% of the world trade...It is estimated that the port of Antwerp was earning the Spanish crown seven times more revenues than the Americas."[17] 1584: Ki Ageng Pemanahan died. Sultan Pajang raised Sutawijaya, son of Ki Ageng Pemanahan as the new ruler in Mataram, titled "Loring Ngabehi Market" (because of his home in the north of the market). 1585: Akbar annexes Kashmir and adds it to the Kabul SubahPortuguese fusta in India from a book by Jan Huygen van Linschoten 1585: Colony at Roanoke founded in North America. 1585–1604: The Anglo-Spanish War is fought on both sides of the Atlantic. 1587: Mary, Queen of Scots is executed by Elizabeth I. 1587: The reign of Abbas I marks the zenith of the Safavid dynasty. 1587: Troops that would invade Pajang Mataram Sultanate storm ravaged the eruption of Mount Merapi. Sutawijaya and his men survived. 1588: Mataram into the kingdom with Sutawijaya as Sultan, titled "Senapati Ingalaga Sayidin Panatagama" means the warlord and cleric Manager Religious Life. 1588: England repulses the Spanish Armada. 1589: Spain repulses the English Armada. 1589: Catherine de' Medici dies at aged 69. Abu'l-Fazl ibn Mubarak presenting Akbarnama to Mughal Azam Akbar, Mughal miniature 1590: Siege of Odawara: the Go-Hojo clan surrender to Toyotomi Hideyoshi, and Japan is unified. 1591: Gazi Giray leads a huge Tatar expedition against Moscow. 1591: In Mali, Moroccan forces of the Sultan Ahmad al-Mansur led by Judar Pasha defeat the Songhai Empire at the Battle of Tondibi. 1592–1593: John Stow reports 10,675 plague deaths in London, a city of approximately 200,000 people. 1592–1598: Korea, with the help of Ming dynasty China, repels two Japanese invasions. 1593–1606: The Long War between the Habsburg monarchy and the Ottoman Turks. 1594: St. Paul's College, Macau, founded by Alessandro Valignano. 1595: First Dutch expedition to Indonesia sets sail for the East Indies with two hundred and forty-nine men and sixty-four cannons led by Cornelis de Houtman.[18] 1596: Birth of René Descartes. 1596: June, de Houtman's expedition reaches Banten the main pepper port of West Java where they clash with both the Portuguese and Indonesians. It then sails east along the north coast of Java losing twelve crew to a Javanese attack at Sidayu and killing a local ruler in Madura.[18] 1597: Cornelis de Houtman's expedition returns to the Netherlands with enough spices to make a considerable profit.[18] 1598: The Edict of Nantes ends the French Wars of Religion. 1598: Abbas I moves Safavids capital from Qazvin to Isfahan in 1598. 1598–1613: Risayu descends into anarchy during the Time of Troubles. 1598: The Portuguese require an armada of 90 ships to put down a Solorese uprising.[12] (to 1599) 1598: More Dutch fleets leave for Indonesia and most are profitable.[18]Edo period screen depicting the Battle of Sekigahara 1598: The province of Santa Fe de Nuevo México is established in Northern New Spain. The region would later become a territory of Mexico, the New Mexico Territory in the United States, and the US State of New Mexico. 1598: Death of Toyotomi Hideyoshi, known as the unifier of Japan. 1599: The Mali Empire is defeated at the Battle of Jenné. 1599: The van Neck expedition returns to Europe. The expedition makes a 400 per cent profit.[18] (to 1600) 1599: March, Leaving Europe the previous year, a fleet of eight ships under Jacob van Neck was the first Dutch fleet to reach the 'Spice Islands' of Maluku.[18] 1600: Giordano Bruno is burned at the stake for heresy in Rome.Siege of Fiłakovo castle during the Long Turkish War 1600: Battle of Sekigahara in Japan. End of the Warring States period and beginning of the Edo period. 1600: The Portuguese win a major naval battle in the bay of Ambon.[19] Later in the year, the Dutch join forces with the local Hituese in an anti-Portuguese alliance, in return for which the Dutch would have the sole right to purchase spices from Hitu.[19] 1600: Elizabeth I grants a charter to the British East India Company beginning the English advance in Asia. 1600: Michael the Brave unifies the three principalities: Wallachia, Moldavia and Transylvania after the Battle of Șelimbăr from 1599. For later events, see Timeline of the 17th century. Polybius' The Histories translated into Italian, English, German and French.[20] Mississippian culture disappears. Medallion rug, variant Star Ushak style, Anatolia (modern Turkey), is made. It is now kept at the Saint Louis Art Museum. Hernan Cortes (1485–1547) Henry VIII, (1491–1547) King of England and Ireland Don Fernando Alvarez de Toledo (1507–1582) Suleiman the Magnificent, Sultan of the Ottoman Empire (1520–1566) Ivan IV the Terrible (1530–1584) Oda Nobunaga (1534–1582) Sir Francis Drake (c. 1540 – 1596) Alberico Gentili, (1552–1608) the Father of international law Philip II of Spain, King of Spain (1556–1598) Akbar the Great, Mughal emperor (1556–1605) Related article: List of 16th century inventions. The Columbian Exchange introduces many plants, animals and diseases to the Old and New Worlds. Introduction of the spinning wheel revolutionizes textile production in Europe. The letter J is introduced into the English alphabet. 1500: First portable watch is created by Peter Henlein of Germany.The Iberian Union in 1598, under Philip II, King of Spain and Portugal 1513: Juan Ponce de León sights Florida and Vasco Núñez de Balboa sights the eastern edge of the Pacific Ocean. 1519–1522: Ferdinand Magellan and Juan Sebastián Elcano lead the first circumnavigation of the world. 1519–1540: In America, Hernando de Soto expeditions map the Gulf of Mexico coastline and bays. 1525: Modern square root symbol (√) 1540: Francisco Vásquez de Coronado sights the Grand Canyon. 1541–42: Francisco de Orellana sails the length of the Amazon River. 1542–43: Firearms are introduced into Japan by the Portuguese. 1543: Copernicus publishes his theory that the Earth and the other planets revolve around the Sun 1545: Theory of complex numbers is first developed by Gerolamo Cardano of Italy. 1558: Camera obscura is first used in Europe by Giambattista della Porta of Italy. 1559–1562: Spanish settlements in Alabama/Florida and Georgia confirm dangers of hurricanes and local native warring tribes. 1565: Spanish settlers outside New Spain (Mexico) colonize Florida's coastline at St. Augustine. 1565: Invention of the graphite pencil (in a wooden holder) by Conrad Gesner. Modernized in 1812. 1568: Gerardus Mercator creates the first Mercator projection map. 1572: Supernova SN 1572 is observed by Tycho Brahe in the Milky Way. 1582: Gregorian calendar is introduced in Europe by Pope Gregory XIII and adopted by Catholic countries. c. 1583: Galileo Galilei of Pisa, Italy identifies the constant swing of a pendulum, leading to development of reliable timekeepers. 1585: earliest known reference to the 'sailing carriage' in China. 1589: William Lee invents the stocking frame. 1591: First flush toilet is introduced by Sir John Harrington of England, the design published under the title 'The Metamorphosis of Ajax'. 1593: Galileo Galilei invents a thermometer. 1596: William Barents discovers Spitsbergen. 1597: Opera in Florence by Jacopo Peri. Entertainment in the 16th century ^ a b Modern reference works on the period tend to follow the introduction of the Gregorian calendar for the sake of clarity; thus NASA's lunar eclipse catalogue states "The Gregorian calendar is used for all dates from 1582 Oct 15 onwards. Before that date, the Julian calendar is used." For dates after 15 October 1582, care must be taken to avoid confusion of the two styles. ^ de Vries, Jan (14 September 2009). "The limits of globalization in the early modern world". The Economic History Review. 63 (3): 710–733. CiteSeerX 10.1.1.186.2862. doi:10.1111/j.1468-0289.2009.00497.x. JSTOR 40929823. S2CID 219969360. SSRN 1635517. ^ Singh, Sarina; Lindsay Brown; Paul Clammer; Rodney Cocks; John Mock (2008). Pakistan & the Karakoram Highway. Vol. 7, illustrated. Lonely Planet. p. 137. ISBN 978-1-74104-542-0. Retrieved 23 August 2010. ^ Babur (2006). Babur Nama. Penguin Books. p. vii. 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View (previous 50 | next 50) (20 | 50 | 100 | 250 | 500)Bagpipes (links | edit) List List of decades, centuries, and millennia (links | edit) Fashion (links | edit) Giovanni Boccaccio (links | edit) History of Mali (links | edit) History of Mauritius (links | edit) Post Office (links | edit) Snare drum (links | edit) Republican Party (United States) (links | edit) 20th century (links | edit) 15th century (links | edit) 17th century (links | edit) 18th century (links | edit) 1624 (links | edit) 1626 (links | edit) 1642 (links | edit) 1661 (links | edit) 1608 (links | edit) 1492 (links | edit) 14th century (links | edit) 1st century (links | edit) 13th century (links | edit) 4th century (links | edit) 12th century (links | edit) 11th century (links | edit) 1564 (links | edit) 1648 (links | edit) 1572 (links | edit) 1623 (links | edit) 1662 (links | edit) 1490s (links | edit) 1640s (links | edit) 1597 (links | edit) 1690 (links | edit) 1688 (links | edit) 7th century (links | edit) 10th century (links | edit) 9th century (links | edit) 4th century (links | edit) (links | edit) 5th century (links | edit) 3rd century (links | edit) 2nd century (links | edit) 1573 (links | edit) 1570s (links | edit) 1574 (links | edit) 1436 (links | edit) 1476 (links | edit) 1542 (links | edit) 1540s (links | edit) View (previous 50 | next 50) (20 | 50 | 100 | 250 | 500) Retrieved from " WhatLinksHere/16th_century" By Michelle Casey 18 Oct 2022 Inferencing is a skill we develop from a young age. Children as young as six start to use inference when reading. This is because making inferences is one of the most enjoyable parts of reading: taking the events of a text and using them to predict what comes next. If we didn't infer, how would we enjoy mysteries, detective novels, romances? But inference skills aren't only about loving to read. They're also a crucial part of developing learners' reading comprehension. The ability to infer helps learners to think critically about a text and engage with it academically. Not only does this help learners understand a text, but also helps to improve their reading comprehension skills.Children begin to make inferences in reading from as early as Year 1, perhaps even earlier. According to the National Curriculum document, good comprehension stems from linguistic knowledge and knowledge of the world around us. Experience of high-quality discussion, along with exposure to a range of texts also helps to develop comprehension skills. Making an inference is often referred to as reading between the lines. It is the process of making a guess about something you don't know for sure, based on the information available.For example, you see Aidan bite into a piece of fruit and give a delighted smile. From this observation, we can infer that Aidan is enjoying the taste of the fruit.When we read something, we also make inferences. We use previous knowledge acquired, along with information from the text to draw conclusions, make judgements and interpret the text. Making inferences is essential when it comes to successful reading comprehension.Much of the information we obtain from reading comes from what is implied as opposed to a direct statement of the information.By making inferences, we are tapping into what we already know from the world around us or from earlier in the text. We then combine this previous knowledge with what we are reading, and the two work in harmony to support us in having a deeper understanding of the text. We are able to infer that which is not outrightly stated.According to research by Andersen and Pearson (1984), those who are proficient in reading use their prior knowledge as well as textual information to draw conclusions, make critical judgements and form interpretations from the read text. They found that inferences can take the form of conclusions, predictions or new ideas. As such, there are many other types in between.As learners, we all learn in different ways. Some thrive in the traditional 'lecture' style of learning, while others are more suited to independent reading and learning.In other cases, we make inferences about specific details. This often involves arriving logically at a theory based on previous or surrounding evidence.In other cases, we make inferences from longer pieces of text, for example, using the lyrics of the song 'How Far I'll Go' from the Moana movie who excel when working and learning collaboratively.With this in mind, the 5 C's framework came to be. This clearly stated. Other instances in which we need to infer the main idea are if:The text starts with a questionThe text compares or contrasts two or more thingsEvery sentence in the piece of text contains equally specific informationThe text is a satirical piece, or the author uses an ironic tone of voice Explicit literacy instruction, powered by a deep-learning algorithm. To get the information we need to make an inference, we can follow five simple steps.Read the textRead the comprehension questionList details relevant to the question being askedPut the details togetherDecide what these details indicateIn her book, Chart Sense, Roz Linder uses the silhouette below to depict this process. The details stand outright in the text that is relevant to the question are written outside the silhouette. These details are then pieced together to form inferences which are written inside the silhouette. The example above demonstrates how the question, "What season is it?" can be answered by inferring using given details in a piece of text. There are two kinds of inferences we can make: logical inferences and reason-based inferences. When we use logical inference, we reach conclusions by going from something specific to something general. We often begin with an observation and then expand this into a general theory or conclusion.For example, your dog hides as soon as the fireworks begin on Bonfire Night. It does so again on New Year's Eve when the fireworks start, and then again when the fireworks start on Diwali and Chinese New Year.From these specific observations, it would be logical to infer the general theory that your dog is afraid of the sound of fireworks going off. Reason-based inferences work the other way around. A reason-based inference starts with a general theory or hypothesis. It then focuses on something specifically observed or stated to prove this theory.An example of this is, you might have a general theory that the scheduled fireworks display for your neighbourhood will be postponed due to the rain forecast. This is based on your specific knowledge that fireworks can't perform when it is raining. You have made an inference and come to a conclusion based on reason. The spectrum of learning within the classroom, and indeed 'in real life', is broad. From those who relish a challenge to those who break out in a cold sweat due to abject doubt in their own ability to successfully complete that challenge. And, of course, there are many other types in between.As learners, we all learn in different ways. Some thrive in the traditional 'lecture' style of learning, while others are more suited to independent reading and learning. Then there are those who excel when working and learning collaboratively.With this in mind, the 5 C's framework came to be. This structure teaches the skills and values that will be both necessary and valued in the 21st century.The Five C'sCollaborationCommunicationCreativityCritical ThinkingCharacter Through collaboration in the classroom, learners can work together to infer. This engagement may lead to a question, an idea or even draw upon a previous experience that one learner may not have had access to had it not been for collaborating to inform. When learners have the freedom to communicate with one another, they have more exposure to the inference which ultimately leads to the answer to the question. But the focus is on the 'journey' to that answer rather than solely the answer itself. This helps that learner add to their 'tool kit' for next time. When collaboration and communication are alive and well in the classroom, this often organically leads to creativity. While one child's life experiences or interpretations of the text might lead to one answer, a different child might infer a whole new meaning. If this inference is based on sound reasoning, then there is every chance both answers are correct. Critical thinking also helps with making inferences. The more evidence we gather, and the more thoughtfully we reason, the sounder our inferences are likely to be. The more textual evidence we can incorporate into our inference, the more likely it is that we have not strayed too far from the meaning intended. With character in mind when making inferences, students learn how to interpret the emotions and prior actions of a character to predict future actions. This encourages learners to analyse the structure of a text, the semantic fields of the language used within, and the character study itself. In this way, inference combines all the necessary skills of strong reading comprehension. Explicit literacy instruction, powered by a unique deep-learning algorithm. According to cognitive psychologist, Professor Daniel Willingham, inference is not a skill that can be improved solely through practice. He suggests inferring is more a trick than a skill. Willingham believes the ability to make a good inference rests on three things:Being aware of whether or not you are understanding what you readConnecting ideas togetherHaving a wide vocabulary and general knowledge to draw onBuilding on this then, the traits of a good inference are:Integrative: the ability to integrate information previously stated in the text with text currently being read in order to make connectionsConstructive: the ability to draw from general knowledge outside the text to fill in missing details to understand the text in its entiretyit is worth mentioning here, that as learners gain more knowledge and experience of the world around them (and the vocabulary to go with this), this will help them make inferences. They are better equipped to fill in any gaps in the information given and interpret that which is implied by connecting to their own experiences.It is important to be aware that not all children will have the opportunity at home to develop their knowledge of the world around them, or what they are exposed to may vary significantly from that of their peers. Therefore, learners should be exposed to a broad and varied curriculum, and enriching opportunities as much as possible in their formal learning setting - this is why Bedrock's original texts are diverse and knowledge-rich, immersing learners in cultural capital from around the world. There are common mistakes made when making inferences which can lead to key ideas being lost or the wrong meaning being inferred. Reading can be active or passive. With passive reading, you are letting the information fall into your hands. To be able to infer effectively, particularly for the purposes of moving learning along, reading needs to be active. Making annotations and noting any questions as you read can help with this. Reading a text out loud (or mouthing it to yourself if you are in a situation that requires silence) can help us to engage with and understand parts of the text we may have missed if we had just let it 'stay on the page'. Reading aloud can help hone inferences and lead to a more in depth understanding. Performing a text heightens engagement with the events in the text which leads to a more insightful inference. Summarising a text allows us to consider the text as a whole, as well as specific aspects of the text. In summarising, we are deciding what information is relevant and why. This process forces us to infer information from the text. When making a summary, it is important that we don't just write or say everything that has happened. We need to engage with the text and infer the key message or meaning. There are lots of ways you can work on inference in the classroom. For instance, a show and after activity, where learners bring in a box of items that say something about them and the class must guess which learners they belong to. They are inferring information about the learners from the items.Or another activity could be that children are presented with short sentences on the board, and they must make an inference from the given information, for example, 'The Jensens put their tent, rucksacks and sleeping bags in the boot of the car.' From the information given, we can infer that the Jensens are going on a camping trip.This can lead to inferring information from longer pieces of text, for example, using the lyrics of the song 'How Far I'll Go' from the Moana movie who excel when working and learning collaboratively.why I wish I could be the perfect daughterBut I come back to the waterNo matter how hard I tryThen posing the question, 'What phrase suggests Moana feels she is a disappointment?'The learners would read through the text and conclude that it doesn't clearly state that she feels she is a disappointment at any point, so they'll need to look a little deeper. They should be able to make the connection that the line 'I wish I could be the perfect daughter' indicates Moana's feeling of wishing to be something she isn't. They may draw on personal experience of wishing to be something or for something and feelings of disappointment.Another possible inference activity could be that the children are presented with all the lyrics to this song. They then have to answer the question 'What is the overall emotion Moana is feeling in this song? Explain your answer.'In this case, the children are having to digest all the given information from the lyrics and infer the main idea as we mentioned earlier in the article, or in this case the main emotion. When children have actively read the text and considered the evidence, they should be able to piece it together to conclude that the overall emotion Moana is feeling is one song is frustration, or perhaps curiosity. Both answers can be supported using textual evidence. Bedrock's fiction texts don't just encourage vocabulary improvement - they're structured to encourage learners to use their reading comprehension skills. This is because vocabulary and reading comprehension work in tandem to improve learners' literacy, setting them up for success.One example of a text that uses inferencing is a sneak peek from Block 7's What a Predicament!Kevin had decided long ago that humans, especially those related to him, were not his thing. Discussions with his parents were boring and monotonous; they were always asking him to recount every single uninteresting detail about his day. Meanwhile, his siblings never stopped arguing, and the babies never stopped crying. Kevin had been on the verge of running away and never coming back - but that was before Mick came into his life...If you read the text carefully, you can get an idea of who, or what, Mick is, and why Kevin has brought him into his life, but the only way to know for sure is to encounter this topic on Bedrock Vocabulary - and the mysteries don't stop there with this story.Many other texts on Bedrock Learning are just like this one: full of Tier 2 vocabulary, fluent human narration and interesting reading comprehension activities. Not only does this improve learners' literacy, but it cultivates a love of reading, and that's a good habit that lasts a lifetime.Teaching learners to infer and giving them the opportunities and strategies to be able to infer through exposure to a rich curriculum will help them to become more immersed in a text and take their understanding of that text to a deeper level. And who knows? They might even enjoy it...