Abstract
Currently reading comprehension is seen as a constructive process that depends on the involvement of different components that work together in order to create a representation in the reader’s mind. Building a mental model of text requires the development of elaborative and bridging inferences. The aim of this study was to assess the differential role that conscious and controlled processes had in execution of both types of inferences. Incidentally, 107 children aged 8 and 9 years old, both genders, students of schools public and private management of the city of Mar del Plata, Argentina, were evaluated. Seven tasks were used for the assessment of executive functions, and two inference tasks of implementation. The results showed a strong association between executive functioning (working memory, monitoring and cognitive flexibility) and the generation of elaborative inferences.

Keywords
Inferences, executive functions, reading comprehension, childhood.