*English Instructional Plan Making Inferences and Drawing Conclusions 8-9*

## Primary Strand: Reading 8.5 and 9.4 -

## Integrated Strand/s: Writing 8.7, 9.6 Communication and Multimodal Literacies 8.1, 9.1

## Essential Understanding:

* understand that an author’s voice and tone stem from word choice and the stylized use of literary devices
* understand that the author uses images to craft a message and create characters
* understand that analysis of a text should be based on textual references, not on personal opinion.

## Essential Knowledge, Skills, and Processes:

* analyze the interactions between individuals, events, and ideas in a text
* analyze an author’s choice of words and images
* use evidence from the text(s) for support when drawing conclusions, making inferences, or making predictions
* demonstrate comprehension and apply strategies to write about what is read.

**Primary SOL: 8.5e** - Make inferences and draw conclusions based on explicit and implied information using references to the text for support. **9.4j** - Make inferences and draw conclusions using references from the text(s) for support.

## Reinforced (Related Standard) SOL:

* **8.5a** - Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning.
* **9.4b** – Explain the relationships between and among elements of literature: plot, setting, tone, point of view, and theme.
* **8.7** The student will write in a variety of forms.
* **9.6** The student will write in a variety of forms.

## Academic Background/Language:

* The teacher will have previously taught the five types of indirect characterization (STEAL chart attached). Students will already know how to identify direct and indirect characterization.
* Prior to this lesson, the teacher will provide background information about the selected text. Students will have read the text once.

## Materials

* YouTube video - [Chevy Happy Grad Super Bowl Commercial](https://www.youtube.com/watch?v=Us0a93bPPDQ)
* Video Observation Guide
* Optional: [ReadWriteThink anchor chart of the 5 types of indirect characterization (S.T.E.A.L.)](http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf)
* A Copy [of *The Necklace* by Guy de Maupassant](https://www.commonlit.org/en/texts/the-necklace?search_id=24270746) for each student (or teachers may choose another fictional text)
* Evidence Chart
* [ReadWriteThink Character Trait Chart](http://www.readwritethink.org/files/resources/lesson_images/lesson807/traits-list.pdf)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* The teacher will remind students that “as you learned in a previous lesson, fiction writers often reveal a character’s personality through their actions and how they interact with other characters; in other words, through indirect characterization.”
* Say: “Today we will find examples of indirect characterization and analyze them to make inferences about the characters’ feelings, personality and motivation. In order to practice making inferences, we will first examine a video for clues that reveal information about the characters and the plot.”
* Say: “When we make inferences, we take what we see, hear, or read, and what we already know to make a conclusion or an educated guess. Making inferences while reading helps us analyze the action in the story through what the characters say, do, and feel.”
* The teacher will hand the video observation guide to students and say: “I will play the clip two times. The first time I will turn off the sound. I want you to notice the action, body language, expressions on the characters’ face, and the interactions between the characters, and jot down what you notice in the I SAW column. After the video ends, in the second column, you will write down what you already know based on what you just observed about the characters. The second time I play the clip, I will turn the sound on. This time I want you to consider the character’s words, tone of voice, and add any new evidence you find to the two columns. After you have had time to view the video twice and take notes, you will work with a partner to compare notes and make inferences about what you know about the characters or what you think will happen next, based on your observations and own background knowledge. Record this information in the I INFER column.”
* The teacher can pass out the character trait chart (or project on the board) for students who may struggle finding the vocabulary needed to make an inference about the character.
* The teacher will play the clip, once without sound, and once with sound.
* The teacher will provide students with time to reflect on what they saw and then jot down notes.
* The teacher will have students find a partner using “Stand Up, Hand Up, Pair Up.”
* Students will compare notes and complete the “I Infer” column.
* Partner groups will share out orally using the language frames from the headings (I SAW or HEARD, I KNOW, and I INFER) and their notes.
* The teacher will tell students “What you did is called making an inference. An inference is when you take what information you observe and what you already know in order to make a determination about something.”
* The teacher will transition to the next part of the lesson by providing students with the inference Chart and a copy of “The Necklace”.
* The teacher will explain that students will examine the text for examples of indirect characterization and insert the quote with the page number in the “I READ” column, what they already know, based on the quote in the “I ALREADY KNOW” column. Lastly, students will analyze what the text says and what they already know in order to make an inference in the “I INFER” column.
* The teacher will model this process using the example provided and repeat this process with input from the whole class.
* The teacher will have students pair up again and repeat the process together.
* The teacher will remind students to use the character trait chart if they need examples of how a character can be described.
* Close the lesson with the 3 W’s activity. In small groups, students discuss or write the following:
  + **What** did we learn today?
  + **So What?** (relevancy, importance, usefulness)
  + **Now What?** (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

## Assessment (Diagnostic, Formative, Summative)

* As a formative assessment, students will find an example from the text on their own and fill in the columns of the inference chart.

## Writing Connections:

* Students can respond in writing to a prompt using the text evidence collected on the graphic organizer.
* Students can analyze a new text and explain in writing how the author uses direct and indirect characterization.
* The teacher can show exemplars (samples of writing) to compare the use of word choice/ figurative language; one exemplar will show the author’s use of indirect language and the other will use direct language. Students will analyze in writing the effectiveness of the two techniques.

## Extensions and Connections (for all students)

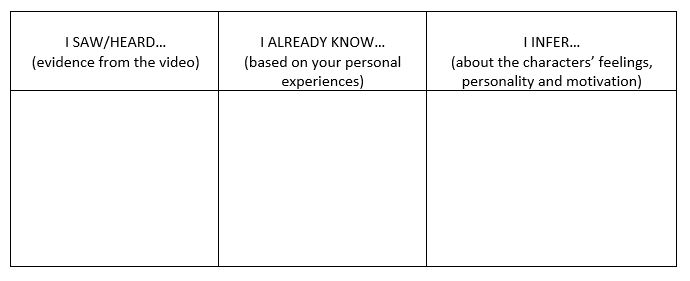
* During follow-up lessons with a new text, students will continue to use the graphic organizer to reflect on and analyze how authors use language to help readers infer.
* Students will complete a reflection (orally or in writing) on the text (i.e., how do these characteristics impact the plot? How does the author’s choice of words impact the reader’s feelings about the character?)

## Strategies for Differentiation

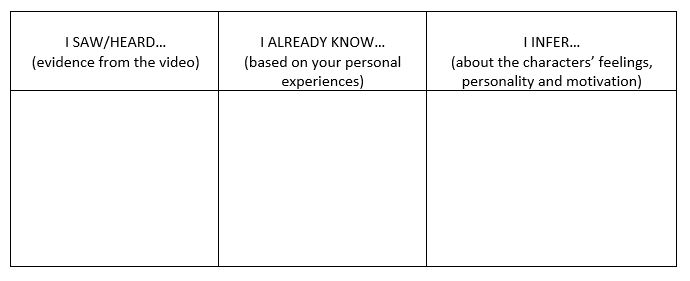
* The teacher will provide copies of guiding questions or display them on the board.
* Students will work in pairs or small groups
* Display sentence frames around the room (or provide copies for partner groups) to model the language expectations when making an inference orally or in writing.
* Students with accommodations use available technology to allow them to access audio recordings of the stories.
* Students with accommodations have the option to choose stories with a lower Lexile level.
* For English Learners, find stories representative of their culture and language backgrounds.
* For Beginner English Learners, provide a visual representation of the topic or theme and the following frames for speaking and writing:
  + I read…I know…and so…
* For Intermediate English Learners provide visual representation in addition to pared down text and the following frames for speaking and writing:
  + I read…Because I know that…, I can infer…
* For Advanced English learners, provide the same text as Native Speaker and provide the following frames for speaking and writing:
  + The text says…That relates to what I know about…Therefore, I can infer…because…

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

## Video Observation Guide



## Video Observation Guide



## Inference Chart

