*English Instructional Plan –*Drawing conclusions and making inferences: Crime scene analysis

**Primary Strand: 9.5, 10.5, 11.5, 12.5 Reading**

**Integrated Strand/s: 9.1, 10.1, 11.1, 12.1 Communication and Multimodal Literacy**

**Essential Understanding:**

* Understand that an author’s credentials and experiences contribute to his/her viewpoint
* Understand an author’s viewpoint refers to a bias or subjectivity toward the subject; a viewpoint can be positive or negative

**Essential Knowledge, Skills, and Processes:**

* Use evidence from the text(s) for support when drawing conclusions, making inferences
* Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
* Demonstrate comprehension and apply strategies to write about what is read.

**Primary SOL:** 9.5b Make inferences and draw conclusions

**Academic Background/Language:** Inference, conclusion, implied

## Materials

* Local newspaper

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

* Put students into groups.
* Give students an article from the newspaper that provides complete details about a crime.
* Discuss the term trial brief with students. Tell them a trial brief is the facts, evidence, and legal arguments presented at a trial. Tell students they will analyze a newspaper article about a crime, and will include the following information:
	+ A summary of the crime. (What was the crime? How was it committed? When was it committed? Who was the victim or who were the victims?)
	+ A presentation of evidence found.
	+ A description of possible witnesses.
	+ A written discussion that gives reasons why this criminal should or should not be prosecuted. (Here students should make predictions and generalizations and draw inferences and conclusions.)
	+ A written determination about whether the writer would like to be the prosecuting attorney, the defense attorney, or the judge in this case, and the reasons for this choice.
	+ Students should write a reflection indicating how the author’s credentials contributed to his or her point of view. Students should also reflect on author’s bias or subjectivity and note if the author’s viewpoint is influenced by particular factors.
	+ Have each student present his/her brief to the class. Have the class take notes on each brief and then prioritize the cases in the order they should go to trial.

**Assessment (Diagnostic, Formative, Summative)**

* The student writing sample determines if students can make inferences and draw conclusions based on the reading.

**ELL and Academic Language Learners:**

* Students will work in their groups to discuss the case. Use a graphic organizer to help students break down the text to make the inferences and draw conclusions. If possible, have small groups read the text out loud to clarify vocabulary and main ideas before reading independently.

**Writing Connections:**

* The performance task requires students of information in the written brief students present to peers.

**Extensions and Connections (for all students)**

* Students can research technical writing.
* Students can research and analyze famous cases, prepare a brief, and then compare their analysis to the outcome.

**Strategies for Differentiation**

* Provide students with text choices rather than having them find the cases.
* Create text dependent questions for students to answer as they read the case.
* Provide sentence frames for writing the brief.