

Inference Practice (Weekly Practice on Fridays)

Essential Question (Objective of lesson)	Standards (Common Core standards addressed in the session)	Activating Strategy (Specific info about a graphic organizer, vocabulary intro, story, video clip, music etc. to be used)	Teaching Strategies (Specifically what and how content/skills will be taught)	Summarizer/Assessment (formal and/or informal; formative and/or summative)
<p>1. What are the various inferences I can make in a text? <i>(half a period)</i></p>	<p>For Literary Texts</p> <p>RL-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL-9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies texts.</p> <p>RL-12.2 Analyze the author's choice of structures within the text and draw conclusions about how they impact meaning.</p> <p>For Informational Texts</p> <p>RI-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI-8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.</p> <p>For All Texts</p> <p>W-1.1 Write arguments that introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>W-1.1 d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p> <p>W-1.1 c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p>	<p>(none)</p>	<ul style="list-style-type: none"> • Students read a text based on what we've been working on in class. • Students analyze the text to determine various information intentionally vague in the text. • Students write a brief argument (100-150 words) in which they cite the text and argue their inferences. 	<ul style="list-style-type: none"> • Individual consultation with students • Weekly written-arguments
<p>2. How can I use context clues to determine the meaning of unknown words?</p>	<p>RI-5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI-8.1 Determine figurative, connotative, and technical</p>	<p>(none)</p>	<ul style="list-style-type: none"> • Students spend the week working on an informational text, annotating the text for unknown words • Fridays, students watch a video in which the potential annotations are explained. 	<ul style="list-style-type: none"> • Annotated article of the week.

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<i>(half a period)</i>	meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.			