

Persuasion/Argument Unit

8th grade Language Arts

Day Two

(2/13/2013)

Reading Standards for Informational Texts

Key Ideas and Details

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

Objectives:

1. Students will practice making inferences using images and pictures.
2. Students will carry their knowledge from images to text.
3. Students will make inferences while reading a text and support those inferences with textual evidence.

Materials: Video (<http://www.youtube.com/watch?v=Ahg6qcgoay4>), Pictures to display from which students can practice making inferences and supporting with evidence, short text to read with students to model supporting inferences with textual evidence (I'll be using "Ezekial Johnson" by Walter Dean Myers), "It says, I say, and so" graphic organizer, another text for students to read together as groups (I'll be using "Back To The Tap?" by Nicole Controneo from The New York Times), list of close reading strategies systemically chosen for specific groups based on ability levels

Before Lesson: Systematically group students by ability and assign each group 2-3 close reading strategies that fit the group's skill level.

Instructional Strategies:

Lesson Lead:

"Sometimes things happen right before our eyes, and if we're not prepared we won't even realize it happened. Just like the gorilla in the video, had we known he was going to be there, we probably would have seen it. Texts work in the same way. If we use our prior knowledge while we read, the text will make more sense. Making inferences is all

about prior knowledge. We had 'inference' as a vocabulary word a few weeks ago. Does anyone remember what it means?" Define inference. Show inference anchor chart for those students who are more visual learners (<http://fabulous-fourth.blogspot.com/p/anchor-charts.html>). (5 min)

Transition to Lesson:

"Today we will practice making inferences using pictures and then we will carry that knowledge over and make inferences while reading a story."

Procedure I:

Show multiple pictures (<http://pinterest.com/reallyrachel/inference-with-pictures/>) and work with students to complete a graphic organizer where they cite what they think happened in the story and the clues within the picture that helped them to make an inference. (15 min)

Transition:

"That was great making inferences using images. Now let's do something similar using a text instead of a picture. We will continue connecting our prior knowledge to what we see in front of us in the story."

Procedure II:

Read "Ezekial Johnson" once aloud. Be sure to give each student a copy so they can practice marking up the text. Read through it a second time, marking up the text and making inferences aloud for the students to hear. Students should then fill out an "It says, I say, and so" graphic organizer. The teacher should model at least one example. (20 min)

Transition:

"That was a great job making inferences. Now we're going to read a nonfiction text and then work in groups to analyze the text."

Procedure III:

Students individually read "Back to the Tap?" while holding their thinking (a during-reading strategy that students are already familiar with) at least three times. Students will then get into the previously chosen groups and apply the close reading strategies they are given. (30 min)

Closure:

Groups present their findings using a poster they create together in which they include their particular focus, specific examples from the text to support their answers, the main idea of the text and an image to represent the main idea.

Evaluation: Students will be evaluated on their ability to make inferences while reading a text. The teacher will collect and grade the "It says, I say, and so" organizer the students

completed in class. This organizer, combined with in-class discussion, will give the teacher a good idea of where the students stand in terms of understanding.

Also the end-of-class presentation will give immediate feedback to the teacher about how well the students are able to closely read a text. The questions given to groups should be at the correct level where each student can be successful yet still stretch their thinking.