

<b>Strategy</b>	Inferring	<b>Grade Level</b>	3/4/5
<b>Curriculum Area</b>	Reading	<b>Time Frame</b>	Follow Long-Term Planning Guide
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**Identify Desired Results**

**Standards:**

- Check all that apply.**
- CCSS.ELA-Literacy.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-Literacy.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCSS.ELA-Literacy.CCRA.R.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-Literacy.CCRA.R.10:** Read and comprehend complex literary and informational texts independently and proficiently.
- ELD Standard 2:** English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- WIDA SLA Standard 1.D: Read** in **Spanish** for a variety of purposes.
- WIDA SLA Standard 2: Write** to communicate effectively in **Spanish**.
- WIDA SLA Standard 3: Listen** and **speak** effectively in **Spanish** in a variety of situations.

**Knowledge:** Students at all levels of language proficiency interact with grade-level words and expressions, such as...

**Skills:** Students at all levels of English language proficiency will MAKE inferences and JUSTIFY them with specific evidence from the text.

Students will be able to...

<p>Vocabulary associated with inferring: text clues, schema, draw conclusions, predict, interpret, connection, Background Knowledge + Text Clues=Inference, Significance</p>	<ul style="list-style-type: none"> <li>• Attach schema to text clues in order to make an inference</li> <li>• Create meaning from a text that is not explicit</li> <li>• Determine words or phrases from text that support inference</li> <li>• Generate reasonable predications based on text clues and schema</li> <li>• Revise predictions during reading</li> <li>• Defend inferences using clues from text and background knowledge</li> <li>• Model how inferring increases comprehension of texts chosen and read independently</li> </ul>
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**Evidence of Desired Result:**

	Level 1 – Entering	Level 2 – Emerging	Level 3 – Developing	Level 4 – Expanding	Level 5 – Bridging	
<p><b>Reading &amp; Writing</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Match phrases or visuals from text with schema.</li> <li><input type="checkbox"/> Match phrases or visuals from text with visuals of inferences.</li> <li><input type="checkbox"/> Communicate inferences by drawing a picture.</li> <li><input type="checkbox"/> Explain in native language.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify words or visuals from text that provoke an inference.</li> <li><input type="checkbox"/> Match words or visuals from text with schema.</li> <li><input type="checkbox"/> Sort words or visuals from text and schema onto “<u>Inferring Map</u>.”</li> <li><input type="checkbox"/> Form simple sentences explaining inferences using word/phrase banks like “I know...The text states...I inferred...”</li> <li><input type="checkbox"/> Explain in native language</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use context clues, illustrations and schema to make inferences.</li> <li><input type="checkbox"/> Identify textual evidence and schema used to make inferences using the “<u>Inferring Map</u>.”</li> <li><input type="checkbox"/> String related sentences together to describe inferences.</li> <li><input type="checkbox"/> Explain in native language</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make inferences with little to no prompting</li> <li><input type="checkbox"/> Find textual evidence that support inferences.</li> <li><input type="checkbox"/> Differentiate between textual evidence and schema used to make inferences.</li> <li><input type="checkbox"/> Take notes on <u>Inferring Map</u> graphic organizer.</li> <li><input type="checkbox"/> Explain textual evidence and schema used t make inferences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Connect personal schema with literature.</li> <li><input type="checkbox"/> Answer analytical questions about inferences.</li> <li><input type="checkbox"/> Identify, explain and give examples of textual evidence and schema that support student inferences.</li> <li><input type="checkbox"/> Produce extended responses explaining inferences approaching grade level.</li> </ul>	<p><b>Level 6 - Reaching</b></p>

Inferring Map: Teachers may us Inferring Map found in Appendix A or create their own graphic support.