Seventh Grade Common Core Language Arts Reading Session 9

*Sample Mentor comments are represented in italics throughout the lesson plan.*

Focus: Good readers expect what they read to make sense.

As they read, good readers look for clues authors leave in the text for them to find.

Good readers know that in order to understand a text they must work with the author, searching for clues and combining what the text says with their background knowledge.

Good readers know that using their background knowledge and making connections is not enough to help them understand what they read. They know they must also use evidence or proof in the text to support their opinions.

Materials: picture books if available, 7th grade reading textbook, journal, pen/pencil, post-it notes

Genre: Fiction

Before reading;

1. Enhance rapport. Refer to the first few sessions for ideas. It is important to maintain a positive relationship with the student in order to motivate his/her desire to become a good reader.
2. Establish a purpose for today’s session. Help the student understand what an inference is.

Information about making an inference follows. Share it, then take notes on it in the student’s journal, making the information as simple as possible.

Today you will be working with inference. An inference is a logical conclusion the reader makes based on clues the author gives and personal connections the reader makes. An opinion is not just as good as an inference. Opinions can be right or wrong. When making an inference, the answer will not be directly stated in the text. Inferences can be hard to make because the author does not spell out the answer. When good readers make an inference they use the seen text, anything actually on the page, and the unseen text, information inside his/her head which is unique for each reader. Inferences come from readers’ heads. Good readers ask questions as they read. Sometimes those answers are in the text, and sometimes they are not. Taking clues the author gives and using information in the reader’s head is how good readers make inferences. Sometimes this is termed “reading between the lines,” but there is nothing between the lines. Readers must combine personal connections with evidence/proof/clues to “read between the lines.” We make inferences about a friend’s feelings based on their body language and facial expressions. If his/her face is red and he/she is frowning and clenching his/her fists, we might infer he/she is mad.

1. Note-make in the student’s journal using information from #2 above. Use Cornell note-making. Fold a blank page vertically, hotdog style. Write questions and terms on one side of the page with definitions and answers on the opposite side of the page. Title the page “Making Inferences.” Some ideas follow.

*What is an inference? reading between the lines*

*a believable idea the reader has based on clues*

*and on making connections*

*an answer not spelled out in the reading*

*What are characteristics they are not spelled out*

*of inferences? the author gives clues to help figure out the answer*

*What do we use to make prior knowledge and the author’s clues in the text*

*an inference?*

*Opinions not inferences*

*can be right or wrong*

*What is seen text? anything actually on the page*

*What is unseen text? information inside the reader’s head*

*different for each reader*

*How do readers make ask questions of the text*

*inferences? look for clues the author leaves*

*use personal background knowledge*

*make connections*

*answer questions using what is known and*

*the clues in the text*

*develop believable conclusions/answers*

*Why is making*

*inferences difficult? the author does not spell out the answer*

During reading:

Read aloud short pieces of fiction that require the reader to infer. Suggestions follow. Picture books are good because they are short.

James Marshall, George and Martha books

Chris Vans Allsburg, *Jumanji, The Mysteries of Harris Burdick, The Stranger*

David Wiesner, *June 29, 1999, Free Fall*

Arnold Lobel, *Fables*

After reading:

1. Ask the student to write in the journal what he/she thinks is happening.
2. Point to the evidence in the text that supports what is most believable.
3. Explain that authors do everything for a reason. Text that might not make sense at first can usually be figured out by making an inference.
4. Repeat the lesson with another picture book.
5. Have the student review steps for making an inference in the previous note-making in the journal.

\*Ask questions before, during, and after reading.

\*Gather evidence left by the author that may include important clues.

\*Make connections. What does background knowledge tell you about those clues?

\*Try to answer your questions using what you know and the clues in the reading material.

Closing:

1. Quick write in the journal as an exit slip and share.

*So what are you thinking about making inferences?*

*What made making an inference easy or difficult?*

*How are you feeling about making inferences?*

1. Offer congratulations to the student on using the strategy of making inferences effectively.

Next session will continue practice making inferences, but using the 7th grade reading textbook.

1. Refer to earlier sessions for additional closing activities to complete before leaving the building. Thank you for your time and talent.