

## Comprehension: Inference Grade: 6

LESSON INFORMATION	PASSAGE INFORMATION
<p><b>Goal:</b> Students learn and practice making inferences.</p> <p><b>Time:</b> 30 minutes</p> <p><b>Class Size:</b> Small group</p> <p><b>Sample Passage Title:</b> <a href="#">Knitting Up a Storm</a></p> <p><b>Materials Needed:</b> Copies of the passage and graphic organizer</p>	<p><b>Genre:</b> Literary</p> <p><b>Grade:</b> 6</p> <p><b>Passages:</b> When selecting passages, be sure that they include rich content and are on the higher end of the qualitative and quantitative text complexity continuum for the grade level.</p>

### Introduction (2 minutes)

#### 1. Preview the text

- Provide a brief explanation of the text.



We are going to read a new passage today. It is about some students who work in a community service club.

#### 2. Explain the skill

- Provide a brief explanation of the target skill for the lesson.



We are going to practice making inferences today. Making an inference means using evidence from the story to make a conclusion that the author doesn't say. We need to make inferences so that we can understand the whole story.

### Close Reading (25 minutes)

#### 1. Model the skill

- Read the text as a group. Randomly call on students to read portions of the text. Ensure your pattern of calling on students is unpredictable so all students continue to read along.
- When you come to a portion of the text that requires an inference, pause and describe the necessary inference.



After reading page 1. Look, something is missing here. The author says some of the parents in the line were grumbling, but the author doesn't say why just yet. We can make an inference. Let's use our graphic organizer to make the inference. I read that Helping Hands is at the Taft Center to serve hot meals to homeless families. I also read that it is starting to snow. I will write those things in the "What I Read" section of my graphic organizer.

From my background knowledge, I know that it can be hard to live without a home when it is cold and snowy. I'll write this in the "What I Know" section.

I can put what I know and what I read together to make an inference. The parents are likely grumbling because the snow will make it hard for them to stay warm and safe.

## 2. Practice the skill

- Continue reading the text as a group.
- When you come to a portion of the text that requires an inference, pause, have students turn and talk to share the inference, and then state the inference for the group.

## Possible Inferences

Page	Inference Question	Inference Instruction
2 (after paragraph 2)	Why did Jen say, "I think I've figured out our next project"?	<p>What I Read: Jen and Kendra are both members of Helping Hands. Taft is the site of the club's January project. The parents at the shelter wish they had hats and scarves.</p> <p>What I Know: If the club has a January project, it likely has a new project every month.</p> <p>Inference: Jen is probably thinking that they should help the families get cold weather clothing like hats and scarves.</p>
2	Why was the response from the community so large?	<p>What I Read: Helping Hands shared information in many ways.</p> <p>What I Know: Community service clubs do a lot of work for the community. This town has a strong community service club in it.</p> <p>Inference: The town seems to have a lot of people in it who want to help others.</p>

### 3. Ask text-dependent questions



Now that we read the whole story and learned to make inferences. Let's keep using what we learned to answer some questions.

Question	Possible Answer
What is the name of the community service club?	The club's name is Helping Hands.
How did the students react to the snow? Why did they react that way?	They were excited to see snow because it hadn't snowed in a while.
How did Helping Hands let people know about their next project?	The sent text messages and emails and made fliers.
What did the community knit?	They all knitted hats and scarves for the people at Taft.

### Wrap Up (3 minutes)

#### 1. Encourage use of the skill outside of the lesson

- State the target skill and explain its importance.



Today we practiced inferences. Knowing when and how to make inferences will help you understand a story or text when the author leaves something out.

#### Common Core Anchor Standards:

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.

## INFERENCE

