

Lesson Information and Activities		Principles of EL Instruction						
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed.</p> <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.</p> <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary.</p> <p>Standards and Objectives</p> <table border="1" data-bbox="207 1486 1256 1749"> <thead> <tr> <th data-bbox="207 1486 269 1556"></th> <th data-bbox="269 1486 870 1556">Language Objectives</th> <th data-bbox="870 1486 1256 1556">English language proficiency standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="207 1556 269 1749">1</td> <td data-bbox="269 1556 870 1749">SWBAT verbally describe their inferences and their metacognitive processes using key vocabulary identified for this lesson during a whole group discussion about inferences made during the read-aloud.</td> <td data-bbox="870 1556 1256 1749">Standards (2), (3)</td> </tr> </tbody> </table>			Language Objectives	English language proficiency standards	1	SWBAT verbally describe their inferences and their metacognitive processes using key vocabulary identified for this lesson during a whole group discussion about inferences made during the read-aloud.	Standards (2), (3)	
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2	SWBAT write using descriptive language appropriate for the purpose of the writing by writing about events in the text as they are related to important life experiences.	Standards (17), (5)
	Content Objectives	Content Standards
1	After receiving guided instruction on how to make inferences, SWBAT provide at least two examples of inferences that they made during the read-aloud, in addition to the evidence, recorded on a graphic organizer, which led them to make those inferences.	Standards (110.15), (6)
2	After making inferences about the content of a text, SWHMOI they write a four-sentence response (minimum) to the text by relating it to an important personal life experience.	Standards (1101.15), (17)
<p><u>Assessment</u></p> <p>Describe how each objective will be assessed.</p> <ol style="list-style-type: none"> 1. The graphic organizers on which the students record their evidence from the text, and their inferences will be collected and carefully read to assess their understandings about the process of inferring. 2. As the students are discussing their inferences, their language will be monitored for use of the key terms associated with this lesson. 3. The students' writings will either be shared with the class, at their discretion, or turned in to be read and assessed for evidence of the meeting of the purpose of the writing, as well as the type of descriptive language that is used. <p>Note: These assessments will serve to inform the content of the following lesson addressing inferring, or other reading comprehension strategies.</p>		<div style="border: 1px solid black; padding: 5px; text-align: center;">Apply</div>

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<p><u>Incorporating all four language domains</u></p> <p>Identify the language demands of the tasks related to each language domain.</p> <table border="1"> <thead> <tr> <th></th> <th>Written</th> <th>Oral</th> </tr> </thead> <tbody> <tr> <th>Receptive</th> <td> <p>Reading</p> <p>The students will practice the reading comprehension strategy in the context of a fictional text.</p> </td> <td> <p>Listening</p> <p>During the guided practice section of this lesson, the students will receive much instructional information about the lesson strategy. In order to practice the strategy on their own, the students must identify important details from the teacher think-aloud.</p> <p>Students will also listen to the oral responses of other students in order to contribute to the discussion in an additive manner that affirms the input of other students.</p> </td> </tr> <tr> <th>Productive</th> <td> <p>Writing</p> <p>The student must carefully choose descriptive words that will enhance their written responses to the lesson text.</p> </td> <td> <p>Speaking</p> <p>During the class discussion, the students will verbally share their inferences and their thoughts about their own understandings and thinking processes.</p> </td> </tr> </tbody> </table> <p><u>Key language</u> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)</p> <table border="1"> <thead> <tr> <th>General academic language</th> <th>Language specific to the content area</th> </tr> </thead> <tbody> <tr> <td>Evidence, details, analyze</td> <td>Author’s intent, textual evidence, visual evidence, fiction, comprehension, inference</td> </tr> </tbody> </table> <p><u>Key characteristics of teacher talk</u> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p>			Written	Oral	Receptive	<p>Reading</p> <p>The students will practice the reading comprehension strategy in the context of a fictional text.</p>	<p>Listening</p> <p>During the guided practice section of this lesson, the students will receive much instructional information about the lesson strategy. In order to practice the strategy on their own, the students must identify important details from the teacher think-aloud.</p> <p>Students will also listen to the oral responses of other students in order to contribute to the discussion in an additive manner that affirms the input of other students.</p>	Productive	<p>Writing</p> <p>The student must carefully choose descriptive words that will enhance their written responses to the lesson text.</p>	<p>Speaking</p> <p>During the class discussion, the students will verbally share their inferences and their thoughts about their own understandings and thinking processes.</p>	General academic language	Language specific to the content area	Evidence, details, analyze	Author’s intent, textual evidence, visual evidence, fiction, comprehension, inference	<p>Apply</p> <p>Modify</p> <p>Define</p> <p>Modify</p>
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<ul style="list-style-type: none"> Do not dominate the conversation, provide the students with plenty of opportunities to talk and express their ideas. Explicitly state the lesson objectives before instruction so that the students are familiar with what will be expected of them. Introduce the new vocabulary explicitly at the outset of the lesson. Incorporate the key vocabulary words into the teacher-led instruction multiple times so that the students can observe and understand their uses. Be animated! Talk directly to the students and use a lot of expression and non-verbal cues to infuse more meaning into the discussion. <p>How the lesson will use bilingualism/students’ native languages as resources</p> <ul style="list-style-type: none"> The lesson text is a bilingual text that contains instances of the Spanish language. The students will be encouraged to explain the Spanish words to the class in their own terms. The student who speaks German as his native language will be encouraged to participate in the class discussion by offering his translations of the Spanish vocabulary as a way to compare and contrast the two languages. 				<div style="border: 1px solid black; background-color: #D9EAD3; padding: 5px; margin-bottom: 10px;">Cultivate</div> <div style="border: 1px solid black; background-color: #D9EAD3; padding: 5px;">Apply</div>								
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<ul style="list-style-type: none"> Markers <p>Advance preparation</p> <ul style="list-style-type: none"> Read the text to identify instances of the Spanish language to focus on during reading to allow opportunities for students to give translations and interpretations. Read the text to identify and anticipate student-generated inferences in order to contribute to them or help the students articulate them during the class discussion. Prepare a copy of the graphic organizer for each student. Write the lesson objectives on a large piece of chart paper to be displayed to and read to the class; write the definitions of the key vocabulary for the lesson so that they are displayed and read for the learners. <i>Information is explicitly stated so that English language learners are more clear about what is expected of them and what vocabulary they will be looking for in the lesson.</i> Display the declarative, conditional, and procedural knowledge related to inferring for the students to refer to throughout the lesson. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Cultivate</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Modify</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Define</div>																		
<p>Warm-up</p> <p>Estimated Time: 5 minutes</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Focus Objective (#): N/A</td> </tr> <tr> <td colspan="2">Focus Language Domains: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking</td> </tr> <tr> <td colspan="2">Grouping:</td> </tr> <tr> <td><input type="checkbox"/> Independent Work</td> <td><input type="checkbox"/> Pair</td> </tr> <tr> <td><input type="checkbox"/> Small Group</td> <td><input checked="" type="checkbox"/> Whole class</td> </tr> <tr> <td colspan="2">Reason for grouping:</td> </tr> <tr> <td><input type="checkbox"/> First language</td> <td><input type="checkbox"/> English proficiency</td> </tr> <tr> <td><input type="checkbox"/> Reading level</td> <td><input type="checkbox"/> Content understanding</td> </tr> <tr> <td><input type="checkbox"/> Interest</td> <td><input checked="" type="checkbox"/> Other: Whole group discussion</td> </tr> </table> <p>Building from Prior Learning</p> <p>The students will have already been introduced to making inferences within the context of a lesson about identifying theme. The students can be asked to recall when we practiced making quick inferences when we learned about how to find the theme of folk-tales.</p> <p>Also, the students will be asked to make predictions about the contents of the book based on the cover. The students have already had instruction about how to make predictions. This will help because predictions are similar to inferences, and therefore students can access their prior knowledge more readily, having already practiced it in the context of making predictions. The students will be asked to provide examples of their prior experiences that inform their predictions.</p>	Focus Objective (#): N/A		Focus Language Domains: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking		Grouping:		<input type="checkbox"/> Independent Work	<input type="checkbox"/> Pair	<input type="checkbox"/> Small Group	<input checked="" type="checkbox"/> Whole class	Reason for grouping:		<input type="checkbox"/> First language	<input type="checkbox"/> English proficiency	<input type="checkbox"/> Reading level	<input type="checkbox"/> Content understanding	<input type="checkbox"/> Interest	<input checked="" type="checkbox"/> Other: Whole group discussion	
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<p>Activity Steps</p> <ol style="list-style-type: none"> 1. Direct the students to refer to the objectives and vocabulary that are displayed at the front of the class. Explain the objectives, and define the vocabulary words explicitly. Ask if there are any questions about the information before the lesson is launched. 2. Ask the students to recall how they first made inferences during the lesson on identifying theme. 3. Display the cover of the book to the class and ask them to make predictions, informed by past experiences, about what the book will be about. Also, ask them to analyze what visual or textual evidence they based their predictions on. Explain to the students that predictions and inferences are alike, but they are not the same. However, practicing predictions can help when it comes time to infer, because they both require the student to access their prior knowledge. Explain that one major difference between the two is that predictions may be either confirmed or denied, but an inference may never be truly confirmed nor denied. 4. After the discussion about predictions and inferences, introduce the declarative, conditional, and procedural knowledge related to inferring by explicitly stating it in student-friendly terms: <p>Declarative knowledge: Inferring is what we call it when we take clues from the book, and think about our own prior knowledge about those clues in order to learn new things about what we are reading.</p> <p>Conditional knowledge: When the author did not write something down, and we want to know what he did not write, inference can be of great use to us. We can use inference as a way to read between the lines. When we want to know something that the author did not tell us with his exact words, consider using your power of inference.</p> <p>Procedural: If you would like to start inferring, follow these steps:</p> <ol style="list-style-type: none"> 1. Look for clues as you read. These can be written, or in pictures. 2. Think about things that you already know and have experienced that come to mind when you consider the evidence that you have found in the text. 3. Now you are ready to make an inference by carefully thinking about how the clues and your prior knowledge relate to one another, and what conclusions you can draw based on that connection. (Martinez, 2014) <p>Note: Adapt the above language as necessary to suit the needs of the students in the classroom.</p> 	<p>Define</p> <p>Define</p> <p>Modify</p> <p>Modify</p>

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<p>Scaffolds (including L1 support), differentiation, modifications</p> <ul style="list-style-type: none"> Scaffolding questions that get the students to think about how their experiences might connect to the visual and textual evidence on the cover will be asked: <ol style="list-style-type: none"> What can you see here that reminds you of something that has happened in your life? Where have you seen something like this before? In what ways does this picture remind you of you or your family? Is there anything in this picture that is familiar to you from your home? 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Modify</div>
<p>Formative Assessment</p> <p>Listen carefully to the inputs from the students. If they are unable to make predictions, quickly readdress how to connect evidence to personal experiences to make quick predictions.</p> <p>Also, ask the students to explain what an inference is, when it is useful to make them, and how they are generated. The declarative, conditional, and procedural knowledge will be addressed later in the lesson again to solidify these concepts for the students.</p> <p>Ask students to explain the similarities and differences between predictions and inferences, as they are often confused concepts.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;">Apply</div>
<p>Presentation</p> <p>Estimated Time: 15 minutes</p> <p>Focus Objective (#): N/A</p> <p>Focus Language Domains: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking</p> <p>Grouping:</p> <p><input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class</p> <p>Reason for grouping:</p> <p><input type="checkbox"/> First language <input type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input checked="" type="checkbox"/> Other: Whole group reading instruction</p> <p>Building from Prior Learning</p> <p>Students have already had some experience with making inferences in the context of a separate reading lesson. This helps to solidify the idea that reading comprehensions strategies are not to be used in isolation from one another.</p>	

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<p>Activity Steps</p> <ol style="list-style-type: none"> The teacher will conduct a think aloud to demonstrate how to make an inference by following this procedure: <ul style="list-style-type: none"> On the first spread of the book, there is textual and visual evidence that suggests that the main character is upset. Conduct the following think-aloud: “Look at this! I think that I can already make an inference. Now, it is important for me to remember that an inference is good for when I want to know something that perhaps the author intended for me to know, but that is not written, word-for-word, in the text. It helps me to create new knowledge about the text so that I can understand it better. This is how I do it. First, I scan this area to see if I can find any evidence. Well, I see that she kind of looks a little grumpy in the picture. I can also see from the text that she was crowded. In my own experience, I also felt crowded when I was a child because I shared a room with my sisters and brother, and they were always right there with me. I know that feeling, I was grumpy about it. So, I infer that she is also grumpy!” Re-emphasize to the students that the think-aloud demonstrates the thought processes that happen when someone is inferring something and that they can make inferences by following a similar thought pattern on their own. 	<p>Define</p>					
<p>Scaffolds (including L1 support), differentiation, modifications</p> <p>The book is being read aloud to the students so that they are not limited by their independent reading level. Instead, they are able to expend less energy on decoding, and more energy on comprehension.</p>	<p>Modify</p>					
<p>Formative Assessment</p> <p>Ask the students, once again, to explain how to make an inference. Direct them to refer to their graphic organizer and ask them if there are any connections between the layout of the organizer and how we are mentally generating inferences. If the students do not appear to be clear yet on how to make inferences, or what an inference is, then conduct another think-aloud about another inference that is made in the next one or two spreads.</p>	<p>Modify</p>					
<p>Practice/Application</p> <p>Estimated Time: 25 minutes</p> <table border="1" data-bbox="207 1625 1243 1810"> <tr> <td>Focus Objective (#): 1, 3</td> </tr> <tr> <td>Focus Language Domains: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking</td> </tr> <tr> <td>Grouping:</td> </tr> <tr> <td><input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class</td> </tr> <tr> <td>Reason for grouping:</td> </tr> </table>	Focus Objective (#): 1, 3	Focus Language Domains: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking	Grouping:	<input type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class	Reason for grouping:	
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<p>Building from Prior Learning</p> <p>Students have already had some experience with making inferences in the context of a separate reading lesson. This helps to solidify the idea that reading comprehension strategies are not to be used in isolation from one another.</p> <p>Also, they have listened to a couple of think-alouds, demonstrating how to infer, and are more familiar with this reading comprehension strategy.</p>	
<p>Activity Steps</p> <ol style="list-style-type: none"> 1. Read the remaining spreads contained within the lesson text. 2. Remember to focus on parts of the text where student inferences are anticipated. 3. When the Spanish language occurs in the text, ask for the students to translate, if they are able, to provide the class with new insights about the meanings and connotations of the words: <ul style="list-style-type: none"> • What does this word mean? • When would you use it? • Do you think that the author picked the best word here? • What does the word make you think of? Remember to ask for insights from all students, regardless of language. For a comparison and contrast between languages, all children should participate in the discussion. 4. Continue reading and observe the students to see if they are recording evidence and making inferences on their own. If not, then provide scaffolding by pausing on each spread and prompting the students to look for evidence and think about how the evidence relates to their prior experiences. 5. After the book is concluded, encourage all students to participate in a discussion about the inferences they made and the evidence that they used to inform those inferences. 	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px; text-align: center;">Cultivate</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px; text-align: center;">Apply</div>
<p>Scaffolds (including L1 support), differentiation, modifications</p> <p>If students are experiencing difficulty as they are making inferences, prompt them to look for evidence and think about their prior knowledge at pivotal points in the text that facilitate inferring.</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; text-align: center;">Modify</div>

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<p>If students are experiencing difficulty with articulating their thoughts, provide them with verbal sentence stems that can help them better organize their thoughts to facilitate speech:</p> <ul style="list-style-type: none"> • I thought that this was happening because... • This reminded me of when... <p>Formative Assessment</p> <p>Listen to the speech of the students to listen for their use of vocabulary that is focused on during the lesson.</p> <p>Consider the inferences that the students have made, and the evidence that they provide to justify them. Inferences are extremely personal, so make sure to focus on whether they are supported by evidence or not during assessment. Remember not to disregard any inferences.</p>	<div data-bbox="1300 653 1450 716" style="border: 1px solid black; background-color: #d9ead3; padding: 5px; text-align: center;">Cultivate</div>
<p>Wrap-Up/Evaluation</p> <p>Estimated Time: 15 minutes</p> <p>Focus Objective (#): 2, 4</p> <p>Focus Language Domains: <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking</p> <p>Grouping:</p> <p><input checked="" type="checkbox"/> Independent Work <input type="checkbox"/> Pair <input type="checkbox"/> Small Group <input type="checkbox"/> Whole class</p> <p>Reason for grouping:</p> <p><input type="checkbox"/> First language <input type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input checked="" type="checkbox"/> Other: Give students time to create individual written responses, and then discuss</p> <p>Building from Prior Learning</p> <p>Aside from students having gradually gained even more experience with inferring, this section specifically focuses on having students make connections between the content of the text and their own lives in a holistic way.</p> <p>Activity Steps</p> <ol style="list-style-type: none"> 1. The students will be given a prompt, “How did this book remind you of your life?” 2. The students will be asked to be as descriptive as possible when describing a life event that they have experienced. 3. Provide the students with a few sentence stems to get them started: <ul style="list-style-type: none"> • This book reminded me of the time when... 	<div data-bbox="1300 1682 1450 1745" style="border: 1px solid black; background-color: #d9ead3; padding: 5px; text-align: center;">Apply</div> <div data-bbox="1300 1829 1450 1892" style="border: 1px solid black; background-color: #d9ead3; padding: 5px; text-align: center;">Modify</div>

Lesson Information and Activities	Principles of EL Instruction
<ul style="list-style-type: none"> • When I read this book, I felt like... • This is how this book is similar to something that happened in my life... <ol style="list-style-type: none"> 4. They students will receive ten minutes to compose a quick, written response to the literature, at least four complete sentences long. 5. After the students are finished composing their responses, the class will have five minutes to discuss their connections and responses to the text. 6. Collect the responses and the graphic organizers to review them. Look for evidence that the lesson objectives have been met. Plan further instruction based upon the findings. 	
<p>Scaffolds (including L1 support), differentiation, modifications</p> <p>Provide sentence stems as necessary, and adapt them to the specific needs of the students that are in need of them.</p> <p>During the discussion, make sure to give adequate response time to children who need time to carefully select the words that they are going to use.</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: fit-content; margin: 0 auto;">Modify</div>
<p><u>Extension Activities/Assignments</u></p> <p>During independent reading time, the students will select a book that is appropriate for their reading level. This week, they will focus on making inferences using the graphic organizer. Graphic organizers for the other, previously addressed reading comprehension strategies will also be provided so that the students can practice using the strategies at the same time.</p> <p>As an extension, the students may choose to write their own stories with a focus on conveying messages without writing them explicitly in their texts.</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: fit-content; margin: 0 auto;">Modify</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: fit-content; margin: 0 auto;">Cultivate</div>
<p><u>Bonus Points:</u></p> <p>If the extension activity is completed, the parents of the students will visit the class and an author’s spotlight will be implemented in class. The students will show-case their writing, and invite parents to make inferences and guesses about the messages that the students were trying to convey in their writing. This will help illustrate to the students that writing is often open to interpretation, and that different audiences may construct different meanings from their writings.</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: fit-content; margin: 0 auto;">Cultivate</div>
<p><u>Reflection:</u></p> <p>I have not implemented this lesson in a class. I would, however, like to implement it to see what changes would need to be made to improve it. I have written lesson plans on inference before, and I used those to inform and guide the way that this lesson was written, although this lesson focuses more heavily on language, and allowing students opportunities to develop all four domains of language. This lesson also is centered on a bilingual text, which I have never used before. I would be interested to know how students would respond to this text.</p>	<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: fit-content; margin: 0 auto;">Cultivate</div>

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<p>Source: Martinez, A. (2014). <i>Inference Minilesson</i>. San Antonio, TX.</p>	



Let's Make Inferences!

Book title: _____

Author: _____

Evidence I found	My prior knowledge about the evidence	My inference

Words I would like to remember or ask about: