

Considerations:

This is the same interactive read-aloud lesson plan but with a specific text and examples. The text is at a second-grade level, but this is a mentor text. Therefore, it should be at a student's independent reading level. This particular text aims to understand and master the concept of the skills for a more challenging text. Inferencing and predicting are the focus of these lessons. As I teach 8th grade emerging bilinguals (English/Spanish), the standard tied to these lessons was CCSS.ELA-LITERACY.RL.8.1. The lessons that followed were increasing in text level and difficulty.

Day 1**Launch:**

Display this on a Google Slide or write on the board:

“Yesterday, I went to a restaurant and ordered too many tacos, if that’s even possible. I always order al pastor with cilantro, onion, salsa roja—the spicier the salsa, the better. Habanero is my favorite. The ice-cold horchata drowns out the spiciness to achieve the perfect balance.

After I finished eating, I took the leftovers home and put them in the fridge to eat for lunch tomorrow. The next day, the refrigerator was empty, and the take-out container was in the trash. My eyes opened, and my fist tightened while I thought to myself, “Are you serious?” “What could have happened to my taquitos?” At that moment, my older brother smirked at me while walking out the door. This meant war.

What can you infer (guess) happened, and what do you think is going to happen next?”

Have students share with their shoulder partner or put their answers in the chat. Then have students share aloud to the class.

Many different inferences are possible, but they should be appropriate. Give a couple for reference, if needed:

- The author loves tacos al pastor.

- The author loves tacos with cilantro, onion, and salsa roja.
- The author is mad because someone ate his tacos.
- The author's brother ate his tacos.

Predictions may vary but should be appropriate. Give a couple for reference, if needed:

- I predict that the author is going to go get some more tacos.
- I predict that the author may eat something else instead of the tacos.
- I predict that the author is going to tackle his brother down.
- I predict that the author is going to get payback.

Mini-Lesson:

Put the content and language focus on the board or a Google Slide.

Content/Skill Focus:

Students will be able to define in their own words what predictions and inferences are.

Language Focus:

Students will be able to orally explain how to justify (prove) your prediction or inference.

Introduction:

After going over the day's focuses, go through Artifact 1. It should be available to students as an anchor chart or on a Google Doc to access if needed. My past students had portfolios with copies of the anchor charts they could reference, and we have transitioned those to digital ones in Google Drive. Some students receive them as fill-in-the-blanks, and others receive it completed to focus on listening rather than writing it. As you introduce the word inference, remind students to utilize the strategy of recognizing cognates. If someone recognizes it in Spanish, have them define it in Spanish and give the word in Spanish- inferencia. If not, teach it in English, clarify it in Spanish if needed. Continue with the anchor chart, begin with the definition, and end with the

sentence frame. During the visual example, check for understanding of what is text evidence and background knowledge. Have some volunteers explain the two terms in their own words. After going over the sentence frame, go back to the launch example and utilize it to make an inference. Emphasize that we should always try to improve our answers, and we can do that by supporting and justifying them. Check comprehension for understanding of justifying if you have not extensively worked with that word and concept already. Give a real-world example of something that you might try to justify with a family member or otherwise.

An example of an inference could be:

“I think that the author loves tacos with cilantro, onion, and salsa roja because, in the text, it says, ‘I always order al pastor with cilantro, onion, salsa roja’ and I know that when you always order something, you like it.”

Another example to differentiate could be:

“The author’s brother ate the tacos because, in the text, they said he smirked at him, and that usually means that they did something, especially when it’s a sibling.”

Highlight the different parts of the inference. Next, have students recreate their past inferences or create new ones. Students should have at least two inferences. Afterward, have them highlight the different parts with highlighters or utilizing Google Docs of one of the inferences. Check for comprehension. Have students swap papers or share their Google Docs with another student. They should highlight the different parts of the second inference and justify why they highlighted what they highlighted. Online, this could be done by leaving comments in the Google Doc or making breakout rooms and talking through them.

Afterward, go over Artifact 2- predictions. Again, ask them to look at the word predictions to see if anyone recognizes that it’s a cognate. Follow the same process that was done with inferences.

Make sure that you mention that a prediction is a forward inference. When you finish going over the sentence frame, go back to the launch again. Similarly, give a model prediction utilizing the sentence frame.

An example utilizing the sentence frame could be:

“I predict that the author is going to chase after her brother because, in the text, it says, ‘My eyes opened, and my fist tightened...’ and I know that when people get mad at their siblings, they go after them sometimes.”

A differentiated example could be:

“The author is going to get payback because he sounded irritated, and siblings like to mess with each other.”

Follow the same process having students recreate their past predictions or create new ones.

Again, they should create two and highlight one. Check for comprehension and make sure students have access to Artifact #2. Students will switch with a partner and do the same as with the inferences. Feel free to differentiate for students that have proven they can justify their inferences and predictions in writing. They can formulate their own sentences, but they still must contain the three parts. Have them highlight the different sections to have them confirm.

Reflection:

Students will do a sticky note reflection activity. They will reflect on what they learned today.

They grab three sticky notes or create three on Google Jamboard and answer the following:

- “On the first one, put something you learned or understand better now.
- On the second one, put something you found interesting or helpful.
- On the third one, put something you still have a question about or want to keep practicing.”

Have them put their initials on them. Lastly, have them answer if they met today's goal on a piece of paper or in a Google Doc.

Today's Goal: I am able to define in my own words what predictions and inferences are, and I am able to orally explain how to justify (prove) my prediction or inference.

Did you accomplish today's goal? If no, what would help you achieve it?

Display tomorrow's goals and mention that they will be making predictions with a book or text tomorrow.

Content/Skill Focus: Students will be able to make a forward inference (prediction) based on the text and their schema (background knowledge).

Language Focus: Students will be able to justify their forward inference (prediction) orally.

Day 2

Content/Skill Focus:

Students will be able to make a forward inference (prediction) based on the text and their schema (background knowledge).

Language Demand Focus:

Students will be able to justify their forward inference (prediction) orally.

Before Reading:

Share the book with the students, so they have it in front of them with a Google Doc open in another window to write their predictions. The following book can be a mentor text for predicting:

https://drive.google.com/file/d/134R1S5b3BcKsfrk_aG3FqPmuJT57x1WR/view?usp=sharing

Have students look at the cover, read the title, author, and illustrator. Go over the genre. It's a folktale, and it's fiction. Ask them if they know any other folktales to activate their background knowledge. Go over the content and language focus- these will be the student's goals for the day as always.

Have students make predictions. Do not do a picture walk; one will be done on day 3. Make Artifact 2 accessible or remind them that they can always reference their portfolios, so they have the sentence frame in front of them. Explain that they can make predictions based on both the text and picture because they give you information. After students provide an example, model a response. Have students write the phrases on separate sentence strips on the board or type their responses on a shared Google Doc. Highlight one or two depending on feedback according to the sentence frame and have students highlight them as well.

Turn to page 16 and go over the vocabulary words. Have students hold up their hands with 1 through 5 fingers up. If they know the word and can utilize it in a sentence, they hold up five fingers. Conversely, if they have never heard the word, they hold up one finger. Go through and address the words that are needed based on feedback. Have the students make text-to-self connections to the words. While going through the words, have students recognize the cognates or point them out to make that possible connection as well.

During Reading:

For reading, students will make predictions on a shared Google Doc. An example of what it could look like is shown in Artifact 3. Stop at various points throughout for students to confirm, alter, and make new predictions. If a student's prediction is correct, highlight it in yellow. If they want to abandon it or it wasn't correct, they can just cross it out or strike it on the Google Doc. They should not delete it or erase it. Students will have a partner that they speak with for the lesson. Have students partnered, taking into consideration their knowledge of the English language and past comprehension of the skill of predicting in any language.

Toward the beginning of the book, the teacher should model both correct and incorrect predictions while providing a gradual release of responsibility and support. However, it is preferred that students get some predictions wrong to learn to adjust them as they gain new information. Therefore, it is essential to consider and limit guidance and assistance at times.

Figurative language is typically difficult for bilingual students so that they might interpret some language literally. For example, they might predict from the cover that it will rain tortillas, and that is an acceptable prediction because they will find out the real meaning as they read.

However, if they do not make the connection, guide them to make that connection.

Stop naturally based on some of the predictions that students make. Listen and refer to the sentence frames as needed. Also, the stopping shouldn't be so frequent that they cannot gather more information, confirm, deny, or make changes to the prediction. When you stop, have students write their predictions first. With their partner, they are to discuss and justify their predictions. They have the graphic organizer they are writing in and the sentence frames to utilize for support. Walk around or go into different breakout rooms to monitor the conversation and guide it if absolutely necessary. Explain at the beginning, after a student explains their predictions whether they kept it the same, altered it, eliminated it, or made a new one. The partner student will either agree or disagree based on text evidence or background knowledge. Following this, the partner student will share their prediction(s) and gather feedback as well. Remind the students that they don't have to change their prediction(s) even though their partner disagreed because everyone has different background knowledge and opinions. The discussion will help students discuss their ideas and gather new ones in the modified "think, pair, share." As you read, you can have students share their own or their partner's prediction(s) with the class. Having that choice will help students that are reluctant to speak or share their ideas aloud. Have them utilize the sentence frame if needed or map it out using magnetic sentence strips on the board.

A good rule of thumb for this particular text is to stop every two or three pages. The book is short because the conversations should be fruitful. Overall, discussions should take more time than reading the actual book. Begin predictions with the cover and continue with page 3. You can model a prediction if students are having difficulty getting started or asking guiding questions to lead them to make predictions. Have students connect the text with the pictures given to cement what is occurring in the story to assist students who may not understand. However, the text is at

the student's instructional level and within their zone of proximal development to develop the skill of predicting. To assist some, you can verbally highlight the part about the gold belonging to robbers. As a guiding question on page 3, you ask the students to think about, "What might robbers do if they found out someone took their gold?" Another question you might ask the class or individual partners is, "What would you do in this situation if you were the farmer and found some gold?"

Continue throughout the book. You can gradually fade modeling and guiding questions for the class or partners based on your observation and need. Remind students that they may make predictions based on the pictures. Also, they can utilize and reference the images to justify their predictions. As they continue, they might adjust their predictions or make new ones by using the text and pictures as well. Some of the text may not make sense due to the genre. Hit on those points and remind them of what the genre entails and how the book meets those criteria, such as the example of the woodcutter going back to school on page 10.

After Reading:

Have students reflect on their predictions and what actually occurred in the story. Have students summarize the book as partners. A student will start and the beginning, and the partner will add to that part or continue with the next sequence of events. Students will switch and continue until they finish. Have some transition words accessible for the students to utilize. After finishing, have students reflect on whether they were able to meet their content and language goals for today in a 3-2-1 format. They will write in a Google Doc three things they learned, two things they found helpful or interesting, and one question they may still have or something they might want to continue to practice. Have them end with writing if they mastered their goals with

reasoning. Lastly, state that tomorrow will be dedicated to the goal of inferencing with the same book.

Day 3

Content/Skill Focus:

Students will be able to create an inference based on text evidence and their schema (background knowledge).

Linguistic Focus:

Students will be able to justify their inference orally.

Before Reading:

Introduce the book again with the new goals. Have Artifact 1 available for students to reference.

Do a picture walk-through to remind students of the events that occurred. If you did not choose a picture book or a graphic novel, you could read the headings. Consequently, have students turn to their partners, and they will each retell the story to each other. Afterward, have one or two students retell the story aloud with the class. One can be in English, and one can be in Spanish, or you can retell it in Spanish.

Students should open a Google Doc to track their inferences and be partnered, taking into account the same considerations from Day 2. The Google Docs will be their own, not shared like the predictions docs were.

During Reading:

First, read the page, and stop at the end of each page. It doesn't matter if you finish the book or not. The vital part of this lesson is making an inference and justifying it. After reading the first page, students will first write an inference. They will have to justify it, which could/should be done instinctively by following the sentence frame. You can determine which students don't have to utilize the sentence frames. Once students are given time to write down their inferences, students will share them with their partners. Partners will agree or disagree and give their

reasoning based on the text, background knowledge, or both. Again, walk around, look at their Google Docs, and/or join breakout groups that may need support. Their roles will switch after the partner offers their reasoning. Model and give guiding questions at the beginning, and fade them just as was done with predictions. After partners have discussed their inferences, ask a couple of students to either share their own or their partner's inference. Determine if it is valid, show the inference written or typed, and highlight the different parts according to the anchor chart. An example of an inference on page 3 could be that the woodcutter is sociable or he might have a lot of friends because in the text he talks to a lot of people, and I know that when you speak to a lot of people, you usually have a lot of friends or are sociable. On page 3, you can point out that the wife made an inference about the gold and justified it as well.

Continue having students share their inferences and discussing with their partners and the class. This story's necessary inferences answer why the woodcutter's wife made and threw tortillas everywhere in the house and why the robbers didn't believe the woodcutter. Make sure you have students understand that they are looking for things that are not explicitly stated. Students are also able to make inferences based on the pictures. Keep in mind, comprehension of stated events is not the goal in this particular lesson. It is what is not said that we want students to focus on. Therefore, it may be necessary to simply clarify or repeat stated events rather than guide students to do it themselves for the sake of purpose and time.

After Reading:

Have students switch partners and compare the inferences made. After finishing, have students reflect on whether they were able to meet their content and language goals for today in a 3-2-1 format as they did with predictions. Again, they will write in a Google Doc three things they learned, two things they found helpful or interesting, and one question they may still have or

something they might want to continue to practice. Have them end with writing if they mastered their goals with reasoning. Lastly, state that tomorrow will be dedicated to utilizing both skills simultaneously in a different book.

Artifact 1

Definition:

An educated guess you make while reading using your background knowledge and the text and/or pictures.

Short Definition:

An educated guess based on something (text or background knowledge).

Inference

Examples:

Informational Text:

“Harriet Tubman walked through the dangerous, dark woods all by herself.”

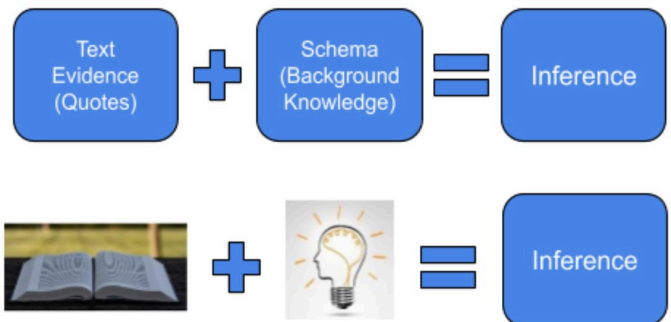
- I can **infer** that she was **brave** because...
- “Sugar tastes sweet, but it can have sour consequences.”
- I can **infer** that eating too much sugar is **harmful** because...

Literary Text:

“Carlos had very sweaty palms when speaking.”

- I can **infer** that he was **nervous** because...
- “Ashley got chills and began to cough.”
- I can **infer** that she was **getting sick** because...

Visual Example:



Sentence Frame:

I think that because... in the text it says, “ ” and I know that .

Inference (Smart Guess)

Text Evidence (Quote)

Background Knowledge (What I Knew)

Definition:

An educated guess you make about the future- before, while, and after reading using your background knowledge, the text, and/or pictures.

Short Definition:

An educated guess about the future based on something (text or background knowledge).

Prediction

Process:

Before Reading:

Look at the title, headings, and images. Predict what the book will be about.

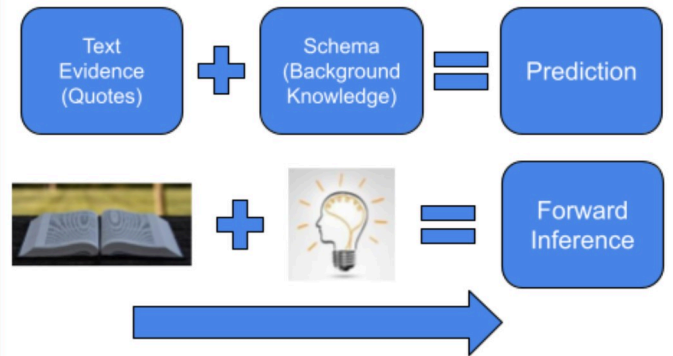
During Reading:

Stop at multiple points. Predict what will happen next based on clues from the text and your background knowledge. Evolve (change) your prediction as you encounter (find) new information.

After Reading:

Think about how your predictions were confirmed and/or how they were evolved. Think about the possibility of a different ending or a second book.

Visual Example:



Sentence Frame:

I predict that is/are going to because... in the text it says, " " and I know that .

Prediction (Smart Guess)

Text Evidence (Quote)

Background Knowledge (What I Knew)

I believe that because... earlier in the text, and I know that .

Prediction (Smart Guess)

Text Evidence

Background Knowledge

Artifact 3

Student	What do I think will happen?	Why do I think that?	
	Predictions	Text Evidence (pics and/or text)	Background Knowledge
Student 1	1. It is going to rain tortillas, but it is going to be inside figuratively. 2. Now, they are going to sell tortillas. 3. She might say that tortillas fell from the sky as they slept. 4. Maybe, the woodcutter will go back to school. 5. Maybe, the robbers will suspect and try to find the money.	1. In the photo, there are tortillas. The person made tortillas and threw all-around.- TE 2. I think that because they want to confuse the robbers. 3. She told her husband that someone has taken the gold. -TE 4. In the text, she tells him to go back to school. 5. It is weird that he goes to school and she stays alone.	
Student 2	1. It is going to rain tortillas not literally but figuratively. 2. I think that with the gold that they will buy something to make tortillas. 3. I think that she did all that to prove that the roof is broken and needs to be fixed. 4. I think that the people that left the money are coming back that's why she sent him to school. That way, the robbers wouldn't see him and accuse him of taking the money.	1. The title and the picture. 2. "We really need that gold to fix our broken roof." The title too. 3. It rained tortillas last night. They must have come down the broken roof. 4. Before in the text, the wife said that the people might come for the money.	
Student 3	1. My prediction is that it won't rain tortillas because maybe they don't have money. One day they will and will buy a lot of tortillas. 2. The gold will be helpful to buy a machine to make tortillas and fix the broken roof. 3. The police are going to find out and think that they are the ones that took the money.	1. The cover shows a lot of tortillas everywhere. It shows that they have a little house and because of their clothes. 2. "We really need that gold to fix our broken roof." 3. "The woodcutter found the money." Background knowledge about police too.	
Student 4	1. I predict that it will be about where they make tortillas and the tortilla maker will break and tortillas will go everywhere. 2. I think that with the gold, they will sell tortillas. 3. Maybe, she did all this, so her husband leaves the house. 4. Maybe, the wife will send the husband to school.	1. The tortillas are inside of the house and not inside. 2. "So, she came up with a plan." His wife made a lot of tortillas. 3. Maybe, she doesn't want him there, so she wants him to go to school. 4. In the past, she told him that he has a plan. Maybe that was part of her plan.	