

# 6th Grade ELA

Lesson: Monday, April 6

## Learning Targets

### Students will:

- use evidence from the text to make an inference.
- justify their written responses with evidence from the text.

## Essential Question

- How does a reader use the text to make inferences?

# Warm Up

Read the following passage and respond on notebook paper:

A group of people held a conference in 1939 to discuss how children got to school. At that conference they discussed national standards for school buses and created a special yellow color for them. Its official name is National School Bus Glossy Yellow. They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.

1. It is likely that:

- a. School buses are painted yellow so they will be safer.
- b. School buses are not visible at night.
- c. Before 1939, school buses were black with yellow writing.

2. How do you know? Use evidence from the text to support your choice.



Learn

# How to Make an Inference

In order to make an inference, you must use the following:

- **Close Reading Strategies**
- Schema
- Textual Evidence



## Learn

# Close Reading Strategy

First, read the passage several times:

1. **First Read = Get the Gist** (What is the passage about? Summarize the text in your mind.)
2. **Second Read = Dig a Little Deeper** (What is the author's purpose? What words or phrases stand out?)
3. **Third Read = Put It All Together** (What inferences can you make? How does the author support key points?)



# Learn

A group of people held a conference in 1939 to discuss how children got to school. At that conference they discussed national standards for school buses and created a special yellow color for them. Its official name is National School Bus Glossy Yellow. They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.

Close Reading:

**First Read =**

**Get the Gist**

(What is the passage about? Summarize the text in your mind.)



# Learn

A group of people held a conference in 1939 to discuss how children got to school. At that conference they discussed national standards for school buses and created a special yellow color for them. Its official name is National School Bus Glossy Yellow. They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.

## Close Reading:

**Second Read = Dig a Little Deeper**

(What is the author's purpose? What words or phrases stand out?)



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A group of people held a conference in 1939 to discuss how children got to school. At that conference they discussed national standards for school buses and created a special yellow color for them. Its official name is National School Bus Glossy Yellow. They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.

Close Reading:

**Third Read = Put It All Together**

(What inferences can you make? How does the author support key points?)



Learn

# How to Make an Inference

After you have done a close read of the passage, use schema and evidence from the text to make an inference:

- Close Reading Strategies
- **Schema**
- **Textual Evidence**





# How to Make an Inference

## Textual Evidence (How do I know?)

“They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.”



## Schema (What I already know?)

Bright yellow vehicles stand out.

**Use evidence from the text and background knowledge to answer the question:**

A group of people held a conference in 1939 to discuss how children got to school. At that conference they discussed national standards for school buses and created a special yellow color for them. Its official name is National School Bus Glossy Yellow. They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.

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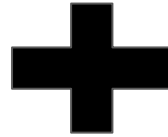


**Make an inference!**

# How to Make an Inference

## Textual Evidence (How do I know?)

“They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.”



## Schema (What I already know?)

Bright yellow vehicles stand out.



## Inference (Draw a Conclusion)

School buses are painted yellow so they will be safer.  
(Answer = A)

A group of people held a conference in 1939 to discuss how children got to school. At that conference they discussed national standards for school buses and created a special yellow color for them. Its official name is National School Bus Glossy Yellow. They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.

1. It is likely that:

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# Warm Up Answer Key

A group of people held a conference in 1939 to discuss how children got to school. At that conference they discussed national standards for school buses and created a special yellow color for them. Its official name is National School Bus Glossy Yellow. They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.

1. It is likely that:

- a. School buses are painted yellow so they will be safer.
- b. School buses are not visible at night.
- c. Before 1939, school buses were black with yellow writing.



Answer

2. How do you know? Use evidence from the text to support your choice.

**Sample Answer:** It is likely that school buses are painted yellow so they will be safer. In the passage it says, “They also decided to use black writing on the yellow because that color combination is easy to see in the dim light of early mornings.” If the black lettering on a yellow surface stands out in poor lighting, then it can be concluded that the color increases the safety of the bus making it more visible to other drivers.

# Practice

Read the following passage and respond on notebook paper:

Like the vampires you might see in a movie, vampire bats drink the blood of other animals to survive. They usually feed on the blood of cows, pigs, and horses. Although the blood sucking itself doesn't hurt the animals they bite, the bats can spread a disease called rabies.

1. It is likely that:

- a. Vampire bats have special adaptations that help them walk, run, and jump.
- b. Vampire bats usually don't bite humans.
- c. Vampire bats live near farms.
- d. Vampire bats have a lifespan of about 12 years

2. How do you know? Use evidence from the text to support your choice.

# Practice Answer Key:

Like the vampires you might see in a movie, vampire bats drink the blood of other animals to survive. They usually feed on the blood of cows, pigs, and horses. Although the blood sucking itself doesn't hurt the animals they bite, the bats can spread a disease called rabies.

1. It is likely that:

- a. Vampire bats have special adaptations that help them walk, run, and jump.
- b. Vampire bats usually don't bite humans.
- c. Vampire bats live near farms.**
- d. Vampire bats have a lifespan of about 12 years



2. How do you know? Use evidence from the text to support your choice.

**Sample Answer: It is likely that vampire bats live near farms. In the passage it states, "They usually feed on the blood of cows, pigs, and horses." All three of those animals are found on farms, so it can be concluded that vampire bats must live near where their source of food is located.**

Check your answer:

- Did you write in complete sentences?
- Did you use standard conventions (spelling, punctuation, grammar)?
- Did you answer the question?
- Did you support and explain your answer using details from the passage?

If you want to learn more...

## Additional Resource:

Read this [source](#) to learn more about  
vampire bats!

