



ELA Virtual Learning

6th Grade ELA

Inferring/Questioning

May 18, 2020



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Lesson: May 18, 2020

Objectives/Learning Targets:

Students will:

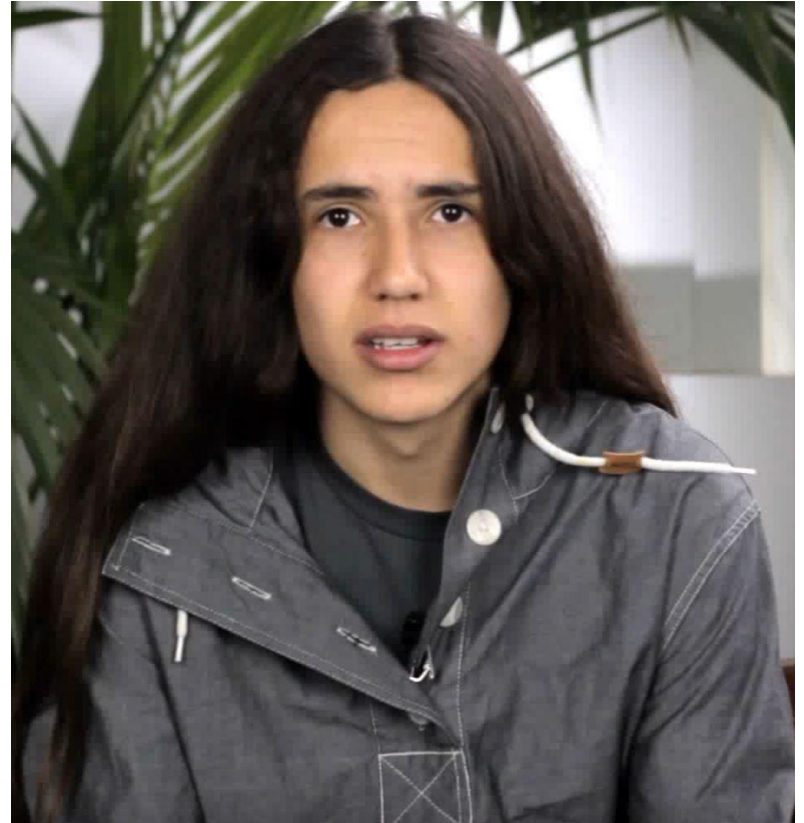
- pose and respond to specific questions with elaboration and details.
- write responses using complete sentences with standard spelling, punctuation, and grammar.

Warm-up

Click on the picture or [HERE](#) to watch a video.

On a piece of notebook paper, answer the following question:

Which question asked of the speaker would give more information about making a difference in their community?





Warm-up Answers

Check your answers to make sure it meets the following criteria:

- Did you write in complete sentences?
- Did you use standard conventions (spelling, punctuation, grammar)?
- Did you answer the question?

Which question asked of the speaker would give more information about making a difference in their community?

Sample Proficient Answer: *(Answers may vary)*

Sample questions the listener could ask the speaker to gain more information include:

“How do I get started?”

“How can one person really make a difference?”

“How did you research and educate yourself on the problems in our climate?”

“Do you think that your fame from being a music artist helped you to support your cause?”

Learn

Continuing with the podcast from two weeks ago, you will be asked to **make an inference** again this week.



When we are listening, we make inferences about what is going on. We do this with podcasts, when we read an actual text, and even during TV shows.

We want to know what happens next and that is why we make guesses about what is going on.

We can't just make a guess without evidence though. We need to have clues as to why things are happening the way that they are. This is called making an inference.

Learn (continued)

As the reader of the story, or in this case the listener, we have to use our background knowledge to help with our inference.

Background knowledge:

Good readers use what they already know to help them make connections to what they are reading.

Text to Self: Connecting the story to your life and experiences

Text to Text: Connecting the story to another story

Text to World: Connecting the story to the real world

Making Inferences

Readers use story clues and what they know to discover what is NOT directly stated in the text.



Practice

Listen to the podcast and answer the question.

➤ [EP6: Six Minutes With Jane Doe](#)

On a piece of paper, answer the following:

Which question asked of Holiday's "parents" would give more information about the day that she was found?
Explain what led you to think this.

Don't forget to
use RACE

Restate
Restate the question by turning it into a statement.

Answer
Answer all parts of the question.

Cite
Give examples and evidence from the text.
"the text states..." "in paragraph 4..."

Explain
Explain how your evidence supports your answer.
"this shows that..." "this means..."



Practice Answer Key

Check your answers to make sure it meets the following criteria:

- Did you write in complete sentences?
- Did you use standard conventions (spelling, punctuation, grammar)?
- Did you answer the questions completely?

Sample Proficient Answer:
(Answers may vary)

One question that could be asked of Holiday's parents might be about the day she was born to see if they can/would give more information about that day. According to the video, when she visited the hospital, her name was "Jane Doe", which means that they didn't know who she was. If that was the case, then Mom and Dad might not know about the day she was born or even her childhood. It might help Holiday find more information on who she really is.