

Unit 4.3: Making Predictions, Inferences and Connections about Characters
English as a Second Language
5 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student will analyze characters from stories and pictures using effective strategies of good readers: making inferences, predictions, and connections.
Transversal Themes:	Critical and Creative Thinking, Reflective Thinking
Integration Ideas:	Art, Social Studies

Essential Questions (EQ) and Enduring Understandings (EU)

EQ1. What can I learn about myself from stories and pictures? EU1. Making connections to what we read helps us understand who we are.
EQ2. How does a character come alive? EU2. Writers make characters come alive using descriptive text.
EQ3. How does the author’s story organization and word choice help the reader understand a story? EU3. Authors create text patterns and make word choices that help readers better understand the text so they may accurately make inferences and predictions related to the story.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to apply his/her knowledge of reading skills to connect, predict and infer, using texts of other genres and in other content areas.
T2. The student will leave the class able to apply his/her knowledge of reading skills to express newly acquired information in writing with varying, descriptive word choices.
<i>The student acquires skills to...</i>
A1. Listen and respond during a read-aloud from a variety of narrative texts to comprehend and identify main characters, making connections to self.
A2. Describe characters and events with specific and exact language, employing word choices that provide high levels of detail.
A3. Make predictions and inferences based on evidence from a text (i.e., predictions about what will happen next in a story).
A4. Use modal auxiliary verbs to correctly signify the conditional tense (i.e., predictions, inferences).

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Puerto Rico Core Standards (PRCS)	
Listening	
4.L.1	Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions.
Speaking	
4.S.3	Tell, retell, and explain fictional and informational texts and experiences using a growing number of general academic and content-specific words, synonyms, and antonyms to create precision and differences in meaning.
4.S.4	Negotiate with or persuade others in conversations using an expanded set of learned phrases as well as open responses.
Reading	
4.R.1	Use in-depth critical reading of a variety of relevant texts to describe ideas, events, cultural identity, genre, and literary elements, asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recognize fact vs. opinion and fiction vs. nonfiction) as well as facts/supporting details from the texts.
4.R.4L	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.
4.R.6L	Distinguish their own point of view from the author, narrator, or the characters in a literary text.
4.R.7L	Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Writing	
4.W.1a	Balance statements with modal verbal expressions that show mood or uncertainty (e.g., <i>can, could, would, should, will, etc.</i>).
4.W.7	Identify details from literary and informational texts to support understanding and reflection.
4.W.8	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.
Language	
4.LA.1c	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
4.LA.1d	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
4.LA.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
4.LA.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
4.LA.4b	Determine the meaning of the new word formed when a prefixes and suffixes are added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
4.LA.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>joy, joyful</i>).

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1 4.R.1 4.R.6L 4.S.3 4.W.8</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: A1 T1</p>	<ul style="list-style-type: none"> Character traits (hero and villain). Strategies of effective readers (i.e. connections). 	<ul style="list-style-type: none"> (Text-to-self) Connection Character traits Main character 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Making Connections</p> <ul style="list-style-type: none"> Step 1: The teacher explains to students that they will compare and contrast a hero from a movie to someone in their life whom they consider their hero. Step 2: The teacher tells students that they will use a Venn diagram graphic organizer to compare the two heroes or heroines (See Attachment: 4.3 Graphic Organizer – Venn Diagram) Step 3: The teacher brainstorms a list of heroes or heroines with the class, from which they can choose. Step 4: The student shares his/her work with the class, using a gallery walk format to have students share their work. 	<p>Student Journals</p> <ul style="list-style-type: none"> The student creates a journal entry to make text-to-self connections (can be used as closing to poster assessment). Review “text-to-self connections” (See Attachment: 4.3 Other Evidence – Making Connections Prompts) 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Making Text-to-Self Connections</p> <ul style="list-style-type: none"> The teacher introduces connections by reading a text with which students can easily identify. The teacher provides oral prompts for students to use when making connections with a text and models text-to-self connections using prompts. The student practices sharing these connections with a partner. The student shares a text-to-self connection through the use of a silent signal during a read aloud. The teacher calls on students to share after reading.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1 4.LA.1c 4.LA.2b 4.LA.4a 4.LA.4b 4.LA.4c 4.R.4L 4.S.4 4.W.1a 4.W.7</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: A3/A4 T1</p>	<ul style="list-style-type: none"> Strategies of effective readers (i.e., predictions, inferences). Modal verbs and their use to express condition (i.e., used for making predictions and inferences). 	<ul style="list-style-type: none"> Character traits Events Inference Modal verbs Plot Prediction 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Using Visual Clues to Make Inferences About Character Traits</i></p> <ul style="list-style-type: none"> Step 1: The teacher introduces what the word “inference” means. Step 2: The teacher gives a comic strip to students and asks them to infer the dialogue that is taking place between the two characters in the comic strip (See Attachment: 4.3 Performance Task – Making Inference Comic Strip 1). Step 3: The student works with a partner to create the dialogue for the comic strip and shares the dialogue aloud with the class. Step 4: The teacher discusses with the class that there is not one correct answer. Step 5: The teacher provides a second comic strip to each student and asks them to 	<p><i>Introduction to Inferences and Predictions</i></p> <ul style="list-style-type: none"> The teacher introduces inferences and predictions by showing students a visual text and asking them what they think is happening in the text (See Attachments: 4.3 Other Evidence – Making Inference Visual 1; 4.3 Other Evidence – Making Inference Visual 2). <p><i>Making Inferences during Independent Reading</i></p> <ul style="list-style-type: none"> The student makes daily inferences about his/her independent reading book each day after reading. The student responds, using a graphic organizer, making inferences related to how the characters feel, what is happening in the story, etc. (See Attachment: 4.3 Other Evidence – Making Inferences Graphic Organizer). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Making Inferences and Predictions</i></p> <ul style="list-style-type: none"> The student compares and contrasts predictions and inferences using the “think/pair/share” strategy. The teacher provides students with sentence starters needed to make predictions and inferences, emphasizing the use of modal auxiliary verbs and how they express condition or possibility – not certainty. Modal verbs to introduce include, but are not limited to: should, could, may, might, must, etc. The teacher creates a word wall or anchor chart with these words and sentence frames for students to use throughout the unit. The teacher uses photos from magazines or newspapers and the student makes predictions or inferences based on the images. The teacher uses stories with illustrations and student writes sentences to describe them by inferring what the picture describes. The student uses the think/pair/share routine to discuss with a partner his/her inferences and/or predictions. Student justifies inference with evidence and works to convince partner that his/her inference is



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			<p>repeat the same activity with the new comic strip (See Attachment: 4.3 Performance Task – Making Inference Comic Strip 2)</p> <ul style="list-style-type: none">• Step 6: The student presents his/her dialogue to the class.		<p>correct.</p> <ul style="list-style-type: none">• The student plays a game with classmates where they have to make inferences (See Attachments: 4.3 Learning Activity – Inferring Card Game and 4.3 Learning Activity – Inferring Card Game Rules). Use the format of this game to create another version of this game with making connections.• The student makes inferences about word meanings based on the sentence or paragraph level context, as well as when known prefixes and suffixes are added to a word. With a common text, the student uses a chart to track definitions, generate original sentences, identify synonyms/antonyms and provide a metacognitive description explaining how context clues and morphology were used to infer the meaning of the word (See Attachment: 4.3 Learning Activity – Making Inferences).
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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 4.L.1 4.LA.1d 4.LA.2b 4.LA.4a 4.LA.4c 4.R.7L 4.S.3</p> <p>EQ/EU: EQ2/EU2</p> <p>T/A: A2 T2</p>	<ul style="list-style-type: none"> Parts of speech (i.e. adjectives). Interrogative sentences. Declarative sentences. 	<ul style="list-style-type: none"> Adjectives Descriptions Word choice 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Character Posters</p> <ul style="list-style-type: none"> Step 1: The teacher introduces pre-reading activity using Alphabet Chart (See Attachment: 4.3 Performance Task - Alphabet Chart) and the topic, “Hairs.” Step 2: The teacher reads the story <i>Hairs</i> aloud (See Attachment: 4.3 Text – Hairs). Step 3: The student works in a group to create Character Organizers, illustrating the mother in <i>Hairs</i> (See Attachment: 4.3 Graphic Organizer – Blank Character Map). Step 4: The teacher facilitates oral poster presentations as a class. 	<p>Parts of Speech: Adjectives</p> <ul style="list-style-type: none"> Order of Adjectives quiz (See Attachment: 4.3 Other Evidence – Order of Adjectives Quiz) Identifying adjectives quiz (See Attachment: 4.3 Other Evidence – Identifying Adjectives Quiz) 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Parts of Speech: Adjectives</p> <ul style="list-style-type: none"> The teacher gives students a list of adjectives and a list of pictures showing everyday activities. The teacher asks students to create sentences describing the pictures using the adjectives. To extend the activity, the teacher also has students create different types of sentences to describe the same picture. For example, “The woman is attractive.” (declarative sentence). “Is the woman attractive?” (interrogative sentence) (See Attachment: 4.3 Learning Activity – Adjectives to Describe Everyday Situations). The student copies the following sentences into a notebook, underlining the adjectives and drawing an arrow to each adjective’s modifier. The teacher explains how to order adjectives according to conventional patterns when there are multiple adjectives modifying the same thing. <ul style="list-style-type: none"> A green dragon climbed into the dark castle and kidnapped the beautiful, sleeping princess. A giant, fuzzy spider was crawling in Chad’s hair. The tall, handsome boy wearing a



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					<p>brown leather jacket walked into the math classroom and smiled at Denise.</p> <ul style="list-style-type: none">○ This European inventor hoped to make a usable, permanent photograph.○ It was a black, white, and gray version of the window view.● The student underlines the adjectives in a piece of text from a book or magazine article. The student then rewrites the paragraph without the adjectives and describes the differences between the two paragraphs to understand why adjectives make writing better.
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Allen Say**
 - *Grandfather's Journey*
- **Pat Mora**
 - *Tomas and the Library Lady*

Additional Resources

- Activities for making inferences (see attachment: 4.3 Resource – Making Inferences)
- Useful resource for making inferences with text and with new words (see attachment: 4.3 Resource – Making Inferences 2)
- Gallery Walk resources (see attachment: 4.3 Resource – Gallery Walks)
- Character trait resources (see attachments: 4.3 Resource – List of Character Traits, 4.3 Resource – Identifying Character Traits, and 4.3 Resource – Identifying Character Traits Worksheet)

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Performance Tasks

Character Posters

- Step 1: Pre-Reading
 - The teacher gives students the Alphabet Chart (See Attachment: 4.3 Performance Task - Alphabet Chart) and the topic, *Hairs*. The teacher asks students which words come to mind when they think of this topic and has them place each word in the correct box and share his/her answers with the class. For example the word “curly” will go in the “C-D” box.
 - The teacher tells students that they will now read a story titled *Hairs*. The teacher asks students what they think the story is about based on the title and the words that they gathered in the alphabet chart. The teacher records students’ answers on the board.
 - The teacher explains to students that they just made predictions about the text. The teacher presents to students the definition of “prediction,” posting the definition of “prediction” on the board: *Prediction is a reading strategy that efficient readers use to develop ideas about what to expect next in the text. They modify their expectations as they obtain additional information while reading. When the text suddenly stops making sense, good readers go back and re-read. Making predictions becomes automatic to good readers, but it is a skill that can be taught and developed.*
- Step 2: Reading
 - The teacher reads the story *Hairs* aloud (See Attachment: 4.3 Text – Hairs), pausing to clarify any new vocabulary and practicing making meaning by using context clues and breaking words apart into meaningful pieces. The teacher asks students to describe the different characters presented in the story, emphasizing the word choice the author has selected to describe the characters.
- Step 3: Character Organizers
 - The student works in a small group and illustrates the mother in *Hairs* on a character organizer (See Attachment: 4.3 Graphic Organizer – Blank Character Map).
 - The teacher ensures that students use the descriptions in the story to help them illustrate the figure. In the illustration, the student writes sentences describing what the character would say. Example: “Dear, do you want me to give you a hug?” The teacher reviews rules for dialogue with students, emphasizing the placement of commas and quotations marks to indicate dialogue.
- Step 4: Share
 - The student presents with small group, sharing poster orally with the class; to be assessed based on the demonstrated understanding of the character traits of the mother.

Making Connections

- Step 1: The teacher explains to students that they will compare and contrast a hero from a movie to someone in their life whom they consider their hero.
- Step 2: The teacher tells students that they will use a Venn diagram graphic organizer to compare the two heroes or heroines (See Attachment: 4.3 Graphic Organizer – Venn Diagram)
- Step 3: The teacher brainstorms a list of heroes or heroines with the class, from which they can choose. Possible examples: Superman, Supergirl, Spiderman, Incredible Hulk, Wonder Woman, Elektra, etc. The teacher explains to students that the super hero or heroine in their life may not look exactly like the super hero or heroine in their lives; however, the qualities of the heroes/heroines are what they are using to compare and contrast in this activity.
- Step 4: The student shares his/her work with the class, using a gallery walk format to have students share their work. The teacher has students post their work around the room. During a gallery walk, each student explores multiple texts or images that are placed around the room, using sticky notes that he/she can use to give feedback to the class.

Using Visual Clues to Make Inferences About Character Traits

- Step 1: The teacher introduces what the word “inference” means: *Making an inference is using clues from the text and your own knowledge and experience to figure out what the author is trying to tell you.*

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- Step 2: The teacher gives a comic strip to students and asks them to infer the dialogue that is taking place between the two characters in the comic strip (See Attachment: 4.3 Performance Task – Making Inference Comic Strip 1). The teacher reviews rules for dialogue with students, emphasizing the placement of commas and quotations marks to indicate dialogue.
- Step 3: The student works with a partner to create the dialogue for the comic strip. After everyone has completed the dialogue, the student reads dialogue aloud to the class.
- Step 4: The teacher discusses with the class that all dialogues, though different, are all correct (i.e., student has different knowledge and experience regarding the activity that the characters in the comic strip were performing, thereby taking different clues from the text).
- Step 5: The teacher provides a second comic strip to each individual student and asks them to repeat the same activity with the new comic strip (See Attachment: 4.3 Performance Task – Making Inference Comic Strip 2)
- Step 6: The student presents his/her dialogue to the class.

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Suggested Sample Lessons

- Lesson on teaching prediction: <http://www.readwritethink.org/classroom-resources/lesson-plans/action-character-exploring-character-175.html?tab=4#tabs>
- Lesson on making connections using double-entry journal: <http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-making-connections-228.html?tab=4#tabs>