1. Title: Introduction to Poetry Analysis: Making Inferences
2. Class: 9th Grade, 55 minute class period
3. Materials:
4. Odell, Lee, et al. *Elements of Language.* Holt, Rinehart and Winston: Texas, 2007. Print. (Page 158).
5. Lyon, George Ella. “Where I’m From.” *George Ella Lyon.* George Ella Lyon, n.d. Web. 16 Feb. 2014.
6. Opinionnaire handouts
7. “What Does the Text Say?” handouts
8. Freewrite handouts
9. Readability Level:
10. *Elements of Language* – The 100 word segment starts at “readers” at the beginning of the paragraph “Making inferences” to “work” in the first line of the second paragraph on page 158. There are 4.5 sentences and 166 syllables. This work is at a 13th grade level according to the chart. The word “inferences” was repeated several times, driving up the syllable count, and since I am including this reading to define and talk about inferences, I think that it is still an appropriate material for a 9th grade class.
11. “Where I’m From” – The 100 word segment starts at “I,” the first word of the poem, to “From” in the third line of the third stanza. There are 8 sentences and 129 syllables. According to the chart, this poem is at a 5th grade reading level. Poems typically have shorter sentences, which puts them at a lower reading level. Since the students will be analyzing this poem and pressing it for subtext for the first time in this class, I chose a poem with little distracting vocabulary and sentence structure. This way, students can practice making inferences beyond the text without being hung up on what the text itself.
12. Purposes and Objectives: The purposes of this lesson are to introduce the unit on poetry analysis and introduce making inferences based on text. At the end of this lesson, students will be able to:
    * + - Define the words “analysis” and “inference.”
        - Write inferences as they read.
        - Identify areas in the text that back up their inferences.
13. Rationale: Analysis is a higher level thinking skill that is a necessary life skill. Connecting text to prior knowledge and experiences in order to make inferences about what the text means but does not say outright is the first step to analysis.
14. Evocation – I used the opinionnaire strategy from page 64 of the *50 Instructional Routines to Develop Content Literacy* because it activates prior knowledge through asking students questions about a subject they already know, their favorite songs.

* Opinionnaire: Students fill out opinionnaire about their favorite song they were assigned to bring to class today.
* Pair Share : Students share their reasoning behind their opinionnaires in groups of two or three shoulder partners.
* Volunteers share with the class.

1. Realization of Meaning – I combined the graphic organizer strategy from page 31 of the purple packet and the read-write-pair-share strategy from *50 Instructional Routines to Develop Content Literacy*. I chose to use a graphic organizer for the writing section of read-write-pair-share to better illustrate the connection between students’ inferences and the parts of the texts that supports them. The pair-share part potentially doubles the number of inferences that can be made from the same work that students are exposed to as well as allows for discussion and collaboration of ideas.

* Teacher Read Aloud: Teacher rereads poem aloud.
* Choral Reading: The left half of the classroom reads the “Making Inferences” paragraph on page 158 aloud to the class, and then the right side of the room reads the “Text as Support” paragraph on page 158 aloud to the class.
* Graphic Organizer: Students individually fill out the “What Does the Text Say” graphic organizer using the poem.
* Read-Write-Pair-Share: Having read the poem and written in the graphic organizer, students pair up with a partner to discuss what they wrote. After about five minutes of partner sharing, teacher initiates a classroom discussion of what students discussed in pairs.

1. Reflection – I chose the focused freewrite from page 29 of the purple packet to give students individual practice making inferences.

* Focused Freewrite: Students return to the songs they brought in and the opinionnaires from earlier. For five to seven minutes, they explain their inferences on the opinionnaire using support from the song.
* Volunteers will share.

1. Assessment

* The Focused Freewrite could be used for assessment judging how the student supported the inferences he or she made as well as assessing grammar, usage, and mechanical skills.