

Brief Focus Lesson

Comprehension: Infer and Support with Evidence (Grade 4)

Text: *Mirette on the High Wire* by Emily Arnold McCully

<p>CAFE Goal</p>	<p>Comprehension</p>
<p>CAFE Strategy</p>	<p>Infer and support with evidence.</p>
<p>Observe/Relate (1 – 2 min.)</p>	<p>Have you ever used clues to figure out things about people? Here’s a story about the ways that I used clues to discover something about my new friend. When my friend first moved into our building, she carried a large rectangular-shaped bag. There were several pieces of canvas and paint brushes sticking out of the bag. In the elevator, she introduced herself to me and said, “It’s good to meet you,” as she shook my hand.</p> <p>“You’re an artist, aren’t you?” I said.</p> <p>“How did you know?” she inquired.</p> <p>“Well, it looks like your bag is filled with pieces of canvas and paint brushes. As we shook hands, I noticed that you have a little paint on your hands, too.”</p> <p>“That’s a lot of evidence! I think that you are a teacher,” she declared.</p> <p>“Why?” I inquired. “Well, you’re carrying a bag filled with books and papers. That’s why I inferred that you are a teacher,” she explained. Then we both laughed!</p> <p>“It’s amazing how much you can tell about a person by looking at the evidence,” I replied.</p>
<p>Teach and Reinforce (2 – 3 min.)</p>	<p>Establish purpose – <i>Today we are learning to infer and support with evidence.</i></p> <p>Create urgency – <i>We are learning to infer and support with evidence because this strategy will help us to understand the text better and to check if our inferences make sense.</i></p> <p>Explicit teacher modeling – I shared a real life story about how I inferred what a person’s job was. In the story, <i>Mirette on the High Wire</i>, you will find out what the title character learns about a mysterious man who rents a room in her mother’s boarding house (<i>since the pages are unnumbered, you may want to number them lightly for easy reference</i>).</p> <p>As I read the story, I will make some inferences about the characters using my background knowledge and clues from the text. I’ll pay close attention to what the characters do and say. (<i>If you want to provide students with a</i></p>

visual, make charts such as the ones shown on the next page of this lesson.) Begin reading; after page 6, say, According to the text, Mirette does so many things for the guests. I'll infer that she works hard to help her mother. She wants to be like her. The evidence is that she washes sheets, works in the kitchen and cleans the floor just as her mother does (page 6). I can also infer that she likes to meet new people and learn about them because she wants a thrilling life as well. I know this because the text says that "she listens to the visitors." The illustration on page 6 shows that she watches people from the staircase, too. (Add this information to the chart about Mirette).

Now I'll continue reading on page 7. Well...I've learned something about the new boarder, Bellini. I can infer that he does not want to think about his past career. He does not want to interact with people or talk to them. The evidence from the text is that he says the first floor room with no view is perfect. He wants to eat by himself. (Add this information to the chart about Bellini).

Return to reading and looking at the pictures on pages 8-9 and note, I can make another inference that Mirette is brave and wants excitement. The evidence is that when she sees Bellini on the wire, she is thrilled and wants to work next to him. She asks him to teach her. (Add this information to the appropriate chart).

I'll read just a little more to see what other inferences I can make. Read pages 10-11 and then state: I infer that Bellini does not really want to give up being a tightrope walker. My evidence is that Bellini told Mirette that "Once you start, your feet are never happy gain on the ground." He is sad because he misses walking on the wire. I can also infer that he is very focused and disciplined. My evidence is that he looks like he is in a trance when he practices. (Add this information to the appropriate chart).

Mirette		Bellini	
Inference	Evidence	Inference	Evidence
Mirette works hard to help her mother and wants to be like her.	She washes sheets, works in the kitchen and cleans the floor. (p.6)	Bellini does not want to think about his past career. He does not want to talk to other people about it.	He says the first floor room with no view is perfect. He wants to eat by himself. (p.7)
She likes to meet new people and learn about their exciting lives.	She listens to the visitors. She watches people from the staircase. (p.6)	He does not really want to give up being a tightrope walker.	Bellini told Mirette that "Once you start, your feet are never happy gain on the ground."
She is brave and wants excitement.	When she sees Bellini on the tightrope, she is enchanted and wants to work next to Bellini on the wire. (p.8)	Bellini is very focused and disciplined when he is on the high wire.	He practices every day. He looks like he is in a trance when he practices. (p.11)

<p>Practice (2 – 3 min.)</p>	<p>I will continue reading this interesting book about Mirette and Bellini, but this time, you will practice the strategy of Infer and Support with Evidence. You will work with a partner. One of you will be Partner A, and the other will be Partner B. Then you will switch roles. Here are some sentence starters that can use in your conversation:</p> <p>Sample Conversation:</p> <p>Partner A: Based on this part of the text, what do you infer?</p> <p>Partner B: I infer that _____.</p> <p>Partner A: What is the evidence from the text that supports your inference?</p> <p>Partner B: The evidence from the text that supports my inference is _____.</p> <p>Continue reading pages 13 and 14. Once you have finished, circulate as children share their inferences and evidence. If time permits, invite a few partnerships to share their ideas.</p> <p>If you gauge that students need more practice, read the next two pages aloud, and then stop and give them another opportunity to practice.</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>We just learned how interesting it is to infer and support our inferences with evidence from the text. Today when you are reading, try to practice this useful strategy. As you read, pay attention to the clues the author gives. Think about what the characters do and say. Combine the clues with your background knowledge to make an inference. Check that there is evidence in the text to support your inference.</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Infer and Support with Evidence aligns with Standards RL.4.1 and RI.4.1 on our Grade 4 CAFÉ Menu or CCSS Grade Level Matrix</p>