

# Brief Focus Lesson

## Comprehension: Make and Adjust Predictions: Use Text to Confirm for Grade 6

Text: "Stray" from *Every Living Thing* by Cynthia Rylant

<b>CAFE Goal</b>	Comprehension
<b>CAFE Strategy</b>	Make and Adjust Predictions: Use Text to Confirm
<b>Observe/Relate</b>  (1 – 2 min.)	<p>What do you know about being a private investigator? Since private investigators need to find clues and gather evidence, they are very observant. Based on what the evidence that they find and what they know, they make predictions. When they see that the clues don't support their prediction, they change it. After pursuing all of the clues and collecting all of the evidence, they check to be sure that their prediction was correct. In some ways, readers are like private investigators. As they read, they make predictions based on their background knowledge and clues in the text. Just like private investigators, readers adjust their predictions if the evidence points in another direction. They keep on reading and discover if the text proves that their prediction was right or if it was wrong. So, whenever you read, remember that being a good reader is a lot like being a top-notch private investigator!</p>
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b> – Today we are learning to Make and Adjust Predictions: Use Text to Confirm.</p> <p><b>Create urgency</b> – We are learning to Make and Adjust Predictions: Use Text to Confirm because it is a comprehension strategy that engages us in the text as we predict what will happen. It helps us to read carefully and use text evidence.</p> <p><b>Explicit teacher modeling</b> – Today I would like to share a story called "Stray" from a collection of short stories called <i>Every Living Thing</i> by Cynthia Rylant. It is about a girl who finds a dog one day when she is out shoveling snow. Listen as I read the story. I'll make some predictions as I read. If I need to, I will adjust my predictions." <i>Begin reading pages 42-43 of the text. Then say, "I think that Doris would love to keep that poor stray dog—it really needs a good home, too." After reading Mr. Lacey's words, 'I know where it's going,' I predict that Mr. Lacey will try to find another home for the dog. Or, he might take it to an animal shelter. I will keep reading, and I can adjust my prediction based on new text clues that I find.</i></p> <p><i>Continue reading until the end of page 44 and say "I predict that Doris is going to ask her parents if she can keep the dog, but I don't think that they will let her keep it. According to the text, the Lacey family doesn't have</i></p>

	<p>much money. People who have dogs need enough money to take care of them. We'll have to keep reading so that I can confirm my prediction."</p>
<p><b>Practice</b> (2 – 3 min.)</p>	<p>I'll continue reading the text, and you will be able to make your own prediction. Read through the first two lines of page 47 and ask, "What do you predict will happen next? What will Doris do? How about her parents? Turn and talk to a partner about your prediction. Remember to use clues from the text as well as your background knowledge when you predict. Invite a few students to share their predictions and jot them on the board. Finish reading the story and ask students to talk about whether their prediction turned out to be right. Encourage them to identify text evidence that confirms their prediction.</p>
<p><b>Encourage and Plan</b> (1 – 2 min.)</p>	<p>We just practiced using the strategy of Make and Adjust Predictions: Use Text to Confirm because it helps us to think carefully about what will happen. This is a strategy that draws us into the text. When we make a prediction, we use our background knowledge and clues from the text. We get involved with the action of the story, and we feel more excited about what happens—especially if it is what we predicted!</p>
<p><b>Common Core Alignment</b></p>	<p>Most strategies are applicable to all grade levels. Make and Adjust Predictions: Use Text to Confirm aligns with Standard RL.6.1 on our <a href="#">Grade 6 CAFÉ Menu</a> or <a href="#">CCSS Grade Level Matrix</a>.</p>