Unit of Study: Making Inferences

Anchor Lesson: 11	Inferring with poems	
Pre-assessment	*Turn and talk to your partner about what you can use to infer while reading poems.*	**Notes to Build Next Lesson**
Select the Materials	Poems Dinosaurs, Charles Malam Garden Hose, Beatrice Janosco The Tortoise, Douglas Florian What in the World?, Eve Merriam	-Compass by Georgia Heard -Paper Clips by Rebecca Kai Doltlich Poems in *Ubiquitous* and *Songs of the Water Boatman* by Joyce Sidman are good choices to use without giving students titles of poems
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*A strategy readers use is called making inferences. An inference is something that is probably true. The author doesn't tell us everything. We can take evidence from the text and combine it with what we already know and say, "This is probably true." That is an inference.* *This is a poem. The author purposely does not tell us what s/he is writing about. We need to look for evidence and make a decision about what the poem is probably about. We need to infer.*	Additional lessons can be taught using different genres. This will show students that we infer with all genres.
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	Place a poem on the document camera. Read it through once or twice. Think aloud about the features of the poem and how using these may be different from reading fiction or informational text. *What we know about poems already is our schema. Now we need to use the precise language of the poem and our schema to infer as we read each line of text.* Think aloud about how this genre impacts how you infer. Think aloud about how you use clues from the text to infer the meaning of the poem. Use a T-chart to record your	

Unit of Study: Making Inferences

	thinking.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Place a second poem on the document camera. Read it through once or twice. Guide students in finding/underlining the evidence that help them infer what the poem is about or the message of the poem	A few poems are provided in this unit of study. Students can underline evidence in the text that supports their thinking and write their inference and explanation in the boxes provided.
Provide Independent Practice Remind students before they go off to read … *"When you go to RW, try …"*	Provide students with a third poem to work on independently or with a partner. Have them record their thinking on the two-column sheet. OR… Invite students to use a post-it to mark places where they made an inference as they were reading.	
Conference Points	• *Did you make any inferences in your reading today?* • *What are you thinking? What makes you think that?* • *How is inferring with a poem the same and different from inferring with a book?*	
Share/Reinforce	Put the poems that you gave the students during RW on the document camera. Ask the class what they can infer about the meaning of the poems. Have them identify the evidence in the text and their own background knowledge that supports their thinking.	

Unit of Study: Making Inferences

Name _____

Date _____

POEM (evidence)	Explanation

The dinosaurs are not all dead.

I saw one raise its iron head

To watch me walking down the road

Beyond our house today.

Its jaws were dropping with a load

Of earth and grass that it had

cropped.

It must have heard me where I

stopped,

Snorted white steam my way,

And stretched its long neck out to

see,

I'm inferring, _____
_____
_____
_____
_____
_____

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Name _____

Date _____

POEM (evidence)	Explanation

I wear a helmet
 	
On my back.
 	
It's hard
 	
And guards
 	
Me from attack.
 	
Or if I wheeze,
 	
    Or sneeze,
 	
      Or cough,
 	
The shell I dwell in
 	
Won't fall off.
 	
    It's glued without
 	
A screw or mortise.
 	
I'm born with it,
 	
For I'm a _____.
	_____
	
	_____
	
	_____
	
	_____
	
	_____
	
	_____
	
	_____
	
	_____
	
	_____
	
	_____

I'm inferring, _____
_____
_____
_____
_____
_____

Unit of Study: Making Inferences

Name _____

Date _____

POEM (evidence)	Explanation

In the grey evening

I see a long green serpent

With its tail in the dahlias.

It lies in loops across the grass

And drinks softly at the faucet.

I can hear it swallow.

                    Beatrice Janosco

_____

_____

_____

_____

_____

_____

_____

_____

I'm inferring, _____
_____
_____
_____
_____

Unit of Study: Making Inferences

Name _____

Date _____

POEM (evidence)	Explanation

With tiny teeth
of tin
they take
one slender
breath
before they make
a move,
and then ---
a silver pinch!
With jaws
no bigger
than an inch
these dragon grips
are small and slight—
but
conquer pages
with
one
bite.   Rebecca Kai Dotlich

Explanation lines:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

I'm inferring, _____

_____

_____

_____

Unit of Study: Making Inferences

Name_____

Date _____

POEM (evidence)	Explanation
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

I'm inferring, _____

_____

_____

_____

Unit of Study: Making Inferences

Anchor Lesson: 12	Inferring about characters	
Pre-assessment	*Turn and talk to your partner about how you would infer about a character.*	**Notes to Build Next Lesson**
Select the Materials	*"A Play"* from *Childtimes*, Eloise Greenfield Anchor Chart- Two Column Chart for Making Inferences- Quote from Text/ My Inference	**Other Texts:** *Stories from Every Living Thing, Cynthia Rylant Excerpts from Hey World Here I Am, Jean Little*
Name the Strategy Explain. *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*We can infer how a character probably feels, what a character may be thinking, or what a character may do by using information from the text and what we know about those situations from our own life (our schema).* Place the text on an overhead or under the document camera. You may decide to also give students copies of the text to read along with you. *As I read this story I know the author doesn't tell me everything about the characters. I have to think about what is probably true. Let me show you how.* *The name of this short story is called "A Play." It is a true story about when the author was in fifth grade.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* Explain: *How this will help them as a reader.*	Read aloud the first paragraph and then stop to think aloud. *I think Eloise was probably shy when she was in fifth grade. I think that because she didn't want the part and because here she says she liked being part of a group. I understand that because when I am not comfortable with something I don't want to be in front of a group. But it does say that she was famous. So I think she probably did a good job.* Record your thinking on the chart. Continue to read the story one paragraph at a time. Think aloud…	

	(para. 2) The evidence in the text makes me think that the teacher probably wanted to show Eloise that she could do it. I think the teacher had faith in her. I know that because teachers often try to push us to try new things. I think that is why she said she had to do it anyway.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	(para. 3) *Right here (pointing), it says that her voice couldn't come out loud, why do you think that?* Record the students thinking on a T- chart. (para. 4) I*t says Eloise was famous and the other children were pointing. Show me how they said that. Show me how they were pointing. How do you know that is probably true? Have you seen people do that before? What do you think was the expression on Eloise's face? What do you think she was probably feeling? Why do you think that is probably true?* (paragraph 4) *Pretend you are the teacher. How did she say that? What kind of person do you think the teacher is? Why do you think that? What clues from the text form that inference?*	
Provide Independent Practice Remind students before they go off to read … *"When you go to RW, try …"*	Invite students to use post-its or their own T-chart to record their inferences.	
Conference Points	▪ *Did you make any inferences in your reading today?* ▪ *What are you thinking?* ▪ *What makes you think that?*	

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Unit of Study: Making Inferences

Share/Reinforce	Have 1-2 students share inferences they came up with today. Encourage students to articulate how making inferences as they read helped them understand the story and really get to know their characters.	

A Play
by
Eloise Greenfield

When I was in the fifth grade, I was famous for a whole day, and all because of a play. The teacher had given me a big part, and I didn't want it. I liked to be in plays where I could be part of a group, like being one of the talking trees, or dancing or singing in the glee club. But having to talk by myself ---uh uh!

I used to slide down in my chair and stare at my desk while the teacher was giving out the parts, so she wouldn't pay any attention to me, but this time it didn't work. She called on me anyway. I told her I didn't want to do it, but she said I had to. I guess she thought it would be good for me.

On the day of the play, I didn't make any mistakes. I remembered all of my lines. Only—nobody in the audience heard me. I couldn't make my voice come out loud.

For the rest of the day, I was famous. Children passing by my classroom door, children on the playground at lunchtime, kept pointing at me saying, "That's that girl! That's the one who didn't talk loud enough!"

I felt so bad, I wanted to go home. But one good thing came out of it all. The teacher was so angry, so upset, she told me that as long as I was in that school, I'd never have another chance to ruin one of her plays. And that was such good news, I could stand being famous for a day.

Unit of Study: Making Inferences

Anchor Lesson: 13	Inferring about characters- Part II	
Pre-assessment	*Turn and talk to your partner about what you know about character's traits.*	**Notes to Build Next Lesson**
Select the Materials	*Babushka's Doll*, Patricia Polacco	
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* Introduce the Text	*A strategy that readers use while reading fiction is to gather information about the characters in the story. Readers think about the characters in the story and determine some of the characters' traits. Readers also look for the ways that characters change, grow or learn throughout the story. Doing these things is a way of making an inference.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*Authors don't' usually tell us a character's traits. They rarely say, "_____ is brave." However, the author writes the story so that the reader can figure out if the character is brave.* Introduce the Character Recording Sheet and a few possible character traits that may be exhibited. *Authors often tell us about their characters by describing what they look like, telling what they say and explaining what they are doing. Watch me as I look for these clues (evidence) and match them to the possible traits I chose.* Read the first few pages of the book showing the students how to find information about a character. Record the information on the chart. Once you have collected a lot of information on the chart, talk to students about how you can use the evidence to figure out important aspects of a character's personality – or character traits.	

Unit of Study: Making Inferences

Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	After reading several pages, ask the students to read a page and talk with their partners about the character.	
Provide Independent Practice Remind students before they go off to read … "When you go to RW, try …"	*Today when you go to RW, try to make inferences about the personalities of the characters in your books. Complete the chart on one of the characters in your book.*	
Conference Points	• *Did you make any inferences about the characters in your book?* • *What words in the text helped you to make that inference?* • *How has the author let you know that about the character?* • *What are you thinking? What makes you think that?* • *Use this T- chart to explain what clues in the text and what background knowledge you used to make you come to that conclusion.*	
Share/Reinforce	Have 1-2 students share inferences they came up with today. Encourage students to articulate how they determined some of the character's traits.	

List of Common Character Traits

Adventurous	Friendly	Proud
Artistic	Fun loving	Quiet
Athletic	Gentle	Rich
Active	Generous	Respectful
Beautiful	Happy	Sad
Brave	Humble	Sloppy
Bold	Hostile	Serious
Bossy	Honest	Successful
Cheerful	Intelligent	Shy
Curious	Independent	Smart
Creative	Inventive	Studious
Courageous	a Leader	Selfish
Considerate	Lazy	Simple
Daring	Messy	Trustworthy
A Dreamer	Mischievous	Thoughtful
Dainty	Mean	Unselfish
Dangerous	Neat	Warm
Exciting	Nasty	Witty
Entertaining	Nice	Wild
Energetic	Nosy	Wonderful
Funny	Open	
A Fighter	Poor	

Unit of Study: Making Inferences

Determining Character Traits

Name _____
Date:_____

My character's possible trait_____

	Evidence	Explanation
What does the character say?		
What does the character do?		
What does the character look like?		

Unit of Study: Making Inferences

Anchor Lesson: 14	Inferring about theme	
Pre-assessment	*Turn and talk to your partner and tell them everything you know about finding the theme of a text. What is a theme? How do you figure out the theme?*	**Notes to Build Next Lesson**
Select the Materials	"*The Hippopotamus at Dinner*" from <u>Fables</u>, Arnold Lobel	It is helpful to "white out" the moral from the bottom of the text.
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* Introduce the Text.	*Authors sometimes write to teach us something or to send us a message. Readers often finish a book and are left thinking and wondering why the author wrote the story. When readers draw conclusions or think about the theme of a story, they are making inferences. They are using their schema, the pictures and the words (evidence) to infer the theme or lesson of the story. Let me show you how.* *This is text is entitled The Hippopotamus at Dinner. It is a fable. Fables are written to teach a lesson. When we think about the genre of fables, we know that the author writes to teach a lesson. Using this information from our schema helps us to focus our thinking on identifying the message. Let's see if we can infer the message Arnold Lobel is teaching us.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*Read the first three paragraphs aloud and think aloud as you infer. I wonder if the lesson of this fable is to that it is important to be polite. I think that because the text says, " Do you call this a meal? It also says, "I tell you I have an APPEITITE!" I know when people speak rudely to others that they often don't get what they want. I wonder if the lesson is to be polite. I will keep reading with that idea in mind.* *Read the next 3 paragraphs aloud. Now*	

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| | *notice that the Hippo is not being rude. Revise your thinking in front of the students. Explain to the students that now you are inferring that the theme might be. Now I am changing my mind. Perhaps the lesson is not only about being greedy. Perhaps the theme is about how when we are greedy there are consequences for our actions. Share the evidence in the text that supports this thinking.*

Do you see how I think about possible themes as I am reading and I add to my thinking based on the new evidence in the text? | |

Unit of Study: Making Inferences

Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Read the last paragraphs aloud and ask students the lesson or message that the author was teaching Ask students to explain how they used their schema and evidence in the text to infer the theme or message.	
Provide Independent Practice Remind students before they go off to read … *"When you go to RW, try …''*	*When you go to RW today, think about the theme or message of the book you are reading. What is a possible theme and what evidence makes you think that? As you read more, does your inference change?* *You can use post-its, your reader's notebook or a T-chart to track your thinking.*	
Conference Points	• *What do you think the author is trying to teach you?* • *What do you think the theme or message of this text is? How do you know? What evidence in the text makes you think that?*	
Share/Reinforce	*Let's share some of what you were thinking about in your books during Reader's Workshop.* Have students share any inferences of about the themes in their books Remind students how their inferences helped them understand the story better.	

Common Universal Themes

Overcoming Challenges

Always Tell the Truth

Always Be Kind

Be Happy With What You Have

Believe In Yourself

Compassion

Responsibility

Accept Others' Differences

Don't Be Afraid to Try New Things

Work Together

Friendship

Perseverance

Courage

Common Conflicts

Internal: Man vs. Self

Relational: Man vs. Man

External: Man vs. Society, Man vs. Nature, Man vs. Supernatural

Unit of Study: Making Inferences

Name_____   Date_____

Title _____

Theme _____

Evidence	Explanation

Unit of Study: Making Inferences

Anchor Lesson: 15	Inferring about the meaning of unfamiliar words	
Pre-assessment	*Turn and talk to your partner about what you do when you don't know the meaning of a word*	**Notes to Build Next Lesson**
Select the Materials	*Piggens, Jane Yolen*	**Other Texts:** *Good Grisselle, Jane Yolen* *Greyling, Jane Yolen* *Picture Books written by William Steig*
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*Sometimes when you are reading, you come across a word that you can pronounce but you don't know what the word means. We can often figure out the meaning of the word by information in the sentence, the rest of the paragraph or a nearby illustration. When you figure out the meaning of a word, you are making an inference.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	Read the text and think aloud to show students how to infer the meaning of unknown words. *Watch Me:* Pg. 2 – (dither, lavaliere) *Dither – I can say dither but I don't know what it means. So I am going to have to make an inference. To do that I am going to read on to get more information.* Use the T-Chart to start tracking your thinking. *I am thinking that dither means: being confused or upset.* *Let me tell you why I think that:* *Text Part: I cannot find my diamond lavaliere – She can't find something. This is evidence from the text. I am going to put it in the left side of the T chart.* *Background knowledge: When I can't find something, I get upset.* *I can put this information in the T-*	

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Unit of Study: Making Inferences

	chart to keep track of my thinking. This will go in the right side as an explanation of my schema. *Now, let's see how we can infer the meaning of Lavaliere. I am thinking that it must be something kind of jewelry because the text (evidence) says the word diamonds, and then later on the text (evidence) says, "At last they find the necklace right where it belongs in Mrs. Ray.* *Schema: Diamonds are in jewelry.*	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Continue to read the text. Pause after reading a portion with a difficult vocabulary word. Ask students to turn and talk and discuss possible meanings for the vocabulary words. Ask students to talk about how they figured out the meaning of the word, referring them to the T chart to use as a guide to monitor their thinking.	
Provide Independent Practice	Ask students to record a few unknown words as they read. Explain to students that these words will be words that they might be able to pronounce but they are unsure of what they mean.	
Conference Points	• Take me to a place in the text where you saw an unfamiliar word. • Show me how you figured out the meaning of this word. • What were you thinking when you read this passage?	
Share/Reinforce	*Share a strategy you used to figure out an unfamiliar word.*	

Unit of Study: Making Inferences

Anchor Lesson: 16	Inferring about the meaning of unfamiliar words – informational text	
Pre-assessment	What do you do when you don't know a word while reading? Turn and talk to your partner about what you may do.	Notes to Build Next Lesson
Select the Materials	*Bats*, National Geographic Kids, Elizabeth Carney Anchor Chart: Inferring the Meaning of Unknown Words	

Name the Strategy Explain
 	
"I have noticed that …"
 	
"A strategy readers use is …"
 	
Introduce the Text
	Readers notice when they read a word and they are unsure of its meaning. They stop and think about what they can do to help themselves figure out the meaning of the unknown word. When the text is informational, it helps to think about what you know about the topic and the features of the genre. In informational text authors explain the meaning of an unfamiliar words in a variety of different ways:
	  1. *The word is defined in the glossary*
	  2. *The word is defined in the sentence*
	  3. *The reader can infer the meaning of the word by using the context clues*
	  4. *The word is not defined and the reader needs to use an additional resource.*
	
	Add this information to an Anchor Chart, "Ways to Figure Out Unfamiliar words
	
	This is a nonfiction text entitled "Bats"	

Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*I am going to read this this on the document camera or overhead. When I come to a word I do not understand I am going to stop and figure out the meaning. Is the word defined in the glossary or within the sentence? Can I infer the meaning or do I need to use another resource to figure out the meaning?* Model: Read aloud the text and stop when you come to a word that you do not understand. Think aloud about how you use the picture, the surrounding words, the features of the informational text and your prior knowledge to infer its meaning. *p. 4 Mammal - I don't know what this word means. As I read on the next sentence tells me what a mammal is.*	

	I also notice that the word mammal is defined at the bottom of the page. *p. 9 Fringed – I don't know what the word "fringed" means. As I read on I can only infer that it is a type of bat. I look in the glossary and it is not there. This is a word that I will need to look up to understand what it means.* Continue to read aloud and figure out the meaning of words you do not understand. Think aloud about what helped you figure out the meaning. Show how rereading, reading on and text features help you figure out the meaning of unknown words.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Decide at what point the students should join in and identify words they do not understand. Ask for a few ideas on the meaning of the unknown word and have the students' share how they figured out the meaning. (What clues or features from the text made them think that? What from their schema makes them think their inference is probably true?)	
Provide Independent Practice	*During RW, stop and think about the meaning of unfamiliar words. Use the text features, rereading and reading on to figure out the meaning. Write the word on a post-it and also write the sentence where you found the word. Then write what you think the word means.*	
Conference Points	• *Did you come to any tricky words in this book?* • *Show me how you figured out the meaning of this word.* • *Check your post-its to see if there were any words you want to talk about together.*	
Share/Reinforce	*Let's share some of what you were thinking about during Reader's workshop.* *Did anyone come across a word they did not know today in Reader's workshop? How did you figure it out?*	

Inferring the Meaning of Unfamiliar Words

Word and Inferred Meaning	Evidence from Text	Explanation

Unit of Study: Making Inferences

Anchor Lesson: 17	Inferring to answer questions	
Pre-assessment	*Turn and talk to your partner about how asking questions can help you as a reader.*	**Notes to Build Next Lesson**
Select the Materials	*"Five Dollars" from Hey World, Here I Am!, Jean Little*	
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*Readers ask themselves questions as they read. When you ask questions it helps you set a purpose for your reading and stimulates our thinking as we read. We read more deeply as we are driven to find the answers to our questions. Sometimes authors do not directly answer our questions in the text and leave us wondering. We have to infer to answer these questions. Let me show you how.* *This text is entitled, <u>Five Dollars</u>.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*As I read the text, I am going to think about the questions I have as I read. I am going to write these questions on the anchor chart and then when I am finished with the text I will choose a question to try to answer.* Model: Share a few questions you have as you read and think aloud about how to answer a question that is not explicitly answered in the text. Document your questions on an enlarged anchor chart. After you read the text, think aloud about how you search for answers by using your schema and the words in the text to construct meaning and infer answers. Record ideas about your thinking on the anchor chart. Key Questions for "Five Dollars" • *Why is it always the wrong time?* • *Why does she remember during history?* • *Why didn't she just ask her?* • *What did she really use the money for?* *When I reread this text I think about my question, "Why is it always the wrong time?" When I think about this question, I can infer that perhaps this girl doesn't want to tell her*	

	mother. It isn't really about the "wrong time." It is more about that she feels guilty about taking the money and doesn't want to tell her mother. The evidence in the text that supports my thinking is the last line – "Oh, I wish it were over." That makes me realize that she feels guilty and doesn't really want to tell her mother.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Choose another unanswered question on the anchor chart and invite students to share how they use their schema and the evidence in the text to infer the answer. Record their ideas/questions/answers on the anchor chart.	
Provide Independent Practice Remind students before they go off to read … "When you go to RW, try …''	*When you go to RW today, think about the questions you have as you read. If it is a question that leaves you still wondering at the end, write it down. Think about how you use your schema, pictures, and words to infer the answers to your questions that are not explicitly answered by the author. You can use post-its to track your thinking.*	
Conference Points	• *Is there a question you are wondering about in your reading?* • *What do you think might be the answer? What do you infer?* • *What clues from the text help you think that? What in your background knowledge makes you think that?*	
Share/Reinforce	*Let's share some of what you were thinking about today as you were reading.*	

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Five Dollars
by Jean Little

A long time ago, last August or September, I took a five-dollar bill from my Mother's purse. I even forget, now, what I needed it for. She was sleeping and I didn't want to bother her. I think I had to pay a fine at the Library and pick up some shoes that had been repaired. I really don't know.

I was going to tell her, though, as soon as I got back, but I forgot. And she never missed it. When I did remember, she was at work. I kept forgetting--- and remembering again, always at the wrong time.

In bed at night, I'd think of it, or in school, right in the middle of History. The absolutely crazy part of it is, she wouldn't have minded. Not back then. But, by now, it's been too long. By now, if I told her, it would be like confessing. By now, I feel as though I stole it. I didn't though. I'll tell her. I'll just casually tell her. (I can't. I've tried.)

I'll have to put five dollars back sometime when she has enough money she won't notice. But five dollars! There are always so many places to spend five dollars.

I'll tell her tonight. She'll understand. It's nothing really. We'll both laugh about it once it's done. Oh, I wish it was over!

> Little, J. (1986). Hey World, Here I Am!.
> NY: Harper Trophy.

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Unit of Study: Making Inferences

Anchor Lesson: 18	Inferring to draw conclusions	
Pre-assessment	*Turn and talk to your partner about what you know about drawing conclusions.*	**Notes to Build Next Lesson**
Select the Materials	*Ya Wanna Know IGUANA? Ranger Rick Magazine, Ellen Lambeth*	
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*A strategy readers use is called making inferences. An inference is something that is probably true. The author doesn't tell us everything. We need to take clues from the text and combine it with what we already know and say, "this is probably true." That is an inference. When we infer, we draw conclusions.* *I know the author doesn't tell me everything so I have to draw my own conclusions about what I will learn or about the author's opinions. As a reader I use the photographs, features and information in the text to draw conclusions. When I draw conclusions, I understand the bigger ideas in the text and I am inferring. I also remind myself that this is a different genre, and I need to read with what I know about this genre, nonfiction, in mind. I will think about the features of informational text so that I am able to infer and draw conclusions the author has presented.*	
Demonstrate the Strategy. **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*Watch me as I read and draw conclusions.* *Scan the article and read the title, the captions, and the headings. Readers, as I look over this article, I get my mind ready to read by drawing conclusions about what I am going to learn. Based on the headings and pictures I can tell that I am going to learn about how iguanas outsmart their predators and about how iguanas reproduce. Begin reading the article and draw conclusions as you are reading. (Create a 2 column chart- Facts/Inferences)* *Watch me as I read the text. I will write down facts and then draw conclusions based on what I know and the information I learn.*	

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	Fact: Many females go to the same island to lay eggs. Iguanas sometimes destroy each others' nests Inference: Iguanas are losing nesting grounds. Are they becoming endangered? Repeat this modeling.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	*Please look at the next 2 pages of the article. Read the headings and captions. Can you tell your partner what conclusions you can draw? What might you learn? What is this going to be about? How did you infer to draw conclusions?*	
Provide Independent Practice Remind students before they go off to read … *"When you go to RW,try …"*	*When you go to RW today, think about what conclusions you can draw. Think about how you use your schema, pictures, and words to infer. You can use post-its to record your thinking.*	
Conference Points	• *What are you inferring?* • *What conclusions can you draw?* • *What evidence do you have to support your thinking?*	
Share/Reinforce	*Let's share some of what you were thinking about in your books during RW.*	

Unit of Study: Making Inferences

Anchor Lesson 18: Inferring to draw conclusions

Inference: _____

Facts (Evidence)	Explanation

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Unit of Study: Making Inferences

Anchor Lesson: 19	Inferring the author's intent	
Pre-assessment	*Turn and talk to your partner about what you know about an author's intent.*	**Notes to Build Next Lesson**
Select the Materials	**Text:** "About Old People" from <u>Hey World, Here I Am!</u>, Jean Little	
Name the Strategy Explain

"I have noticed that …"

"A strategy readers use is …"

Introduce the Text | *Readers ask themselves questions as they read. When you ask questions it helps you set a purpose for your reading and stimulates your thinking as you read. We read more deeply as we our driven to find the answers to our questions. Sometimes authors do not directly answer our questions in the text and leave us wondering for a reason. They want us to think about an idea or issue more deeply. They want us to learn something from reading their writing. As readers, we have to infer to determine the author's intent. Let me show you how.*

This text is entitled About Old People.. | |
| Demonstrate the Strategy

Say: *Think aloud.*
Show: *Model.*
Explain: *How this will help them as a reader.* | *As I read the text, I am going to think about the author's intent or why I think the author wrote this piece as I read. Authors can write about anything they want, we need to think about why they chose a particular topic. I am going to write my thinking on the anchor chart and the evidence I have to support my thinking.   I will determine the author's intent for this text.*
Model: As I begin to read the first sentence, "It all started when I told Emily that I didn't like old people. Well, I don't. they scare me- especially the really ancient ones." I am thinking that Jean Little knows that some children are afraid of people who are old, and she may be intending to make a case for why you may actually like them, and not be afraid of them. I am going to write this on the T-chart. The quote is the evidence, and my thinking can go in the explanation side of the chart. I know some children who are afraid of older people, because they don't have any grandparents or older people in their life.

Document your thinking on an enlarged chart. | |

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Unit of Study: Making Inferences

	Continue to read, finding evidence that supports the author's intent, finding reasons why someone may not like older people. As you read the third paragraph, read the sentence, *"But you like Mrs. Thurstone, don't you?"* Then, Jean Little has the narrator talk about how *"Just thinking about Mrs. Thurstone makes me laugh."* This is evidence from the text that makes me think that the author wants the reader to not be afraid of old people, because she gives a reason to not be. I think Jean Little wants me to think more deeply about this issue, and that is her intent.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Students continue to read the rest of the story together, turning and talking about evidence that supports the author's intent. Students should support their thinking with an explanation.	
Provide Independent Practice Remind students before they go off to read … *"When you go to RW, try …"*	*When you go to RW today, think about why the author wrote the text you are reading. Think about how you use your schema, pictures, and words to infer the author's intent. You can use post-its or a chart to track your thinking.*	
Conference Points	• *What are you inferring?* • *What do you think the author's message/intent is?* • *What evidence do you have to support your thinking?*	
Share/Reinforce	*Let's share some of what you were thinking about in your books during Readers' Workshop.*	

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About Old People

It all started when I told Emily that I didn't like old people.
Well, I don't. They scare me- especially the really ancient ones.

I never know what to say to them.
They stare as if you had dirt on your face.
They grab at you, and their hands are hard and bony.
They always want to kiss you. I hate their prickly kisses.
"She's got her father's ears," they say.
As if you're made out of used parts.
Sometimes they smell musty. Often they're nosy.
And you have to be polite, no matter how rude they are.
As I said, I don't like them.

When I said so to Emily, though, she was stunned!
You'd think I'd said I hated newborn babies or kittens.
"But you like Mrs. Thurstone, don't you?" she said at last.

I hadn't been thinking of Mrs. Thurstone.
She used to live next door to the Blairs, before they moved.
She's old all right. Eighty-six is no spring chicken.
"Sure," I said, laughing.
Just thinking about Mrs. Thurstone makes me laugh.
She's so fierce and scary, and then she hands you a present.
I could see what Emily was getting at, of course.

"But she's somebody we know.
I meant I don't like old people in general."

Little, J. (1986). Hey World, Here I Am!.
NY: Harper Trophy.

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Unit of Study: Making Inferences

Anchor Lesson: 20	Using an H–chart to record your comparisons	
Pre-assessment	*How would you record your thinking if you were comparing information from two different texts?*	**Notes to Build Next Lesson**
Select the Materials	*Pete and Pickles*, Berkeley Breathed H-chart	
Name the Strategy Explain *"I have noticed that…"* *"A strategy readers use is…"* **Introduce the Text**	*When readers read multiple texts, they begin to think about how they may be the same or different. In order to keep information in their heads, readers will sometimes use an organizer to hold onto their thinking. Using an H-chart is one way readers can compare or contrast information from more than one text. We will use an H-chart in a few lessons to compare themes, character traits, or author's opinions from different texts. Using an H-chart helps us compare and contrast information from two texts. It helps to highlight the similarities and differences between the texts so we can have a better understanding of the important ideas. Let me show you how I use an H-chart.*	
Demonstrate the Strategy **Say:** Think aloud. **Show:** Model. **Explain:** How this will help them as a reader.	*When I read the book Pete and Pickles, I think about each character, and how the author gives me clues about what they look like, what they say, and what they do. I record information about Pete on one T-chart, and about Pickles in another T-chart. Now I am going to use the H-chart to start to compare and contrast the information about each character. In the chart about Pete, I notice that Pete was a serious pig and I have evidence to back up my thinking. I also see that in my T-chart about Pickles, he is more carefree, and the evidence is listed. I place each of these ideas in the H-chart in the left and right side of the chart because the characters are showing different character traits. As I look at my notes, I am also going to see where I may have described the characters to be similar in some way. I*	

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Unit of Study: Making Inferences

	notice that I wrote they were both displaying the trait of friendship. The evidence may be different, but they both showed friendship, so I am going to put this thought in the middle of the H-chart. This part of the chart shows a comparison, or what is the same about both characters.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	*Using the charts we created about Pete and Pickles, turn and talk to your partner and discuss a piece of evidence for each of the characters, and tell where you would place the evidence on the H-chart and why you would place it there. Be sure to think about the explanations we came up with as well. Think about how your evidence helps you compare the traits of the different characters and helps you understand the story.*	
Provide Independent Practice Remind students before they go off to read… "*When you go to RW, try…*"	*Today when you read independently, think about the character in your book and how you might compare that character to another character you recently read about. Think about how comparing them helps you understand the text better. How would you use an H-chart to keep track of your thinking as you compare them? How does comparing characters help you understand literature? How does comparing characters help you to understand the similarities in texts?* Or… Give partners/ single students short texts that have similar characters who act, think or look differently from each other. Ask them to use the H-chart to keep track of their thinking.	
Conference Points	• *Did you make any inferences about the characters in your book?* • *How are your characters the same or different?* • *What evidence did you use to describe your character?* • *Where would you place your information on the H-chart?*	

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Unit of Study: Making Inferences

Share/Reinforce	Have one or two partnerships or students share their H-chart and describe where they placed their evidence and why.	

Unit of Study: Making Inferences

Inference: _____

<div></div>

| | Text 1 evidence |

<div></div>

| | Same evidence |

<div></div>

| | Text 2 evidence |

Unit of Study: Making Inferences

Anchor Lesson: 21	Inferring to Compare and Contrast Themes	
Pre-assessment	*Now that you know how to infer a theme, how would you compare themes between more than one text? Turn and Talk to your partner about what you know about this.*	**Notes to Build Next Lesson**
Select the Materials	*The House in the Night/ Blackout* *Fly Away Home/Tight Times* *Two different texts from text sets list*	See list of themes for more ideas
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*Authors sometimes write to teach us something or to send us a message. Readers often finish a book and are left thinking and wondering why the author wrote the story. When readers draw conclusions or think about the theme of a story, they are making inferences. They are using their background knowledge, the pictures and the words to come up with the theme or lesson of the story. Readers also think about the connections they make comparing or contrasting two or more texts, thinking about what may be the same or different about the evidence for themes presented in each text. Sometimes the same theme can be brought about in two totally different stories. When we think about this and find evidence to support our thinking, we are inferring.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*As I read each text, I am going to think about the theme or what the author is trying to teach me. I am going to write my thinking on the H-chart and the evidence I have to support my thinking. I will determine possible themes for each text and compare the evidence.* Model: *As I begin reading Blackout by John Rocco, I notice that the inside flap gives me some clues about what the theme might be. It says, "It was a normal summer night in the city. Hot, noisy, busy. And then… The lights went out, and everything changed. But that's not necessarily a bad thing, because not everyone*	

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	likes normal." I think the author may have written this story to make us think about how we think about what really matters in our life. I think this because of the last two sentences. I am going to put them in the evidence column in the H-chart labeled Blackout. I am going to explain my thinking here, too. I think this because when the lights go out at my house, we play games together, and stop relying on electricity and other things we usually think matter. Continue reading this book. Share a few ideas you have as you read and think aloud about what the theme might be and the evidence in the text to support your thinking. Document your thinking on an enlarged H-chart. After you read each text, think aloud about how you search for themes by using your schema, the pictures, and the evidence in the text. Record ideas about the evidence you find that is the same or different on the H-chart. Show how comparing and contrasting evidence helps them to understand that different authors can write different texts with similar themes.	

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Unit of Study: Making Inferences

Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Students turn and talk about their reasoning (evidence) for the theme for each text. Students should support their thinking with evidence in the text for each.	
Provide Independent Practice Remind students before they go off to read … *"When you go to RW, try …"*	*When you go to RW today, think about possible themes for the text you are reading, while comparing it to another text you already read with a similar theme. Think about how you use your schema, pictures, and words to infer theme. You can use the H-chart to record your thinking.*	
Conference Points	• *What are you inferring?* • *What do you think the author's message/theme is?* • *What evidence do you have to support your thinking?* • *How is your evidence the same or different?*	
Share/Reinforce	*Let's share some of what you were thinking about in your books during Reader's workshop.*	

Unit of Study: Making Inferences

Possible Theme: _____

	Text 1 evidence

	Same evidence

	Text 2 evidence

Text Set Items

Poems	Almanacs
Short nonfiction selections	Magazine articles
Fiction	Document Based Questions
Picture books	Menus
Newspaper articles	Catalogs
Short stories	Charts and Graphs
Vignettes	Maps
Biographical information	Brochures
Internet pieces	Recipes
Student writing	Calendars
Mathematical writing	Pictures of Artwork
Lists	Letters and Journals
Historical recounts	Stamps
Photos	Song lyrics
Primary sources Quotes	

What are text sets? Text sets are collections of resources from different genre, media, and levels of reading difficulty that are designed to be supportive of the learning of readers with a range of experiences and interests. A text-set collection focuses on one concept or topic and can include multiple genres such as books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books, almanacs or encyclopedias. Text sets are designed to give readers a choice of interesting and accessible text. They provide opportunities for learning and practicing reading strategies.

JANIE RIDDLE GOODMAN
UNIVERSITY OF SOUTH CAROLINA
**TEXT SETS: PROVIDING POSSIBILITIES FOR
ADOLESCENT READERS**

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Unit of Study: Making Inferences

Anchor Lesson: 22	Inferring to compare and contrast character traits	
Pre-assessment	*Turn and talk to your partner about what you know about comparing character traits.*	**Notes to Build Next Lesson**
Select the Materials	*Memoirs of a Goldfish*, Devin Scillian and *Swim! Swim*!, Lerch Two different texts from text sets list/ Author Study texts,	
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*When we read and think about the characters in our books, the author doesn't always tell us exactly how a character feels, thinks or what the character may do, but we can take clues from the text and combine it with what we already know. We can infer how a character probably feels, what a character may be thinking, or what a character may do. As we read multiple texts, we can begin to compare characters and the evidence an author presents as we infer about the character. Readers do this to think deeper and understand texts better. When we compare or contrast, we are inferring because we will be using evidence from texts and explaining how they are different or the same based on what we already know (our schema).* *Using Memoirs of a Goldfish and Swim! Swim! I will show you how I use the evidence presented by the author and my schema to infer about each character.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*As I read each text, I am going to think about the author's evidence about the characters I chose to follow. I will read and find evidence about a character's possible actions, feelings or thoughts and record the evidence in an H-chart, keeping in mind the trait I think the character exhibits.* Model: *As I begin reading each book, I notice that the main characters in each text are goldfish. In Swim, Swim, Lerch seems desperate to find a friend. He swims around his tank, and asks some of the objects in the tank to be his friend. I think this character could be desperate. He will do*	

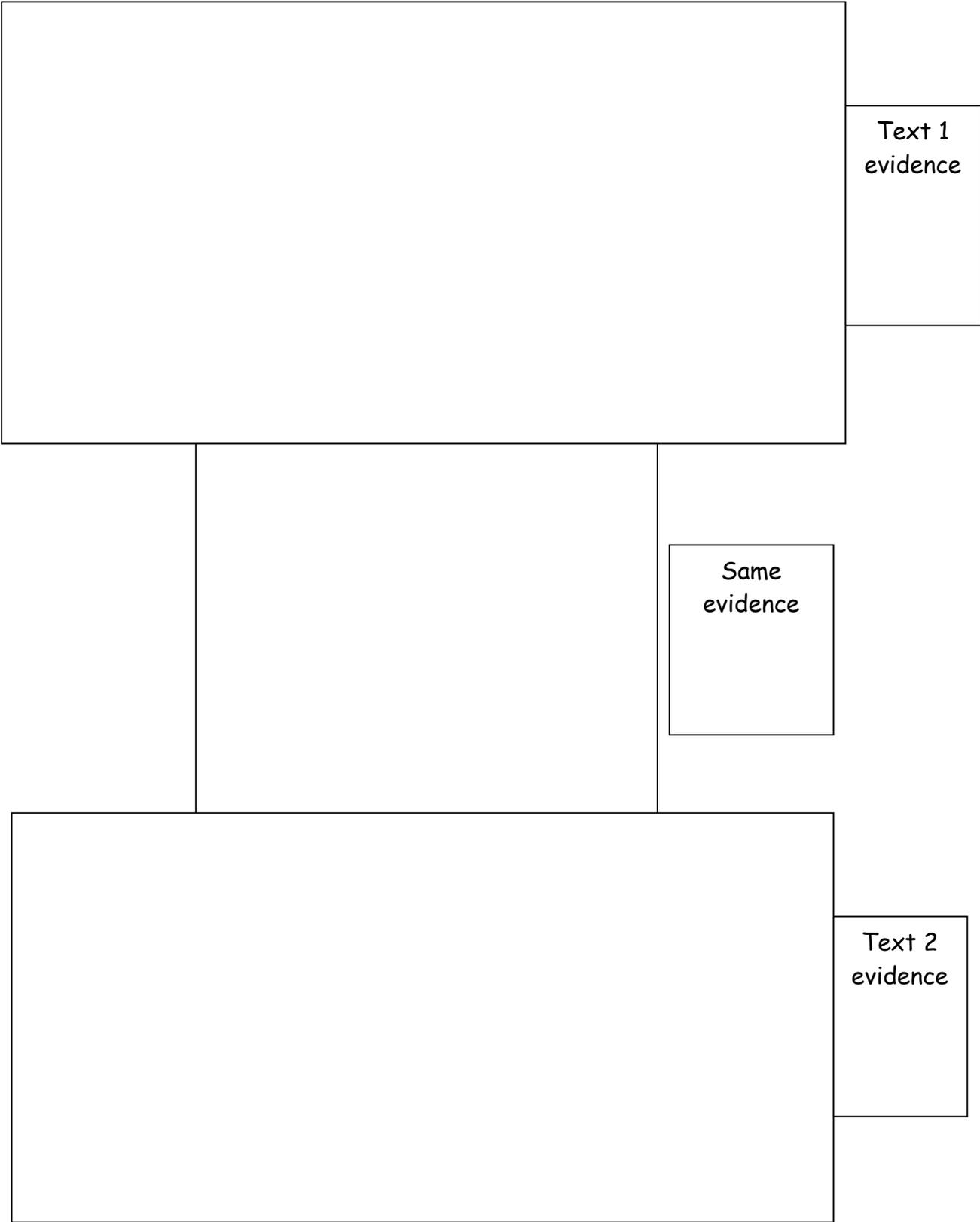|		
	anything to find a friend. Document your thinking on an enlarged H-chart. *Next, I am going to read the beginning of Memoirs of a Goldfish, and just from the cover, I see that he has a sign in his crowded bowl that says help. I think this character may also feel desperate. The sign he is holding is my evidence. I am going to write lonely and feeling desperate in the middle of the H-chart until I find more evidence that supports this or changes my opinion.* After you read each text, think aloud about how you reread and infer the characters' traits and motivations. Record ideas about the evidence you find that is the same or different on the H-chart. Show how comparing and contrasting evidence and inferences helps the students understand the different ways authors show the traits of their characters.	

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Unit of Study: Making Inferences

Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Ask the students turn and talk about each character's traits and motivations. Encourage students to share their evidence from the text that supports their thinking. As the students to discuss where they would place the evidence on the H-chart, and their reason for its placement.	
Provide Independent Practice Remind students before they go off to read … *"When you go to RW, try …"*	*When you go to RW today, think about why the author wrote the text you are reading and how the author brought out the character's traits and motivations. Did the authors bring out the characters traits and motivations in the same way or in different ways? Record your thinking in your reader's notebook or on the H-chart.*	
Conference Points	• *What are you inferring?* • *How did the author show the character's traits and motivations?* • *How are the two characters similar and different?* • *How did the characters change in the story?* • *What evidence do you have to support your thinking?*	
Share/Reinforce	*Let's share what you were thinking about in your books during Reader's Workshop.*	

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Unit of Study: Making Inferences

Character Trait: _____

Text 1
evidence

Same
evidence

Text 2
evidence

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Unit of Study: Making Inferences

Anchor Lesson: 23	Inferring to compare and contrast author's opinions	
Pre-assessment	*Turn and talk to your partner about what you know about author's opinions.*	Notes to Build Next Lesson
Select the Materials	Text: Informational texts about the same topic or two different choices from the text set list about similar or different topics. One suggestion is Bug Butts by Dawn Cusick and another text set item about bugs.	
Name the Strategy Explain *"I have noticed that …"* *"A strategy readers use is …"* **Introduce the Text**	*Authors often write informational texts to not only give factual information, but to convince us to agree with them, to change our thoughts about a topic, to think about an idea on a deeper level or to learn something from their writing by conveying an opinion. When we read multiple texts about a similar topic, we can infer the opinions the authors are trying to convey and compare them to others, even though they may not state these directly. Finding the author's opinion is making an inference. We find the author's opinion so that we can understand his or her point of view. Different authors have different points of view.* *A strategy reader's use is to keep track of the evidence that supports the author's opinion, and record it so that they can compare it to another author's opinion. When we compare and contrast ideas, we are inferring because we are using evidence from both texts and explaining how they are the same or different based on what we know (our schema).*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*As I read each text, I am going to think about the author's evidence for the opinions I believe they are trying to convey. I will read and find evidence that supports these messages, and record the evidence in an H-chart, keeping in mind the author's opinion.* *Model: When I start to look at Bug Butts, I think that the author is trying to make bugs cool. I don't always think of them as cool- I am sometimes afraid of them, but this book makes*	

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| | *me want to read more. Next I look at the table of contents, and the first thing I notice is the first 8 chapters are all different kinds of butts. The author really has my attention now, and I may learn a little more about bugs without being so afraid of them.   Dawn Cusick isn't saying, "you should like bugs!" but I am inferring she feels this way- this is her opinion.*

Share a few ideas you have as you read and think aloud about what the opinion might be and the evidence in the text to support your thinking. Document your thinking on an enlarged H-chart. Read the second text, and see if the author is also trying to give you the opinion that bugs aren't all that gross.   After you read each text, think aloud about how you reread and search for evidence by using your schema. Record ideas about the evidence you find that is the same or different on the H-chart.

Show how comparing and contrasting evidence helps them to understand that authors have the same or differing opinions by including evidence that students have to infer about. | |

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Unit of Study: Making Inferences

Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Students turn and talk about the evidence for each opinion. They discuss where they would place the evidence on the H-chart, and their reason for its placement.	
Provide Independent Practice **Remind students before they go off to read … "When you go to IR try …"**	*When you go to reader's workshop today, think about why the author wrote the text you are reading, while comparing it to another text you already read with the same or different opinion. Think about how you use your schema, pictures, and words to infer the author's point of view or opinion. You can use the H-chart to record your thinking.*	
Conference Points	• *What are you inferring?* • *What is the author's opinion? What makes you think that?* • *Do the articles have the same or different opinions? How do you know?* • *What evidence do you have to support your thinking?* *How is your evidence the same or different?*	
Share/Reinforce	*Let's share what you were thinking about in your books during reader's workshop.*	

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Unit of Study: Making Inferences

Opinion: _____

Text 1
evidence

Same
evidence

Text 2
evidence

Unit of Study: Making Inferences

Anchor Lesson: 24	**Inferring a common conflict**	
Pre-assessment	*Turn and talk to a partner about what you know about universal themes*	Notes to build next lesson
Select the Materials	Create anchor chart with 3 most common conflicts Internal: Man vs. Self Relational: Man vs. Man External: Man vs. Society, Man vs. Nature, Man vs. Supernatural	
Name the Strategy Explain "I have noticed that…" "A strategy readers use is…" **Introduce the Text**	*Authors sometimes write to teach us something or to send us a message. Some of these conflicts can be categorized as internal, relational or external. There is usually a conflict the author describes between the main character (man) and himself, vs. another person, or with the world. They are listed on the anchor chart here. Explain the terms internal, relational, and external using the anchor chart. Today we are going to look at one of the themes, and track our thinking about that theme by finding evidence that will support that theme. We will also explain our thinking. We will track our thinking using a T-chart.*	
Demonstrate the Strategy **Say**: Think aloud. **Show**: Model. **Explain:** How this will help them as a reader.	*We are going to use Don't Let the Pigeon Drive the Bus and follow the conflict of Man vs. Man. Although the pigeon isn't a "man", he fits the description of a main character that has a conflict with another person (you and the driver), when you don't let him drive the bus. A story with just one character can have conflict. Conflict is about difficulty. A story that has conflict places problems between the main character and his story goal. Let's begin reading to find the evidence in the text that shows his conflict- wanting to drive the bus.* *Read several pages, recording the begging, pleading, bargains and the way he tries to wheedle his way on the bus. Record evidence in*	

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	the T-chart, explaining how this evidence supports the conflict theme on the right side of the chart. Emphasize how both evidence and explanation need to support the main conflict- wanting to drive the bus.	
Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Have students continue with the rest of the pigeon book. Or Give partners other picture books that have a clear conflict. Give them the conflict to track, and have them identify evidence that supports the conflict. Have them explain their reason, always bringing it back to the conflict. Some possible titles are If You Give a Mouse a Cookie, by Laura Numeroff, Goldilocks and the Three Bears, Where the Wild Things Are by Maurice Sendak, Gleam and Glow by Eve Bunting, You Will Be My Friend, by Peter Brown.	
Provide Independent Practice Remind students before they go off to read… "*When you go to RW, try…*"	Students can continue with their partner, or read their own independent book to identify a conflict, tracking evidence and explaining how this evidence supports the conflict.	
Conference Points	• *What conflict are you tracking in your book?* • *What evidence have you found to support this conflict?* • *How does your explanation support this conflict?*	
Share/Reinforce	Have a few partnerships share their evidence and explanation supporting the conflict they are tracking.	
Lesson Extension	Students can use their notes to write a constructed response, using the conflict as an opening sentence. They can then use each piece of evidence and it's corresponding explanation to write about the conflict and how the author chose to present that conflict.	

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Unit of Study: Making Inferences

Anchor Lesson: 25	Readers infer in combination with other reading strategies	
Pre-assessment	*Turn and talk to your partner about all of the strategies you use as you read.*	**Notes to Build Next Lesson**
Select the Materials	*Use classroom read aloud*	
Name the Strategy Explain "I have noticed that …" "A strategy readers use is …" Introduce the Text	*We have learned so much about inferring and today I want to teach you how readers infer as well as use other reading strategies when they are reading.* *When readers read, they are always combining reading strategies. We use our schema, we read the words, we reread and we make inferences. Most importantly we are always making sure our reading makes sense and that we understand the deeper meaning of the text.* *I'm going to show you how I use more than one strategy to help me read and understand the text.*	
Demonstrate the Strategy **Say**: *Think aloud.* **Show**: *Model.* **Explain**: *How this will help them as a reader.*	*Watch me.* *The first thing I do is preview the text so that I have an understanding of what I am going to read. Previewing also helps me to begin thinking about the bigger ideas in the text too.* Read the text. Show the students how you figure out unfamiliar words, reread and self correct to make sure the text makes sense. Stop after you have read a bit and retell the text. *Readers, do you see how I read the text, stop and retell?* Stop after you have read a bit and make some important inferences. *Readers, do you see how I read the text, stop, think and jot down my ideas?*	

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Unit of Study: Making Inferences

Provide Guided Practice Invite the students to practice the strategy with teacher guidance.	Continue reading and encourage students to notice the strategies you are using. Model both word solving strategies and thinking strategies.	
Provide Independent Practice Remind students before they go off to read … *"When you go to RW try …"*	*When you go off to read, remember to use all of the strategies we have learned. You can look at the anchor chart to help you remember your strategies.*	
Conference Points	• *Show me what you did when you first picked up this text.* • *What strategies are you using?* • *Show me how you are figuring out the words and understanding the text* • *Read a bit and then think aloud. Let me hear what you are thinking.*	
Share/Reinforce	*Turn and talk with your partner and show them a couple of places in the text where you used different reading strategies.*	

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