



AERO:SBC Basic Unit Template

Subject/Course:	Language Arts
Grade Level:	5 th Grade
Topic/concept:	Multi-genre books/Introduction to inferring
Estimated Time Required:	3 weeks

Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)

AERO:

Student will comprehend, respond to, and analyze a wide variety of literary texts.

Student will:

Name the structural elements of the plot, the plot's development, and explain the extent to which conflicts are addressed and resolved.

Make inferences and draw conclusions based on implicit and explicit information.

Produce responses to literature that develop interpretations, exhibit careful reading and insight, and support judgments through references to the text, other works, other authors, or to personal knowledge.

2. What are the enduring understandings that this unit is built upon?

Good readers purposefully make inferences when they read. This includes:

making predictions,

reading on the line (inferring at the word level using context clues),

reading between the lines (inferring what the author implies) and

reading beyond the lines (creating a unique meaning that combines background knowledge, the text and personal response).

Student will understand:

Inferring is a key life skill. (reading faces, reading body language, etc.)

Inferences may be revised based on the inferences of other readers. (Flexibility)

Readers make reasonable predictions as they read and confirm or contradict their predictions as they read further.

Readers form questions that drive their inferences. (Thick and thin questions.)

Readers continually monitor their reading asking the question, "Does this make sense?" and use fix-up strategies.

3. What essential or unit questions will prompt curiosity and focus?

How is a reader like a detective?

How do we know when a prediction is reasonable?

How do we use inferring in daily life?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Content students will learn:

How authors implicitly give information, without directly telling the reader.

Practice self-monitoring when reading and apply fix-up strategies.

How to infer the meaning of unknown words using reasonable substitutions, background knowledge, visualization, illustrations and context clues.

Students will learn different types of context clues:

Look for a synonym.

Look for an antonym or compare and contrast.

Look for the definition.

Look for words that appear in a series.

Look at cause and effect.

Look at general context.

How to support or adjust inferences through connecting points in the text.

Student will be able to:

Make and defend their inference with a description of the relevant background knowledge and specific text evidence.

Write a reading response that includes a summary, an explanation of the process they used to make inferences supported with examples from the text, and a personal response using text examples.

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

Student will write a reading response letter to the 4th grade class (for their use next year) about their Guided Reading book. This will include a summary of the book that includes a "pithy plot summary" (including conflict/resolution), characters, and setting; an explanation of your process for making needed inferences using several concrete examples from the text (at the word level, a prediction, and a detail or conclusion that you inferred); and your personal response to the book.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Makes inferences (details) This can also be measured in formative assessments	Conveys a minimum amount of information about the text May include information that is off topic	Includes some inaccuracies such as details that are inaccurate or unsubstantiated based on text information	Includes details that are not explicitly stated	Identifies meanings, clues, and details that are not explicitly stated
Makes inferences (predictions and conclusions) This can also be measured in formative assessments	No evidence of inference (making a prediction, interpreting information or drawing a conclusion) about the text	Attempts to make a prediction or draw a conclusion about the text that is not quite reasonable or not based on the text.	Makes a prediction and/or draws a conclusion about the text that is reasonable and based upon the text.	Develops thoughtful predictions, interpretations, and/or conclusions about the text with depth and understanding
Inferences at the word level This can also be measured in formative assessments	Seldom makes word inferences accurately.	Occasionally makes word inferences accurately based on context clues.	Often makes word inferences based on context clues.	Consistently makes accurate word inferences based on context clues.
Summary	Relates a limited amount of information, conveying little or no understanding of the story. May include information that is off topic	Retells the plot information minimally to convey sequence of the story, but some essential information is missing or inaccurate. May include story elements other than plot.	Accurately retells the story sequentially in own words. Gives essential details of all other story elements (characters, setting, problem, resolution).	Accurately retells the story sequentially in own words. Gives essential details of all other story elements as to how they support the theme.
Reader's Response	Does not show a connection between the characters and the reader's experiences. Shows the reader accepts or rejects the author's skill and messages without commenting or explaining.	Makes connections between the characters and the reader's experiences. Makes judgments about the author's skill and use of themes but provides no support from the text. ("I like it." "This is boring.")	Makes a variety of supported connections between the characters and the reader's experiences. Uses some evidence from the text to evaluate the author's skill and the selection's theme(s).	Makes insightful connections between the characters and the reader's experiences. Uses a variety of specific evidence from the text to evaluate the author's skill and the selection's theme(s).

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Instructional Plan

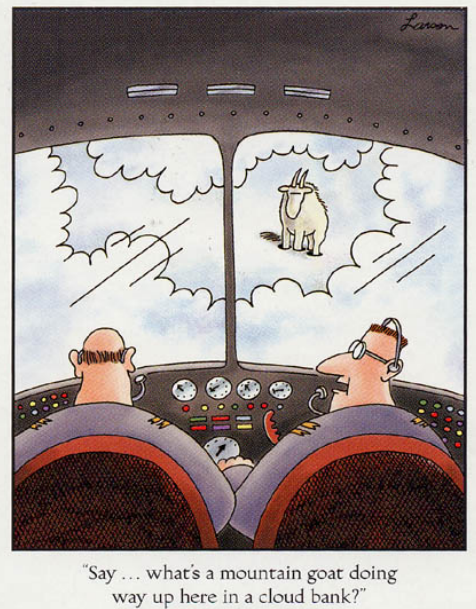
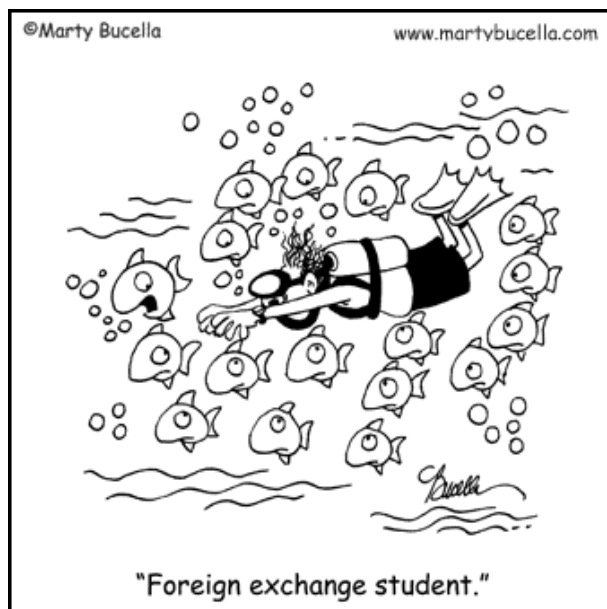
Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Day 1: Inferences are life skills

How many of you can look at your parents and tell if it's a good time to ask them to do something? How many of you can tell when I'm crabby? When I'm happy? You're making inferences when you do those things. If you walk outside and the sidewalk is wet, what inferences could you make? Is it possible you might have to change your inference when you have more information?

Put some cartoons on the overhead and discuss the inferences we have to make.

Formative assessment: Anecdotal notes during discussion



Books that are written in a form that is not conventional narrative often require that we do a lot of inferring – or reading between the lines.

Do Think Aloud with **Detective LaRue – Letters from the Investigation** by Mark LaRue. Focus on inferring at all levels.

Make quick chart of pithy plot summary, setting, main characters, problem/resolution. Have basket of picture books that are either multi-genre or written in letters for students to do pair-share think-alouds.

Day 2- Inferences are life skills #2

Detectives figure things out from little clues.

We are detectives all the time. Be a detective with the following scenarios:

Sue blew out the candles and got presents.

- Mary plays her flute for 2 hours every day.
- The boat drifted in the middle of the lake.
- John went running into the street without looking.
- Rasheeta was the star pitcher but she had a broken finger.
- We bought tickets and some popcorn.
- I forgot to set my alarm clock last night.
- When I woke up, there were branches and leaves all over the yard.
- Yesterday we cleaned out our desks and took everything home.

Formative assessment: anecdotal notes during discussion.

Begin Think Aloud with **Amelia's Notebook** – by Marissa Moss. Focus on inferring at all levels.

Do introductions to Guided Reading books while rest of class is in Independent reading:

Regarding the Fountain by Kate Klise (Fountas and Pinnell level T)

Amelia's 7th Grade Notebook by Marissa Moss (9-12)

Max's Logbook by Marissa Moss (9-12)

During introductions explain that students will need to be detectives and read between the lines.

Have students divide book into three sections for each of three meetings. Model how to use sticky notes and mark in the book at what point they make an inference AND WHY.

Day 3 – Inferences are reading skills

Use transparency from **Amelia's Notebook** to show students how often we make inferences when we are reading. Create a list of types of inferences.

Have kids create own language, but here are sample ideas:

Types of Inferences Skilled Readers Use

Skilled readers . . .

1. Recognize the antecedents for pronouns
2. Figure out the meaning of unknown words from context clues
3. Figure out the grammatical function of an unknown words
4. Understand intonation of characters' words
5. Identify characters' beliefs, personalities, and motivations
6. Understand characters' relationships to one another
7. Provide details about the setting
8. Provide explanations for events or ideas that are presented in the text
9. Offer details for events or their own explanations of the events
10. Understand the author's view of the world
11. Recognize the author's biases
12. Relate what is happening in the text to their own knowledge of the world
13. Offer conclusions from facts presented in the text

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20strategies/inferentialreading.htm>

Continue think aloud of **Amelia's Notebook** – by Marissa Moss. Focus on inferring at all levels.

Day 4- Story elements

Conclude think aloud of **Amelia's Notebook** – by Marissa Moss. Focus on inferring at all levels.

Make quick chart of pithy plot summary, setting, main characters, problem/resolution.

Meet with Guided Reading group. (Fountain) Discuss sticky notes. Have students summarize what has happened so far. What is the problem? Do you have a prediction (inference)?

Formative assessment: take anecdotal notes in each Guided Reading meeting.

Develop quick checklist for easier and more thorough checking of skills.

Day 5 – Context clues

Read aloud **Love That Dog** by Sharon Creech. Think aloud inferences as you go through the book. (Although this not multi-genre, it is an unusual genre for a narrative and forces one to make many inferences.)

Quickly discuss inferring context clues. Have students use context clues to infer the meanings of the bold words in the following sentences:

1. My geegles, like most flowers, look best when freshly cut. (Look for a synonym.)
2. My gritsies, unlike my dogs, do not like to come when they are called. (Look for an antonym or compare and contrast.)
3. My gaglespurt, otherwise known as a car, gets 20 miles to the gallon. (Look for the definition.)
4. Piccolos, tubas, and gigupites are in this shop. (Look for words that appear in a series.)
5. When you gaggle to me like that, it makes me really angry because of your tone of voice. (Look at cause and effect.)
6. Sometimes when my teacher dritzes my paper I get an "A" and other times I get an "F". (Look at general context.)

Teaching point: Usually writers give us context clues so we can infer the meaning of unknown words.

Meet with Guided Reading group (Amelia). Discuss sticky notes. Have students summarize what has happened so far. What is the problem? Do you have a prediction (inference)?

Day 6- Context clues

Read aloud **Love That Dog** by Sharon Creech. Think aloud inferences as you go through the book.

Model use of sticky notes when inferring the meaning of context clues.

Write word, write inferred meaning, write why you inferred this meaning.

Meet with Guided Reading group (Max). Discuss sticky notes. Have students summarize what has happened so far. What is the problem? Can you predict (infer) what will happen next?

Day 7 – Questions lead to inferences

Read aloud ***Love That Dog*** by Sharon Creech. Think aloud how questions prompt inferences as you read the book. (Mild puzzlement. Total confusion. Jumps in time.) Meet with Guided Reading group (Fountain). Discuss sticky notes. Have students summarize what has happened so far. What is the problem? Do you have a prediction (inference)? What questions are you asking before you make an inference?

Day 8 – Questions lead to inferences

Read aloud ***Love That Dog*** by Sharon Creech. Think aloud how questions prompt inferences as you read the book. (Mild puzzlement. Total confusion. Jumps in time.) Meet with Guided Reading group (Amelia). Discuss sticky notes. Have students summarize what has happened so far. What is the problem? Do you have a prediction (inference)? What questions are you asking before you make an inference?

Day 9 – Questions lead to inferences

Read aloud ***Love That Dog*** by Sharon Creech. Think aloud how questions prompt inferences as you read the book. (Mild puzzlement. Total confusion. Jumps in time.) Meet with Guided Reading group (Max). Discuss sticky notes. Have students summarize what has happened so far. What is the problem? Do you have a prediction (inference)? What questions are you asking before you make an inference?

Day 10 – Writing summaries

Finish ***Love That Dog*** by Sharon Creech. Model how to think through a summary of *Love That Dog* that contains pithy plot summary including problem/resolution, setting, main characters. Also model non-example.

Meet with Guided Reading group (Fountain). Discuss sticky notes. Have students summarize what has happened so far. How was the problem resolved? Were your predictions validated? What questions are you asking before you make an inference?

Day 11 – Writing about inferences

Model how to write section 2 of final paper using ***Love That Dog***. Also model non-example.

Meet with Guided Reading group (Amelia). Discuss sticky notes. Have students summarize what has happened so far. How was the problem resolved? Were your predictions validated? What questions are you asking before you make an inference?

Day 12 – Writing personal response

Model how to write section 3 of final paper using ***Love That Dog***. Also model non-example.

Meet with Guided Reading group (Max). Discuss sticky notes. Have students summarize what has happened so far. How was the problem resolved? Were your predictions validated? What questions are you asking before you make an inference?

Day 13 – 15 Time to write and conference

CELEBRATE!

Note: Have students do multi-genre 'zines in computer class.

http://www.readwritethink.org/lessons/lesson_view.asp?id=1013