### Unit 3/Week 1 at a Glance

**Day** | **Mini-Lessons**
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**ONE** | • Introduce the Comprehension Strategy: *Make Inferences*  
• Think Aloud and Use the Metacognitive Strategy: *Visualize*  
• Make an Inference About a Picture  
• Connect Thinking, Speaking, and Writing  
• Reflect and Discuss

**TWO** | • Review the Metacognitive Strategy: *Visualize*  
• Use the Comprehension Strategy: *Make Inferences*  
• Connect Thinking, Speaking, and Writing  
• Reflect and Discuss

**THREE** | • Extend the Comprehension Strategy: *Make Inferences*  
• Observe and Prompt for Strategy Understanding  
• Reflect and Discuss

**FOUR** | • Read and Summarize  
• Answer Text-Dependent Comprehension Questions: *Make Inferences (Level 3: Prove It!)*  
• Reflect and Discuss

**FIVE** | • Metacognitive Self-Assessment  
• Constructed Written Response  
• Ongoing Comprehension Strategy Assessment

### The Trouble with Spring

**Clue:** The view from the top of that building had to be amazing.

**Inference:** Cameron really wants to visit the Washington Monument.

**Evidence:** “It sounds kind of boring.”  
• “Sounds great,” muttered Cameron.  
• “So, at the National Archives, I’ll see a bunch of scrapbooks.”

**Inference:** Cameron does not want to visit the National Archives.

### Etna Blows Its Top

**Evidence:** Cameron, a collection of nonfiction Information. Like Nonfiction? Nonfiction. Like Nonfiction? Nonfiction.

**Inference:** No, the volcano erupted.

**Evidence:** On July 17, 2001, Mount Etna blew its top. Lava and ash poured out of the mountain from four different places.

**Inference:** Visits to Mount Etna were restricted to government officials and scientists only.

**Evidence:** Even though Mount Etna is active, local farmers still grow crops such as grapes and olives on the mountainside.

**Inference:** The island people might be happier if this volcano became dormant and stopped erupting, but there is no sign of that happening.
**Read-Aloud (10 MINUTES)**

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Visualize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

**Mini-Lessons (20 MINUTES)**

**Introduce the Comprehension Strategy: Make Inferences**

**Say:** Bluebirds have nested in a tree beside Mari’s back door, and Mama bluebird has been sitting on the nest for weeks. This morning, Mari hears little peeping noises coming from the nest.

**Ask:** What could you infer, or figure out, about what has happened?

**Turn and talk.** Ask students to turn to a partner and share their inferences. Ask a few students to share with the whole group.

**Explain:** I would infer that the bluebird babies have hatched out of their eggs. When you make an inference, you use one or two clues or pieces of evidence to state a fact. A pair of bluebirds had built a nest in a tree by the back door, and the mother bluebird has been sitting on the nest. Good readers know how to make inferences in fiction and nonfiction texts. We’re going to practice making inferences this week.

**Think Aloud and Use the Metacognitive Strategy: Visualize**

**Display Poster 1.**

Draw students’ attention to the blossoms and the sneezing woman. (Whiteboard users can use the highlighter tool.)

**Explain:** When I look at this picture, the first thing I need to do is figure out what it is trying to show me about the woman. One way I can do that is by visualizing. I imagine what the woman is feeling by visualizing, or making pictures in my mind of, what she is doing. Let me show you how I do it.
**Think aloud:** The picture shows the woman outside among blossoming bushes. Her eyes are closed and she is holding a tissue. She looks uncomfortable. I can visualize the woman covering her mouth and nose with the tissue and then sneezing. I visualize other people sneezing too when they are outdoors in spring. Visualizing what is happening can help me understand how the woman feels and what the trouble with spring is.

Write your visualization on chart paper. Ask students to generate other visualizations they could make about the picture, and add these to your list.

Post these visualizations on the wall as a Visualize anchor chart, or invite students to write them in their reading journals or notebooks to use in the future.

**Make an Inference About a Picture**

Ask students to make an inference about why the woman is sneezing. Point out that the title of the poster, “The Trouble with Spring,” can help them make an inference.

Ask students to tell what kinds of information in the photo helped them make an inference about why the woman is sneezing.

Provide the following academic sentence frames to support ELLs and struggling students:

*My inference about the woman is ______.*

*The clues that help me make this inference are ______.*

*Visualizing ______ helped me make my inference.*

**Connect Thinking, Speaking, and Writing**

Write down the inferences students make and reread them as a group. Then write the clues students used to make the inference. Give students the opportunity to expand on their shared writing.

**Reflect and Discuss**

Ask and discuss the following questions:

- Why is it important to make inferences? How does this help you?
- How did visualizing help you understand the photograph?
- How does the title of the poster help you to make an inference?

**Connect and transfer.** Say: Remember, you can make inferences based on clues in a text, too. Tomorrow, we will practice making inferences based on clues in a text.
Support Special Needs Learners

Support visual learners and students with attention issues by projecting the whiteboard version of the posters. Allow students to come to the whiteboard and circle, underline, or highlight sentences and illustrations. Invite them to discuss and then make inferences about what they see.

Access the graphic organizer provided on the whiteboard. Record clues and inferences with students.

Provide opportunities for active involvement. For example, point out a clue on a poster, such as the woman wearing a short sleeve shirt, and ask pairs of students to discuss it and make an inference.

Access the image bank for enlarged images that students can use to practice visualizing, looking for clues, and making inferences.

Home/School Connections

On Day 1, distribute copies of Home/School Connections (BLM 1). Each day during the week, assign one of the six home/school connections activities for the students to complete. Ask them to bring their completed assignments to class the following day. Make time at the beginning of each day for students to share their ideas.

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making inferences. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)

Confer with individual students on their text selections and applications of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Word Study Workshop (20 MINUTES)

Use the Day 1 instruction provided in Word Study Skill Bag 7.
Read-Aloud (10 MINUTES)

Select a favorite fiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Visualize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Review the Metacognitive Strategy: Visualize

Display Poster 2 with annotations hidden and/or distribute BLM 2 and read aloud the title.

Read aloud the text with students.

Explain: Yesterday when I looked at “The Trouble with Spring” poster, I visualized the woman and others sneezing to help me understand. I can also visualize by imagining what people are feeling or places are like based on what the characters think, say, and do. I’ll show you how I do this.

Reread the first paragraph. Think aloud: In the first paragraph, I learn that Cameron is looking at the Washington Monument from a car. I can visualize Cameron sitting in the car as the family arrives in Washington, D.C. I can see Cameron excitedly looking up at the Washington Monument and wanting to go in it as he thinks about the view from the monument. Visualizing the scene helps me understand Cameron’s excitement about the trip to Washington, D.C.

Reread the second, third, and fourth paragraphs. Think aloud: These paragraphs help me visualize Cameron’s disappointment. He says an archive sounds boring and sarcastically says that it would be great to see a “bunch of scrapbooks.” These details help me picture Cameron’s traits and feelings.

Encourage students to make inferences about the traits, feelings, and relationships of the characters in the passage and to identify the clues that support the inferences. Invite students to describe how visualizing helped them make inferences. Reinforce the idea that good readers visualize to understand text better. Support ELLs and struggling readers with the following sentence frames:

Cameron’s feelings are ________.
Cameron’s character traits are ________.
Visualizing helped me ________.
Use the Comprehension Strategy: Make Inferences

Reread the poster text with students, annotations still hidden.

**Say:** Now think about the content of this passage and what the author wants readers to know but didn’t write. What clues help you make inferences about how Cameron is feeling and what he wants to do?

If necessary, explain that the author reports what Cameron does and says, but not how he feels. The author provides clues that suggest how Cameron feels about the day’s activities.

**Say:** Let’s look closely to find a clue that shows how Cameron feels about what he is seeing. What is the first clue?

On chart paper, write the sentence that students identify. Then reveal the first Clues annotation. **Ask:** Did we find the first clue? Let’s compare sentences.

**Build academic oral language.** **Say:** Clues help us make inferences. What inference can you make about what Cameron feels about the Washington Monument? (He would like to climb up inside it.) Let’s look for other clues in the passage that help us infer how Cameron feels. What clues suggest how Cameron feels about where they are going? (“It sounds kind of boring.” “Sounds great,” muttered Cameron. “So, at the National Archives, I’ll see a bunch of scrapbooks.”)
Connect Thinking, Speaking, and Writing

Prompt students to make an inference based on the clues about Cameron’s feelings they have recorded. Students should understand that an inference is usually based on one or two pieces of evidence.

Record students’ inferences on chart paper. Then reveal the Inference annotation.

**Say:** Let’s compare our inferences to the inferences on the poster. Allow time for discussion.

Reflect and Discuss

Ask and discuss the following questions:

- What does it mean to visualize, and how does this help you as a reader?
- How does making inferences help you understand what you are reading?
- How do clues help you make inferences?

Connect and transfer. **Ask:** How will you use what we have practiced today when you read on your own?

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making inferences. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)

Confer with individual students on their text selections and applications of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Word Study Workshop (20 MINUTES)

Use the Day 2 instruction provided in Word Study Skill Bag 7.

Comprehension Quick-Check

Take note of which students can or cannot contribute to the discussion of the Poster 2 inferences. Use the following activity to provide additional explicit instruction for these students.

Use an additional real-world example to help students understand how to make inferences. For example: Rico is walking to the lunchroom for lunch. He is not carrying a lunch from home. Ask students to state the clues and make an inference. Record the clues and inference on a graphic organizer. Then write them as a paragraph. Ask students to underline the inference and circle each clue.

Oral Language Extension

During independent workstation time, pair students to discuss pets they have had or would like to have. Ask one partner to describe a specific pet. Then ask the second partner to make an inference about the information and to identify the clues on which the inference is based. The partner can state whether the inference is correct or not. For example, Partner A says she has pet fish, and she gives it flakes of food and fresh water. Partner B infers that Partner A has a fish tank. Then partners switch roles. Tell students to be ready to report on their inferences and clues during individual conference time.

Home/School Connections

At the beginning of the day, make time for students to share their ideas based on the activity they completed the previous night.

At the end of the day, ask students to complete another home/school connections activity from BLM 1 and bring their assignment to class the following day.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Visualize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Extend the Comprehension Strategy: Make Inferences

Display Poster 3 and/or distribute BLM 3 and read aloud the title.

Say: Today you’re going to practice reading and making inferences about a text. Remember to use what you’ve learned. You can visualize to help you understand.

Based on students’ needs and abilities, ask them to read the passage independently or with a partner. Tell them to locate and write in the Evidence section clues to information the author does not provide. Encourage students to use the clues to make an inference and write it in the Inference section. Tell students to underline, circle, or flag key information as they read.

Invite individual students or pairs to share their evidence and inferences. Record students’ findings on the poster or on chart paper. See the sample annotations.

Observe and Prompt for Strategy Understanding

While using the poster, note students who demonstrate understanding of the concepts and those who seem to struggle. Use appropriate responsive prompting to help students who need modeling or additional guidance, or to validate students who demonstrate mastery.

Goal Oriented

- I am going to read slowly and reread if necessary to locate clues.
- I am going to think about clues and what I know to make inferences.
- The clue word(s) _______ help me figure out, or infer, that _______.

Directive and Corrective Feedback

- Does that phrase (sentence) provide a clue to what the author does not state directly?
- What inference can you make? What helped you make the inference?
Self-Monitoring and Reflection
- What could you do to help yourself make an inference?
- What visualizations could you make?
- Did you use clues to help you make an inference? Did you reread if you did not understand the text?

Validating and Confirming
- You did a good job picking up on what the author did not state directly.
- You really picked up on the evidence to make an inference. Great job!
- I like the way you visualized to help you make inferences.

Reflect and Discuss
Ask and discuss the following questions:
- What kinds of texts have you read in which you had to make inferences?
- What kinds of inferences might you need to make in a fictional story?
- Why might the author of a nonfiction text want you to make inferences?

Connect and transfer. Say: Remember that authors do not always state facts directly. Try making inferences today when you read in small groups. Use your visualizations to help you make inferences.

Small-Group Reading Instruction (60 MINUTES)
Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making inferences. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)
Confer with individual students on their text selections and applications of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Word Study Workshop (20 MINUTES)
Use the Day 3 instruction provided in Word Study Skill Bag 7.

Make Content Comprehensible for ELLs
Use the following strategies to help ELLs understand the poster content and acquire academic language.

Beginning
Point to the poster photograph and provide the language for what you see. For example: volcano, eruption, smoke, ash. Invite ELLs to point to and name people and objects with you.

Intermediate
Describe the poster content in your own words. For example, say: Mount Etna is a volcano. When a volcano erupts, smoke and ash pour out of its top. The air can be dangerous to breathe. Encourage students to add their own comments.

Beginning and Intermediate
If you have students whose first language is Spanish, share these English/Spanish cognates: mount/el monte, island/la isla, active/activo, volcano/volcán, eruption/la erupción, history/la historia, scientists/los científicos.

Comprehension Quick-Check
The responsive prompts on pages 8–9 are designed to help you meet the needs of individual students. Based on your observations, identify students who may need additional explicit reinforcement of the strategy during small-group instruction or intervention time. Use similar responsive prompts during small-group instruction to scaffold students toward independent use of the strategy.

Home/School Connections
At the end of the day, ask students to complete another home/school connections activity from BLM 1 and bring their assignment to class the following day.
Read-Aloud (10 MINUTES)

Select a favorite nonfiction read-aloud from your classroom or school library with which to model the metacognitive strategy “Visualize.” Use the sample read-aloud lessons and suggested titles in the Benchmark Literacy Overview.

Mini-Lessons (20 MINUTES)

Read and Summarize

Based on students’ needs and abilities, ask them to read the passage independently or with a partner. Remind students to visualize to help them understand what they read.

Build academic oral language. When students have finished, ask individuals or pairs to tell an inference they made. Encourage ELLs or struggling readers to use the following academic sentence frame:

An inference I can make about the passage is ________.

Answer Text-Dependent Comprehension Questions:

Make Inferences (Level 3: Prove It!)

Say: Sometimes you need to answer questions about a passage you’ve read. Some questions require you to make inferences. Today we’re going to read and answer questions. Some of the questions will ask you to make inferences.

Distribute BLM 5 and read Question 2 together. (“How can you figure out that chemicals called pesticides remain on the skins of fruits and vegetables?”)

Ask: What is the question asking us to do? If students can’t tell you, say: The question is asking us for an answer that is not stated directly in the passage. What strategy will we need? (make inferences) How do you know? (An inference is not stated in the text but is based on clues in the text.)

Say: The text doesn’t say how we can figure out that fruits and vegetables still have pesticides on their skins. So I will look for details about fruits and vegetables and pesticides in the text and then put them together to answer the question. I’m going to read this question again carefully to be sure I understand the information I need to look for.
Say: Now we’re ready to reread the passage to find the information we need. We know we need to find clues about figuring out whether pesticides remain on skins of fruits and vegetables. The third paragraph says it is necessary to wash fruits and vegetables before we eat them. So I know that there is something on the skin that is dangerous to eat. The paragraph also says fruits and vegetables are sprayed with dangerous chemicals used to get rid of pests. I know that pesticides kill pests and that they are sprayed on plants. If they are sprayed on plants, they also land on the plants’ fruits and vegetables. The passage warns that the chemicals must be washed off, so they must stay on the skins. I’ll choose answer C. The clues were in the text, but I had to put them together, along with what I already knew about pesticides, to get the answer. I made an inference to answer the question.

Ask students to work independently or with a partner to answer additional text-dependent questions on BLM 5.

Review students’ answers and use the poster as needed to model analyzing questions and rereading to make inferences that answer the questions.
Day Four

Reflect and Discuss

Ask and discuss the following:
- What strategy did we use to answer questions about the text?
- Notice how we looked for clues and made inferences to answer questions.

Connect and transfer. Say: Practice making inferences. This strategy can help you better understand and remember the ideas in what you read. It can also help you when you take tests.

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making inferences. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Use the Comprehension Question Card for each title and the Comprehension Teacher Flip Chart to practice answering Level 3 text-dependent comprehension questions.

Individual Student Conferences (10 MINUTES)

Confer with individual students on their text selections and applications of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Word Study Workshop (20 MINUTES)

Use the Day 4 instruction provided in Word Study Skill Bag 7.

Comprehension Quick-Check

Note whether students are able to analyze each Level 3 text-dependent comprehension question and return to the text to find the information they need to answer the question correctly. If students have difficulty, use small-group reading time for additional practice answering these kinds of questions, which appear on standardized reading assessments. The Comprehension Question Card for each leveled text provides practice questions at four levels of comprehension. The Comprehension Teacher Flip Chart helps you model the strategies students need to master.

Oral Language Extension

Display Comprehension Anchor Poster 4 during independent workstation time. Invite pairs of students to read and talk about the poster together. Encourage them to list and describe some specific foods and explain how to make them safe to eat. Ask students to make one or two inferences about the food preparation methods they discuss. Remind them to be prepared to share their lists and inferences during independent conference time.

Home/School Connections

At the beginning of the day, make time for students to share their ideas based on the activity they completed the previous night.

At the end of the day, ask students to complete another home/school connections activity from BLM 1 and bring their assignment to class the following day.
Read-Aloud (10 MINUTES)

Revisit the week’s read-alouds to make text-to-text connections and provide opportunities for reader response. Use the suggested activities in the Benchmark Literacy Overview, or implement ideas of your own.

Assessment (20 MINUTES)

Metacognitive Self-Assessment

Ask students to reflect on their use of metacognitive and comprehension strategies this week. What did they learn? How will they use the strategies in the future? What do they still need to practice, and how can they do this?

Invite students to share their reflections in one of the following ways: conduct a whole-class discussion; ask students to turn and talk to a partner and then share their ideas with the class; or ask students to record their thoughts in their journals or notebooks.

Constructed Written Response

Distribute copies of Constructed Written Response (BLM 6) and ask students to think about a food they have helped prepare at home and how they made sure it was safe to eat. In the Inference column, students should make an inference about the food or the method of preparing it. In the Evidence column, students can note the clues that support the inference.

Work with students individually. Ask them to write a paragraph explaining how to prepare the food safely, using notes from the graphic organizer. If students need extra help, encourage them to use the Internet or a health or science textbook to locate facts about safe food handling and preparation.

Read aloud the checklist at the bottom of BLM 6 to help students evaluate their work.

Challenge activity. Students who are able to may also find out more about food preparation of the kind they wrote about and add information and diagrams to their paragraphs.

Support activity. If students cannot make inferences about safe food preparation, review clues in their paragraphs with them. They can use the sentence frames: I see ______, I know that ______, I can make the inference that ______. Reinforce the fact that an inference is based on one or two pieces of evidence.
Ongoing Comprehension Strategy Assessment

Distribute one of the Make Inferences Comprehension Strategy Assessments from the Grade 3 Comprehension Strategy Assessment book (“The Voice of History,” pages 82–83, or “Mapping the Pacific,” pages 84–85). Ask students to read the passage and use the information to answer the questions.

Use the results of this assessment to determine students who need additional work with the strategy.

Record students’ assessment scores on the Strategy Assessment Record (page 141) so that you can monitor their progress following additional instruction or intervention.

Provide additional modeling and guided practice during small-group reading instruction using the recommended titles in this Teacher’s Guide.

Small-Group Reading Instruction (60 MINUTES)

Based on students’ instructional reading levels, select titles that provide opportunities for students to practice making inferences. See the list provided on the Unit at a Glance chart.

Use the before-, during-, and after-reading instruction provided in the Teacher’s Guide for each text.

Individual Student Conferences (10 MINUTES)

Confer with individual students on their text selections and applications of strategies. Use the Reading Conference Note-Taking Form to help guide your conferences.

Word Study Workshop (20 MINUTES)

Use the Day 5 instruction provided in Word Study Skill Bag 7.