Lesson Name: Inference and Author’s Purpose in Informational Texts
Grading Period/Unit: CRM 4, Unit 8, Arc1
Grade level: 3rd Grade Reading
Estimated timeframe: (see below)

This lesson is appropriate for both Monolingual and Dual Language teachers.

Monolingual Pacing:  
Day 1 – Engage, Focus Lesson, Activity 1
Day 2 – Focus Lesson, Activity 2

Dual Language Pacing:  
Day 1 – Engage, Focus Lesson
Day 2 – Activity 1 (WTL journals)
Day 3 – Focus Lesson,
Day 4 – Activity 2 (WTL journals)

Lesson Components

Lesson Objectives: Students will infer meaning within informational text by carefully considering the evidence in the text, text structure, background knowledge, and context clues. Students will determine the author’s purpose for a variety of expository texts.

Language Objectives: Students will practice listening and speaking skills to ask and answer questions. They will read and write to discover and express their understanding of inferring and author’s purpose.

Prior Learning: Students make inferences about text using textual evidence to support understanding. Students identify the topic and explain the author’s purpose in writing the text.

Standards (Texas Essential Knowledge and Skills):

3.12 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  
3.12A Identify the topic and locate the author’s stated purposes in writing the text

3. F19 Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.  
3.F19D make inferences about text and use textual evidence to support understanding

College and Career Readiness: 
Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.

Essential Questions:
- In what ways does knowing a text’s genre and organizational structure help us better comprehend the text?
- What strategies will help me read and understand this text? How do I know if they are working?
- How do I find information I need? How do I know what to believe in what I find?
- What do readers do to identify the message the author is trying to share?
- How does discussing our inferences with one another help to better understand the text?

Vocabulary

| Essential: | environment, endangered, litter, recycling, responsibility, protect, take action |
| Supporting: | “Drinking Water: Bottled or From the Tap?” fossil fuels, pollute, manufacturers, landfill, disintegrate, “Green Tips”, conserve, contribute, rechargeable, directly/indirectly |
**Lesson Preparation**

Photos for the engage part of the lesson—these should either be printed ahead of time or projected during the lesson. (One photo should be reserved for Activity 1)

Access the following articles online:

National Geographic Kids Article: “Drinking Water: Bottled or From the Tap?”

National Geographic Kids Article: “Green Tips”

Pre-read the articles and mark stopping points. You will use “Drinking Water” on both days of this lesson. You can choose to access the articles electronically and project them for the class or print the articles and make copies to distribute to students.

**Articles for Activity 2:**
*Preview these articles to determine the appropriate match for the readers in your classroom. Consider which article would be appropriate for readers who may need extra support during independent reading.*

- “Trouble in the Ocean” (TFK p. 118)  
  “Problemas en el océano” (Tesoros TFK p. 118)
- “Earth Smart” (Treasures p. 70)  
  “Una ayuda para la Tierra” (Tesoros Unit 1 p. 82)
- “Call of the Wild” (Treasures p. 204)  
  “La llamada de lo salvaje” (Tesoros Unit 5 p. 218)

**Anchors of Support**

Anchors of Support: Anchor Chart: What is an Inference?

<table>
<thead>
<tr>
<th>What is an INERENCE?</th>
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<tbody>
<tr>
<td><strong>An inference</strong> is figuring something <strong>out by using</strong> specific clues and adding what you know.</td>
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<table>
<thead>
<tr>
<th>Clue</th>
<th>What I Know About the Clue</th>
<th>My Inference</th>
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</table>

**Differentiation Strategies**

**Special Education and English Language Learners:** Indicate essential vocabulary to be included in responses. During partner or group work, group struggling or ELL students with students who are strong readers and will be able to help them with reading and responding. Provide sentence stems for oral and written responses.

**Extension for Learning:**
Students can create/write an article about an environmental topic of their choice. They will need to do some research about the topic and then decide what their purpose for writing is. For example, are they informing, convincing, etc? You may want to use one of these tools to bring technology in to the task:

<table>
<thead>
<tr>
<th>21st Century Skills</th>
<th>Environmental Literacy</th>
</tr>
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<tbody>
<tr>
<td>• Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</td>
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**English Language Proficiency Standards:** Mandated by Texas Administrative Code (19 TAC §74.4), click on the link for [English Language Proficiency Standards (ELPS)](http://cte.sfasu.edu/wp-content/uploads/2014/09/Think-Ink-Pair-Share-Activity.pdf) support English Language Learners.

### Lesson Cycle

<table>
<thead>
<tr>
<th>Engage</th>
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<tr>
<td>Remind students about what it means to make an inference. As you teach this lesson, remember kids need to know:</td>
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<tr>
<td>• We infer all the time</td>
</tr>
<tr>
<td>• Inferring is not guessing</td>
</tr>
<tr>
<td>• Inferring uses exact clues from the text and background knowledge to come up with an idea that is not written down in the text</td>
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</table>

Tell them they will be making inferences about photographs. Say: “Facts are what is right there. In the photograph it is what we can see. An inference is what we do when we take that fact and combine it with our own knowledge.” For example, when you show them the picture of the bikes you see that they are riding bikes and wearing gloves/hats. Those are the facts. Inferences you can make are that they are going somewhere and that it is probably cold outside. Discuss a few of the pictures with the whole group, and have the students do a “Think-Ink-Pair-Share” for one or two others. Save one for Activity 1.

**Process for Think-Ink-Pair-Share:**

- Students think about a question or topic for 1-2 minutes
- Students write down their thoughts
- Students share with one or two partners about a given topic for a given amount of time (assign one partner to share first; be strict about time so each one gets an equal amount of sharing time)
- One student shares the small-group comments with the entire group. When students are in pairs, they should always share their partner’s thoughts, not their own.


### Lesson stages

<table>
<thead>
<tr>
<th>SE Focus Lesson:</th>
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<tr>
<td><strong>Read aloud</strong> “Drinking Water: Bottled or From the Tap?” stopping at pre-planned stopping points. Think aloud as you make inferences within the text. Invite students to contribute to your think aloud. Some inferences you can guide the students through in this article:</td>
</tr>
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</table>
✓ Why it would be bad to have bottles in rivers, landfills, etc.

<table>
<thead>
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<th>Clue from Text</th>
<th>What I Know about the Clue</th>
<th>My Inference</th>
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</thead>
<tbody>
<tr>
<td>-bottles end up in landfills and rivers</td>
<td>-We only have a limited amount of space, so landfills will become overfilled -pollution in rivers affects wildlife and water sources</td>
<td>-Throwing away bottles is bad for our environment</td>
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</table>

✓ Why do Americans use so many bottles instead of drinking tap water?

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<th>What I Know about the Clue</th>
<th>My Inference</th>
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</thead>
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<tr>
<td>-“It’s easy to grab a cold one right out of the fridge”</td>
<td>- Grabbing a water out of the fridge is fast and getting water out of the tap takes longer than bottled water</td>
<td>- Convenience is why they are choosing bottled water over tap</td>
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✓ How would using tap water conserve oil?

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<tbody>
<tr>
<td>-producing each bottle requires ¼ bottle of oil</td>
<td>- oil is a limited resource (fossil fuel)</td>
<td>-Drinking water from the tap instead of a plastic bottle (or recycling) would conserve oil</td>
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ACTIVITY 1
Display one of the photos from the engage activities (one you have not used yet). Students should fill out the “Making Inferences with Text Clues” graphic organizer for the photograph (See graphic organizer at the end of this lesson).

Day 2
SE Focus Lesson:
Re-visit “Drinking Water” from yesterday. Ask the students: “Why do you think the author wrote this article?”

Look through the article and text features. Tell students that just as we use clues to infer meaning, we use clues to infer the author’s purpose for writing the article or book. Ask questions to get students thinking about the author’s purpose.
Questions to help drive your instruction about Author’s Purpose:

✓ What is the author’s perspective? How can you tell?
✓ Is the author trying to convince us to feel a certain way or to do something based on the information that he/she is providing for us?
✓ Why do you think that the author chose to include ____________ (facts, opinions, etc.) with this text?
✓ What does he/she want you to know or understand about the topic?
✓ What else might the author want you to understand?
✓ What is the author’s position?
✓ What are the arguments that support this position?
✓ What did I learn by reading this text?
✓ What effect do you think the author wants to have on his/her readers?

Here is a list of reasons author’s write, but this is not a complete list. Authors write for a variety of purposes and oftentimes these purposes overlap.

☐ entertain
☐ inform
☐ describe
☐ persuade
☐ explain
☐ narrate
☐ report
☐ tell
☐ teach
☐ celebrate
☐ inform

When identifying an authors’ purpose, we should always model using information from the text as a part of the author’s purpose. For example, “This author’s purpose is to persuade us to stop buying plastic bottles for drinking water,” rather than, “This author’s purpose is to persuade.” Push your students to think beyond the simple answer for an author’s purpose (listed above) and to include the information from the article to form a complete purpose.

Today, read aloud “Green Tips”. As you think aloud during the reading, talk about the language the author uses and how that gives you a clue to the purpose.

✓ By teaching your students to look at the language that the author uses, you are teaching them to look at a text through the eyes of the person who wrote it. This helps students to better understand the author’s position, point-of-view, or purpose for writing.
✓ Teach students to look at the language that the author uses throughout the text. Does he/she use positive or negative language to describe the topic?
✓ The following graphic organizer can be used to look for the author’s word choice which provides clues to how the author feels about a particular topic.
**ACTIVITY 2:**
Students will work in pairs or groups to read various articles and determine the author’s purpose. Each pair/group should choose an article that interests them. See the suggestions in the Lesson Preparation section.

As students read, they can record in their Write to Learn journals. Author’s purpose can be recorded with a t-chart: with clues on one side and author’s perspective on the other side. Students can record evidence from the text and then infer the author’s purpose.

Today in independent reading students should keep author’s purpose in mind as they read their self-selected texts. Provide a number of informational texts on a variety of levels. Make sure there are accessible texts and/or audio versions for students who need extra support.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Author’s Perspective</th>
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<tbody>
<tr>
<td>“Trash tossed carelessly outside often washes into storm drains”</td>
<td>The use of the word “carelessly” shows the reader that the author thinks negatively about this action.</td>
</tr>
<tr>
<td>“Be sure to recycle all batteries to keep harmful metals from entering the environment.”</td>
<td>The use of the word “harmful” shows the reader that the author thinks negatively about this action.</td>
</tr>
<tr>
<td>“Sharing books is a great way to reduce waste and reuse materials”</td>
<td>The use of the word “great” shows the reader that the author thinks positively about this action.</td>
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**Closure Activity**
On both Day 1 and Day 2, have students share their writing from Activity 1 & 2. Students should have conversations about the work they did in their independent reading of informational texts. After Activity 2, groups should come back to the group to debrief about their partner reading and what evidence they found in the text to determine the author’s purpose. This is an opportunity for the students to share information from multiple texts and explain their thinking and respond to each other.

**Check for Understanding (Evaluation)**

<table>
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<tr>
<th>Formative:</th>
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<tbody>
<tr>
<td>✓ Think-Ink-Pair-Share</td>
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<tr>
<td>✓ Conversations during partner/group work and closure activities</td>
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<tr>
<td>✓ Application of strategies during independent reading (assessed in guided reading and conferences)</td>
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<tr>
<td>✓ Activity 1 WTL journals</td>
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<tr>
<th>Summative:</th>
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<tbody>
<tr>
<td>✓ Activity 2 WTL journals</td>
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Making Inferences with Text Clues

Clue from the book + What I Know About the Clue = My Inference! Text

Clue from the book + What I Know About the Clue = My Inference! Text