



THE WRITING ACADEMY®, LLC

Module 1

Significant Inferencing Sentences Using MICE

Grade 3 · Cluster 4

Tackling TEKS · Reading & Writing

3.11B(i) · 3.12B · 3.12B(i) · 3.12B(ii) · 3.12B(iii)



★ Meet Our Week!

Week 1 · Low Stamina

★ Daily Deck

I Will...

- Teach students to identify evidence from the text.
- Teach students to make a personal connection to the topic.
- Teach students to combine evidence and connections using MICE.
- Teach students to use signal phrases like Ultimately or The big picture is.
- Teach students to explain how the idea helps others.

I Can...

- Say what MICE stands for: My Inference = Connections I have + Evidence I have found.
- Tell the difference between an explanation and a significance sentence.
- Use a signal phrase to start my significance sentence.
- Combine evidence with my own connection to make a bigger idea.
- Connect the learning to others, not just myself.



MICE and Shaping the Prompt

★ Daily Deck

Day 1 · Gather & Reveal

Benjamin Franklin and Electricity and The Founding Fathers

informational text

How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to others?

Would you rather have a fact or a lesson? Show one finger for a fact and two for a lesson.

A fact stays on the page, but a lesson goes beyond it to help others.



Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!



The MICE Framework

Day 1 · Reveal

★ Daily Deck

M

My Inference

The bigger lesson or takeaway that goes beyond the text.

I

Inference

The writer's own thinking, experience, or prior knowledge linked to the topic.

C

Connections

Personal or global connections that help explain why the idea matters for others.

The specific proof from "Benjamin Franklin and Electricity" or "The Founding Fathers" that supports the inference.

Signal Phrase: Ultimately / The big picture is

★ Model Prompt

Day 1 · Reveal (cont.)

★ Daily Deck

Prompt-Shaping Key

Topic: the noun of importance

Charge: the verb of importance

Clue word: WHY or HOW

Watch Me!

Prompt: Explain why Benjamin Franklin's invention helps communities stay safe.

Model: You circle Benjamin Franklin's invention because that is the topic. You box help because that is what the invention does. You triangle why because it tells you to give a reason.

Explain is the direction to the writer.



MICE and Cheese Significance Stack

★ Daily Deck

Day 2 · Attempt · Partner Game

Benjamin Franklin and Electricity and The Founding Fathers

How to Play

- 1 Seat partners with the three ECR cards face up and reachable.
- 2 Read the entire sentence before signaling BOOM BOOM GRAB.
- 3 First correct grab earns one point; a wrong grab gives the partner the point.

Success Check: *Expect topic Benjamin Franklin's lightning rod, charge tells, clue how, and type HOW.*

With Your Partner

Task Card

Benjamin Franklin's invention helped people stay safe by using science to protect their homes.

Answer

Thesis (central idea)

Explain how you know a sentence is significance. What does your thesis (central idea) do?

Use the sentence's job to support your choice.

Compare the first two prompts. Which answer would need a word like because?

How does your clue word tell you?

Invite students to connect a family memory or tradition to one of the passages.

Student Directions: “Have students briefly retell how Franklin and the Founding Fathers solved problems, then compare scientific inventions with government laws.”



Prompt Shaping Practice

Day 3 · Discuss (cont.)

★ Daily Deck

Explain why Benjamin Franklin's invention helped protect buildings.

Benjamin Franklin's invention

help

why

A correct classification includes a justification from the clue word.



Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

Explain why Benjamin Franklin's invention helped protect buildings.

2

Explain how the Founding Fathers created a fair government.

3

Explain why Benjamin Franklin became an important inventor.

Students work alone: red circle, yellow box, green triangle, then WHY or HOW.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Point to one sentence that shows your strongest work.

- finding the evidence
- making a clear connection
- using a strong signal phrase

Target 🎯

Have students complete the next-step goal stem and rehearse it with a partner.

Curiosity Questions

Ask how going beyond the text strengthens a paragraph, why significance sentences use signal phrases like Ultimately

Explain why Benjamin Franklin's lightning rod was significant for communities.

Have students mark the evidence, write their connection, and explain the task in one sentence.

The final sentence must identify the task as connecting the invention to how it helps others.

Use MICE Detective to rebuild evidence, connection, and inference selection with fewer choices and oral rehearsal.

First find and say the evidence, then the connection, then the inference.

Add your red circle, yellow box, and green triangle.

Now show on your own how you know whether the sentence goes beyond the text.

You can be a MICE detective.

Have students underline and say the evidence, then the connection, then the inference, one at a time.



MICE Significance Challenge

Enrichment · Write in your notebook

Have students analyze the Franklin WHY prompt, then build a full paragraph. Invite comparison with how the Founding Fathers used evidence to create liberty.

Explain why Benjamin Franklin's invention of the lightning rod was important for protecting communities.

Write a thesis (central idea) at the top

a reason or way on one layer

Add a significance sentence as an extension

★ My Progress Tracker

This tracker is for **YOU!** As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not Yet	Getting It	I've Got It!
States what MICE stands for (My Inference = Connections I have + Evidence I have found).	Not Yet	Getting It	I've Got It!
Distinguishes an explanation from a significance sentence.	Not Yet	Getting It	I've Got It!
Uses a signal phrase (Ultimately, / The big picture is,) to start the significance sentence.	Not Yet	Getting It	I've Got It!
Combines evidence with a personal connection using MICE.	Not Yet	Getting It	I've Got It!
Writes a significance sentence that goes beyond the text to a bigger idea.	Not Yet	Getting It	I've Got It!
Connects the learning in the significance sentence to how others can benefit.	Not Yet	Getting It	I've Got It!
Identifies solution, reaction, and resolution as evidence for inference.	Not Yet	Getting It	I've Got It!
Distinguishes thesis (central idea), reason, evidence, explanation, and significance in a paragraph.	Not Yet	Getting It	I've Got It!
Identifies a next step for improving the significance sentence using MICE feedback.	Not Yet	Getting It	I've Got It!



Citizenship Connection

Good Citizens · Our Community & Country

★ Civic Responsibility and Historical Knowledge

Connect careful reading and respectful listening to preserving historical knowledge and civic responsibility. Both nonfiction passages offer concrete examples.

Reflect & Discuss

Ask students how inventions and fair laws help a community stay safe and free.

Let's Look at an Answer!

Prompt: Explain why Benjamin Franklin's invention of the lightning rod helps communities stay safe.

LOW

Example analysis: the student circles Benjamin Franklin and boxes Evidence, then states that the prompt is about the lightning rod.

What Is Working: The student identifies the person and attempts two marks.

What Needs Improvement: The charge should be solved. The green triangle is absent, and the explanation names only the topic.

Let's Look at Another Answer!

Prompt: Explain why Benjamin Franklin's invention of the lightning rod helps communities stay safe.

MEDIUM

Topic: Benjamin Franklin. **Charge:** became. **Clue:** why. The student explains only that the writing is about why he is important.

What Is Working: All three parts are identified correctly.

What Needs Improvement: The final sentence does not explicitly identify the task as giving a reason.

Our Strongest Answer!

Prompt: Explain why Benjamin Franklin's invention of the lightning rod helps communities stay safe.

HIGH

The student explains that the prompt requires a reason and predicts a connector such as because.

What Is Working: The analysis names the topic, charge, clue word, answer type, and required thinking. This student is ready for the MICE Challenge.

★ **This is our target!**