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Jen Bengel

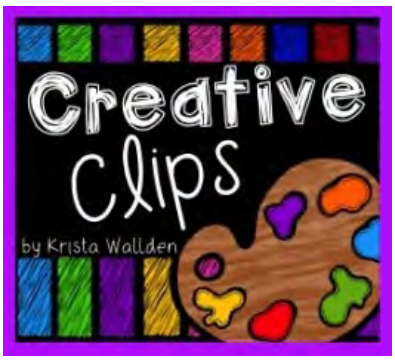
# Thank you so much to these amazing artists, whose work is found in this resource!!



























# See more detailed Comprehension Mini Lessons clicking the link now




## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# Each of the 36 comprehension skills includes 5 mini lessons

## The Mini Lessons: Problem & Solution

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

| | |
|---|---|
| **LESSON 1** *Define and identify problems* | Readers define what problems and solutions are in a text so they identify them during reading. |
| **LESSON 2** *Thinking deeper about problems* | Readers identify problems in a story so they can think about possible reasons for them happening. |
| **LESSON 3** *Predicting Solutions* | Readers identify problems in a story so they can predict possible solutions during reading. |
| **LESSON 4** *Inferring Other Problems and Solutions* | Readers use what they know and what the text says to infer other possible problems and solutions that could be in the story. |
| **LESSON 5** *Making Connections to Problems and Solutions* | Readers make connections to problems and solutions so they can decide how they might act in the story. |

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## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# COMPLETE lessons with teacher suggested language and sample anchor charts

**Readers make connections between the text and things they know about the world so they can understand their own world even better.**

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

## Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

| TEXT-TO-WORLD CONNECTIONS: | HOW I UNDERSTAND MY WORLD BETTER: |
|---|---|
| | |
| | |
| *** Complete the anchor chart by adding ideas from the class as they share during the lesson | |

Lesson 3: Making Connections

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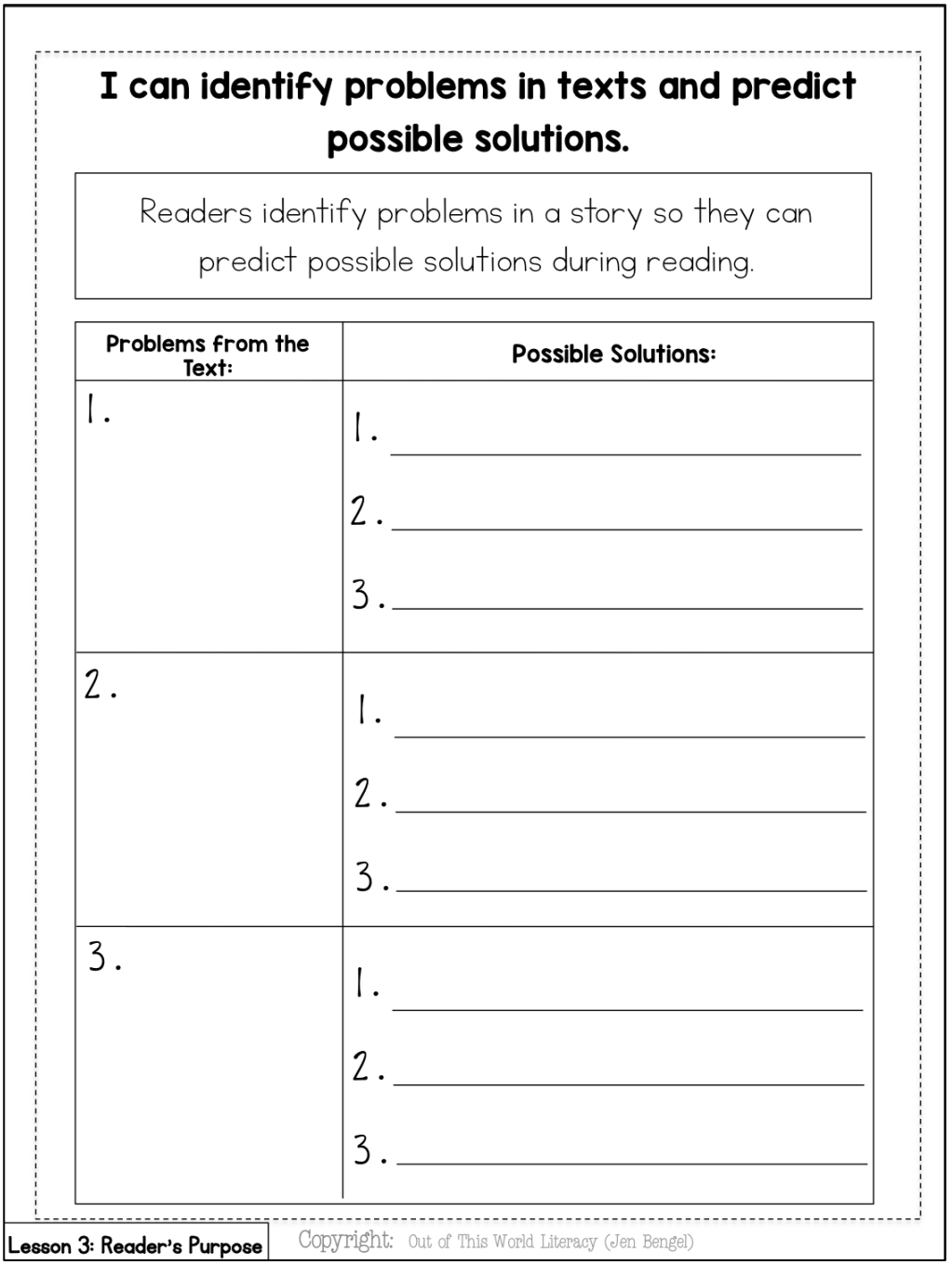
## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# Student work pages to use with *any* book they are reading independently



**I can identify problems in texts and predict possible solutions.**

Readers identify problems in a story so they can predict possible solutions during reading.

| Problems from the Text: | Possible Solutions: |
|---|---|
| 1. | 1. _____<br>2. _____<br>3. _____ |
| 2. | 1. _____<br>2. _____<br>3. _____ |
| 3. | 1. _____<br>2. _____<br>3. _____ |

Lesson 3: Reader's Purpose

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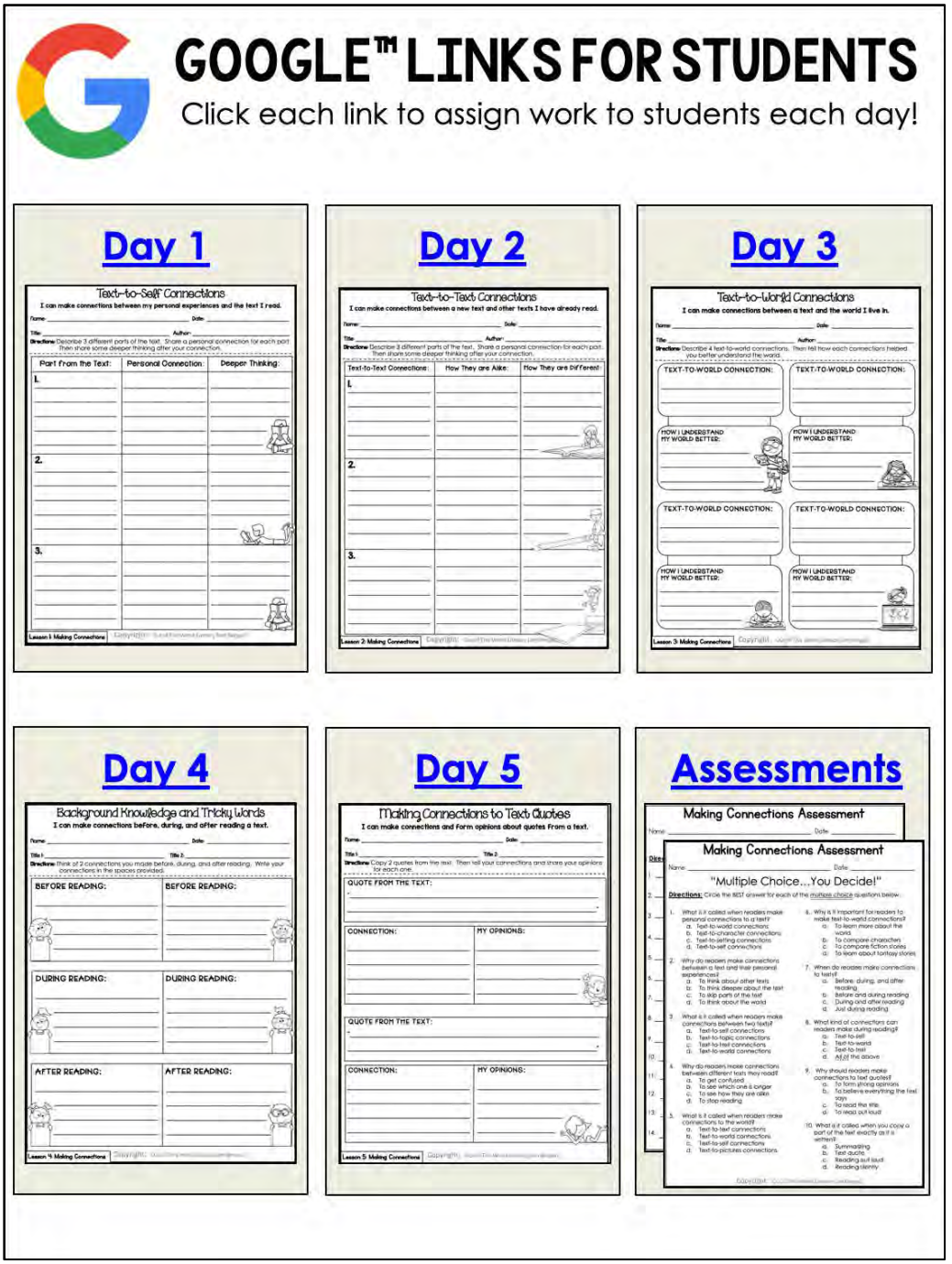
## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# Google digital links for all student pages, including assessments




## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

# See what teachers are saying!

★★★★★ Extremely satisfied

I always felt that the resources provided for me didn't provide enough scaffolding and practice for students to really get their minds wrapped around the focused target skill. I was able to match each of these units with our weekly lessons and teach each strand to a much deeper level.

The format provided allowed for whole group and small group practice which was ideal and now I don't need to create extra practice. I am so pleased with this purchase.

★★★★★ Extremely satisfied

Thank you!! I needed lessons like these to enrich the mandatory curriculum I am required to teach. These are perfect for mentor picture books and I like that I can use them in small groups or whole group.

★★★★★ 5.0

So amazingly helpful! I am so grateful for your webinars and the way you are so methodical in teaching step-by-step. I am a second year 5th grade teacher and I struggle knowing how to word breaking down different comprehension skills. This takes all the guesswork out of it and I'm left with solid, effective comprehension instruction that I can tailor to the needs and interests of my students. Thank you so much for what you do! I have learned so much from your teaching.

## Mini Units for Mastery Mega Bundle

*(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)*

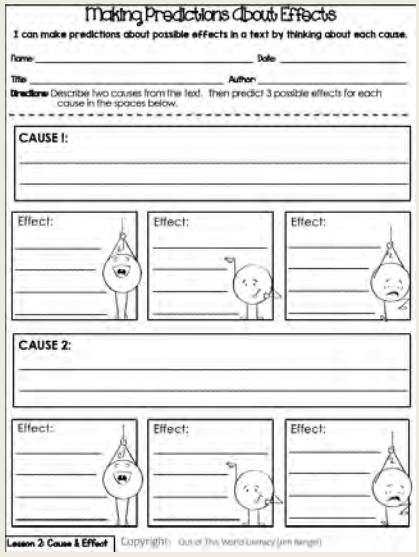
# GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

## Day 1




## Day 2




## Day 3



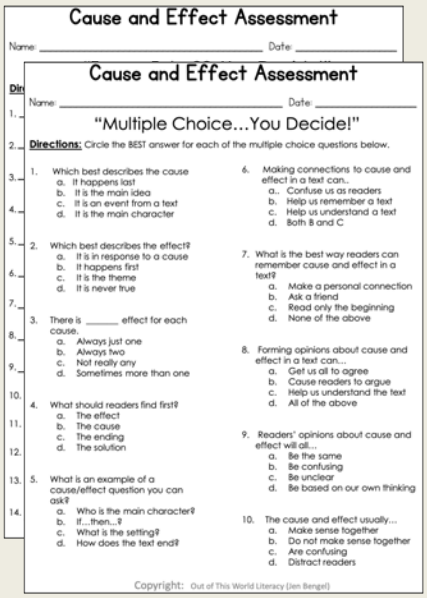

## Day 4




## Day 5




## Assessments



# Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, cause and effect. The lessons are very specific and focus on 5 angles of understanding cause and effect that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can model to young readers how to think specifically about a text before, during, and after reading. You will also provide students with the opportunity to interact with the mentor texts during the lesson, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific comprehension skill has been researched as a best practice approach to helping young readers understand and practice the importance of reading comprehension as they read text.

# Included in this Resource:

1. 5 mini lesson statements and detailed teaching instructions for teaching cause and effect.
2. 5 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. 5 graphic organizers for independent activities that match each of the 5 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on cause and effect to administer after the 5 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence and tell them you think they are ready for the test!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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# The Mini Lessons: Cause & Effect

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

| | |
|---|---|
| **LESSON 1** *Defining Cause & Effect* | Readers understand what cause and effect means so that they can begin thinking about cause and effect relationships during and after reading. |
| **LESSON 2** *Predicting Effects* | Readers make predictions about possible effects in a text so that they can think about what might happen based on events. |
| **LESSON 3** *Asking ?'s with Cause and Effect* | Readers ask and answer questions that relate to cause and effect so that they can understand how these events are connected. |
| **LESSON 4** *Making Connections to Cause and Effect* | Readers make connections to cause and effect events in a text so they can see how their experiences are alike and different from the text. |
| **LESSON 5** *Forming Opinions of Cause and effect* | Readers form opinions about cause and effect events in a text so they can judge the choices and events from a text. |

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# Section One: Teacher Pages

## INCLUDED IN THIS SECTION:

1. Lesson Planning Pages for all 5 Lessons

1. Sample Anchor Charts for each Lesson

1. 'I Can' Statement Cards with specific teacher questions for Every Lesson (Color and B/W versions)

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# Readers ask and answer questions that relate to cause and effect so that they can understand how these events are connected.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Briefly review the anchor chart from day 1 and the lists your class developed.
3. Read today's ML statement to the class and begin thinking aloud about how you can ask yourself questions to help understand the cause/effect relationship to events in a text. Use this description if needed: Many cause and effect relationships can be described by using the words 'if' and 'then.' The 'if' is the cause and the 'then' is the effect. Let's try it. You help me fill in the blanks. 'If' I don't hear my alarm and wake up in the morning 'then'....
4. Continue thinking aloud about how we can ask ourselves questions about cause and effect. Use this description if needed: In every text there are events happening from the beginning to the end. Some events are more important to the main idea than others. We can ask ourselves, "what happened?" and "Why did that happen?" The 'what' is the cause and the 'why' is the effect.
1. Hold up a book you have already read to the class as a read-aloud. Tell them you are going to ask these questions by thinking about the text. Begin asking them questions like "If...then...?" and "What happened when...?" "Why did...happen?"
2. Work through the questions together as you use the mentor text as an example.
3. Ask students to turn and talk with a partner to continue thinking about asking and answering questions. Add their thinking to the class chart.
1. Tell students that they will be working on asking and answering their own questions about cause and effect with the books they are reading. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample

## sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers ask and answer questions that relate to cause and effect so that they can understand how these events are connected.

**Asking Questions About Cause and Effect...**

**1. If....Then...?** *Fill in this question as you think aloud about the mentor text you are using as an example*

**OUR ANSWER:**

**2. What happened when....?** *Fill in as you think aloud about the mentor text you are using as an example*

**OUR ANSWER:**

**3. Why did it happen?** *Fill in as you think aloud about the mentor text you are using as an example*

**OUR ANSWER:**


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I can make predictions about possible effects in a text by thinking about each cause.



Sample

1. Tell me about one cause from the text.
2. What are some possible effects based on the cause?
3. How did you use what you know to predict possible effects from the cause?
4. Why is it important for readers to make predictions about possible effects based on a cause in a text?


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I can ask and answer questions to help me think about cause and effect relationships in a text.

Sample

1. What is an example of a cause and effect question you can ask about a text?
2. If....then...? How do you know? Tell me more.
3. What happened in the text when....? Tell me more.
4. Why is it important for readers to ask and answer questions about cause and effect in a text?


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# Section Two: Student Pages

## INCLUDED IN THIS SECTION:

1. Blank Anchor Chart Pages for students to take notes during the mini lesson. (these are great for gluing into reader's notebooks!)

1. 5 Graphic Organizers for Independent Practice after Every Lesson

2. A Comprehension Quiz

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# I Can ask and answer questions to help me think about cause and effect relationships in a text.

Readers ask and answer questions that relate to cause and effect so that they can understand how these events are connected.

**If** _____ **then**

_____**?**

**Our Answer:**

_____

_____

_____

**What happened when** _____**?**

**Our Answer:**

_____

_____

_____

**Why did it happen** _____**?**

**Our Answer:**

_____

_____

_____

Sample


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# Asking and Answering Questions About Cause and Effect

**I Can ask and answer questions to help me think about cause and effect relationships in a text.**

**Name:** _____ **Date:** _____

**Title:** _____ **Author:** _____

**Directions:** Complete the questions using the book you are reading. Then answer your own questions, thinking about cause and effect relationships in the book.

1. If _____ Then _____?

MY ANSWER:



_____

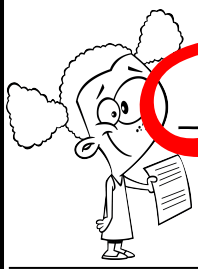
_____

_____

Sample

2. What happened when _____?

MY ANSWER:



_____

_____

_____

3. Why did _____?

MY ANSWER:



_____

_____

_____



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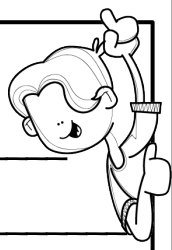
# Forming Opinions About Cause and Effect

**I can make personal connections to cause and effect relationships in a text.**

**Name:** _____ **Date:** _____

**Title:** _____ **Author:** _____

**Directions:** Describe 3 cause and effect relationships from the text you are reading. Then describe your opinions for each of the cause and effect sets.

| Cause: | Effect: | Opinions: |
| --- | --- | --- |
| | |  |
| | | |
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| | | |

| Cause: | Effect: | Opinions: |
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| Cause: | Effect: | Opinions: |
| --- | --- | --- |
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# Cause and Effect Assessment

Name: _____ Date: _____

## "True or False?? You Decide!"

**Directions:** Write 'F' for false or 'T' for true next to each statement.

1. ____ The cause always comes after the effect.

2. ____ The effect is usually a result of whatever the cause is.

3. ____ There may be more than one effect for each cause.

4. ____ It is impossible to make predictions about effects in a text.

5. ____ Readers can ask and answer questions about cause and effect.

6. ____ We can ask, "what is your opinion of the text" to help with cause and effect.

7. ____ Making personal connections to cause and effect can confuse readers.

8. ____ Making personal connections to cause and effect will help us remember a text.

9. ____ Cause and effect relationships in a text can help us understand the text better.

10. ____ We can form opinions about cause and effect relationships in a text.

11. ____ Our opinions about cause and effect relationships should all be the same.

12. ____ Forming opinions will help us create our own ideas about the text.

13. ____ Cause and effect relationships often confuse readers.

14. ____ Cause and effect relationships usually happen right next to each other in a text.

Sample

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# Cause and Effect Assessment

Name: _____ Date: _____

## "Multiple Choice…You Decide!"

**Directions:** Circle the BEST answer for each of the multiple choice questions below.

1. Which best describes the cause
   a. It happens last
   b. It is the main idea
   c. It is an event from a text
   d. It is the main character

2. Which best describes the effect?
   a. It is in response to a cause
   b. It happens first
   c. It is the theme
   d. It is never true

3. There is _____ effect for each cause.
   a. Always just one
   b. Always two
   c. Not really any
   d. Sometimes more than one

4. What should readers find first?
   a. The effect
   b. The cause
   c. The ending
   d. The solution

5. What is an example of a cause/effect question you can ask?
   a. Who is the main character?
   b. If…then...?
   c. What is the setting?
   d. How does the text end?

6. Making connections to cause and effect in a text can..
   a.. Confuse us as readers
   b. Help us remember a text
   c. Help us understand a text
   d. Both B and C

7. What is the best way readers can remember cause and effect in a text?
   a. Make a personal connection
   b. Ask a friend
   c. Read only the beginning
   d. None of the above

8. Forming opinions about cause and effect in a text can…
   a. Get us all to agree
   b. Cause readers to argue
   c. Help us understand the text
   d. All of the above

9. Readers' opinions about cause and effect will all…
   a. Be the same
   b. Be confusing
   c. Be unclear
   d. Be based on our own thinking

10. The cause and effect usually…
    a. Make sense together
    b. Do not make sense together
    c. Are confusing
    d. Distract readers

Sample

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# Cause and Effect Assessment

Name: _____ Date: _____

## "True or False?? You Decide!"

**Directions:** Write 'F' for false or 'T' for true next to each statement.

1. F The cause always comes after the effect.
2. T The effect is usually a result of whatever the cause is.
3. T Their may be more than one effect for each cause.
4. F It is impossible to make predictions about effects in a text.
5. T Readers can ask and answer questions about cause and effect.
6. ___ We can ask, "what is your opinion of the text" to help with cause and effect.
7. F Making personal connections to cause and effect can confuse readers.
8. T Making personal connections to cause and effect will help us remember a text.
9. T Cause and effect relationships in a text can help us understand the text better.
10. T We can form opinions about cause and effect relationships in a text.
11. F Our opinions about cause and effect relationships should all be the same.
12. T Forming opinions will help use create our own ideas about the text.
13. F Cause and effect relationships often confuse readers.
14. T Cause and effect relationships usually happen right next to each other in a text.

Sample

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# Cause and Effect Assessment

Name: _____ Date: _____

## "Multiple Choice…You Decide!"

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   a. It is in response to a cause
   b. It happens first
   c. It is the theme
   d. It is never true

3. There is _____ effect for each cause.
   a. Always just one
   b. Always two
   c. Not really any
   d. Sometimes more than one

4. What should readers find first?
   a. The effect
   b. The cause
   c. The ending
   d. The solution

5. What is an example of a cause/effect question you can ask?
   a. Who is the main character?
   b. If…then...?
   c. What is the setting?
   d. How does the text end?

6. Making connections to cause and effect in a text can..
   a.. Confuse us as readers
   b. Help us remember a text
   c. Help us understand a text
   d. Both B and C

7. What is the best way readers can remember cause and effect in a text?
   a. Make a personal connection
   b. Ask a friend
   c. Read only the beginning
   d. None of the above

8. Forming opinions about cause and effect in a text can…
   a. Get us all to agree
   b. Cause readers to argue
   c. Help us understand the text
   d. All of the above

9. Readers' opinions about cause and effect will all…
   a. Be the same
   b. Be confusing
   c. Be unclear
   d. Be based on our own thinking

10. The cause and effect usually…
    a. Make sense together
    b. Do not make sense together
    c. Are confusing
    d. Distract readers

Sample

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# Certificate of Mastery

## This Certificate is Presented To:

_____

## In Recognition of Your Mastery of:

Mastering the art of Cause and Effect Thinking

_____

**Presented this _____ day of _____ in the year _____**

_____

Teacher Signature

Sample

I am a
cause & effect
master!




I am a
cause & effect
master!




I am a
cause & effect
master!




I am a
cause & effect
master!




I am a
cause & effect
master!




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