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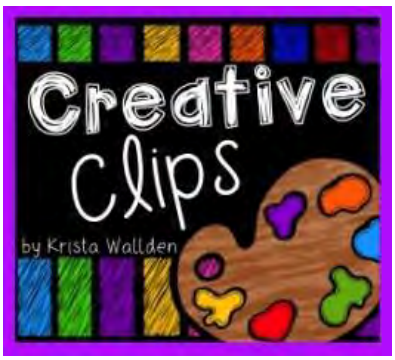
Jen Bengel

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







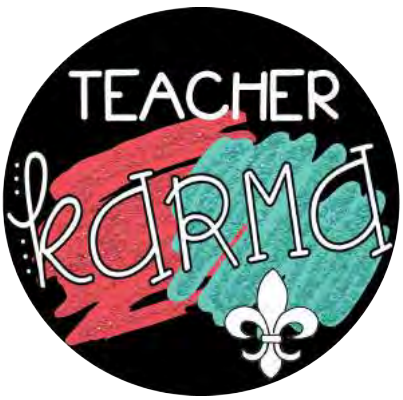


















See more detailed Comprehension Mini Lessons clicking the link now



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	

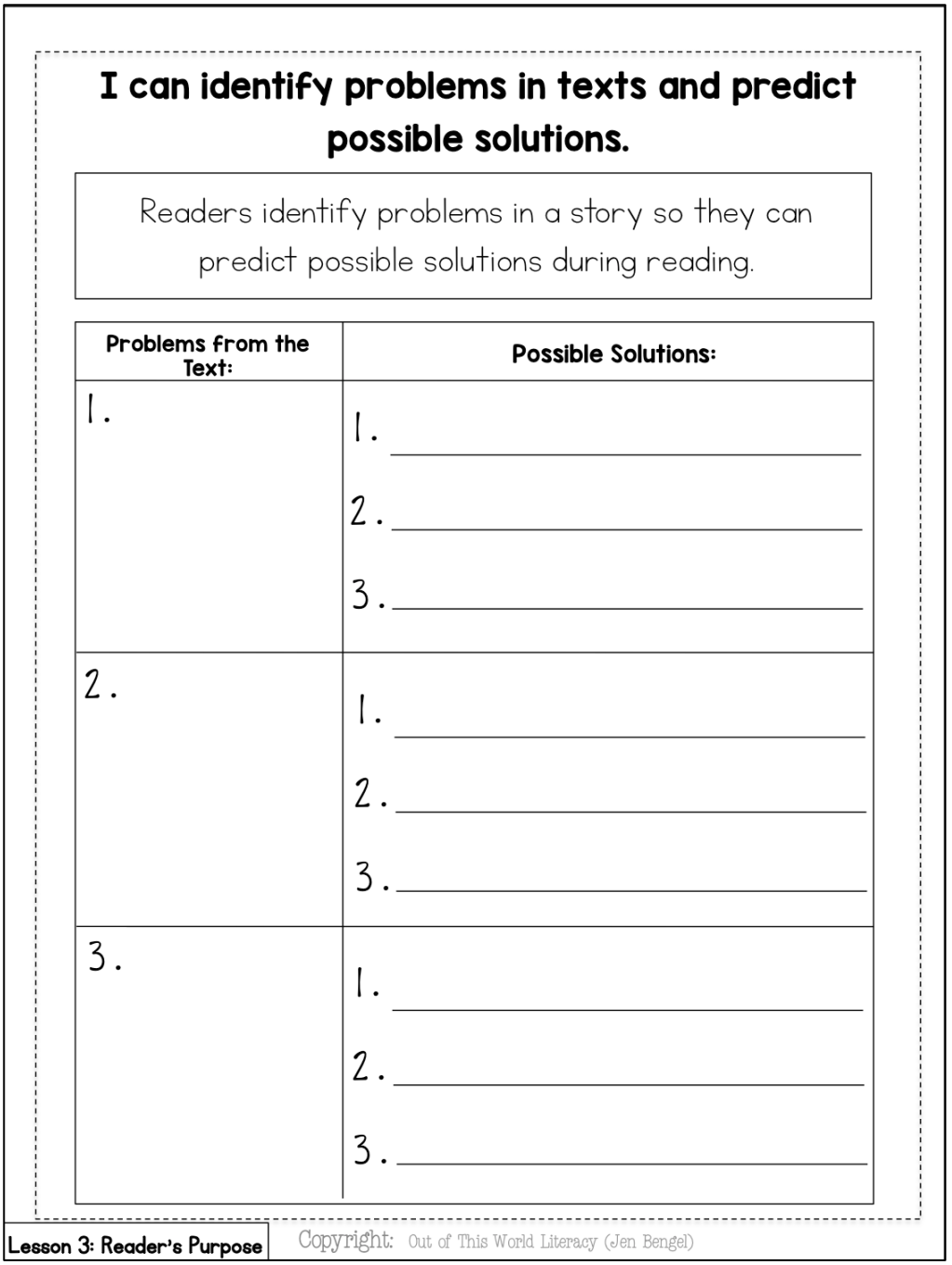
Lesson 3: Making Connections

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Mini Units for Mastery Mega Bundle

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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. _____ 2. _____ 3. _____
2.	1. _____ 2. _____ 3. _____
3.	1. _____ 2. _____ 3. _____

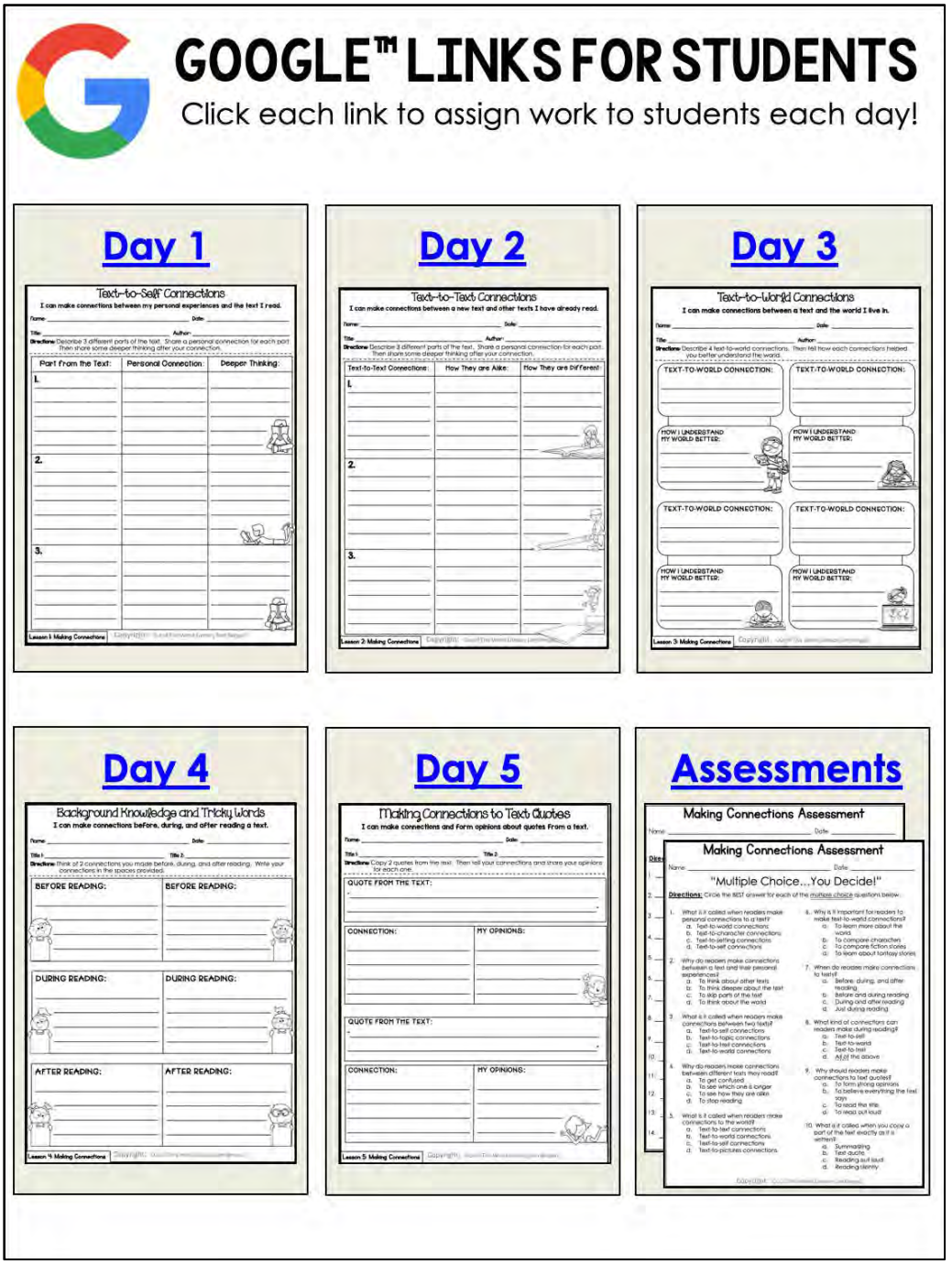
Lesson 3: Reader's Purpose

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(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

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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!)

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, synthesizing. The lessons are very specific and focus on 5 angles of synthesizing (or learning to develop your own thoughts from the text and background) 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 how to synthesize.
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 synthesizing 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: Synthesizing

**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 *Making Connections to Text*	Readers make connections to texts they read so they can think about how similar the text is to their own lives.
LESSON 2 *Changing Thinking Over Time*	Readers sometimes change their thinking as they read so that the text continues to make sense.
LESSON 3 *Using Background Knowledge*	Readers use their own background knowledge to think about a text so they can be sure what they know matches what they learned.
LESSON 4 *Analyzing Parts of Text*	Readers think deeply about different parts of a text so they can gain a stronger understanding of the text.
LESSON 5 *Putting it all Together*	Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

Sample

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Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Briefly review the anchor chart and main points from day 1.
3. 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.
4. Read today's ML statement to the class and share a mentor text you have already read to the class. Begin thinking aloud about some of the important parts of the text.
5. As you think aloud, write a few examples of important parts of the text on the class brainstorming web (see example below). Come up with one conclusion you can draw based on a few important parts of the text. Explain to the class that readers can draw conclusions based on important pieces of a text.
6. Invite students to share some more important parts from the mentor text. Encourage them draw a conclusion as well. Write a few examples down on the anchor chart as students share.
7. For the third example, ask students to turn and talk with a partner, thinking about another important part of the text and a conclusion they can draw. Add new examples to your class interactive brainstorming chart.
8. Look at the chart and talk about all the great thinking that you and did as a class. Leave the chart up all day and invite students to add to it when they have time throughout the day. Review new comments at the end of the day!
9. Tell students that they will be working on using finding important information and drawing conclusions as they read independently today. Pass out the student page and 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 share the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.

*** Create your own giant brainstorming web and fill it in with the class as you go over the lesson.

Important Part:	Important Part:	Important Part:	Important Part:	Important Part:	Important Part:	Important Part:	Important Part:
Conclusion we can draw:		Conclusion we can draw:		Conclusion we can draw:		Conclusion we can draw:	

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I can identify and think about important parts of a text to draw conclusions

Sample

1. What are some important parts of the text?
2. How do you know these are important parts of the text?
3. What are some conclusions you can draw based on these important parts of the text?
4. Why is it important for readers draw conclusions from important parts of a text?

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I can identify and think about important parts of a text to draw conclusions

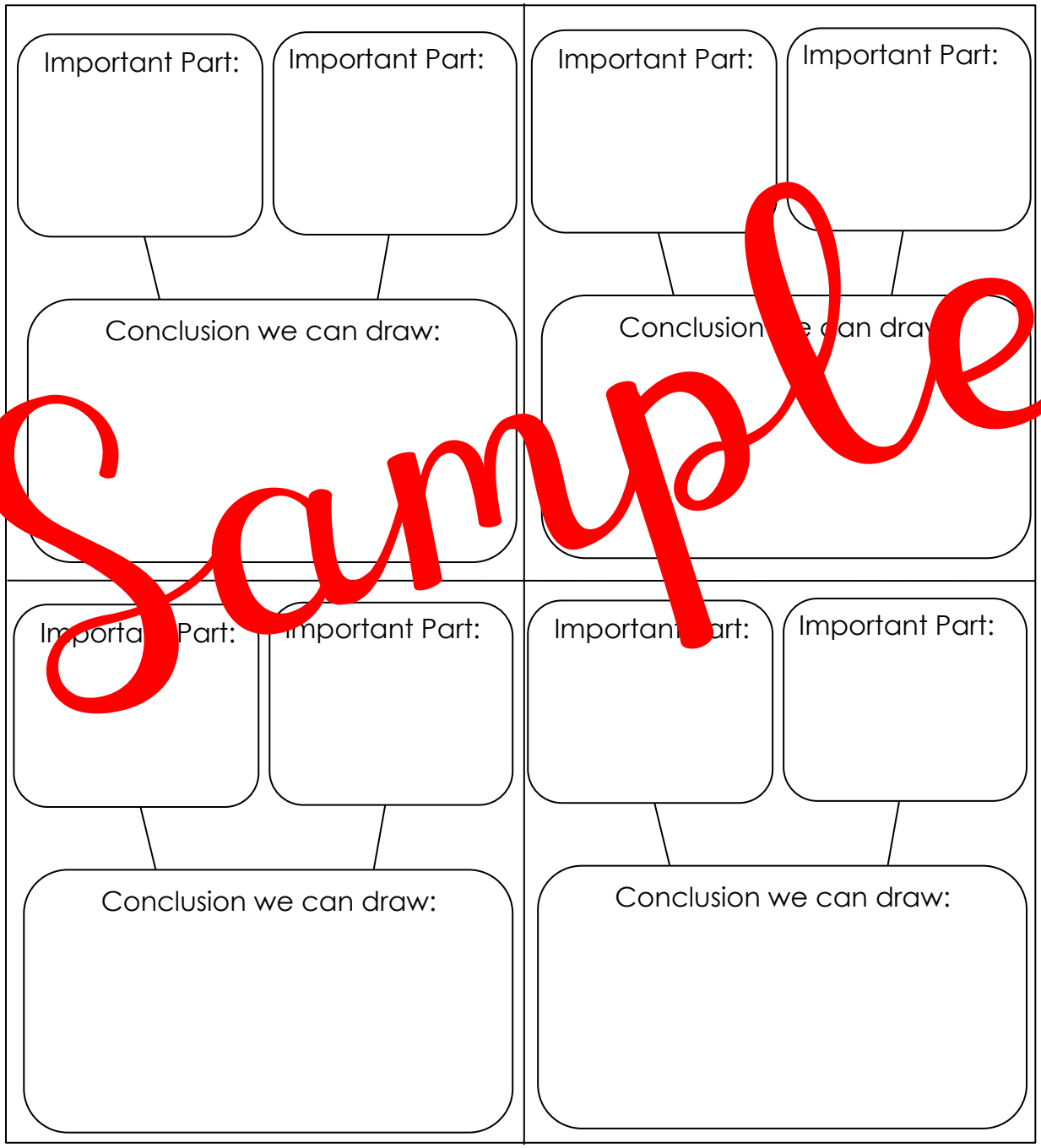
Sample

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I can identify and think about important parts of a text to draw conclusions.

Readers identify and think about important parts of a text so they can put all the pieces together and draw conclusions.



Sample

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Drawing Conclusions from Important Parts

I can identify and think about important parts of a text to draw conclusions.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe a few important parts of the text. Then draw a conclusion for each set of important details.

Important Part:

Important Part:

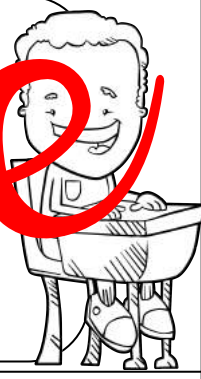
Conclusion I can draw:



Important Part:

Important Part:

Conclusion I can draw:



Important Part:

Important Part:

Conclusion I can draw:



Important Part:

Important Part:

Conclusion I can draw:



Sample

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Synthesizing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ We make connections only at the end of reading.

2. ____ Readers make connections to help them remember what they are reading.

3. ____ Readers can only change their thinking at the end of something they read.

4. ____ Readers always change their thinking as they read.

5. ____ We can make connections before, during and after reading.

6. ____ Readers change their thinking to help the text make more sense as they read.

7. ____ I can use my background knowledge to help understand a text.

8. ____ The text is always right and my background is always wrong.

9. ____ My background knowledge is always wrong and the text it right.

10. ____ We usually have deeper thoughts when we read a text more than once.

11. ____ Readers should only think about each part of text for a short time.

12. ____ There is not much to think about a text after we read.

13. ____ Readers use small parts of a text to draw conclusions.

14. ____ To draw a conclusion means to judge the text based on what you know.

Sample

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Synthesizing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Readers make connections…?
   a. During reading
   b. Before reading
   c. After reading
   d. All of the above

2. Readers make connections to a text so they can…
   a. Forget the main idea
   b. Write the same story
   c. Remember the text
   d. Be confused about the text

3. Readers change their thinking as they read to…
   a. Help the text make sense
   b. Change what is written
   c. Get themselves confused
   d. Create their own story

4. Readers _____ change their thinking as they read?
   a. Always
   b. Never
   c. Sometimes
   d. Should not

5. Our background knowledge is almost always…
   a. Correct
   b. Helpful when reading
   c. Wrong information
   d. Hard to remember

6. When our thinking from reading does not match our background we can…
   a. Change our thinking
   b. Keep our thinking the same
   c. Not trust the text
   d. Know we are always right

7. When we think deeper about a text we can...
   a. Get confused
   b. Understand it better
   c. Learn more
   d. Both b and c

8. Thinking deeper about a text means…
   a. Sticking to your first thought
   b. Asking a friend about the text
   c. Telling others to read it
   d. Adding more to your first thought

9. What does it mean to draw a conclusion?
   a. To make a drawing
   b. To tell what the problem was
   c. To judge the text based on what you know
   d. To tell what the solution is

10. Readers mostly use…to draw conclusions.
    a. Important text parts
    b. Guesses
    c. What others say
    d. All of the above

Sample

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Synthesizing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. F We make connections only at the end of reading.
2. T Readers make connections to help them remember what they are reading.
3. F Readers can only change their thinking at the end of something they read.
4. F Readers always change their thinking as they read.
5. T We can make connections before, during and after reading.
6. T Readers change their thinking to help the text make more sense as they read.
7. T I can use my background knowledge to help understand a text.
8. F The text is always right and my background is always wrong.
9. F My background knowledge is always wrong and the text it right.
10. T We usually have deeper thoughts when we read a text more than once.
11. F Readers should only think about each part of text for a short time.
12. F There is not much to think about a text after we read.
13. F Readers use small parts of a text to draw conclusions.
14. T To draw a conclusion means to judge the text based on what you know.

Sample

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   c. To judge the text based on what you know
   d. To tell what the solution is

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    b. Guesses
    c. What others say
    d. All of the above

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Synthesizing

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



Sample
Sample

I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



I am a Synthesizing master!



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I am a Synthesizing master!



Sample

Sample