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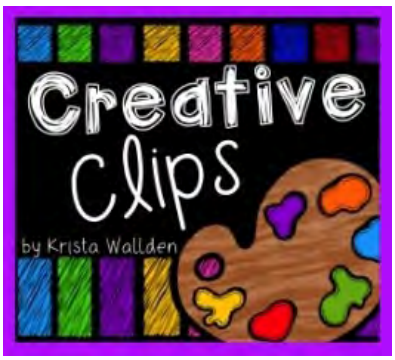
Jen Bengel

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







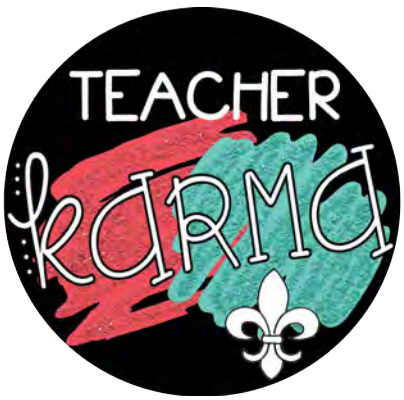


















See more detailed Comprehension Mini Lessons clicking the link now



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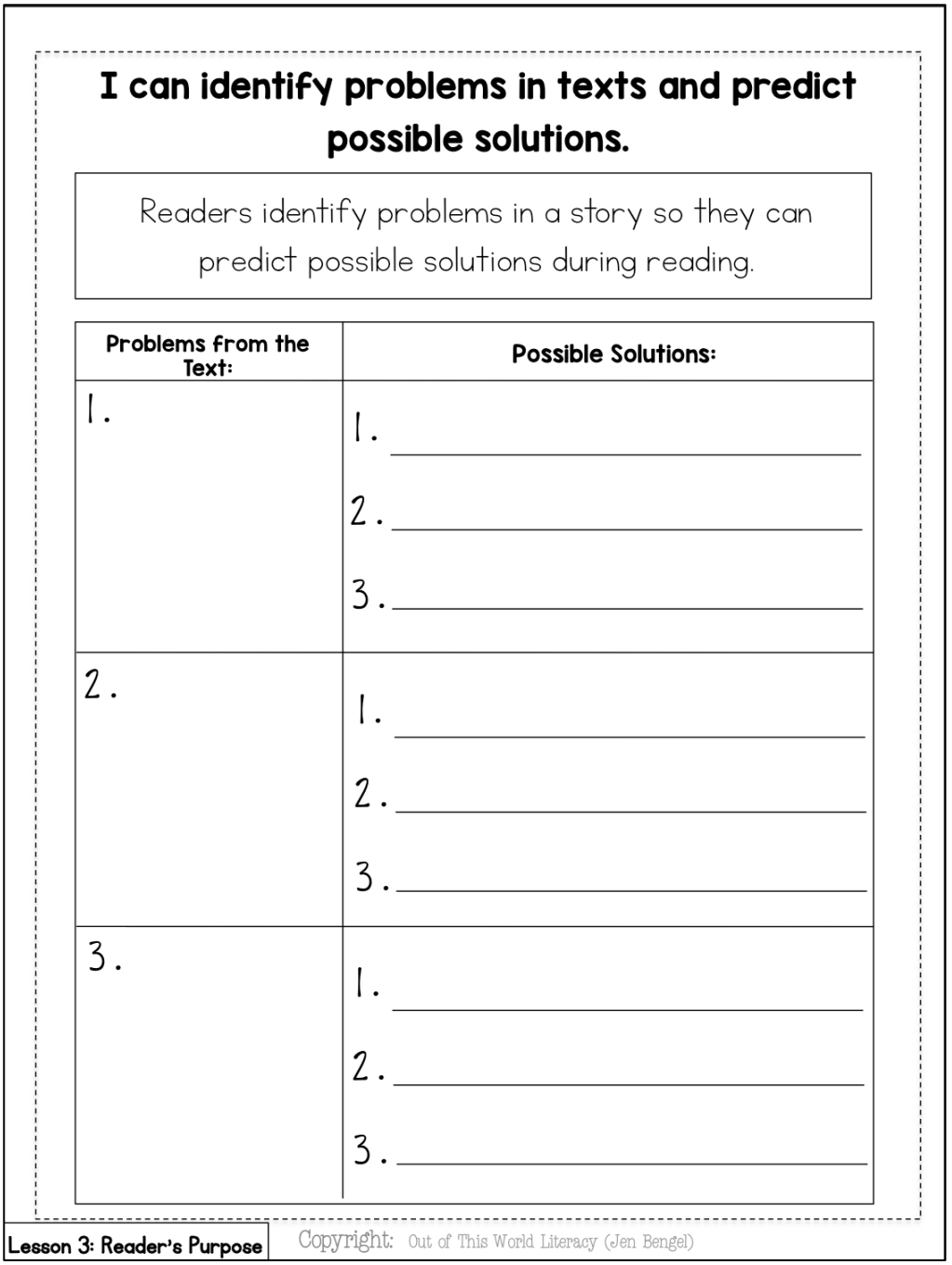
Student work pages to use with *any* book they are reading independently



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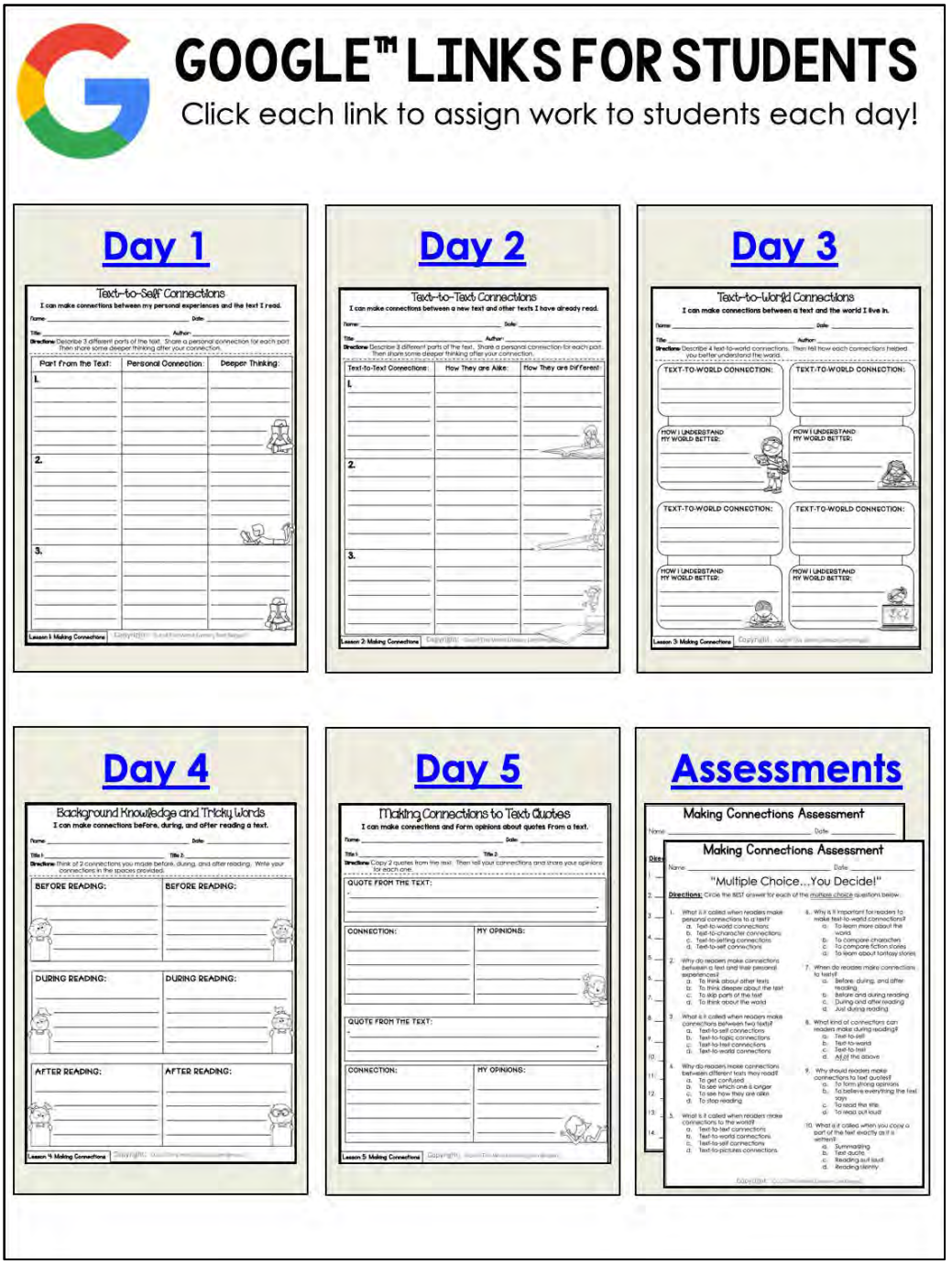
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Google digital links for all student pages, including assessments



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(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.

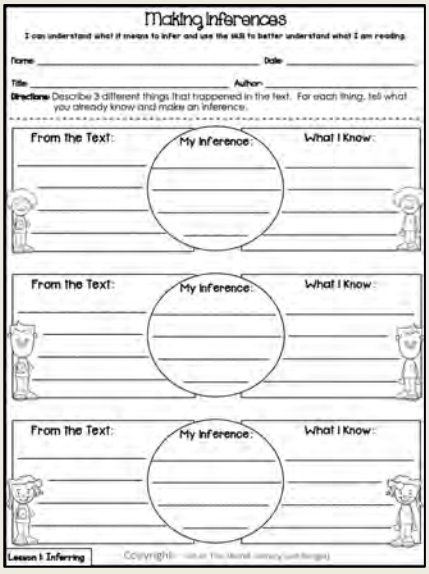
Mini Units for Mastery Mega Bundle

(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



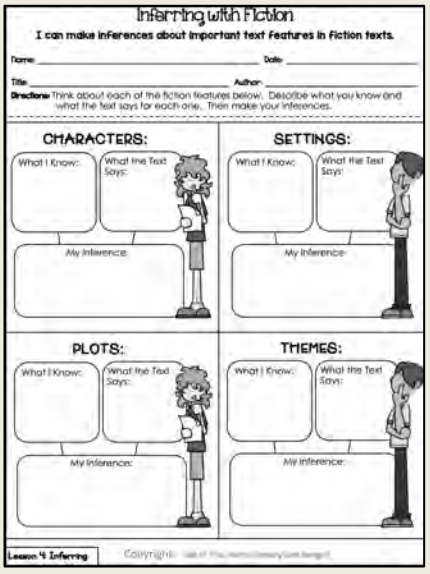
Day 2



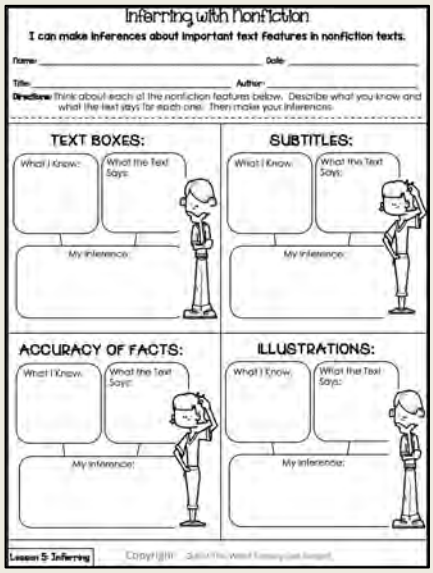
Day 3



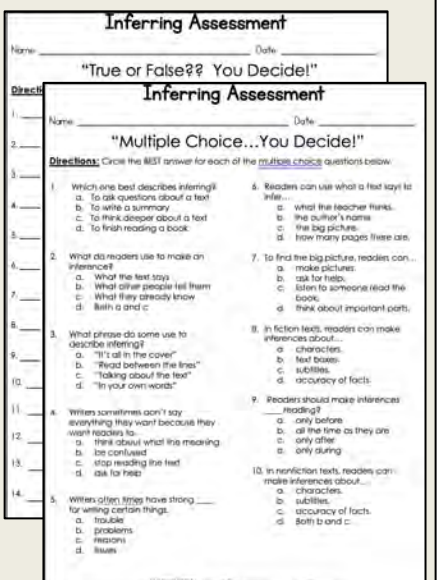
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, inferring. The lessons are very specific and focus on 5 angles of inferring 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 infer.
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 inferring 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!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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The Mini Lessons: Inferring

**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 and Practicing Inferring*	Readers can understand what it means to infer so that they can use the skill to better understand what they are reading.
LESSON 2 *Inferring the Writer's Intentions*	Readers identify parts of a text where the writer could say more so that they can think about what the writer really meant.
LESSON 3 *Inferring the Big Picture*	Readers think about what a text is really saying to them so they can infer the big picture.
LESSON 4 *Inferring with Fiction Texts*	Readers make inferences in fiction texts so that they can say more about characters, plots, settings, and themes.
LESSON 5 *Inferring with Nonfiction Texts*	Readers make inferences in nonfiction texts so that they can say more about text boxes, subtitles, accuracy of facts, and illustrations.

Sample

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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 can understand what it means to infer so that they can use the skill to better understand what they are reading.

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 what is means to infer as a reader. Use this language to help: "Readers can make inferences as they read. Another way to say that is they can infer. To infer means that readers think about what the words in the text tell them and what they already know to say even more. Some people might say they read between the lines. It's like adding your own words to what the author says. Most of the time readers do this without really thinking about the steps, it just comes natural before, during, and after reading."
4. Write the definition of inferring on your class anchor chart.
5. Use a mentor text you have already read to the class to find examples of how readers can infer. Think aloud about one part of the text. Share what it says. Share what you already know. Then make your inference Write your think aloud on the class anchor chart.
6. Invite students to think about another part of the text and what the already know. Have them help you make an inference. Write it on the class chart.
7. Ask students to turn and talk with a partner about a third example fr the text and hat th y kn w. Encourage them to read between the lines and make an inference toget After a f mi utes c ll on students to share and write their answers on the class rt.
8. Ask stu ents to complete their note-taking p ge s you t k toge r.
9. Tell students that they will be work on n king ferenc the ook they are reading. Pass out the dent page. Go er dire ions. them to br their mpleted work to the share at the end of the r ing works o.

Sample

Sample Anchor Chart

*** Teacher ide to s t the l e in red. Students will add their ideas. d them to the anchor chart during the lesson.

Re ders c understand what it means to infer so that they can use the skill to better understand what they are reading.

Inferring: to combine what the text says and what you know to think deeper and say more about the text.

From the Text:	What I know:	My Inference:
	*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

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I can understand what it means to infer and use the skill to better understand what I am reading.

1. What does it mean to infer?
2. What two things do readers use to help them infer?
3. Describe an inference you made that helped you better understand the text.
4. Why is it important for readers to make inferences as they are reading?

Sample

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I can understand what it means to infer and use the skill to better understand what I am reading.

Sample

1. What does it mean to infer?
2. What two things do readers use to help them infer?
3. Describe an inference you made that helped you better understand the text.
4. Why is it important for readers to make inferences as they are reading?

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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 understand what it means to infer and use the skill to better understand what I am reading.

Readers can understand what it means to infer so that they can use the skill to better understand what they are reading.

To Infer Means:

From the Text:	What I Know:	My Inference:
1.		
2.		
3.		

Sample

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Making Inferences

I can understand what it means to infer and use the skill to better understand what I am reading.

Name: _____ **Date:** _____

Title: _____ **Author:** _____

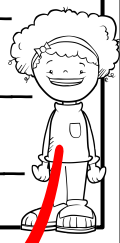
Directions: Describe 3 different things that happened in the text. For each thing, tell what you already know and make an inference.

From the Text:

My Inference:

What I Know:

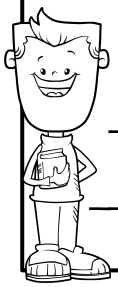


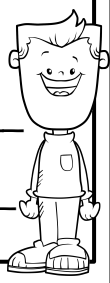


From the Text:

My Inference:

What I Know:





From the Text:

My Inference:

What I Know:





Sample

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Inferring Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ Readers can only make an inference before reading a text.

2. ____ Readers think deeper about a text when they make inferences.

3. ____ Readers copy what the text says and that's how they make an inference.

4. ____ Some call making an inference 'reading between the lines.

5. ____ Readers combine what the text says and what they know to make an inference.

6. ____ Writers mean exactly what they say in a text.

7. ____ Sometimes writers say just a little bit so readers can infer what they really mean.

8. ____ Readers can find the big picture of a text by inferring things from what it says.

9. ____ Inferring the big picture of a text can only be done with fiction books.

10. ____ Readers can infer the meanings behind subtitles in fiction texts.

11. ____ Readers can infer how characters act in fiction texts.

12. ____ Readers can infer the accuracy of facts in nonfiction texts.

13. ____ Readers can make inferences about illustrations in both fiction and nonfiction.

14. ____ It is a fact that it is easier to make inferences in fiction texts.

Sample

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Inferring Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Which one best describes inferring?
   a. To ask questions about a text
   b. To write a summary
   c. To think deeper about a text
   d. To finish reading a book

2. What do readers use to make an inference?
   a. What the text says
   b. What other people tell them
   c. What they already know
   d. Both a and c

3. What phrase do some use to describe inferring?
   a. "It's all in the cover"
   b. "Read between the lines"
   c. "Talking about the text"
   d. "In your own words"

4. Writers sometimes don't say everything they want because they want readers to…
   a. think about what the meaning
   b. be confused
   c. stop reading the text
   d. ask for help

5. Writers often times have strong ____ for writing certain things.
   a. trouble
   b. problems
   c. reasons
   d. issues

6. Readers can use what a text says to infer…
   a. what the teacher thinks.
   b. the author's name.
   c. the big picture.
   d. how many pages there are.

7. To find the big picture, readers can…
   a. make pictures.
   b. ask for help.
   c. listen to someone read the book
   d. think about important parts.

8. In fiction texts, readers can make inferences about…
   a. characters.
   b. text boxes.
   c. subtitles.
   d. accuracy of facts.

9. Readers should make inferences ____ reading?
   a. only before
   b. all the time as they are
   c. only after
   d. only during

10. In nonfiction texts, readers can make inferences about...
    a. characters.
    b. subtitles.
    c. accuracy of facts.
    d. Both b and c.

Sample

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Inferring Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

F

T

F

T

T

T

T

T

F

F

T

T

F

F

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Inferring Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

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   a. To ask questions about a text
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   c. stop reading the text
   d. ask for help

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   b. problems
   c. reasons
   d. issues

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   d. only during

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    a. characters.
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    c. accuracy of facts.
    d. Both b and c.

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Inferring

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am an
Inferring
master!



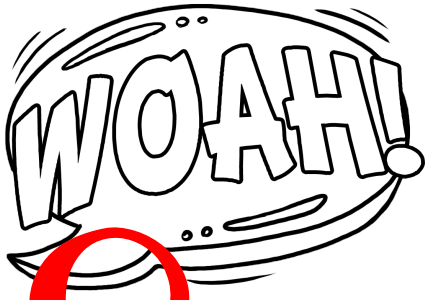
I am an
Inferring
master!



I am an
Inferring
master!



I am an
Inferring
master!



I am an
Inferring
master!



I am an
Inferring
master!



I am an
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master!



I am an
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master!



I am an
Inferring
master!



Sample
Sample

I am an
Inferring
master!



I am an
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master!



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