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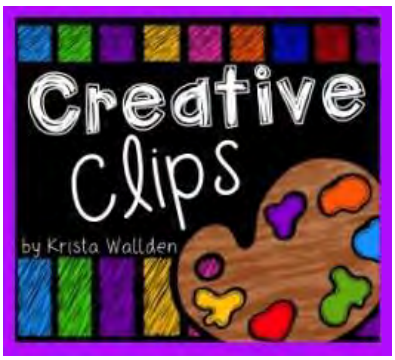
Jen Bengel

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







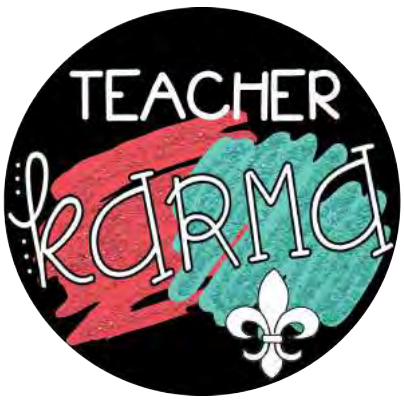


















See more detailed Comprehension Mini Lessons clicking the link now



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

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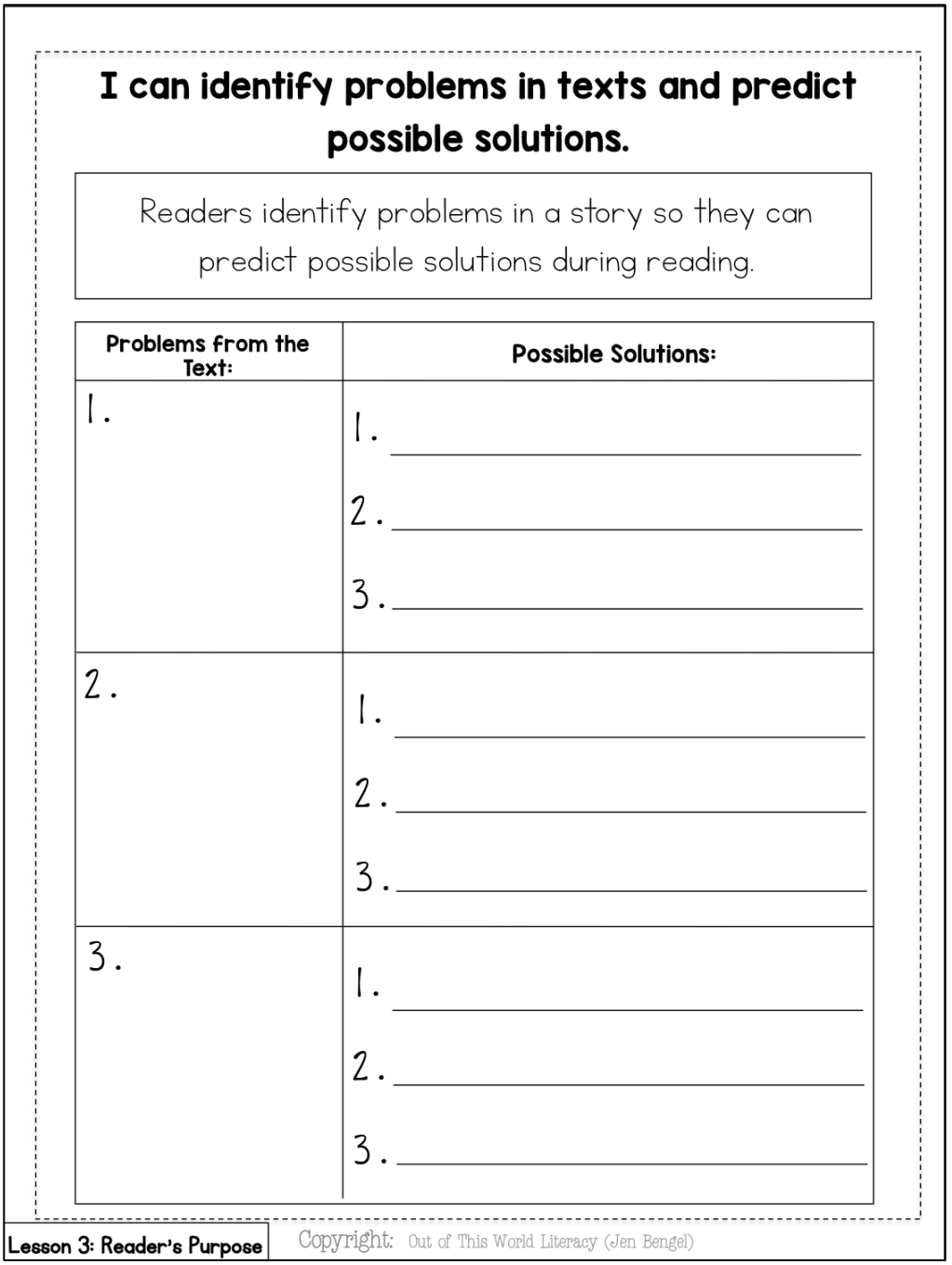
Student work pages to use with *any* book they are reading independently



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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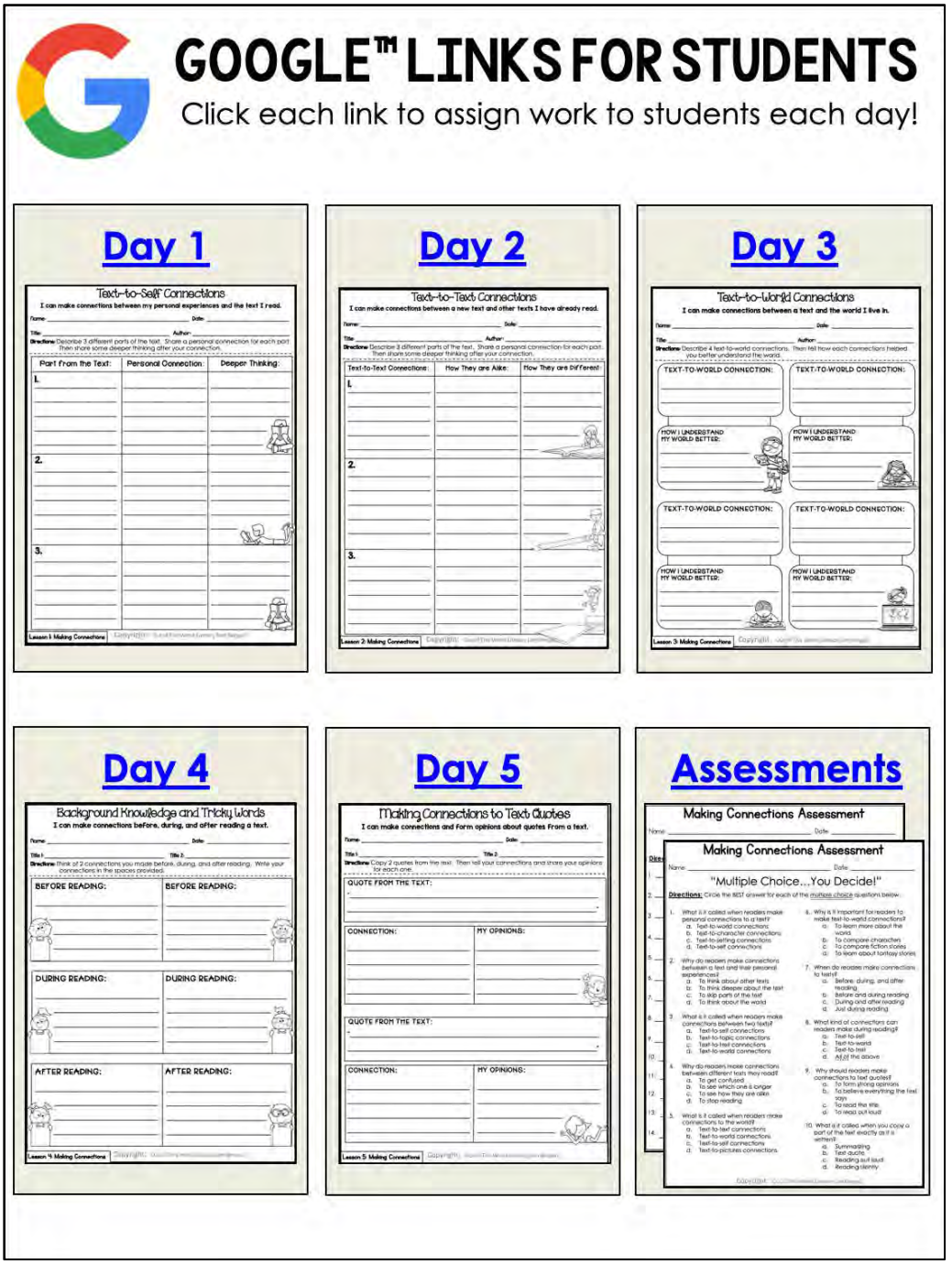
Google digital links for all student pages, including assessments



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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

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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, questioning. The lessons are very specific and focus on 5 angles of asking questions about text 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 question a text.
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 questioning 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: Questioning

**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 *Asking basic questions*	Readers ask and answer their own simple questions as they read so that they can better understand the text.
LESSON 2 *Asking deeper questions*	Readers ask and answer their own tough questions so that they can go even deeper into understanding the text.
LESSON 3 *Before, during, and after reading*	Readers ask and answer questions before, during, and after reading so they can notice how their thinking changed as they read.
LESSON 4 *Asking questions about fiction*	Readers ask and answer questions about characters, events, problems, and solutions so they can better understand fiction stories.
LESSON 5 *Asking questions about nonfiction*	Readers ask and answer questions about facts, details, opinions, and new learning so they can better understand nonfiction texts they read.

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Section One: Teacher Pages

INCLUDED IN THIS SECTION:

1. Lesson Planning Pages for all 5 Lessons

2. Sample Anchor Charts for each Lesson

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

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Readers ask and answer their own tough questions so that they can go even deeper into understanding the text.

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. Remind students about questioning with text and why it is an important skill.
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 begin thinking aloud about how readers can ask questions that are a bit tougher than basic questions. Describe the difference between basic and tough questions. Write your thinking on the class anchor chart.
5. Hold up a mentor text you have already read to the class. Begin thinking aloud about a part from the text where you can ask a deeper question. Think of questions that require you to analyze, infer, make connections, form opinions, synthesize, or predict.
6. As you think aloud, write your tough question on the class anchor chart. Then write your best answer to your tough question, reminding students about how you need to think beyond just simple things you can easily find answers to.
7. Invite students to think about another part of the text they have a tough question about. Have them help you come up with a great answer. Write it on the class chart.
8. Ask students to turn and talk with a partner about a third example from the text and a tough question they have. Encourage them to think of the best answer. After a few minutes call on students to share and write their answers on the class anchor chart.
9. As students complete their note-taking page as you think aloud.
10. Tell students that they will be working on asking and answering their own tough questions as they are reading. Pass out the student pages. 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 their own tough questions so that they can go even deeper into understanding the text.

Basic Questions:	Tough Questions
Questions that can be answered quickly, by looking at a detail in the text. *Example: What are the names of the main characters?*	*Questions that are not as easy to answer. They require taking what is written in the text and comparing it what you already know to create a clear answer in your own words.* *Example: What do I think ____ would be like as a friend in real life? Why?*
Our Tough Questions:	**Our Best Answers:**
**** Complete the anchor chart by adding ideas from the class as they share during the lesson*	

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I can ask and answer tough questions to think more deeply about a text.

SAMPLE

1. How do you know if a question is a tough one?
2. What is a tough question you asked yourself during reading?
3. What is your best answer for your tough question?
4. Why is it important for readers to ask and answer tough questions about a text?

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I can ask and answer tough questions to think more deeply about a text.

SAMPLE

1. How do you know if a question is a tough one?
2. What is a tough question you asked yourself during reading?
3. What is your best answer for your tough question?
4. Why is it important for readers to ask and answer tough questions about a text?

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I can ask and answer tough questions to think more deeply about a text.

Readers ask and answer their own tough questions so that they can go even deeper into understanding the text.

Basic Questions:	Tough Questions:
Our Tough Questions	Our Best Answers
1.	
2.	
3.	

SAMPLE

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Asking and Answering Tough Questions

I can ask and answer tough questions to think more deeply about a text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 tough questions you had during reading. Then give your best answer for each of your questions.

My Tough Question:	My Best Answer:
My Tough Question:	My Best Answer:
My Tough Question:	My Best Answer:

SAMPLE
SAMPLE

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Questioning Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ Readers think of questions about a text as they read.

2. ____ Readers rely on other people to answer their questions after reading.

3. ____ Readers only focus on questions that have to do with characters in the story.

4. ____ Readers ask and answer their own questions to better understand the text.

5. ____ Tough questions can be answered quickly [illegible] a fact in [illegible] text.

6. ____ [illegible]ers ask th[illegible]elves to[illegible]h q[illegible]esti[illegible]s t[illegible]hink [illegible]ore [illegible]eply abou[illegible] text.

7. ____ Reade[illegible]only [illegible]sk 2 que[illegible]ions [illegible]bout a t[illegible]t so [illegible]ney can rush through reading.

8. ____ Readers ask the exact same questions before, during, and after reading.

9. ____ Readers ask and answer questions before, during, and after reading.

10. ____ All of your questions should be answered by the time the text is over.

11. ____ There are lots of questions about characters in nonfiction texts.

12. ____ Readers can gain new understandings when asking and answering questions.

13. ____ Readers can learn about new facts by asking and answering questions.

14. ____ It is easy to get confused when asking and answering questions in a text.

SAMPLE

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Questioning Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Readers may ask themselves questions about the ____ in a text?
   a. setting
   b. characters
   c. facts
   d. All of the above

2. Why do readers ask and answer questions about a text?
   a. To write their own text
   b. To better understand the text
   c. To create a new title
   d. To memorize the text

3. Why do readers ask themselves tough questions about a text?
   a. To [illegible] through reading
   b. To find mistakes in the text
   c. To think more deeply
   d. None of the above

4. Basic questions about a text are…
   a. easy and quick to answer
   b. long and confusing
   c. not worth answering
   d. too hard to answer

5. Tough questions about a text….
   a. are quick to answer
   b. are easy to answer
   c. can not be answered
   d. require readers to think deeper

6. When do readers ask and answer questions about a text?
   a. During reading
   b. After reading
   c. Before reading
   d. All of the above

7. In a fiction text, readers can ask questions about…
   a. characters
   b. facts
   c. text boxes
   d. table of contents

8. Why should readers ask questions in a fiction text?
   a. To understand true facts
   b. To learn facts in history
   c. To understand characters
   d. To check if facts are right

9. In a nonfiction text, readers can ask questions about…?
   a. fantasy
   b. details
   c. character actions
   d. how characters feel

10. Why should readers ask questions in a nonfiction text?
    a. To understand characters
    b. To get more confused
    c. To learn more about true facts
    d. To learn about magic

SAMPLE

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Questioning Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. T Readers think of questions about a text as they read.
2. F Readers rely on other people to answer their questions after reading.
3. F Readers only focus on questions that have to do with characters in the story.
4. T Readers ask and answer their own questions to better understand the text.
5. F Tough questions can be answered quickly [illegible] a fact in the text.
6. T [illegible]
7. F [illegible]
8. F Readers ask the exact same questions before, during, and after reading.
9. T Readers ask and answer questions before, during, and after reading.
10. F All of your questions should be answered by the time the text is over.
11. F There are lots of questions about characters in nonfiction texts.
12. T Readers can gain new understandings when asking and answering questions.
13. T Readers can learn about new facts by asking and answering questions.
14. F It is easy to get confused when asking and answering questions in a text.

SAMPLE

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Questioning 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. W[illegible]ase do s[illegible] use to [illegible]escribe [illegible]ferring
   a. "It's all in t[illegible]"
   b. "R[illegible] be[illegible]een th[illegible]es
   c. "Talk[illegible]g a[illegible]out the te[illegible]"
   d. "I[illegible]ur 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 b[illegible]ok.
   d. th[illegible]k about im[illegible]ortant parts.

8. In ficti[illegible] t[illegible]ts, readers [illegible] make inf[illegible]ces [illegible]bout…
   a. ch[illegible]
   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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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the Art of Questioning

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

SAMPLE

I am a Questioning master!



I am a Questioning master!



I am a Questioning master!



I am a Questioning master!



I am a Questioning master!



I am a Questioning master!



I am a Questioning master!



I am a Questioning master!



I am a Questioning master!



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SAMPLE

I am a Questioning master!



I am a Questioning master!



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