MINI UNITS *for* MASTERY

The Mini Lessons: Comparing

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opini… than one day (and of course the biggest enemy o…

LESSON 1 *Comparing text beginning to end*	Readers compare the… so they can think wh… changed during the t…
LESSON 2 *Comparing Opinions*	Readers compare th… beginning to end so t… opinions changed dur…
LESSON 3 *Comparing text to life*	Readers compare a t… can think about how … the same and differe…

Readers compare two texts they have read so that they can see how the facts, topics, opinions, and text structures are alike and different.

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. Read today's ML statement to the class and share 2 nonfiction mentor texts that you have already read to the class and have similar topics. Begin thinking aloud about different parts of each text that focus on the facts.
4. As you think aloud, compare how the facts in both texts are alike and different from each other. complete the facts brainstorming web on your own in front of the class. Think aloud about your comparisons for the facts and your thinking as you write your answers on the class anchor chart.
5. Have students take notes as you are writing your thinking on the anchor chart.
6. Invite students to share some of their ideas about topics from the mentor texts and write them in the second web. Ask them to compare the topics from both texts. Write a few examples down on the anchor chart as students share.
7. For the last two webs, ask students to turn and talk with a partner, thinking about the opinions and text structures from each text. Have them compare how the opinions and text structures are alike and different. After a few minutes, have them share with the class, writing down examples onto the class anchor chart as they take notes as well.
8. Look at the chart and talk about all the great thinking that you just did as a class.

I can compare the facts, topics, opinions, and text structures in two different nonfiction texts.

…xts they have read so that they can …s, opinions, and text structures are …e and different.

TOPICS:

Text 1: | Text 2:

…erent: | How they are Alike and Different:

TEXT STRUCTURES:

Text 1: | Text 2:



I can compare the facts, topics, opinions, and text structures in two different nonfiction texts.

1. How are the facts in the two texts you read the same? Different? Tell me more.
2. How are the topics in the two texts the same? Different? Tell me more.
3. How are the opinions in the two texts the same? Different? Tell me more.
4. How are the text structures in the two texts the same? Different? Tell me more.

Lesson 5: Comparing

COMPARING

Out of this World LITERACY

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Jen Bengel

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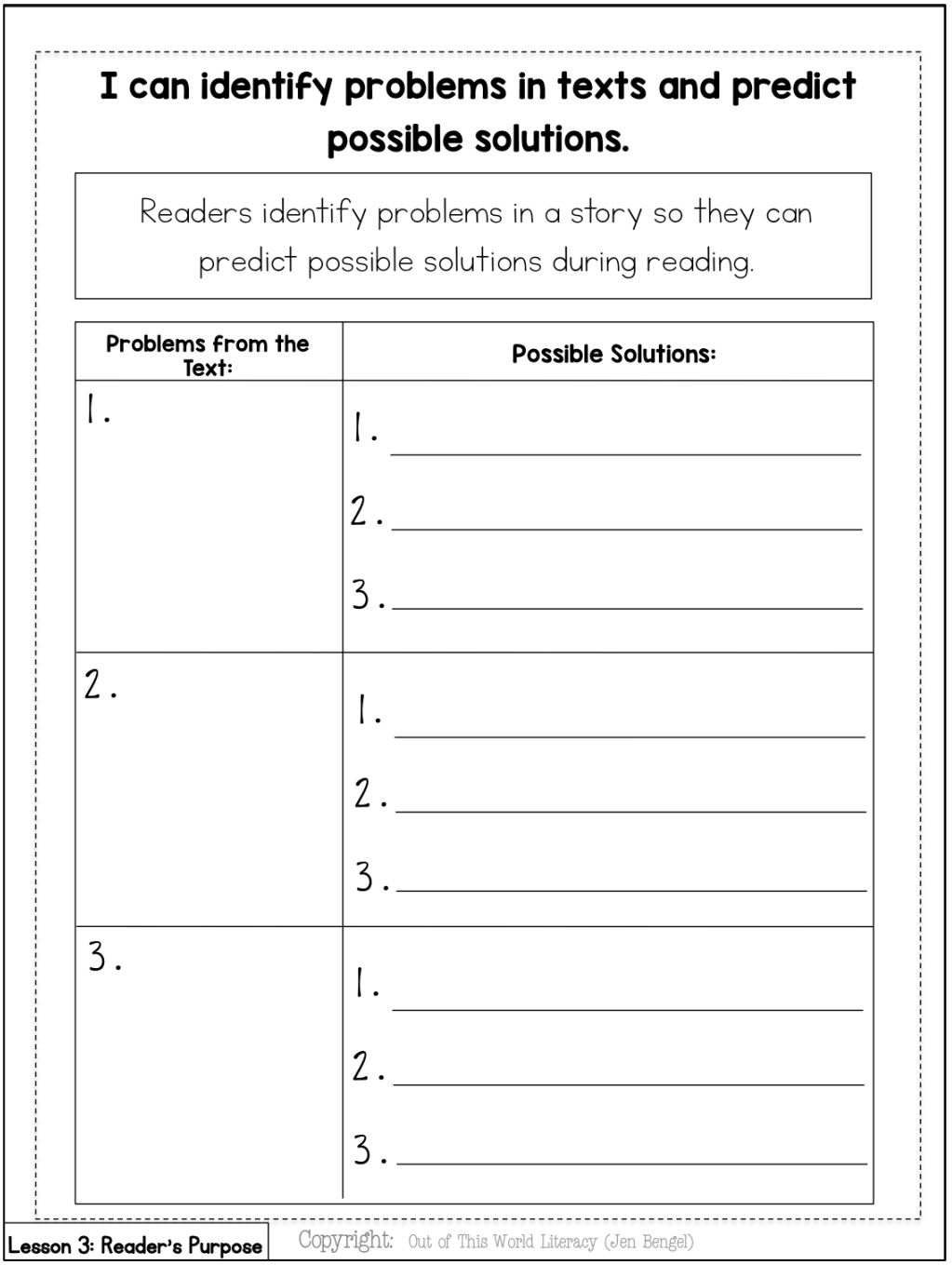
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

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

Lesson 3: Reader's Purpose

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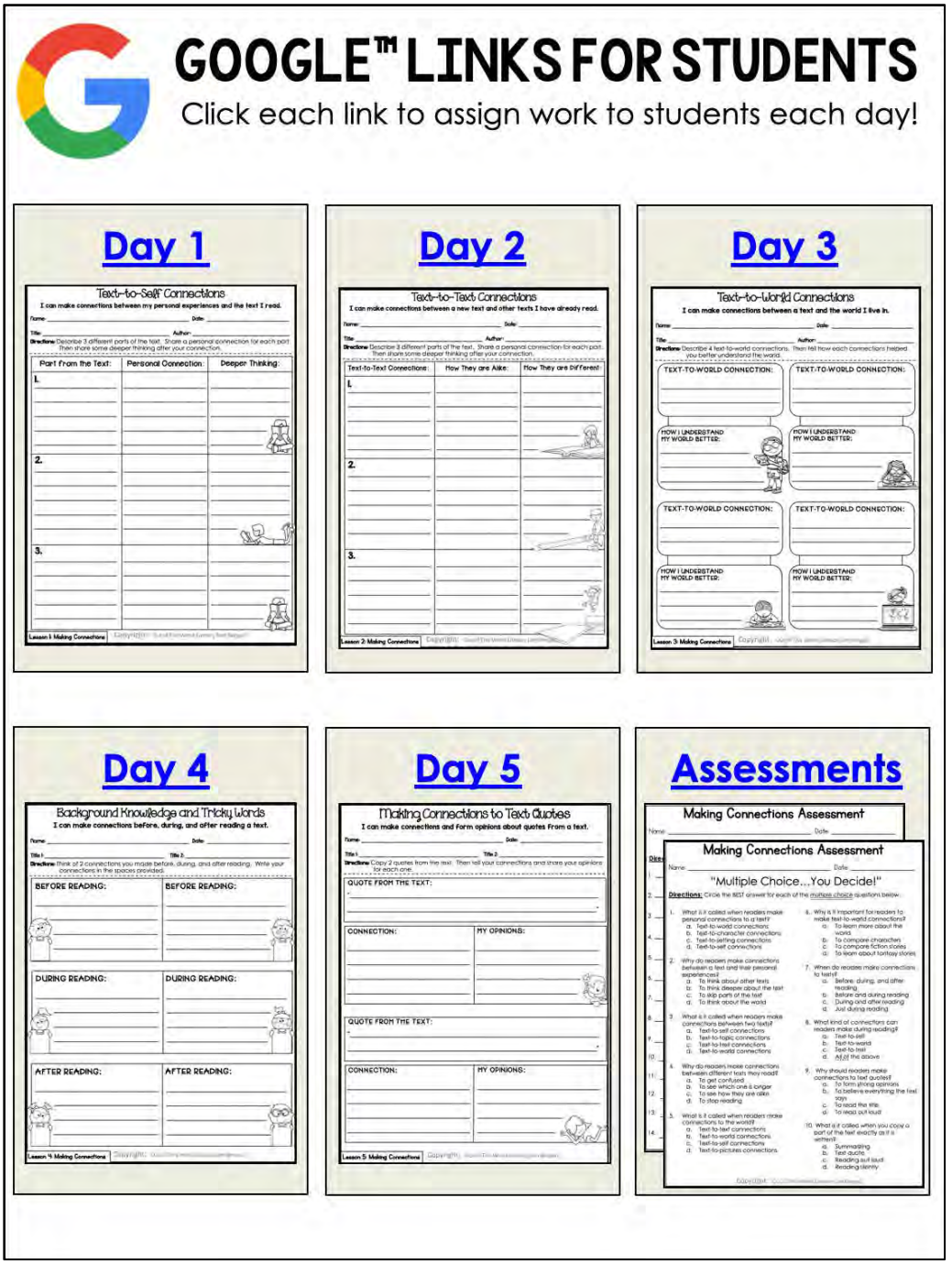
Google digital links for all student pages, including assessments



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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.



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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.

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

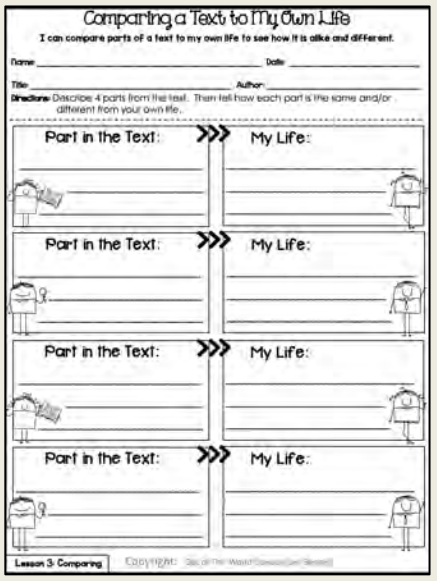
Day 1



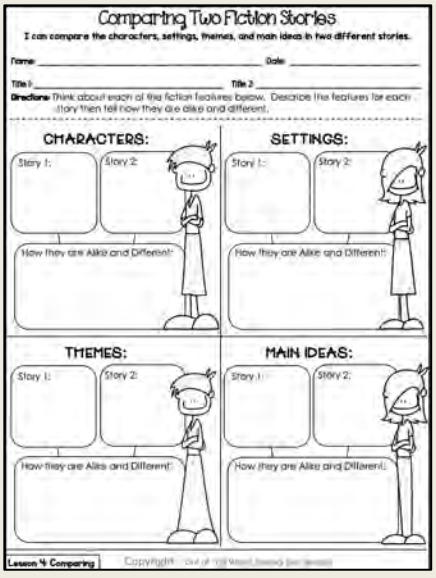
Day 2



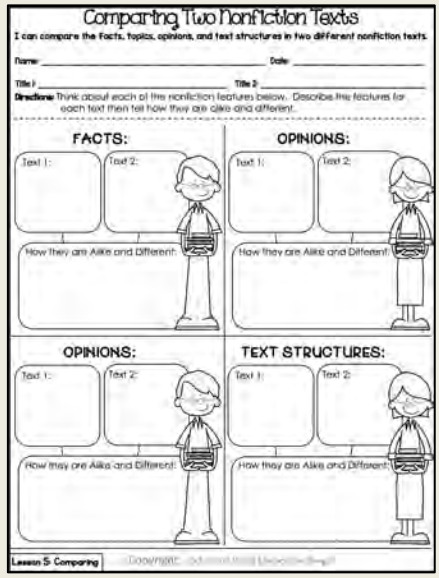
Day 3



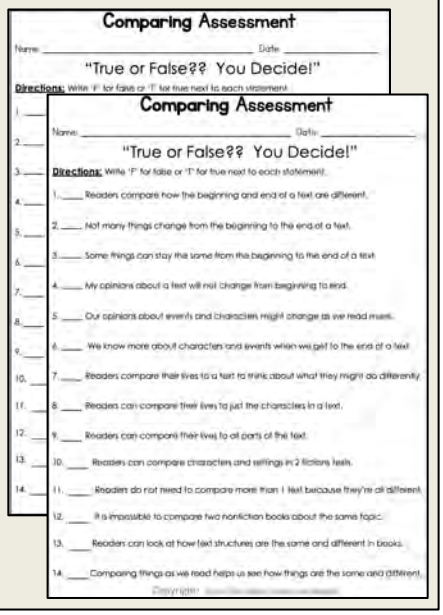
Day 4



Day 5



Assessments

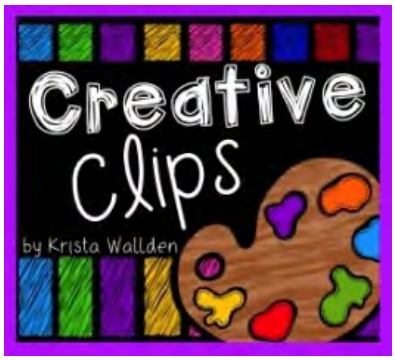


Thank you so much to these amazing artists, whose work is found in this resource!!







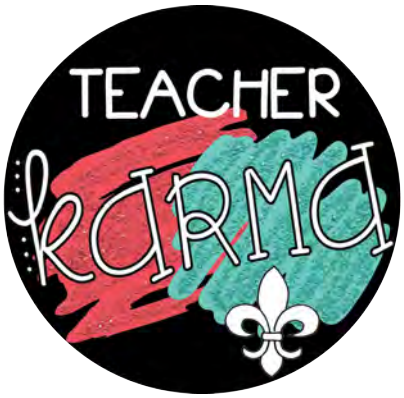


















Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, comparing. The lessons are very specific and focus on 5 angles of comparing 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 comparing.
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 comparing 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: Comparing

**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 *Comparing text beginning to end*	Readers compare the beginning and end of a text so they can think what stayed the same and what changed during the text.
LESSON 2 *Comparing Opinions*	Readers compare their opinion of a text from beginning to end so they can think about how their opinions change during reading.
LESSON 3 *Comparing text to life*	Readers compare a text to their own lives so they can think about how the information in the text is the same and different from their lives.
LESSON 4 *Comparing 2 fiction texts*	Readers compare two stories they have read so that they can see how the characters, settings, themes, and main ideas are alike and different.
LESSON 5 *Comparing 2 nonfiction texts*	Readers compare two texts they have read so that they can see how the facts, topics, opinions, and text structures are alike and different.

Sample

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Section One: Teacher Pages

INCLUDED IN THIS SECTION:

I. Lesson Planning Pages for all 5 Lessons

I. Sample Anchor Charts for each Lesson

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

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Readers compare two texts they have read so that they can see how the facts, topics, opinions, and text structures are alike and different.

1.Write the mini lesson statement on anchor chart paper and read it aloud to the class.

1.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.

2.Read today's ML statement to the class and share 2 nonfiction mentor texts that you have already read to the class and have similar topics. Begin thinking aloud about different parts of each text that focus on the facts.

3.As you think aloud, compare how the facts in both texts are alike and different from each other. complete the facts brainstorming web on your own in front of the class. Think aloud about your comparisons for the facts and your thinking as you write your answers on the class anchor chart.

4.Have students take notes as you are writing your thinking on the anchor chart.

1.Invite students to share some of their ideas about topics from the mentor texts and write them in the second web. Ask them to compare the topics from both texts. Write a few examples down on the anchor chart as students share.

2.For the last two webs, ask students to turn and talk with a partner talking about the opinions and text structures from each text. Have them compare how the opinions and text structures are alike and different. After a few minutes, have them share with the class, writing down examples onto the class anchor chart as they take notes as well.

3.Look at the chart and talk about all the great thinking that you just did as a class.

4.Tell students that they will be working on their own webs for comparing 2 nonfiction books they are reading or have already read. 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 start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers compare two texts they have read so that they can see how the facts, topics, opinions, and text structures are alike and different.

*** Create your own answers to fill in each web with the class as you go over the lesson.

FACTS:

Text 1:	Text 2:
How they are alike and different:	

TOPICS:

Text 1:	Text 2:
How they are alike and different:	

OPINIONS:

Text 1:	Text 2:
How they are alike and different:	

TEXT STRUCTURES:

Text 1:	Text 2:
How they are alike and different:	

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I can compare the facts, topics, opinions, and text structures in two different nonfiction texts.

Sample

1. How are the facts in the two texts you read the same? Different? Tell me more.

2. How are the topics in the two texts the same? Different? Tell me more.

3. How are the opinions in the two texts the same? Different? Tell me more.

4. How are the text structures in the two texts the same? Different? Tell me more.

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I can compare the facts, topics, opinions, and text structures in two different nonfiction texts.

Sample

1. How are the facts in the two texts you read the same? Different? Tell me more.

2. How are the topics in the two texts the same? Different? Tell me more.

3. How are the opinions in the two texts the same? Different? Tell me more.

4. How are the text structures in the two texts the same? Different? Tell me more.

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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 compare the facts, topics, opinions, and text structures in two different nonfiction texts.

Readers compare two texts they have read so that they can see how the facts, topics, opinions, and text structures are alike and different.

FACTS:

Text 1:

Text 2:

How they are Alike and Different:

TOPICS:

Text 1:

Text 2:

How they are Alike and Different:

Sample

OPINIONS:

Text 1:

Text 2:

How they are Alike and Different:

TEXT STRUCTURES:

Text 1:

Text 2:

How they are Alike and Different:

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Comparing Two Nonfiction Texts

I can compare the facts, topics, opinions, and text structures in two different nonfiction texts.

Name: _____ **Date:** _____

Title 1: _____ **Title 2:** _____

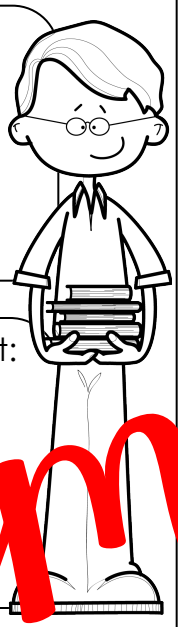
Directions: Think about each of the nonfiction features below. Describe the features for each text then tell how they are alike and different.

FACTS:

Text 1:

Text 2:

How they are Alike and Different:

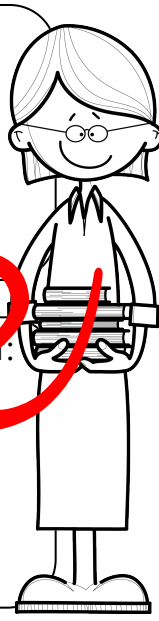


OPINIONS:

Text 1:

Text 2:

How they are Alike and Different:

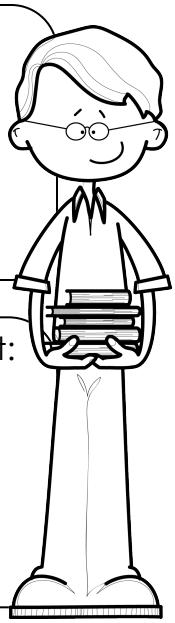


OPINIONS:

Text 1:

Text 2:

How they are Alike and Different:

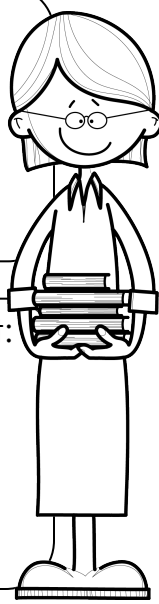


TEXT STRUCTURES:

Text 1:

Text 2:

How they are Alike and Different:



Sample

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Comparing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ___Readers compare how the beginning and end of a text are different.

2. ___Not many things change from the beginning to the end of a text.

3. ___Some things can stay the same from the beginning to the end of a text.

4. ___My opinions about a text will not change from beginning to end.

5. ___Our opinions about events and characters might change as we read more.

6. ___We know more about characters and events when we get to the end of a text.

7. ___Readers compare their lives to a text to think about what they might do differently.

8. ___Readers can compare their lives to just the characters in a text.

9. ___Readers can compare their lives to all parts of the text.

10. ____Readers can compare characters and settings in 2 fictions texts.

11. ____Readers do not need to compare more than 1 text because they're all different.

12. ____It is impossible to compare two nonfiction books about the same topic.

13. ____Readers can look at how text structures are the same and different in books.

14. ____Comparing things as we read helps us see how things are the same and different.

Sample

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Comparing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What might change from the beginning to the end of a text?
   a. The title of the text
   b. Characters might change
   c. The author changes
   d. The genre changes

2. Why should readers compare the beginning of a text to the end?
   a. To think about what changed
   b. To get confused
   c. To think about what stayed the same
   d. Both a and c

3. Why do our opinions change sometimes when we read?
   a. They do not change
   b. The author tells us to change our minds
   c. We read and learn more
   d. None of the above

4. We know more about characters and events _____ a text.
   a. at the end of
   b. before reading
   c. when we start reading
   d. In the middle of reading

5. Why should readers compare their lives to a text?
   a. To prove they are right.
   b. To see how their life is the same or different from the text.
   c. To prove others are right.
   d. All of the above.

6. Readers can compare their own lives to ____ in a text?
   a. the characters
   b. the events
   c. the problems
   d. All of the above

7. What are some things readers can compare in fiction texts?
   a. Characters and text boxes
   b. Settings and facts
   c. Setting and characters
   d. Settings and text boxes

8. Why should readers compare how 2 texts are alike and different?
   a. To decide which they like better
   b. To get confused
   c. To prove they are not alike
   d. To prove they are the exact same

9. What are some things readers can compare in nonfiction texts?
   a. Settings and characters
   b. Facts and opinions
   c. Facts and characters
   d. Stories and problems

10. When we compare things as we read we are…
   a. looking for a right answer.
   b. forgetting what we are reading.
   c. seeing how things are alike.
   d. not doing great thinking

Sample

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Comparing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. T Readers compare how the beginning and end of a text are different.
2. F Not many things change from the beginning to the end of a text.
3. T Some things can stay the same from the beginning to the end of a text.
4. F My opinions about a text will not change from beginning to end.
5. T Our opinions about events and characters might change as we read more.
6. T We know more about characters and events when we get to the end of a text.
7. T Readers compare their lives to a text to think about what they might do differently.
8. F Readers can compare their lives to just the characters in a text.
9. T Readers can compare their lives to all parts of the text.
10. T Readers can compare characters and settings in 2 fictions texts.
11. F Readers do not need to compare different texts because they are all different.
12. F It is impossible to compare two nonfiction books about the same topic.
13. T Readers can look at how text structures are the same and different in books.
14. T Comparing things as we read helps us see how things are the same and different.

Sample

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Comparing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What might change from the beginning to the end of a text?
   a. The title of the text changes
   b. Characters might change
   c. The author changes
   d. The genre changes

2. Why should readers compare the beginning of a text to the end?
   a. To think about what changed
   b. To get confused
   c. To think about what stayed the same
   d. Both a and c

3. Why do our opinions change sometimes when we read?
   a. They do not change
   b. The author tells us to change our minds
   c. We read and learn more
   d. None of the above

4. We know more about characters and events _____ a text.
   a. at the end of
   b. before reading
   c. when we start reading
   d. In the middle of reading

5. Why should readers compare their lives to a text?
   a. To prove they are right.
   b. To see how their life is the same or different from the text.
   c. To prove others are right.
   d. All of the above.

6. Readers can compare their own lives to ____ in a text?
   a. the characters
   b. the events
   c. the problems
   d. All of the above

7. What are some things readers can compare in fiction texts?
   a. Characters and text boxes
   b. Settings and facts
   c. Setting and characters
   d. Settings and text boxes

8. Why should readers compare how 2 texts are alike and different?
   a. To decide which they like better
   b. To get confused
   c. To prove they are not alike
   d. To prove they are the exact same

9. What are some things readers can compare in nonfiction texts?
   a. Settings and characters
   b. Facts and opinions
   c. Facts and characters
   d. Stories and problems

10. When we compare things as we read we are…
   a. looking for a right answer.
   b. forgetting what we are reading.
   c. seeing how things are alike.
   d. not doing great thinking

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Comparing

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a
COMPARING
master!



I am a
COMPARING
master!



I am a
COMPARING
master!



I am a
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master!



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Sample
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Sample
Sample