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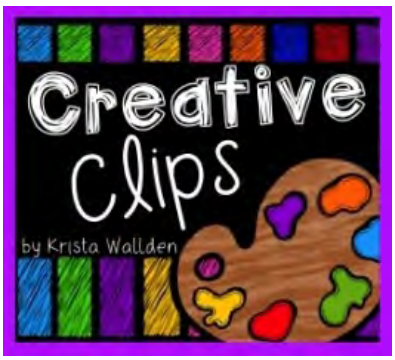
Jen Bengel

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







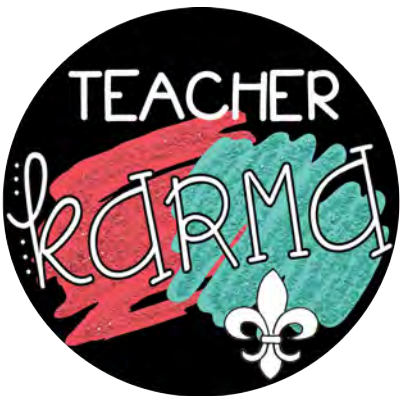


















See more detailed Comprehension Mini Lessons clicking the link now



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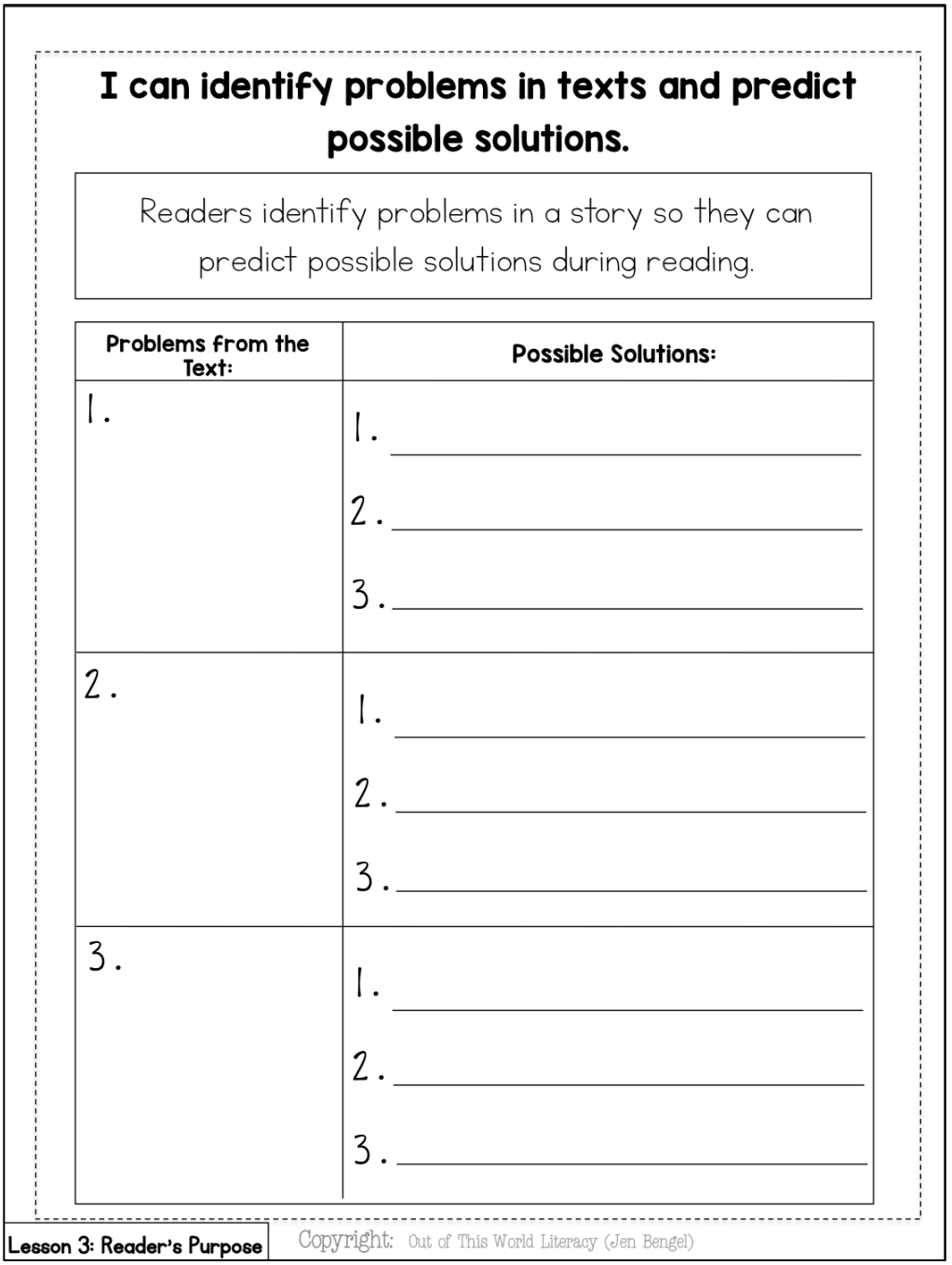
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

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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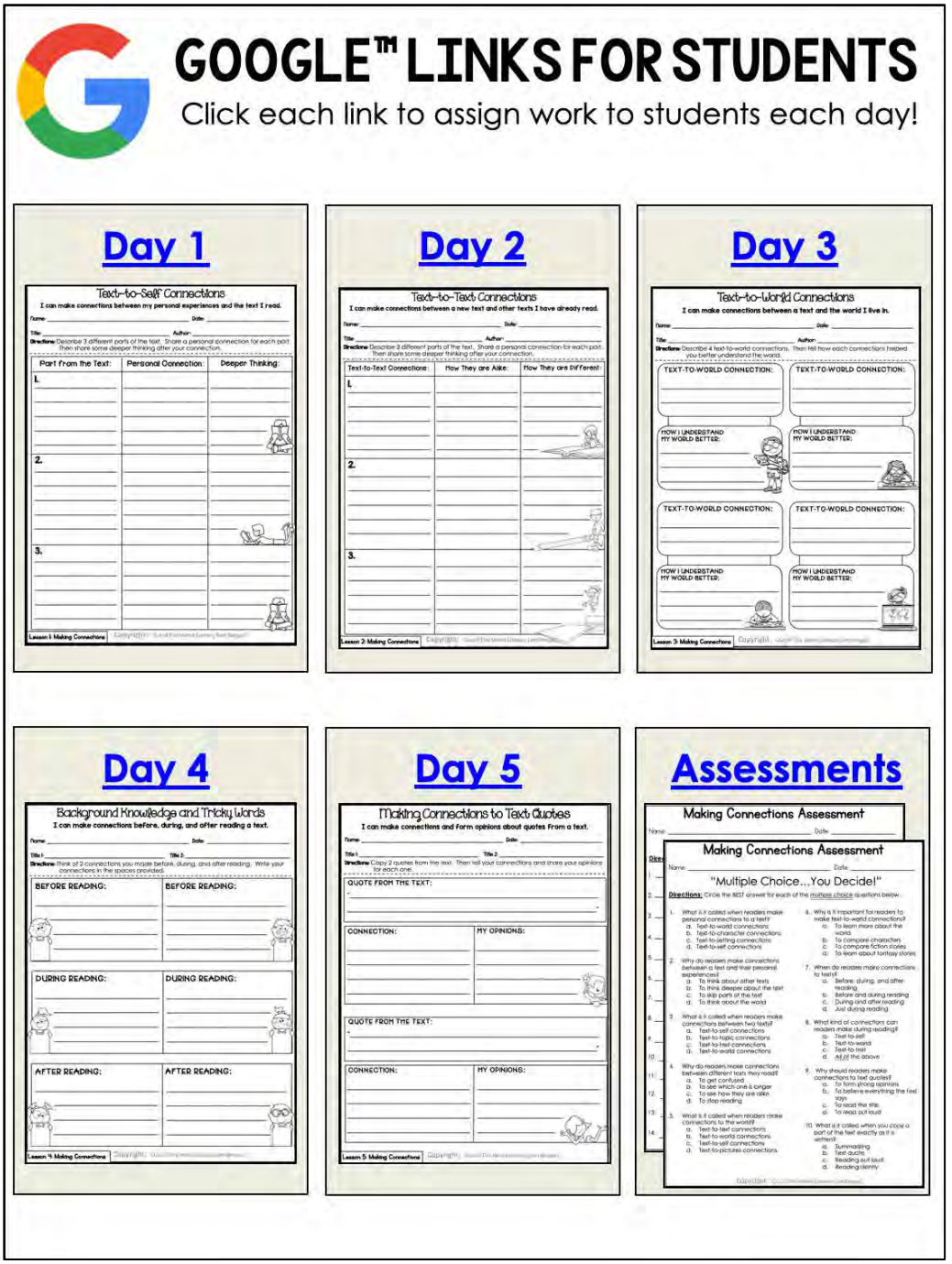
Google digital links for all student pages, including assessments



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(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!)

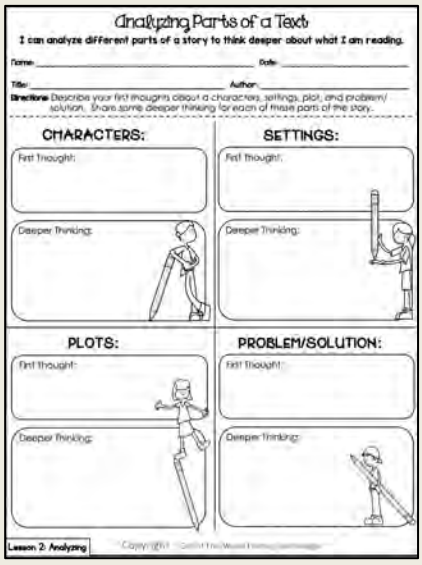
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1



Day 2



Day 3



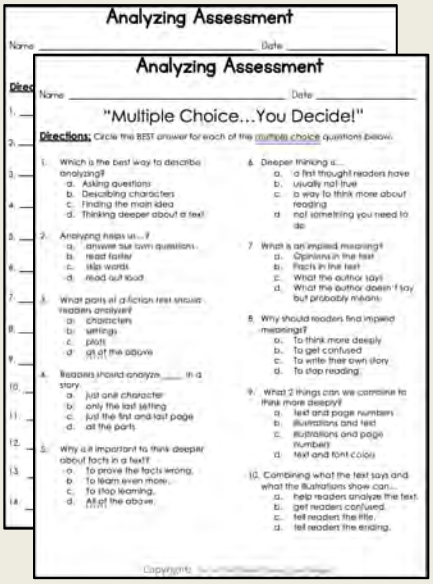
Day 4



Day 5



Assessments



Rationale:

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

**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 what Analyzing is*	Readers understand how to analyze a text so they can think more deeply about what they read.
LESSON 2 *Analyze Story Elements*	Readers analyze different parts of a story so they can think deeply about what each part of the story means.
LESSON 3 *Analyze Facts and Opinions*	Readers analyze facts and opinions from a text so they can think deeply about what each part of the text means.
LESSON 4 *Analyze Implied Meanings*	Readers think deeply about parts of a text so they can think carefully about what the author is really trying to say.
LESSON 5 *Analyze Illustrations and Text*	Readers analyze the text and illustrations so that they can think deeply about how text and illustrations work together.

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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 think deeply about parts of a text so they can think carefully about what the author is really trying to say.

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 an implied meaning is. Explain how authors sometimes say one thing but mean another. Hold up a text you have already read to the class and say something like this: Today we are going to look deeper at some things the author wrote in this book. Sometimes authors write one thing, but they have other things they really want the readers to figure out on their own. This is called implied meaning. When the authors 'imply' something, they write things one way, but want readers to think even deeper about what they really mean. Let's practice finding implied meanings today with our mentor text!
4. Begin by thinking aloud about a part from the text. Write what the author says on the anchor chart. Then think more deeply about some implied meanings the author must have meant. Write a few of your implied meanings on the anchor chart.
5. Invite students to think more deeply about another part from the t by as following questions. Write some student answers on your anchor chart.
   1. What is something you think the author was trying to i
   2. The author said…but what do you think he/she lly wa you to w
   3. The author said…but what do you thi / was ing to as reade
6. Ask stud turn an th artn bout th om the text and come up with some implied anings. Cal stu s hare writ ei swers on the class anchor chart.
7. Ask stud comp e thei e- ing p e as you thin ogether.
1. Tell students tha ey king on finding implied meanings from the text they are reading. Pass out the st e. 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 think deeply about parts of a text so they can think carefully about what the author is really trying to say.

*** Complete the anchor chart by adding ideas from the class as they share during the lesson

PARTS FROM THE TEXT:	IMPLIED MEANINGS:

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I can think deeply about parts of a text and think about what the author is really trying to say.

Sample

1. What does the author say in this part of the text?
2. The author said... but what do you think the author really meant? What makes you think that?
3. What other implied meanings can you think of in this part of the text?
4. Why should readers consider implied meanings as they read?

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I can think deeply about parts of a text and think about what the author is really trying to say.

Sample

1. What does the author say in this part of the text?
2. The author said... but what do you think the author really meant? What makes you think that?
3. What other implied meanings can you think of in this part of the text?
4. Why should readers consider implied meanings as they read?

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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 think deeply about parts of a text and think about what the author is really trying to say.

Readers think deeply about parts of a text so they can think carefully about what the author is really trying to say.

PARTS OF THE TEXT:	OUR IMPLIED MEANINGS:

Sample

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Finding Implied Meanings

I can think deeply about parts of a text and think about what the author is really trying to say.

Name: _____ Date: _____

Title 1: _____ Title 2: _____

Directions: Think about 4 different parts from the text. Copy what they author said in each part. Then describe what the author was really trying to say each time.

PART FROM THE TEXT:

IMPLIED MEANING:

PART FROM THE TEXT:

IMPLIED MEANING:

Sample

PART FROM THE TEXT:

IMPLIED MEANING:

PART FROM THE TEXT:

IMPLIED MEANING:

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Analyzing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ When we analyze we look more closely at a text.

2. ____ We can only analyze nonfiction texts.

3. ____ When we analyze we think past our first thoughts about a text.

4. ____ Analyzing can help us answer questions we have about a text.

5. ____ Readers do not need to analyze characters.

6. ____ Readers do not need to analyze settings.

7. ____ Re ould e j one haracter e setting from a story.

8. ____ We can le e when we stop and think deeper about facts in a text.

9. ____ A first thought about a text is the deepest thinking a reader can do.

10. ____ Implied meanings are things the author says in the text.

11. ____ We can find implied meanings by thinking about what the author really meant.

12. ____ Implied meanings are always the same as what the author really said.

13. ____ Readers can combine what the text says and illustrations to think more deeply.

14. ____ We can think differently when we combine text and illustrations.

Sample

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Analyzing Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. Which is the best way to describe analyzing?
   a. Asking questions
   b. Describing characters
   c. Finding the main idea
   d. Thinking deeper about a text

2. Analyzing helps us…?
   a. answer our own questions
   b. read faster
   c. skip words
   d. read out loud

3. What parts of a fiction text should readers analyze?
   a. characters
   b. settings
   c. plots
   d. all of the above

4. Readers should analyze [illegible] a story.
   a. just the character
   b. only the last setting
   c. just the first and last page
   d. all the parts

5. Why is it important to think deeper about facts in a text?
   a. To prove the facts wrong.
   b. To learn even more.
   c. To stop learning.
   d. All of the above.

6. Deeper thinking is…
   a. a first thought readers have
   b. usually not true
   c. a way to think more about reading
   d. not something you need to do

7. What is an implied meaning?
   a. Opinions in the text
   b. Facts in the text
   c. What the author says
   d. What the author doesn't say but probably means

8. Why should readers find implied meanings?
   a. To think more deeply
   b. To get confused
   c. To write their own story
   d. To stop reading

9. What 2 things can we combine to think more deeply?
   a. text and page numbers
   b. illustrations and text
   c. illustrations and page numbers
   d. text and font colors

10. Combining what the text says and what the illustrations show can…
    a. help readers analyze the text.
    b. get readers confused.
    c. tell readers the title.
    d. tell readers the ending.

Sample

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Analyzing Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. T When we analyze we look more closely at a text.

2. F We can only analyze nonfiction texts.

3. T When we analyze we think past our first thoughts about a text.

4. T Analyzing can help us answer questions we have about a text.

5. F Readers do not need to analyze characters.

6. F Readers do not need to analyze settings.

7. F Rea ould e j one haracter e setting from a story.

8. T We can le e when we stop and think deeper about facts in a text.

9. F A first thought about a text is the deepest thinking a reader can do.

10. F Implied meanings are things the author says in the text.

11. T We can find implied meanings by thinking about what the author really meant.

12. F Implied meanings are always the same as what the author really said.

13. T Readers can combine what the text says and illustrations to think more deeply.

14. T We can think differently when we combine text and illustrations.

Sample

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Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

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   a. Asking questions
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2. Analyzing helps us…?
   a. answer our own questions
   b. read faster
   c. skip words
   d. read out loud

3. What parts of a fiction text should readers analyze?
   a. characters
   b. settings
   c. plot
   d. all of the above

4. Readers should analyze [illegible] a story.
   a. just the character
   b. only the last setting
   c. just the first and last page
   d. all the parts

5. Why is it important to think deeper about facts in a text?
   a. To prove the facts wrong.
   b. To learn even more.
   c. To stop learning.
   d. All of the above.

6. Deeper thinking is…
   a. a first thought readers have
   b. usually not true
   c. a way to think more about reading
   d. not something you need to do

7. What is an implied meaning?
   a. Opinions in the text
   b. Facts in the text
   c. What the author says
   d. What the author doesn't say but probably means

8. Why [illegible] readers find implied meanings?
   a. To think more deeply
   b. To get confused
   c. To write their own story
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   a. text and page numbers
   b. illustrations and text
   c. illustrations and page numbers
   d. text and font colors

10. Combining what the text says and what the illustrations show can…
    a. help readers analyze the text.
    b. get readers confused.
    c. tell readers the title.
    d. tell readers the ending.

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Analyzing

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



Sample

I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!



Sample

I am an
ANALYZING
master!



I am an
ANALYZING
master!



I am an
ANALYZING
master!

