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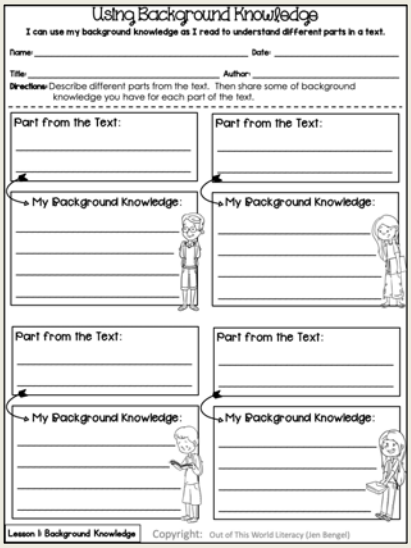
Jen Bengel

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1



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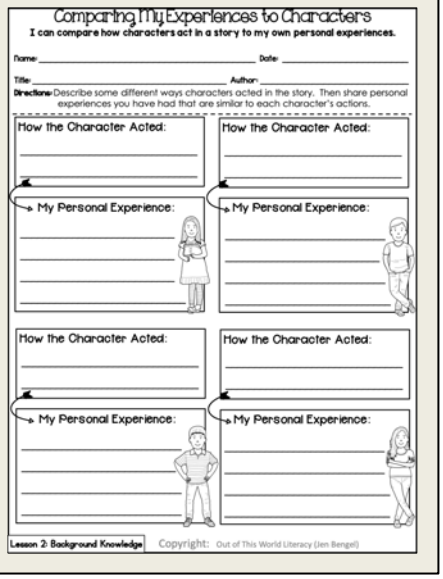


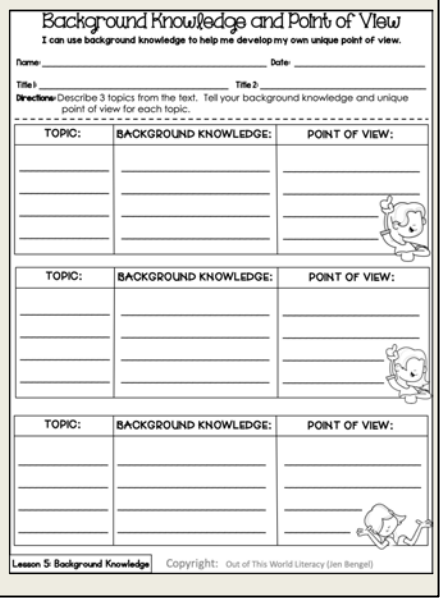
Day 3



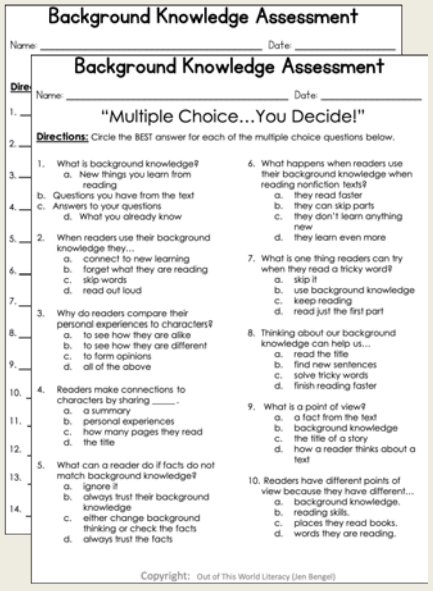
Day 4



Day 5



Assessments

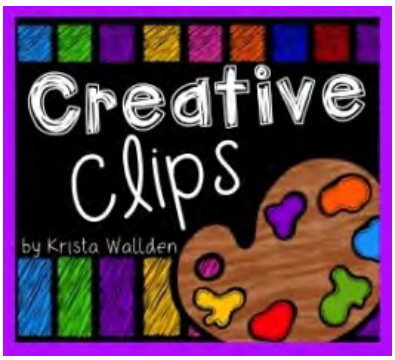


Thank you so much to these amazing artists, whose work is found in this resource!!







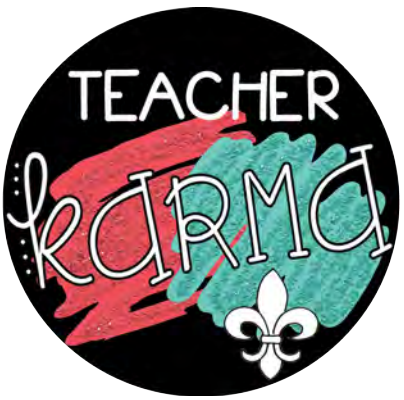


















See more detailed Comprehension Mini Lessons clicking the link now



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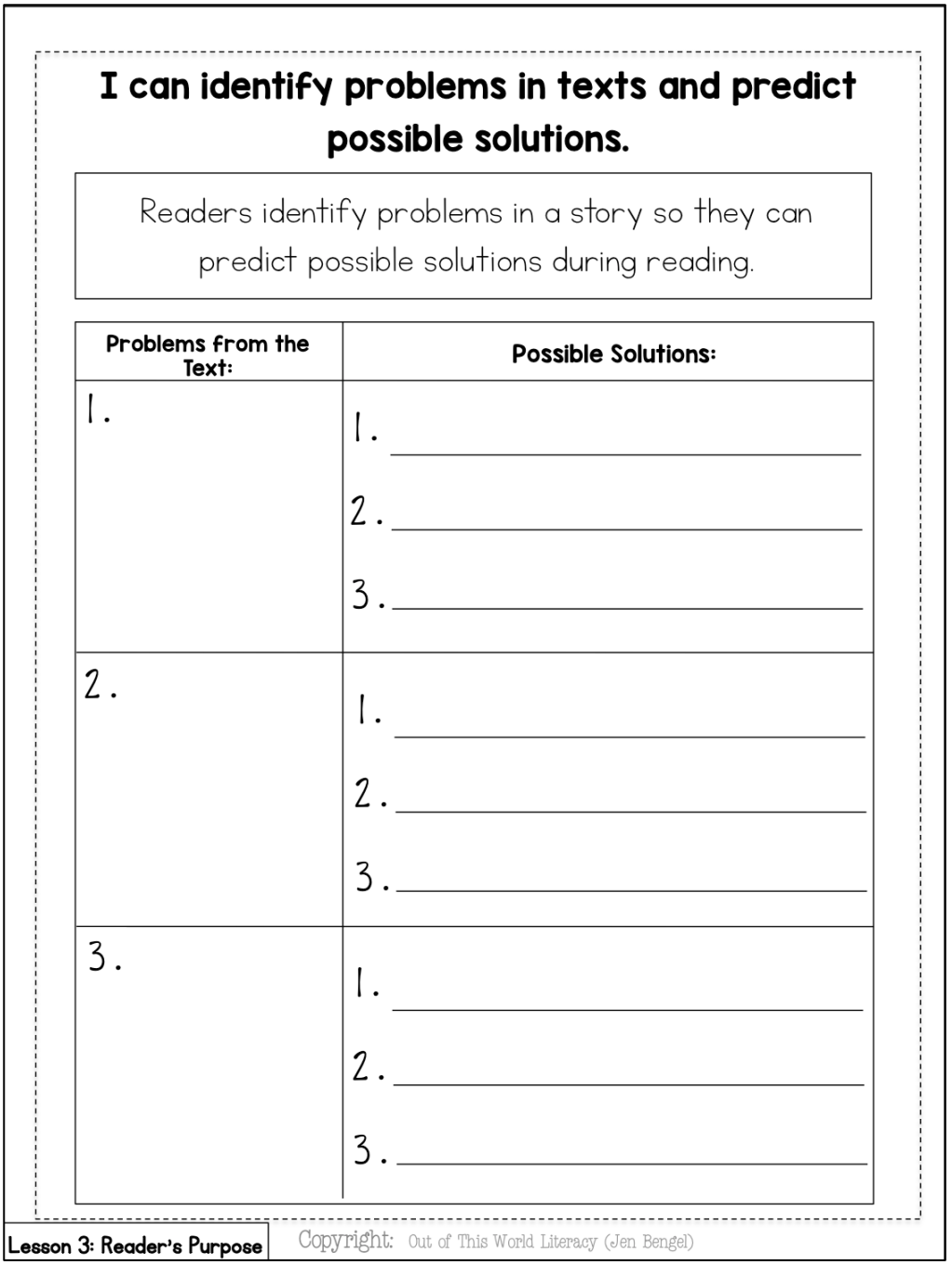
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

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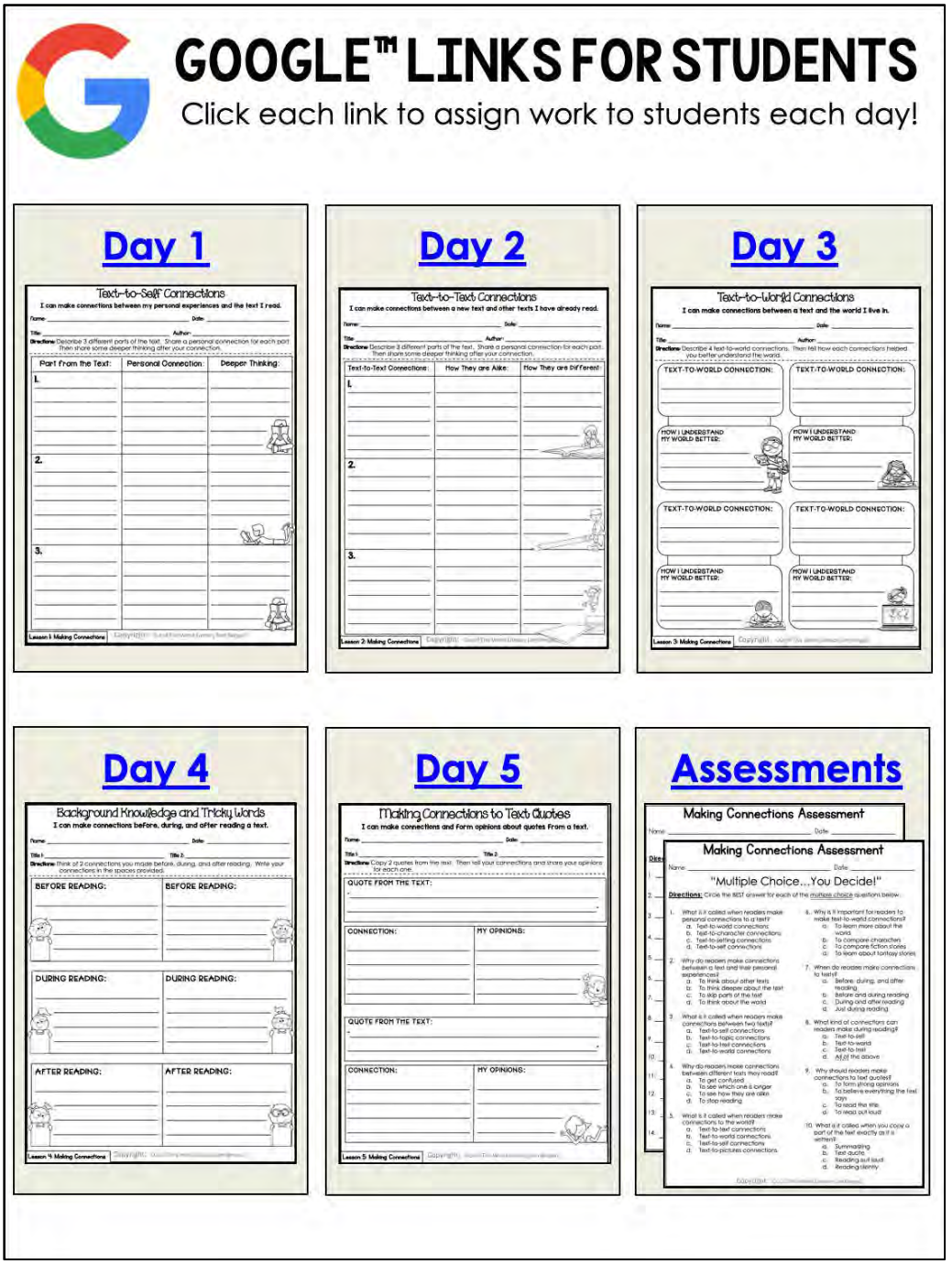
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Google digital links for all student pages, including assessments



Mini Units for Mastery Mega Bundle

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

Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



Mini Units for Mastery Mega Bundle

(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!)

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, using background knowledge. The lessons are very specific and focus on 5 angles of background knowledge 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 background knowledge.
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 background knowledge 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: Background Knowledge

**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 *Background Knowledge and Comprehension*	Readers identify their background knowledge as they read so that they can connect what the text says to their own life experiences.
LESSON 2 *Comparing Background to Character*	Readers describe how characters act in a story so they can compare the characters' experiences to their own background.
LESSON 3 *Background Knowledge and Facts*	Readers identify background knowledge they have about facts in a text so they can connect what they already know with their new learning.
LESSON 4 *Background Knowledge and Vocabulary*	Readers use their background knowledge as they read so that they can identify and define tricky words as they read.
LESSON 5 *Background Knowledge and Perspective*	Readers identify their background knowledge about a text topic so that they can describe their point of view as they read a text.

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 use their background knowledge as they read so that they can identify and define tricky words as they read.

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 consider their background knowledge as they come across tricky words when they read. Hold up a text you have already read to the class and say something like this:

   Today we are going to think about how we can use our background knowledge to help us solve tricky words we might come across when we are reading on our own. We know we shouldn't just skip over reading words that are hard. We need to stop and use our best thinking to solve the words. One thing we can do is ask ourselves if we've ever heard or seen the word before. Maybe somebody used the word in a conversation we had. Or maybe we read that word in another book. When we think about our background knowledge for a tricky word we can use that information to help us decide what that word might mean.

4. Begin by thinking aloud about a tricky word from the the text. Write the word on the anchor chart. Then think aloud about your own background knowledge for the wo[illegible] Maybe [illegible]rd it in a song, or a movie, or in another book, etc. Write your thinking on the chart. [illegible]ly, [illegible]est definition.
5. Invite students to use their background knowledge wit[illegible]ck [illegible]om the [illegible]xt by asking the following questions. Write some student [illegible]s o[illegible]ur anc[illegible]t.
   1. What is another tricky w[illegible]d [illegible]e ca[illegible]lk [illegible]t?
   2. [illegible]me of [illegible]r[illegible] knowl[illegible] about [illegible]s w[illegible]
   3. [illegible]at do you th[illegible]his w[illegible]m[illegible]?
6. Ask stud[illegible] turn[illegible]d talk [illegible] a[illegible]rtner [illegible]out a third [illegible]cky word, sharing their background knowledge and w[illegible] t[illegible] [illegible] word means. After a few minutes call on students to share and write thei[illegible]nsw[illegible] on the class anchor chart.
7. Ask students to complete their note-taking page as you think together.
1. Tell students that they will be working on describing background knowledge based on tricky words from the text they are reading. They will also write any of their new learning. 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

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 use their background knowledge as they read so that they can identify and define tricky words as they read.

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

TRICKY WORDS:	OUR BACKGROUND KNOWLEDGE:	WORD MEANINGS:

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I can use background knowledge to help me solve tricky words as I read.

Sample

1. What is the tricky word from the text?

2. Where have you heard/seen this word used before?

3. Based on what you know about this word already, what do you think it means?

4. Why should readers use their background knowledge to help them solve tricky words as they read?

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I can use background knowledge to help me solve tricky words as I read.

Sample

1. What is the tricky word from the text?

2. Where have you heard/seen this word used before?

3. Based on what you know about this word already, what do you think it means?

4. Why should readers use their background knowledge to help them solve tricky words 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 use background knowledge to help me solve tricky words as I read.

Readers use their background knowledge as they read so that they can identify and define tricky words as they read.

Tricky Words:	Background Knowledge:	Word Meanings:
1.		
2.		
3.		

Sample

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Background Knowledge and Tricky Words

I can use background knowledge to help me solve tricky words as I read.

Name: _____ Date: _____

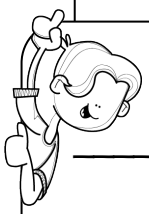
Title 1: _____ Title 2: _____

Directions: Think about 4 tricky words from the text. Use your background knowledge to help you define each word.

TRICKY WORD:

BACKGROUND KNOWLEDGE:

WORD MEANING:



TRICKY WORD:

BACKGROUND KNOWLEDGE:

WORD MEANING:



Sample

TRICKY WORD:

BACKGROUND KNOWLEDGE:

WORD MEANING:



TRICKY WORD:

BACKGROUND KNOWLEDGE:

WORD MEANING:



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Background Knowledge Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. _____ Readers use their background knowledge to make connections to their reading.

2. _____ Background knowledge is always different from what happens in the text.

3. _____ Every reader has a different set of background knowledge and experiences.

4. _____ Readers compare what they already know to [illegible] the text.

5. _____ Background knowledge [illegible] matter when we are reading about facts.

6. _____ Readers do not have [illegible] in common with characters in a story.

7. _____ Readers sometimes have the same types of experiences as characters.

8. _____ It is impossible to be the same as a character in a story.

9. _____ Readers might make strong connections to only one character in a story.

10. _____ Sometimes a reader's background knowledge does not match a fact in a text.

11. _____ Readers can not use background knowledge to learn more about facts.

12. _____ If readers do not know a word they should skip it.

13. _____ Readers can use background knowledge to help learn tricky words as they read.

14. _____ Every reader has his/her own unique point of view.

Sample

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Background Knowledge Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What is background knowledge?
   a. New things you learn from reading
   b. Questions you have from the text
   c. Answers to your questions
   d. What you already know

2. When readers use their background knowledge they…
   a. connect to new learning
   b. forget what they are reading
   c. skip words
   d. read out loud

3. Why do readers compare their personal experiences to characters?
   a. to see how they are alike
   b. to see how they are different
   c. to form opinions
   d. all of the above

4. Readers make connections to characters by sharing _____ .
   a. a summary
   b. personal experiences
   c. how many pages they read
   d. the title

5. What can a reader do if facts do not match background knowledge?
   a. ignore it
   b. always trust their background knowledge
   c. either change background thinking or check the facts
   d. always trust the facts

6. What happens when readers use their background knowledge when reading nonfiction texts?
   a. they read faster
   b. they can skip parts
   c. they don't learn anything new
   d. they learn more

7. What are other things readers can try when they come to a tricky word?
   a. skip it
   b. use background knowledge
   c. keep reading
   d. read just the first part

8. Thinking about our background knowledge can help us…
   a. read the title
   b. find new sentences
   c. solve tricky words
   d. finish reading faster

9. What is a point of view?
   a. a fact from the text
   b. background knowledge
   c. the title of a story
   d. how a reader thinks about a text

10. Readers have different points of view because they have different…
    a. background knowledge.
    b. reading skills.
    c. places they read books.
    d. words they are reading.

Sample

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Background Knowledge Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. __T__ Readers use their background knowledge to make connections to their reading.

2. __F__ Background knowledge is always different from what happens in the text.

3. __T__ Every reader has a different set of background knowledge and experiences.

4. __T__ Readers compare what they already know to [illegible] th[illegible] ex[illegible]

5. __F__ Background knowled[illegible] [illegible] atte[illegible] wh[illegible] we[illegible] re[illegible]ding about facts.

6. __F__ Read[illegible] no[illegible] ave [illegible] th[illegible]g in common wi[illegible] characters in a story.

7. __T__ Readers [illegible]etimes have the same types of experiences as characters.

8. __F__ It is impossible to be the same as a character in a story.

9. __T__ Readers might make strong connections to only one character in a story.

10. __T__ Sometimes a reader's background knowledge does not match a fact in a text.

11. __F__ Readers can not use background knowledge to learn more about facts.

12. __F__ If readers do not know a word they should skip it.

13. __T__ Readers can use background knowledge to help learn tricky words as they read.

14. __T__ Every reader has his/her own unique point of view.

Sample

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Background Knowledge Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What is background knowledge?
   a. New things you learn from reading
   b. Questions you have from the text
   c. Answers to your questions
   d. What you already know

2. When readers use their background knowledge they…
   a. connect to new learning
   b. forget what they are reading
   c. skip words
   d. read out loud

3. Why do readers compare their personal experiences to characters?
   a. to see how they are alike
   b. to see how they are different
   c. to form opinions
   d. all of the above

4. Readers make connections to characters by sharing _____ .
   a. a summary
   b. personal experiences
   c. how many pages they read
   d. the title

5. What can a reader do if facts do not match background knowledge?
   a. ignore it
   b. always trust their background knowledge
   c. either change background thinking or check the facts
   d. always trust the facts

6. What happens when readers use their background knowledge when reading nonfiction texts?
   a. they read faster
   b. they can skip parts
   c. they don't learn anything new
   d. they learn more

7. What are other things readers can try when they read a tricky word?
   a. skip it
   b. use background knowledge
   c. keep reading
   d. read just the first part

8. Thinking about our background knowledge can help us…
   a. read the title
   b. find new sentences
   c. solve tricky words
   d. finish reading faster

9. What is a point of view?
   a. a fact from the text
   b. background knowledge
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   d. how a reader thinks about a text

10. Readers have different points of view because they have different…
    a. background knowledge.
    b. reading skills.
    c. places they read books.
    d. words they are reading.

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Background Knowledge

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a
BACKGROUND
KNOWLEDGE
master!



I am a
BACKGROUND
KNOWLEDGE
master!



I am a
BACKGROUND
KNOWLEDGE
master!



I am a
BACKGROUND
KNOWLEDGE
master!



I am a
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master!



I am a
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Sample

I am a
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master!



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Sample